



# Curriculum Progression KS1 at Park Road Academy Primary School

INTENT	<ul style="list-style-type: none"><li>• That all children can achieve the aims of the national curriculum through a broad, balanced and progressive curriculum</li><li>• A willingness of staff to adapt plans to meet the needs of individuals and groups</li><li>• A commitment from staff to develop children across different domains- physically, cognitively and socially and emotionally</li><li>• Children how to learn skills and knowledge and apply it.</li><li>• Delivery through the Principles of Assessment for Learning.</li><li>• Children experiences of traditional and 'new' sports.</li><li>• Careful monitoring of the progress of individuals, groups, classes and year groups</li></ul>
IMPLEMENTATION	<ul style="list-style-type: none"><li>• A commitment that all children are active. Spare kit in each class means no children misses PE</li><li>• Inclusivity by putting support for children with SEND in line with other subjects and differentiating using STEP.</li><li>• That children unable to take part are included by involving them in activities related to the lesson e.g. umpiring.</li><li>• A range of teaching styles and strategies to deliver the curriculum</li><li>• Children different challenges e.g. 6 v 4 to develop skills, knowledge and behaviours.</li></ul>
IMPACT	<ul style="list-style-type: none"><li>• <b>Children's</b> progress in different domains of learning</li><li>• Parents the levels of attainment and achievement of their children verbally and/or in writing</li><li>• How to improve. Specific targets to be set and measured</li><li>• How to improve. Support and challenge to be provided for learners.</li><li>• That all <b>children's</b> achievements are valued.</li></ul>



- The skills and knowledge taught in PE are broken down and tracked across the age range from EYFS through to UKS2.
- Where children cannot access a unit because the level of challenge is too high we may use material from previous year groups.
- Units do not have to last 6/7 weeks. You can extend units to secure deep learning or run units for shorter periods where children are already skilled in that area.
- Key questions and assessment outcomes are highlighted for each unit.





## Athletics 2 - Year 1 – Summer 1 Athletics 2 – Year 2 – Summer 1

In Athletics 2 children get to develop their ability to coordinate and link movements and refine their techniques.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
SKILLS  I can...	Show a sense of anticipation to begin work React quickly  Demonstrate agility, balance and coordination	Jump in a variety of ways  Coordinate a run with a jump	Discover and develop different styles of jumping  Leap, jump and hop	Jump in a variety of ways competently  Add a short run up to my jump	Throw with good technique  Throw with a run up	Help a peer improve their performance with good feedback  Demonstrate a variety of athletic techniques competently
KNOWLEDGE  I know...	To retain my focus  The importance of a good start	To cushion my knees when landing  The technique for different types of jump	How to improve my technique to increase the height and distance of my jumps.  The difference between a leap and a jump	How to increase the distance of my jumps.  Why it is important to warm up	How to increase the distance of my throws  How to keep other safe when I am throwing	To demonstrate the school games values  How to share equipment and take turns



ASSESSMENT	Warm up safely prior to exercise and can sustain performance over periods of time	Can comment on the work of others using some technical language	Demonstrate sporting values	Warm up safely prior to exercise and can sustain performance over periods of time	Can comment on the work of others using some technical language	Demonstrate sporting values
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Dance – Fire of London – Year 1 – Summer 2

Dance – Animals – Year 2 – Autumn 2

Dance – Pirates – Year 2 – Summer 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>SKILLS</p> <p>I can...</p>	Use my body and create theme related shapes, movements and actions	Use my body to express simple theme related shapes, movements and feelings	Travel safely and creatively in space.  Show different levels when I travel	Communicate effectively with a partner  Use pictures to create shapes, movements and actions	Work with a partner.  Look at pictures and create shapes, movements and actions	Remember and perform a basic sequence of movement when led by a teacher  Identify what good looks like
<p>KNOWLEDGE</p> <p>I know...</p>	How to contribute simple key words to an age appropriate theme related mind map  How to translate ideas into simple theme related shapes, movements, actions.	How to use the words in a poem to create shapes, movements or feelings	That we need to look forwards to safely move around in space  That we need to control our speed to ensure safety	How to turn what I see into ways of moving  How to listen to other <b>people's ideas</b> and vocalise my own thoughts	How to turn what I see into ways of moving  How to listen to other <b>people's ideas</b> and vocalise my own thoughts	How to use simple technical language to give constructive and useful feedback.
<p>ASSESSMENT</p> <p>I can...</p>	Can perform simple movement patterns	Demonstrates agility, balance, and coordination	Can follow simple movement patterns at different levels	Communicates effectively and works well with others.	Has started to link skills to perform actions and sequences of movement	Can comment on the work of others using some technical language





