



Margaret Wix Progression Ladder – Physical Education



Purpose of study (National Curriculum 2014)

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Aims

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS Hummingbirds	Locomotion - Walking	Dance	Dance	Dance	Attack v Defence	Locomotion - Jumping
Knowledge and Skills <i>By the end of EYFS, pupils should be able to:</i>	Walk with their heads focused straight ahead looking where they are going. Travel with confidence. Follow the rules of games. Walk and move into space, change direction and keep away from the defenders. Understand why we move into space.	Move their bodies with big and small actions and in a variety of ways. Watch other pupils perform and listen to their ideas. Travel with confidence. Add emotion to their movements as they move in character. Develop movements in pairs and show expression.	Make different movements using different parts of the body. Make larger scale travelling movements. Respond to words and music using their bodies and props. Create their own movements. Know the meaning of opposites. Use creeping, tiptoeing and hiding to move.	Make different movements using different parts of the body. Add movements together to form a sequence. Create sequences that relate to specific words. Make large travelling movements, using their own bodies, responding to music. Make character movements with a partner.	Understand why it is important to take turns during a game. Understand why we need to keep score during a game. Understand why games have rules. Use evasion to avoid being tagged. Understand how to prevent an attacker from scoring. Apply knowledge of attacking and defending in a competitive game.	Understand the different reasons when, where and why we jump in different ways. Apply the most effective technique using our head, arms and feet during a circuit. Explore skipping and apply our understanding of jumping and skipping into a game and competitions.

	Gymnastics	Ball Skills	Gymnastics	Ball Skills	Locomotion - Jumping	Ball Skills
	<p>Be creative on the apparatus, moving over, under, through, along, across etc. Collaborate with other pupils by working around each other and taking turns. Travel with confidence over, under and through equipment. Be able to move and balance in high and low ways, both on the floor and on apparatus. Move their bodies in a variety of ways.</p>	<p>Push, roll and bounce a ball with control. Understand the meaning of control. Follow instructions and rules of the game. Stop and pass if they enter a marked area. Use their imagination as they take part in game activities.</p>	<p>Move and make shapes using different parts of the body. Move in different directions. Use the apparatus to move using big and small movements. Move and apply shapes in pairs on the floor and on the apparatus. Apply movements and shapes to transition between different zones.</p>	<p>Use their feet to move with the ball and kick a ball with different parts of their feet. Understand how to control a ball. Dribble with a ball. Understand where to dribble and why. Use kicking and dribbling skills during competition. Work together in a small group to kick and dribble.</p>	<p>Explore jumping, in different directions, at different speeds and different levels. Explore how and why we jump, using our head, arms and feet, applying the basic jumping technique. Explore jumping for distance and height. Explore hopping in a variety of ways; in different directions, at different speeds and different levels.</p>	<p>Understand different ways to throw and why we need to aim. Use their bodies to throw with greater distance. Understand different ways of rolling a ball with our hands and why we need to be accurate when rolling at a target. Stop a ball using our hands. Catch a small ball/beanbag and understand why we need to do so.</p>
<p>Personal and Social Development</p> <p><i>By the end of EYFS, pupils should be developing:</i></p>	<ul style="list-style-type: none"> Life skills such as empathy and fairness as they listen, play by the rules and encourage others. Self-belief as they move and travel with confidence. Curiosity and imagination as they experiment moving in different ways. Demonstrate courage to keep working as hard as possible. Show gratitude and empathy as they encourage and support each other. Learned skills to develop success. 					
<p>Vocabulary</p> <p><i>By the end of EYFS, pupils should be developing their understanding of the following sport specific vocabulary:</i></p>	<ul style="list-style-type: none"> Change of direction: means to change the pathway that we are orienting in. Space: is an open area on the pitch that is unoccupied by another pupil or a defender. Speed: is the ability to move parts of the body as quickly or as slowly as possible. Tag: is the method applied by the defender to stop an attacker from moving. Apparatus: The term apparatus refers to a piece of equipment that's used in gymnastics. For example, a bench, vault or balance beam. Sequence: This is a combination of controlled movements that have been added together in a particular order. Expression: refers to the actions a dancer uses to make their characters thoughts or feelings known. Bouncing: means using our hands to push the ball towards the floor. Rolling: is a method of sending the ball along the floor. Pushing: is a method of sending the ball using our hands. Timing: In dance, timing refers to moving to the beat of the music. Opposite: refers to when something is totally different from or the reverse of something else. For example, the opposite to slow is fast. Tempo: refers to the speed or pace (fast or slow) that a dancer performs their movements. Dribbling: is a method of moving with the ball. Ball Control: means keeping the ball close to us, preventing the defenders from gaining possession. Rules: are a set of regulations or principles that govern a particular activity that ensure that the activity is played fairly and safely. 					

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1 Firetips	Locomotion - Running	Dance	Health and Wellbeing	Locomotion - Jumping	Attack v Defence	Rackets, Bats and Balls
Knowledge and Skills <i>By the end of Year 1, pupils should be able to:</i>	Run using different parts of the body and different techniques. Understand how to run efficiently. Apply running in a competitive game. Run at different speeds. Apply techniques to run over short and long distances. Understand where to run to and why. Understand basic principles of defence v attack.	Control and co-ordinate their bodies to perform movements. Respond to rhythm and patterns through their movement. Co-ordinate their bodies to perform a motif. Use improvisation to create dynamic movements. Use the relationship between two living things to create movement patterns.	Understand the term agility and ways to be more agile when moving. Understand the term balance and why we need to be balanced and agile when playing sport. Understand hand-eye coordination and why this is important when throwing, bouncing or rolling. Perform circuits using agility, balance and hand-eye coordination.	Understand the different reasons when, where and why we jump in different ways. Apply the most effective technique using our head, arms and feet during a circuit. Explore skipping and apply our understanding of jumping and skipping into a game and competitions.	Understand what attacking and defending means, and why we attack and defend in a game. Apply attacking and defending principles to a game situation. Understand how, when and where to attack or defend during a game.	Explore moving the ball using the racket, beginning an understanding of how and why we keep the ball close and controlled. Understand why moving a ball into a space is so important to evade defenders. Understand why we need to aim at a target when hitting (pushing) the ball and the importance of accuracy.
	Gymnastics	Ball Skills	Gymnastics	Ball Skills	Team Building	Ball Skills
	Move and balance in a wide and narrow way on the floor and apparatus. Move and balance in a curled way on the floor and apparatus. Transition between shapes using apparatus, combing and linking movements together.	Understand why we need to keep the ball away from the defender. Bounce the ball in order to dribble. Send the ball (pass) to their partner. Understand the need for accuracy and aim when passing the ball. Use different ways to pass the ball with their hands.	Use movements and balances in a wide and narrow way on the floor and on the apparatus. Use movements and balances in a curled way, transitioning between each shape on the apparatus. Combine wide, narrow and curled	Understand the meaning of control and why it is important to keep a ball close to us. Use the inside and outside of their feet to dribble a ball. Use dribbling to keep the ball away from opponents. Understand the consequences of not dribbling into space.	Understand why it is important to include everyone when working as a team and what makes an effective team. Communicate to create simple strategies to complete a challenge successfully. Use strategies as a team to solve simple problems.	Throw an object using an underarm technique understand why this is applied in a game situation. Work as a team to apply the underarm throw. Stop the ball using their hands in a game situation. Accurately roll a ball towards a