## Fundamental Movements 2 – Year 1 – Autumn 1

Looking primarily at locomotion skills this units attempts to ensure that children have mastered different ways of moving and whilst doing so can show awareness of others and their surroundings.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
SKILLS  <b>I can...</b>	Hop  Move carefully retaining my balance	Travel backwards safely  Share space considerately	Jump in a variety of ways  Land safely in different jumps  Combine a run and a jump	Dodge  Move safely with awareness of others	Evade others  Attack and defend	Punt a ball  Strike a ball accurately and with power with my laces
KNOWLEDGE  <b>I know...</b>	That focusing my eyes and using my arms helps me to balance better.  To use my arms to help me hop	Potential dangers if I am not sensible  To glance periodically over both shoulders when travelling backwards	To make a W shape when I want to receive a catch  Which my preferred take off foot is	To travel around the space being aware of other sharing it with me.  To stay focused and keep my head up when moving around	To always be focused and aware of what is going on.  When to attack and when to defend	That a punt is a kick from my hands That when kicking from the ground, I need to get my standing foot adjacent to the ball



ASSESSMENT	Demonstrate agility, balance and coordination	Be self-motivated and display self-confidence	Apply basic skills competently in a range of physical activities	Demonstrate agility, balance and coordination	Be self-motivated and display self-confidence	Apply basic skills competently in a range of physical activities
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## Fundamental Movement 3 – Year 1 – Autumn 2

In this unit we look at a variety of fundamental movement skills looking at how children use the hands and feet to send and receive and expanding their range of skills and knowledge.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
SKILLS  I can...	Skip using a rope  Jump in a variety of ways	Dribble a ball with either hand  Travel with a ball with my head up and with the ball under control.	Receive a ball and trap it.  Cushion a pass sent to me	Pass in different ways  Pass accurately	Jump for height  Broad jump for distance	Catch consistently well  Signal that I want the ball
KNOWLEDGE  I know...	To watch the hands of the people turning a rope to know when to jump.  That there are different ways of jumping a rope	To push down on the ball using my fingers  To relax whilst dribbling and not be too tense	To send a ball over a short distance using the inside of my foot  How to turn my foot to cushion a pass sent to me	How far to bounce pass between me and my partner.  That good bounce passes are easier to receive.	The difference between a vertical and broad jump  How to measure a vertical jump	To make a target for my partner to send the ball to.  To relax when catching to cushion the impact of the ball



ASSESSMENT	Work safely within a defined space	Manage feelings and behaviour well	Demonstrate sporting values	Work safely within a defined space	Manage feelings and behaviour well	Demonstrate sporting values
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## Gymnastics - Balancing & spinning on points & patches – Year 1 – Autumn 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>SKILLS</b>  <i>I can...</i>	Perform controlled spins  Support my body weight in symmetrical balances  Spin on apparatus	Perform asymmetrical spins on side front back and bottom  Demonstrate quality work on the floor and apparatus  Balance asymmetrically	Work with a partner to perform routines in different formations  Perform a combination of symmetrical and asymmetrical spins on patches	Spin at different levels on points  Perform a sequence of spins on points, with a mixture of symmetrical, asymmetrical shapes,  Hold balances on points of the body.	Hold balances at different levels  Spin out of balances to form a sequence	Perform spins and balances in different formations as part of a wider routine  Perform in different formations i.e. adjacent, front and back, mirroring.
<b>KNOWLEDGE</b>  <i>I know...</i>	How to observe a partner and give positive feedback  How to start and finish a sequence  What symmetrical shapes are	What asymmetrical work looks like  Demonstrate good starting and finishing positions.	The difference between symmetrical and asymmetrical shapes  How to work with a partner in different formations	What Points are  How to start linking my moves	What good gym work looks like  To comment positively on my partner's work	What different options there are, of performing with a partner  That my work should involve changes of level and direction.
<b>ASSESSMENT</b>  <i>I can...</i>	Demonstrate agility, balance and coordination	Show understanding of what success looks like, in me and others.	Be physically confident	Demonstrate agility, balance and coordination	Show understanding of what success looks like, in me and others.	Be physically confident