		Use different ways to stop the ball with their hands. Combine passing and receiving skills.	movements together. Understand how to link movements together.	Kick a ball towards a target and understand the need for accuracy. Work as a team.		target in order to score points. Use ball techniques in a game to beat an opponent.
Personal and Social Development <i>By the end of Year 1, pupils should be developing:</i>	<ul style="list-style-type: none"> Self-belief and courage as they travel with confidence on the floor and on apparatus, creating their own ways of moving and balancing. Life skills such as empathy and gratitude as they work safely with each other. Pupils will support each other. Honesty and self-belief as they strive to reach maximum output. Fairness as they play by the rules, listen and encourage others. Sharing equipment and apparatus with others. Understanding of effective teamwork. 					
Vocabulary <i>By the end of Year 1, pupils should have a developing understanding of the following sport specific vocabulary:</i>	<ul style="list-style-type: none"> Transition: The term transition means to move into and out of basic movements, actions or balances. Acceleration: How quickly an athlete can increase their speed over. Distance when running. Tag: The method applied by the defending team to stop an attacker from moving. Timing: In dance, timing refers to moving to the beat of the music. Opposite: refers to when something is totally different from or the reverse of something else. For example, the opposite to slow is fast. Sequence: This is a combination of controlled movements that have been added together in a particular order. Dribbling: is a method of moving with the ball. Accuracy: is the ability to control where we roll, bounce or push a ball. Power: The intensity and speed that a ball is rolled, bounced or pushed. Linking: Successfully adding two movements together so that they flow one after the other. Hand-eye coordination: The ability to use our hands and eyes at the same time to perform and accomplish a task. Aiming: How to use our bodies to direct an object towards a specific target. Throwing: Using the arm/hand to propel an object through the air with force. Passing: Sending a ball to another member of our team in order to maintain possession of the ball. Control: Keeping a ball close to us in order to prevent defenders gaining possession. Motif: A series of movements that are repeated. Tactics: are carefully planned sets of actions that are used by a team or individual to attain a certain goal. Catching: is holding the ball with our hands after it has been hit or thrown, usually before it touches the ground. 					

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2 Emperors	Locomotion - Dodging	Dance	Health and Wellbeing	Locomotion - Jumping	Attack v Defence	Rackets, Bats and Balls
Knowledge and Skills <i>By the end of Year 2, pupils should be able to:</i>	Effectively dodge by moving into space when running. Understand why it is important to dodge in games and apply	Respond to the stimulus using a range of different, controlled movements. Develop their character work,	Move at speed in different ways and understand the consequences of not being agile. Find ways of balancing with a	Apply an effective jumping technique. Understand how, where and why we jump in a game. Understand how to jump in	Create and understand simple attacking principles, applying them as a team into a game. Create and understand simple	Use power and accuracy to hit targets that are of varying distances away. Develop tactical thinking skills to

	<p>their techniques in games. Understand how, where and why to dodge in game situations while working as a team. Apply their knowledge of dodging to competitive gameplay. Understand the roles of attacking and defending.</p>	<p>adding movements, expression and emotion to their motif. Create motifs with a partner including some different elements of choreography. Extend their sequences developing their characters to add drama and emotion to their dance performance.</p>	<p>partner and understand which sports require more than one person to balance together to be successful. Understand what feet eye coordination means and why this important in sport. Perform a circuit with a partner and understand how motivation can help enhance their performance. Understand the importance of being coordinated.</p>	<p>combination and link jumps. Use different combinations of jumping for distance and speeds. Develop jumping for distance. Use jumping in competitions.</p>	<p>defending principles, applying them as a team into a game. Understand the transition from defence into attack and how their role changes within the game. Create and understand simple attacking and defending tactics and applying them as a team into a competitive mini-game.</p>	<p>eventually beat an opponent. Understand why in certain games, hitting into space is essential in order to score points against the opposing team. Understand how they can use their hitting (striking) skills to send the ball to space in order to win a game.</p>
	Gymnastics	Ball Skills	Gymnastics	Ball Skills	Team Building	Ball Skills
	<p>Link movements together on the floor and the apparatus. Perform the sequence 'jump, roll, balance,' on the floor and the apparatus. Create their own movement sequences. Perform their own movement sequences.</p>	<p>Understand how to use their hands to dribble in order to keep control and possession of the ball. Understand how to pass and receive in order to keep possession of the ball. Combine passing and dribbling. Use dribbling, passing and receiving in order to score a point.</p>	<p>Use different movement pathways (zig-zag) and link them together. Create their own pathways (zig-zag and curved) and use them on the floor and on the apparatus. Create their own sequences of movement and perform their own work.</p>	<p>Dribble using their feet in order to keep control and possession of the ball. Pass and receive using their feet in order to keep possession of the ball. Combine dribbling, passing and receiving using their feet in order to keep possession of the ball. Dribble, pass and receive with their feet in order to score a point.</p>	<p>Understand what makes an effective team. Use their communication and cooperation skills, enabling them to create simple strategies to complete a challenge. Understand why it is important to trust our partner (team) if we are going to be successful. Use simple strategies as a team to help us solve a problem.</p>	<p>Effectively execute an underarm throw and to understand why we need to be accurate when we throw. Compete against other pupils, using their ability to collaborate. Apply their understanding of underarm throwing and the basic principles of attack vs defence to win a game and beat an opponent. Apply their understanding of</p>