## Gymnastics – Pathways, small & long – Year 1 – Autumn 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>SKILLS</p> <p>I can...</p>	<p>How to step in controlled elegant movement.</p> <p>Create a sequence involving sideways, forwards and backward stepping</p>	<p>Push and pull myself along the ground on different parts of my body</p> <p>Form a sequence by travelling in specified pathways</p>	<p>Step and turn gracefully</p> <p>Travel at high levels to trace a pattern on the floor</p>	<p>Jump in different pathways with coordination</p> <p>Perform a sequence in zig zag pathway</p>	<p>Create sequences in curved pathways on the floor and on the apparatus</p> <p>Travel across the floor like a spider</p>	<p>Use different pathways within a sequence .</p> <p>Mount and dismount apparatus using different pathways</p>
<p>KNOWLEDGE</p> <p>I know...</p>	<p>To form interesting starting positions.</p> <p>How to form symmetrical and asymmetrical arm positions.</p>	<p>Some different pathways to travel in</p> <p>To start my sequences in clearly defined shapes</p>	<p>How to turn to my right and left elegantly</p> <p>Different ways of changing direction</p>	<p>How to share space considerately</p> <p>How to link skills to perform actions</p>	<p>To use a variety of work at different levels</p> <p>That changes of direction make my work more aesthetically pleasing.</p>	<p>How to mount and dismount apparatus imaginatively and safely</p> <p>That my sequence work needs to flow from one move to the next</p>
<p>ASSESSMENT</p> <p>I can...</p>	<p>Start to link skills to perform actions and sequences of movement</p>	<p>Recognise what success looks like in myself and others</p>	<p>Apply basic skills competently</p>	<p>Start to link skills to perform actions and sequences of movement</p>	<p>Recognise what success looks like in myself and others</p>	<p>Apply basic skills competently</p>



## Gymnastics – Wide, narrow & curled, rolling & balancing – Year 1 – Spring 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>SKILLS</b>  <b>I can...</b>	Travel and balance with my body in a wide shape  Take up wide balances and spin in wide body positions.	Take my own body weight and move in tight curled shapes.  Create a sequence of curled movements on the floor and apparatus	Form a sequence of long shapes whilst in balance, motion and flight  Transfer some of my floor work onto the apparatus	Move from narrow shapes, to tight curled shapes and back, to form a sequence  Change the direction and level of my work	Form a sequence to include a curled shape, a narrow shape and a wide shape  Perform at different levels	Perform a sequence of moves with a partner.  Work in curled, long and narrow shapes and moves.
<b>KNOWLEDGE</b>  <b>I know...</b>	To control my moves and move elegantly from one move to the next  To work at different levels and with changes of direction.	What asymmetrical What inversion is  How to feedback to a partner	To find a good starting position on the floor or apparatus  To control my movements	What a contrast is  Why changing level and direction are important.	How to share the apparatus  To give constructive feedback	How to work with a partner to agree a sequence  Different ways of performing with a partner
<b>ASSESSMENT</b>  <b>I can...</b>	Demonstrate agility, balance and coordination	Recognise what success looks like in my own work and that of others	Demonstrate physical confidence	Demonstrate agility, balance and coordination	Recognise what success looks like in my own work and that of others	Demonstrate physical confidence