						overarm throwing to win a game.
Personal and Social Development <i>By the end of Year 2, pupils should be developing:</i>	<ul style="list-style-type: none"> ▪ Gratitude and fairness as they support their team members, play by the rules and congratulate others. ▪ Honesty and self-belief as they strive to effectively apply their learning and keep the score in their games. ▪ Empathy and gratitude as they work safely with each other. ▪ courage as they create their own sequences and challenge themselves to try a range of movement and balances. ▪ Life skills such as curiosity and imagination as they create a range of movements linked to a variety of characters. ▪ Communication skills as they listen to their partner and team members and work collaboratively together. ▪ Integrity as they strive to improve their own performance whilst playing fairly. ▪ An understanding of the consequences in a game when mistakes are made. ▪ Striving to complete different challenges, adapting strategies and never giving up. ▪ Collaboration skills by working with their own team effectively and playing fairly against the opposition. 					
Vocabulary <i>By the end of Year 2, pupils should understand the following sport specific vocabulary:</i>	<ul style="list-style-type: none"> ▪ Dodge: is a method of moving quickly by an attacker, from one side to the other to avoid being tagged by a defender. ▪ Sequence: This is a combination of controlled movements that have been added together in a particular order. ▪ Jump: The method of moving where an individual pushes themselves off of a surface and into the air creating a moment of flight. ▪ Roll: A method of moving where an individual completes rotation of their body on the ground. ▪ Choreography: is a set of sequence steps and movements that have been specifically designed for a dancer or group of dancers to perform. ▪ Unison: Unison is where pupils perform the same movement at exactly the same time as each other. ▪ Motif: is a series of movements that are repeated. ▪ Dribbling: is a method of moving with the ball. The attacker in possession of the ball continuously bounces the ball on the floor in order to move around the space. ▪ Chest Pass: Is thrown by gripping the ball on the sides with the thumbs directly behind the ball. When using a chest pass, the passer should direct the ball towards the receiver's hands at chest level. ▪ Zig-Zag: This means a line or course having abrupt alternate right and left turns that a pupil follows as they create movements. ▪ Curved: This means a line or outline which gradually deviates from being straight for some or all of its length. Pupils can follow this line as they create movements. ▪ Passing: is a method of sending the ball to our partner or another member of our team in order to keep possession of the ball. ▪ Courage: means being brave enough to try something even when we find it scary or difficult. ▪ Motivation: are the positive actions and behaviours an individual uses to help drive themselves, their partner or their team towards a goal. ▪ Tactics: are carefully planned sets of actions that are used by a team or individual to attain a certain goal. ▪ Team: A group of people who work together with the objective of achieving the same goal. ▪ Catching: is holding the ball with our hands after it has been hit or thrown, usually before it touches the ground. ▪ Throwing: Using the arm/hand to propel an object through the air with force. 					

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3 Cardinals	Invasion Games Netball	Invasion Games Tag Rugby	Dance	Tennis	Swimming	Swimming
Knowledge and Skills <i>By the end of Year 3, pupils should be able to:</i>	Pass and receive in order to keep possession of the ball.	Pass and receive in order to keep possession of the ball. Understand the purpose of tagging,	Respond to different stimuli being able to sustain characters to add drama and emotion to the dance.	Understand how we win a game of tennis, thinking about where and why we throw the ball on the court.	Enter the water safely. Move forward for a distance of 5 metres, feet may be on or off the floor.	Move from a flat floating position on the back and return to standing. Move from a flat floating position on

	<p>Understand how to win the ball back (defending). Keep possession, developing this concept into mini game situations. Explore the transition between attack and defence. Create an attack that results in a shot at goal that uses the correct technique. Apply their knowledge to a tournament situation.</p>	<p>when, where and why this is applied during a game. Create space as an attacker, creating opportunities for the ball carrier to pass if they are tagged. Combine passing and moving to create attacking opportunities to score a try. Understand when, where and why they need to create space when they are attacking. Apply their knowledge to a tournament situation.</p>	<p>Build on the character work adding drama and emotion to dance and to create motifs in pairs. Execute a wider variety of movements singly and in extended sequences, with a partner. Develop movement vocabulary by introducing more advanced dance terms. Bring together the choreography from the sequence of learning to create a final performance.</p>	<p>Understand how we can think one shot ahead to create space for winning shots. Find different ways we can win a point, in mini games. Hold the racket safely and understand why it is important that they control the ball when playing a shot. Understand when and where to play the forehand shot in a mini game. Apply their knowledge to a tournament situation.</p>	<p>Move backwards for a distance of 5 metres, feet may be on or off the floor. Move sideways for a distance of 5 metres, feet may be on or off the floor. Scoop the water and wash the face. Be comfortable with water showered from overhead.</p>	<p>the front and return to standing. Push and glide in a flat position on the front from a wall. Push and glide in a flat position on the back from a wall. Give examples of two pool rules. Exit the water safely.</p>
	Outdoor Adventure	Gymnastics	Health and Wellbeing	Invasion Games Hockey	Athletics	Rounders
	<p>Understand what makes an effective team with the focus on cooperation and responsibility. Understand how to be an effective communicator in a team. Understand why motivating each other is important when working in a team. Understand why teamwork is</p>	<p>Explore movements and balances in a symmetrical and asymmetrical way. Re-create symmetrical balances on apparatus and look at how they can begin to move out of them, forming the start of a sequence. Travel to a new piece of apparatus and completing the start and middle</p>	<p>Consider how we feel in our minds and bodies when we are busy and energetic, and in contrast when we are calm and still. Understand various relaxation techniques to help them feel calm and content in their everyday lives. Hold and perform various meditative balances.</p>	<p>Understand how to dribble the ball keeping possession to beat an opponent. Keep control of the ball and change direction when dribbling. Pass and receive the ball with control to keep possession. Understand how to win the ball back. Create space whilst keeping possession,</p>	<p>Understand the correct technique used for sprinting. Understand how and why we need to accelerate at the start of a race. Run for speed, when running as part of a team. Recognise a curved track and will start to understand simple changeover tactics.</p>	<p>Understand concept of batting and fielding and the purpose of each team. Throw a ball accurately, with power over distance and understand its purpose in a game of rounders. Play mini games where fielders apply the use of both the</p>

	important when working in an unfamiliar environment.	section of a sequence. Create their asymmetrical balance to end the sequence. Perform and assess complete movement sequences.	Work with a partner to improve their posture, balance and deep breathing technique. Communicate non-verbally with a partner using an imaginary prop.	developing this concept into mini games. Explore the transition between attack and defence. Move the ball up the pitch, creating an attack that results in a shot. Apply their knowledge to a tournament situation.	Explore the differences between throwing for accuracy and throwing for distance. Explore how we can use our bodies to jump as far as possible.	overarm and underarm throw. Understand ways of stopping the ball. Apply the long barrier in a game situation to keep the batters score as low as possible. Bring together the sequence of learning into a small game.
Personal and Social Development <i>By the end of Year 3, pupils should be developing:</i>	<ul style="list-style-type: none"> ▪ Confidence as they grow in their ability to show resilience and determination. ▪ Life skills such as respect and communication as they collaborate with others including their opponents. ▪ Their ability to show integrity and self-motivation. ▪ Cooperation and communication as they collaborate with others. ▪ Resourcefulness and evaluation as they create their sequences in pairs, making any adaptations when necessary. ▪ An ability to work successfully with their partner/group. ▪ Integrity and take responsibility leading others. ▪ Life skills such as cooperation and encouragement as they play fairly against others, keeping the score. 					
Vocabulary <i>By the end of Year 3, pupils should understand the following sport specific vocabulary:</i>	<ul style="list-style-type: none"> ▪ Attacker: We are considered an 'attacker' when we are in possession of the ball or in control of the ball. ▪ Defender: We are considered a 'defender' when we are not in possession of the ball or when the ball is not in our control. ▪ Chest Pass: Is thrown by gripping the ball on the sides with the thumbs directly behind the ball. When using a chest pass, the passer should strive to throw the ball to the receiver's chest level. ▪ Footwork: A player can receive the ball with both feet grounded or jump to catch the ball and land on two feet simultaneously. ▪ Intercepting: is when a defender cuts off and prevents a pass from reaching the receiver. ▪ Shooting: is when we hit the ball with our stick in an attempt to score a goal. ▪ Barrier: When we receive a pass from a team member, we can lower our stick horizontal towards the ground making a barrier to control the ball. ▪ Try: A try is a method of scoring points in rugby. A try is scored when the attacking player holding the ball, places the ball over the oppositions try line using two hands. ▪ Ball Carrier: The ball carrier is defined as the attacker who is in possession of the ball. ▪ Symmetrical: Symmetry occurs when a balance or a movement is identical on either side. ▪ Asymmetrical: Asymmetry means when a balance or a movement does not match on either side. ▪ Character: Character refers to the person, animal or fictional character that the pupil is portraying in their performance. ▪ Motif: is a series of movements that are repeated. ▪ Dodge: is a method of moving quickly from one side to the other to avoid being hit by a ball. ▪ Baseline: The baseline runs parallel to the net and defines the back of the court on each side. ▪ Forehand: A forehand is a shot in which the palm of your hand faces the direction in which you are hitting the ball. ▪ Rally: A rally is a series of returned hits of the ball that ends when either player fails to successfully return the ball. ▪ Out: is the term used when the ball is returned over the net and does not bounce on the inside of the court. ▪ Relay: A relay is a running race where members of a team take turns to complete parts of the race. ▪ Change Over: A changeover is where two athletes from the same team pass a baton between one another while running as fast as possible. ▪ Base/Posts: There are four bases/posts that are used to mark out the pitch. These are positioned on the outside of the bowling square in a diamond shape. 					

	<ul style="list-style-type: none"> ▪ Rounder: Is the method of scoring used in rounders. If the batter successfully runs around the outside of the bases and reaches the 4th base before the ball, the batting team scores one rounder. ▪ The Long Barrier: is a fielding method used by a fielder to prevent the ball going past them. This involves the fielder stopping the ball with their hands, by positioning their body in line with the ball just in case they miss the ball with their hands. ▪ Relaxation techniques: Relaxation techniques are methods, such as breathing, meditation and exercise, that can be used by an individual to help reduce stress and anxiety levels. ▪ Meditative Balances: A meditative balance is a still position that pupils hold still for at least ten seconds or three long in, and out breaths.
--	--

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4 Cardinals	Invasion Games Netball	Invasion Games Tag Rugby	Dance	Tennis	Swimming	Swimming
Knowledge and Skills <i>By the end of Year 4, pupils should be able to:</i>	Pass and receive in order to keep possession of the ball, developing this concept into a mini game situation. Work out simple tactics for creating space and keeping possession. Move the ball up the court, creating an attack that results in a shooting opportunity. Understand where they shoot (court position) and why? Understand how they can be more effective with their feet to increase the speed and fluidity of their movements. Apply their knowledge to a tournament situation.	Pass and move to create space to beat an opponent and score a try and apply this into mini games. Develop tagging and to explore different ways the defending team can prevent the attackers from scoring and apply this into mini games. Combine passing and moving to develop ways of creating space to beat an opponent to score a try. Apply their knowledge to a tournament situation.	Sustain their characters to add drama and emotion to the dance. Apply a canon into movements when performing as two contrasting characters. Create performances with two contrasting characters. Use more complex interacting movements and actions and incorporate apparatus. Create a performance which will include stage presence, timing, rhythm and sustaining character.	Develop an understanding of how we can win a game of tennis. Use their racket to direct the ball towards a space to win a point. Understand when and where to play the backhand shot. Make decisions as to when to apply either a forehand or backhand shot. Consider tactical play (creating space) to win a point using a racket. Apply their knowledge to a tournament situation.	Jump in from poolside safely. Blow bubbles a minimum of three times rhythmically, with nose and mouth submerged. Move from a flat floating position on the back and return to standing without support. Move from a flat floating position on the front and return to standing without support. Push from a wall and glide on the back – arms can be by the side or above the head. Push from a wall and glide on the front with arms extended. Travel using a recognised leg action with feet off	Travel using a recognised leg action with feet off the pool floor on the front for 5 metres, without the use of floatation equipment. Perform a tuck to rotate from a flat floating position on the front, to a back floating position, then return to standing. Perform a tuck to rotate from a flat floating position on the back, to a front floating position, then return to standing. Perform a log roll from the back to the front. Perform a log roll from the front to the back.