## Gymnastics – Pathways, straight, zipzag & curving – Year 2 – Autumn 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>SKILLS</p> <p>I can...</p>	<p>Run and jump through 90, 180 and 270 degrees.</p> <p>Turn elegantly</p> <p>Perform a sequence in different pathways</p>	<p>Create a sequence in zig zag pathways.</p> <p>Demonstrate variety in my movements</p> <p>Perform with clear starting and finishing positions.</p>	<p>Demonstrate zig zag and straight pathways in my sequence work</p> <p>Perform with control and adaptations to my original work</p> <p>Work at all 3 levels</p>	<p>Perform a sequence of moves in a curved pathway.</p> <p>Improve my work by acting upon feedback</p>	<p>Travel backwards and sideways as part of a sequence</p> <p>Link my movements together well</p>	<p>Perform a variety of moves on floor and apparatus using different pathways</p> <p>Make my sequences flow</p>
<p>KNOWLEDGE</p> <p>I know...</p>	<p>To take off from one foot and then spring from two into a jump.</p> <p>How to land safely</p>	<p>What a zig zag pathway is</p> <p>That feedback is essential to help me improve</p>	<p>Ways that I can adapt work to make it even better.</p> <p>The importance of changes of level and direction</p>	<p>What a curved pathway is.</p> <p>Different gymnastic moves that fit nicely into performing in a curved pathway.</p>	<p>What mirroring is</p> <p>How to perform in synchrony with a partner</p>	<p>Good ways of transitioning from one move to the next</p> <p>How to make my performances aesthetically pleasing.</p>
<p>ASSESSMENT</p> <p>I can...</p>	<p>Demonstrate agility, balance and coordination</p>	<p>Recognise what success looks like for myself and others.</p>	<p>Be physically confident when performing</p>	<p>Demonstrate agility, balance and coordination</p>	<p>Recognise what success looks like for myself and others.</p>	<p>Be physically confident when performing</p>



## Gymnastics – Spinning, turning, twisting – Year 2 –Autumn 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>SKILLS</p> <p>I can...</p>	<p>Devise a sequence of balances and spins on patches.</p> <p>Twist in flight</p>	<p>Perform a twist and then roll</p> <p>Change my pathway after each roll by spinning</p>	<p>Change the point of contact in balances by leading into the next balance by twisting</p> <p>Twist my body, whilst firstly in motion and then in balance</p> <p>Work at all 3 levels</p>	<p>Twist whilst in inversion</p> <p>Perform counter balances against the apparatus</p>	<p>Work in synchronisation with a partner to perform different balances and twists</p> <p>Work with a partner in counter balance and counter tension.</p>	<p>Mirror the moves of my partner</p> <p>Create a sequence of work with a clear start and controlled twists, spins and turns</p>
<p>KNOWLEDGE</p> <p>I know...</p>	<p>What patches are.</p> <p>The difference between symmetry and asymmetry</p>	<p>What a twist is</p> <p>Ways of twisting with different body parts</p>	<p>How to perform a fluent routine where work is controlled and varied.</p> <p>How to work with others to put out the apparatus in absolute silence</p>	<p>What the difference between a turn and a twist is.</p> <p>How to counter balance using the apparatus</p>	<p>How to coordinate movements at the same time as my partner.</p> <p>What the difference between counter balance and counter tension</p>	<p>How to up level my work</p> <p>How to use transitional movements to link my ideas.</p>
<p>ASSESSMENT</p> <p>I can...</p>	<p>Demonstrate agility, balance and coordination</p>	<p>Recognise what success looks like for myself and others.</p>	<p>Be physically confident and make a purposeful contribution</p>	<p>Demonstrate agility, balance and coordination</p>	<p>Recognise what success looks like for myself and others.</p>	<p>Be physically confident and make a purposeful contribution</p>