					the pool floor on the back for 5 metres, without the use of floatation equipment.	Exit the water without support.
	Outdoor Adventure	Gymnastics	Health and Wellbeing	Invasion Games Hockey	Athletics	Rounders
	<p>Understand what makes an effective team with the focus on cooperation and responsibility.</p> <p>Understand how to be an effective communicator in a team.</p> <p>Understand why motivating each other is important when working in a team.</p> <p>Understand why teamwork is important when working in an unfamiliar environment.</p>	<p>Explore movements and balances creating bridges.</p> <p>Re-create bridge balances on apparatus, looking at how we can begin to move out of them, forming the start of a sequence.</p> <p>Move over and under individual bridges on apparatus.</p> <p>Develop a sequence, using pair and individual bridges.</p> <p>Complete a sequence.</p> <p>Perform a sequence.</p>	<p>Respond to emotion behind music and try to represent this through their movements.</p> <p>Use vocabulary to describe different dance dynamics to produce more defined, expressive movement.</p> <p>Use mindfulness techniques to help manage negative emotions, through deep breathing, visualisation and the use of mime.</p> <p>Perform meditative balances and understand the benefits of using the techniques to help manage negative emotions.</p> <p>Combine mime with still meditative balances to express how we deal with negative emotions.</p>	<p>Dribble the ball keeping possession to beat an opponent.</p> <p>Apply their passing, (short and long) and moving skills to keep possession.</p> <p>Understand not just how to shoot but where to shoot from and why.</p> <p>Create space to create an attack that results in a shooting opportunity.</p> <p>Understand the difference between, intercepting, blocking and tackling and when, where and why these are used in a game.</p> <p>Apply their knowledge to a tournament situation.</p>	<p>Analyse their own performance to help to improve their own personal best.</p> <p>Understand why we need to increase our stride pattern to enable us to maintain our speed during the middle third of a race.</p> <p>Understand the correct technique to use when running for distance.</p> <p>Explore pacing and running for distance.</p> <p>Use their bodies to throw with greater distance.</p> <p>Use our bodies to jump as far as possible, using a combination of jumps, in particular hop, skip and jump.</p>	<p>Develop the concept of batting and fielding to understand each role.</p> <p>Understand the roles of the bowler and the back stop and what their purpose is within the game.</p> <p>Understand how to hit the ball, where and why.</p> <p>Develop batting skills and think about where we should hit the ball and why.</p> <p>Understand basic tactics used when fielding.</p> <p>Bring together the sequence of learning into small sided games.</p>
Personal and Social Development	<ul style="list-style-type: none"> Confidence as they grow in their ability to show resilience and determination. Life skills such as respect and communication as they collaborate with others including their opponents. Their ability to show integrity and self-motivation. Cooperation and communication as they collaborate with others. Resourcefulness and evaluation as they create their sequences in pairs, making any adaptations when necessary. 					

<p>By the end of Year 4, pupils should be developing:</p>	<ul style="list-style-type: none"> ▪ An ability to work successfully with their partner/group. ▪ Integrity and take responsibility leading others. ▪ Life skills such as cooperation and encouragement as they play fairly against others, keeping the score.
<p>Vocabulary</p> <p>By the end of Year 4, pupils should understand the following sport specific vocabulary:</p>	<ul style="list-style-type: none"> ▪ Attacker: We are considered an 'attacker' when we are in possession of the ball or in control of the ball. ▪ Defender: We are considered a 'defender' when we are not in possession of the ball or when the ball is not in our control. ▪ Chest Pass: Is thrown by gripping the ball on the sides with the thumbs directly behind the ball. When using a chest pass, the passer should strive to throw the ball to the receiver's chest level. ▪ Footwork: A player can receive the ball with both feet grounded or jump to catch the ball and land on two feet simultaneously. ▪ Intercepting: is when a defender cuts off and prevents a pass from reaching the receiver. ▪ Shooting: is when we hit the ball with our stick in an attempt to score a goal. ▪ Barrier: When we receive a pass from a team member, we can lower our stick horizontal towards the ground making a barrier to control the ball. ▪ Try: A try is a method of scoring points in rugby. A try is scored when the attacking player holding the ball, places the ball over the oppositions try line using two hands. ▪ Ball Carrier: The ball carrier is defined as the attacker who is in possession of the ball. ▪ Symmetrical: Symmetry occurs when a balance or a movement is identical on either side. ▪ Asymmetrical: Asymmetry means when a balance or a movement does not match on either side. ▪ Character: Character refers to the person, animal or fictional character that the pupil is portraying in their performance. ▪ Motif: is a series of movements that are repeated. ▪ Dodge: is a method of moving quickly from one side to the other to avoid being hit by a ball. ▪ Baseline: The baseline runs parallel to the net and defines the back of the court on each side. ▪ Forehand: A forehand is a shot in which the palm of your hand faces the direction in which you are hitting the ball. ▪ Rally: A rally is a series of returned hits of the ball that ends when either player fails to successfully return the ball. ▪ Out: is the term used when the ball is returned over the net and does not bounce on the inside of the court. ▪ Relay: A relay is a running race where members of a team take turns to complete parts of the race. ▪ Change Over: A changeover is where two athletes from the same team pass a baton between one another while running as fast as possible. ▪ Base/Posts: There are four bases/posts that are used to mark out the pitch. These are positioned on the outside of the bowling square in a diamond shape. ▪ Rounder: Is the method of scoring used in rounders. If the batter successfully runs around the outside of the bases and reaches the 4th base before the ball, the batting team scores one rounder. ▪ The Long Barrier: is a fielding method used by a fielder to prevent the ball going past them. This involves the fielder stopping the ball with their hands, by positioning their body in line with the ball just in case they miss the ball with their hands. ▪ Deep Breathing: Deep breathing is a relaxation technique that is used to help us to relax and to feel calmer.

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5 Admirals	Invasion Games Netball	Invasion Games Tag Rugby	Health Related Exercise	Tennis	Cricket	Outdoor Adventure
<p>Knowledge and Skills</p> <p>By the end of Year 5, pupils should be able to:</p>	<p>Pass and move in order to keep possession of the ball, developing this concept into a mini game situation. Apply their understanding of the rules of the</p>	<p>Pas and move to create an attack that results in a try. Explore different passing styles (miss pass), which can be used to outwit defenders to score a try.</p>	<p>Complete 4 health related fitness assessments. Perform a cardio circuit developing their own aerobic fitness. Understand the functions of the</p>	<p>Understand how we can win a game of tennis using a racket. Develop racket technique, exploring a new shot, the volley.</p>	<p>Apply simple batting tactics into mini games. Understand where, when and why they can apply different physical and cognitive skills when</p>	<p>Understand what makes an effective team with the focus being on creating tactics as a team. Develop the qualities required to lead a team effectively.</p>

	<p>game by officiating and playing in mini games. Move the ball up the court, creating an attack that results in a shot when in possession and react instantly when they lose possession, transition into defence. Develop their understanding of attacking and defending positions. Understand where and why other passing styles will be effective. For example, the shoulder and bounce passes. Apply their knowledge to a tournament situation.</p>	<p>Execute a loop pass understanding where, when and why this pass is used in a game. Understand why it is important to work as a team when tagging and why it is important to reduce the space and apply pressure to the attackers to prevent scoring opportunities. Understand basic defending tactics and formations, which can be applied to prevent the attackers from scoring. Apply their knowledge to a tournament situation.</p>	<p>cardiovascular system and how aerobic fitness affects our bodies. Understand the meaning of flexibility and how flexibility affects our bodies. Perform a flexibility circuit developing their own flexibility. Understand the meaning of strength and how strength affects our bodies. Perform a strength circuit developing their own strength. Develop understanding of aerobic fitness and how exercise affects our bodies. Perform an aerobic fitness circuit developing their own aerobic fitness</p>	<p>Apply the volley, thinking about where we hit the ball and why we are hitting it there. Understand how players can control the game from the beginning (serve) by thinking about how and where to serve. Understand how the game changes when we play in pairs (doubles). Apply their knowledge to a tournament situation.</p>	<p>batting to score runs. Apply simple bowling tactics into mini games. Understand where, when and why they can apply different physical and thinking skills when bowling to prevent the batters from scoring runs. Develop fielding skills under pressure, applying their learning into mini games. Create and apply tactics to prevent the batters from scoring runs. Understand how their role as a batter changes, depending on the game situation.</p>	<p>Communicate within our team whilst developing different ways of communicating. Solve problems by collaborating and communicating within their team. Understand why we need to communicate clearly with other team members to be successful. Focus on collaboration and communication, enabling them to create simple attacking and defending tactics.</p>
Invasion Games Hockey	Gymnastics	Swimming	Swimming	Athletics	Rounders	
<p>Combine dribbling and passing to create an attack that results in a shooting opportunity. Understand defending, (marking, tackling and blocking) and how this is applied during a game to</p>	<p>Explore the new concept of counter balance. Transfer the counter balances pupils created onto apparatus and explore how to move out of them and off the apparatus. Start with a counter balance on</p>	<p>Jump in from poolside and submerge. Sink, push away from wall and maintain a streamlined position. Push and glide on the front with arms extended and log roll onto the back.</p>	<p>Push and glide from the wall towards the pool floor. Kick 10 metres backstroke (one item of equipment optional). Kick 10 metres front crawl (one item of equipment optional).</p>	<p>Understand how to finish a sprinting race, maintaining their speed until they cross the line and the consequences if they slow down before crossing the finish line. Evaluate their own and others sprinting technique making</p>	<p>Understand the role of the batting and fielding team. Understand fielding tactics, exploring how we can maximise our fielding set up and get the most from our players, making it harder for the batting team.</p>	

	<p>prevent attacking opportunities. Refine their shooting technique when pressure is applied. Pupils will develop their understanding of where, when and why we shoot. Develop an understanding of the rules of hockey and will start to take responsibility for officiating their own games. Understand that once they regain possession of the ball, they become attackers. Apply their knowledge to a tournament situation.</p>	<p>apparatus, move out of them, and travel to a new piece of apparatus, forming the start and middle section of a sequence. Explore the new concept of counter tension. Start with counter balances on apparatus and move out of them. Travel to a new piece of apparatus creating a counter tension balance to end the sequence. Perform and assess their completed sequences.</p>	<p>Push and glide on the back with arms extended and log roll onto the front. Travel 5 metres on the front, perform a tuck to rotate onto the back and return on the back. Fully submerge to pick up an object. Push and glide and travel 10 metres on the back. Push and glide and travel 10 metres on the front. Perform a tuck float and hold for three seconds. Exit the water without using steps. Perform a sequence of changing shapes whilst floating on the surface and demonstrate an understanding of floating.</p>	<p>Kick 10 metres butterfly on the front or on the back. Kick 10 metres breaststroke on the front (one item of equipment optional). Perform a head first sculling action for 5 metres in a flat position on the back. Travel on back and log roll in one continuous movement onto front. Travel on front and log roll in one continuous movement onto back. Push and glide and swim 10 metres, choice of stroke is optional.</p>	<p>suggestions on how they can improve their performance. Run as part of a team and understand and apply changeover tactics. throw a primary school shot put and how they can use their bodies to throw with greater distance. Understand how to hurdle safely, applying the correct technique.</p>	<p>Understand what happens if the batter misses the ball. Tactically select players to play in positions that utilise their skills. Apply prior knowledge of fielding and tactical thinking in ability games. Apply their knowledge to a tournament situation.</p>
<p>Personal and Social Development</p> <p><i>By the end of Year 5, pupils should be developing:</i></p>	<ul style="list-style-type: none"> ▪ Communication skills as they officiate in game-based scenarios. Pupils will also start to lead their team and manage their games. ▪ Learning through game-based scenarios, pupils' self-discipline will be challenged as they focus on trying their best, even when their team is losing. ▪ An ability to apply tactics that they can then adapt depending on the game situation. ▪ Their understanding of the difference between attack and defence, understanding when and why to apply certain skills. ▪ Life skills such as evaluation and reflection as they recognise the strengths and weaknesses in their sequences and find ways to improve them. ▪ Respect as they watch others' performances and give feedback on ways to improve. ▪ Apply effective leadership skills as they control their own emotions and take responsibility for their team members. 					
<p>Vocabulary</p>	<ul style="list-style-type: none"> ▪ Shoulder Pass: The shoulder pass is used to cover bigger distances on court than the chest pass. The ball is thrown at a greater height so it's another way you can outwit defenders. ▪ Bounce Pass: A bounce pass is a short pass that enables the player to find a teammate in a crowded area. The height of the ball makes it difficult for the opposition to reach and intercept. 					