## Gymnastics – Stretching, curling and arching – Year 2 – Spring 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>SKILLS</p> <p>I can...</p>	<p>Travel in curled positions.</p> <p>Support my own body weight in curled positions</p>	<p>Stretch whilst in balance</p> <p>Create a sequence which flows and involves arching and stretching</p>	<p>Create a sequence with seamless transitions between stretches and curls</p> <p>Arch my body</p>	<p>Stretch and curl whilst performing a variety of gymnastic movements</p> <p>Show inversion and counter balance using the apparatus</p>	<p>Form front and back supports</p> <p>Demonstrate a variety of ways of travelling into and out of supports</p>	<p>Perform a sequence with clear starting and finishing positions</p> <p>Demonstrate curling, stretching and arching in my work</p>
<p>KNOWLEDGE</p> <p>I know...</p>	<p>What a curled shape looks like</p> <p>That I can magpie ideas from others</p>	<p>What points are</p> <p>How to form arches with my body</p>	<p>The importance of working at different levels and with different dynamics</p> <p>How to give good feedback to a partner</p>	<p>The difference between stretching and curling</p> <p>How to 'perform' with good starting and finishing positions, good eye focus and a positive confident demeanour</p>	<p>How to share the apparatus and space with others</p> <p>A range of different types of jumps and which are stretched and which are curled</p>	<p>That timing is important in a routine</p> <p>To perform with changes of level, direction and speed</p>
<p>ASSESSMENT</p> <p>I can...</p>	<p>Demonstrate agility, balance and coordination</p>	<p>Recognise what success looks like for myself and others.</p>	<p>Be physically confident and make a purposeful contribution</p>	<p>Demonstrate agility, balance and coordination</p>	<p>Recognise what success looks like for myself and others.</p>	<p>Be physically confident and make a purposeful contribution</p>



## Invasion Games Skills 1 – Year 1 – Spring 2

In this unit children learn how to send and receive and how to bounce, dribble dodge and evade.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>SKILLS</p> <p>I can...</p>	<p>Get into a good ready position to receive chest and bounce passes consistently well.</p> <p>Pass the ball from my chest using a bounce pass.</p>	<p>Change direction confidently and competently</p> <p>Move around safely in a limited space</p>	<p>Change direction confidently and competently</p> <p>Move around safely in a limited space</p>	<p>Bounce / dribble a ball with my hands with good control.</p> <p>Move around safely whilst bouncing/dribbling.</p>	<p>Push pass a hockey ball.</p> <p>Receive a hockey ball</p>	<p>Dribble a ball with my feet with good control.</p> <p>Stop a ball on the run by trapping it</p>
<p>KNOWLEDGE</p> <p>I know...</p>	<p>How far to bounce a pass between me and a friend.</p> <p>How to receive a bounce pass differently to a chest pass.</p>	<p>How to move around and be aware of others.</p>	<p>How to move around and be aware of others.</p> <p>That being able to dodge off both feet makes me twice as hard to catch.</p>	<p>That a bounce in a push down with 2 hands and dribbling is with one hand.</p> <p>To use my fingers to push the ball down</p>	<p>That my hands need to 'give' and be 'soft' when receiving a hockey pass.</p> <p>To move into space after passing a ball</p>	<p>To use 'big toe, little toe' to dribble keeping the ball close to me.</p> <p>How to trap a ball by moving in line with it and putting my foot on it</p>
<p>ASSESSMENT</p> <p>I can...</p>	<p>Understand some principles of attacking and defending</p>	<p>Manage my feelings and behaviour well</p>	<p>Apply attacking and defending skills within activities which require them</p>	<p>Understand some principles of attacking and defending</p>	<p>Manage my feelings and behaviour well</p>	<p>Apply attacking and defending skills within activities which require them</p>



## Invasion Games Skills 2 – Year 2 – Autumn 1

This unit explores some strategies of attack and defence like using the width of the pitch when attacking and closing the space down quickly when defending