By the end of Year 5, pupils should understand the following sport specific vocabulary:

- **Man-to-Man Marking:** is a defensive tactic used where each player is assigned to defend and follow the movements of particular player on the opposite team.
- **Goal Side:** is a defensive tactic used when a defender marks an opponent. This is where the defender positions themselves between the attacker and the goal, increasing the defender's chances of preventing an attack.
- **Loop Pass:** is a pass used in tag rugby where the ball carrier runs in a straight line and after making a normal pass to a supporting player, then runs behind the supporting player to receive a pass from them.
- **Miss Pass:** is a pass used in tag rugby where the attacker receiving the ball, receives a pass from the ball carrier that has missed out another attacker.
- **Counter Balance:** A counter balance is a pushing balance.
- **Counter Tension:** A counter tension is a pulling balance.
- **Unison:** Unison is where pupils perform the same movement at exactly the same time as each other.
- **Canon:** Canon is where pupils perform the same movement one after the other.
- **Circuits:** Circuit training is a combination of six or more exercises performed with short rest periods between them for either a set number of repetitions or a prescribed amount of time.
- **Fitness Assessment/Test:** A fitness test will evaluate your overall health and physical status. The test marks the starting point for designing an appropriate exercise programme.
- **Forehand:** A forehand is a shot in which the palm of your hand faces the direction in which you are hitting the ball.
- **Backhand:** A backhand is a shot in which you hit the ball with your arm across your body and the back of your hand facing the ball.
- **Volley:** Is a shot hit by a player before the ball bounces on their own side of the court. This shot is usually applied when a player is close to the net.
- **Serve:** Is the method of starting a game of tennis. A pupil serves from the baseline and the ball must be hit diagonally into the opponent's service box.
- **Wicket-keeper:** The wicket-keeper is a fielder who stands behind the stumps opposite the bowler ready to catch and stop the ball.
- **No ball:** A no ball is an unfair delivery bowled by the bowler that is either; dangerous, the ball is bowled above waist height or the ball bounces more than once when it is bowled.
- **Wide:** A wide ball is a delivery bowled by the bowler that the batter is unable to reach or hit.
- **Bye:** A bye is a run scored by the batting team when the ball is missed by the wicket keeper and has not been hit by the batter.
- **Change Over:** A change-over is where two athletes from the same team pass a baton between one another while running as fast as possible. Athletes cannot throw or drop the baton.
- **Personal Best:** A personal best is an individual or team's best performance in a given event.
- **Lap:** Is one full completed circuit of a track in a running race.
- **Adapt:** is the ability to change or modify something depending on the situation. An individual or team may need to adapt their tactics to help them achieve their goal.
- **Motivation:** refers to the positive actions and behaviours an individual uses to help drive themselves, their partner or their team towards a goal.
- **Cooperation:** Cooperate is another word used to define teamwork, meaning to work together to achieve a goal or complete a task.
- **Batting and Bowling Square:** The batting square is a marked-out area that the batter stands in when striking the ball. The bowling square is opposite the batting square in the middle of the pitch. This is where the bowler stands when bowling the ball.
- **No ball:** A no ball is an unfair delivery bowled by the bowler that is either; dangerous, the ball is bowled above the batter's head and below the knee or if the ball bounces before the batter.
- **Out:** is a form of dismissal which occurs when the batters period of batting is brought to an end by the opposing team.

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 6 Monarchs	Invasion Games Netball	Gymnastics	Health Related Exercise	Tennis	Cricket	Outdoor Adventure
Knowledge and Skills	Pass and move to keep possession and score. Pass and move to move the ball up	Explore the concept of matching. Explore how the apparatus can change and	Complete 4 health related fitness assessments. Understand the functions of the	Understand how we can win a game of doubles tennis. Think tactically about which shot to	Effectively apply a range of fielding skills and tactics into mini games.	Understand what makes an effective leader and be able to identify the different attributes

By the end of Year 6, pupils should be able to:	<p>the court, creating an attack that results in a shot in a mini game. Understand that we are defending as soon as we lose possession of the ball. Consolidate understanding of attacking and defending tactics applying them to Stinger netball games. Demonstrate where and why other passing styles will be effective. Apply their knowledge to a tournament situation.</p>	<p>improve their movements. Explore the concept of mirroring and understand how the apparatus can change and improve their movements. Bring together their matching and mirroring movements, to create a final sequence. Perform and assess their completed sequences.</p>	<p>cardiovascular system and how aerobic fitness affects our bodies. Perform a cardio circuit developing their own aerobic fitness. Understand the meaning of flexibility and how flexibility affects our bodies. Perform a flexibility circuit developing their own flexibility. Understand the meaning of strength and how strength affects our bodies. Perform a strength circuit developing their own strength. Develop an understanding of aerobic fitness and how exercise affects our bodies. Perform an aerobic fitness circuit developing their own aerobic fitness.</p>	<p>play, during a game and understand when, where and why they are selecting to play that shot to win a point. Organise, umpire and manage round robin games. Act as coaches providing constructive feedback to their partners and do so working in mixed ability groups. Apply their knowledge to a tournament situation.</p>	<p>Effectively apply a range of bowling skills and tactics into mini games. Effectively apply a range of batting skills and tactics into mini games. Understand that "attacking," means ways of winning the game. Create, understand and apply defensive tactics to the mini games. Understand that "defensive" means ways of not losing the game. Bring together the sequence of learning into a mini game.</p>	<p>that make an effective leader. understand what we mean by effective communication and why it is important to communicate clearly as a leader. Understand why a suitable space is needed to play an activity and the different factors that will determine and effect the size of the space. Understand when and why we might need to make a decision about adapting a task. Understand different ways of organising people fairly into small groups/teams, making sure that everyone is included.</p>
	Swimming	Swimming	Dance	Invasion Games Hockey	Athletics	Rounders
	<p>Perform a flat stationary scull on the back. Perform a feet first sculling action for 5 metres in a flat position on the back.</p>	<p>Give two examples of how to prepare for exercise and understand why it is important. Sink, push off on side from the wall, glide, kick and</p>	<p>Create group movements selecting and applying choreography into a routine. Use their bodies to perform technical</p>	<p>Use passing, dribbling and moving skills to keep possession and score. Have an understanding of the rules of the game and how</p>	<p>Run for speed and culminate this into a competition. Run for distance and culminate this into a competition. bring together previous learning for</p>	<p>Have a clear and accurate understanding of their roles and their team's roles when batting and fielding. Use their prior knowledge of fielding tactics and</p>

	<p>Perform a sculling sequence with a partner for 30-45 seconds to include a rotation. Tread water for 30 seconds. Perform three different shaped jumps into deep water. Push and glide and swim 10 metres backstroke. Push and glide and swim 10 metres front crawl. Push and glide and swim 10 metres breaststroke. Push and glide and swim 10 metres butterfly. Perform a handstand and hold for a minimum of three seconds. Perform a forward somersault. Demonstrate an action for getting help.</p>	<p>rotate into backstroke. Sink, push off on side from the wall, glide, kick and rotate into front crawl. Swim 10 metres wearing clothes. Push and glide and swim front crawl to include at least six rhythmical breaths. Push and glide and swim breaststroke to include at least six rhythmical breaths. Push and glide and swim butterfly to include at least three rhythmical breaths. Push and glide and swim backstroke to include at least six regular breaths. Push and glide and swim 25 metres, choice of stroke is optional (performed to Swim England expected standards). Perform a 'shout and signal' rescue. Perform a surface dive.</p>	<p>movements with control and rhythm. Create movements from a stimulus creating dances that use compositional principles. Experience and recognise dances from different cultural traditions. Review, describe and evaluate their dance performances. Rehearse and perform their dance sequences with technical control and a good sense of rhythm.</p>	<p>they can apply this knowledge in mini games. Apply prior learning of passing, dribbling and moving, to keep possession and create an attack that results in a successful shot. Understand defending (marking, tackling and blocking) and how this is applied during a game to prevent attacking opportunities. Develop an understanding of attacking and defending tactics, applying them into game situations. Apply their knowledge to a tournament situation.</p>	<p>throwing into a competition. Bring together previous learning for jumping into a competition. Bring together previous learning for jumping, throwing and running into a mini athletics competition. Be responsible for selecting which pupils compete in each event.</p>	<p>consider when, where and why they will apply these during a full version of the game. Understand what happens if the batter misses the ball and what happens if the batter hits the ball backwards. Consider tactics which batters can apply during the game. Apply their knowledge to a tournament situation.</p>
<p>Personal and Social Development</p>	<ul style="list-style-type: none"> ▪ Demonstrating a clear understanding of the role each team member will perform and will ensure the team feels motivated. ▪ Life skills such as integrity and self-discipline by playing by the rules and leading others by example. ▪ Respect and trust as they give and receive constructive feedback in order to improve their sequences and performances. ▪ Integrity and self-discipline as they perform. ▪ Life skills such as evaluation and decision making as they identify strengths and weaknesses and find ways to improve. 					

<p>By the end of Year 6, pupils should be developing:</p>	<ul style="list-style-type: none"> ▪ Understanding of the impact of exercise on their bodies and the importance of developing their aerobic capacity, strength and flexibility. ▪ Resourcefulness and problem-solving skills by creating a range of tactics, applying these to their games. ▪ Life skills such as collaboration and communication effectively as they apply both speaking and listening skills within their teams.
<p>Vocabulary</p> <p>By the end of Year 6, pupils should understand the following sport specific vocabulary:</p>	<ul style="list-style-type: none"> ▪ Netball Positions: The Goal Keeper (GK) and Goal Defence (GD) can move anywhere in the defending two thirds. The Centre (C), can move anywhere on the court apart from the two semi circles. The Goal Attack (GA) and Goal Shooter (GS), can move anywhere in the two attacking thirds. ▪ Matching: Matching is where pupils perform exactly the same movements at the same time. ▪ Mirroring: Mirroring is where pupils perform their movements creating a mirror image of each other. ▪ Unison: Unison is where pupils perform the same movement at exactly the same time as each other. ▪ Canon: Canon is where pupils perform the same movement one after the other. ▪ Circuits: Circuit training is a combination of six or more exercises performed with short rest periods between them for either a set number of repetitions or a prescribed amount of time. ▪ Fitness Assessment/Test: A fitness test will evaluate your overall health and physical status. The test marks the starting point for designing an appropriate exercise programme. ▪ Forehand: A forehand is a shot in which the palm of your hand faces the direction in which you are hitting the ball. ▪ Backhand: A backhand is a shot in which you hit the ball with your arm across your body and the back of your hand facing the ball. ▪ Volley: Is a shot hit by a player before the ball bounces on their own side of the court. This shot is usually applied when a player is close to the net. ▪ Doubles: is a match played by four players, two on either side of the court. ▪ Serve: Is the method of starting a game of tennis. A pupil serves from the baseline and the ball must be hit diagonally into the opponent's service box. ▪ Stimulus: stimulus is something that provokes or causes an action or response. ▪ Choreography: is a set of sequence steps and movements that have been specifically designed for a dancer or group of dancers to performer. ▪ Rhythm: is a repeated pattern of movements or sounds. ▪ Four Runs: The batter scores four runs if the ball crosses the boundary having touched the ground within the playing area first. ▪ Six Runs: The batter scores six runs if the ball crosses the boundary in the air not having touched the ground. ▪ Over: An over consists of six consecutive legal (wides and no-balls do not count) deliveries bowled from one end by a bowler. ▪ False Start: A false start is where an athlete begins a running race before they are permitted to do so. ▪ Events: The different track and field activities in athletics are known as events. Track are running events and field are throwing and jumping events. ▪ Leadership: Leadership is the ability to guide members of your team towards achieving your goal. ▪ Team Member: A team member is an individual within a team who has a specific role and responsibility to perform. Team members need to cooperate and work together to enable their team to achieve its goal. ▪ Run Out: A run out occurs when a batter running to a base, fails to reach that particular base before the ball and is stumped or a batter overtakes another batter when running around the bases. ▪ Outfielder: An outfielder is a player on the fielding team, not on a base or the backstop. An outfielder is responsible for catching and returning the ball to a base to prevent the batter from scoring a rounder. ▪ Umpire: is an official who watches the game or match closely enforcing the rules and who is responsible for making sure that the game is played fairly.

- Our PE curriculum follows the 'Complete PE' scheme of skills and knowledge progression.
- Our swimming curriculum is underpinned by Swim England's recommended skills progression.