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>SKILLS</p> <p><b>I can...</b></p>	<p>I can throw over-arm for my partner to catch after one bounce.</p> <p>Catch a ball consistently after one bounce.</p>	<p>Catch a ball consistently on the full</p> <p>To move my opponent around court when playing against them</p>	<p>Track an opponent</p> <p>Intercept a pass</p>	<p>Dodge to beat an opponent.</p> <p>Close the space down that attackers have to work in</p>	<p>Pass the ball consistently with control.</p> <p>Retain possession of the ball.</p>	<p>Compete with some spatial awareness in team games</p> <p>Pass and move decisively</p>
<p>KNOWLEDGE</p> <p><b>I know...</b></p>	<p>How far to throw the ball in relation to where I am standing and my partner is.</p> <p>To stand in a position of readiness to receive the ball on the 1st bounce.</p>	<p>To track the flight of the ball right into my hands.</p> <p>To stay light on my feet and be prepared to move quickly</p>	<p>To turn my body so I can see my opponent and the ball when defending</p>	<p>To close the space down quickly when defending</p> <p>To attack at speed</p>	<p>To keep my body between the ball and my opponent to shield it.</p> <p>How to deceive defenders by using dummy passes or <b>'giving the eyes'</b></p>	<p>To think ahead when not in possession.</p> <p>To work hard in attack and defence for the good of the team</p>



ASSESSMENT	Understand some principles of attacking and defending	Manage my feelings and behaviour well	Apply attacking and defending skills with-in activities which require them	Understand some principles of attacking and defending	Manage my feelings and behaviour well	Apply attacking and defending skills with-in activities which require them
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## Net & Wall Games Skills 1 – Year 1 – Spring 1

Net and wall game skills 1 introduces children to net/wall games and the skills involved in games they will play at a later date such as volleyball, short tennis and dodgeball.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>SKILLS</p> <p>I can...</p>	<p>Send a large ball with some degree of accuracy.</p> <p>Receive a ball by moving swiftly into the right position.</p>	<p>Strike a large ball, with one hand, whilst it is airborne.</p> <p>I can play passive and then active rallies by striking over a net with my hand</p>	<p>Strike and volley a large ball with some degree of accuracy.</p> <p>Dig a ball by getting underneath it.</p>	<p>Strike a small ball using an open palm and move into position to receive it back.</p>	<p>Strike a small ball with my open palm with some accuracy</p> <p>Keep a rally going with a partner</p>	<p>Throw with accuracy and power.</p> <p>Keep my eye on the ball at all times</p>
<p>KNOWLEDGE</p> <p>I know...</p>	<p>What a 'ready position' looks like.</p>	<p>To call my name when playing doubles if the ball is between me and my partner.</p> <p>To leave a ball which is going to land out.</p>	<p>That a good dig gives more time for teammates to set up our own attack</p>	<p>What a T position is and how it can help me.</p>	<p>To move to the line of the ball and to get into a T position.</p> <p>That the ball needs to be struck over the net</p>	<p>Not to turn my back on the ball</p> <p>How to throw for accuracy and power</p>
<p>ASSESSMENT</p> <p>I can...</p>	<p>Show increasing control over an object in throwing and catching it.</p>	<p>Communicate effectively and work well with others.</p>	<p>Demonstrate understanding of, and interpretation of, rules and accept decisions given.</p>	<p>Show increasing control over an object in throwing and catching it.</p>	<p>Communicate effectively and work well with others.</p>	<p>Demonstrate understanding of, and interpretation of, rules and accept decisions given.</p>



## Net & Wall Games Skills 2 – Year 2 – Summer 1

This unit focuses on developing **children's** striking skills on the forehand and backhand; their ability to move around a corner and to play passive and active rallies over a net

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>SKILLS</p> <p><i>I can...</i></p>	<p>Send and receive a ball with some degree of accuracy.</p> <p>Move quickly into good positions to catch</p>	<p>Strike a ball with some degree of accuracy</p> <p>Volley a ball by getting in line and under-neath it</p>	<p>Send a ball with increasing accuracy</p> <p>Keep a short rally going with a partner</p>	<p>Develop a good grip and stance</p> <p>Begin to strike with more consistency and accuracy on the forehand</p>	<p>Return a ball after one bounce that has been thrown to me by a partner.</p> <p>Begin to rally a few shots with more success</p>	<p>Strike a backhand from my own feed.</p> <p>Play a game against an opponent using a variety of shots</p> <p>Move fluently around the court</p>
<p>KNOWLEDGE</p> <p><i>I know...</i></p>	<p>What a position of readiness looks like.</p> <p>To track the flight of the ball with my eyes</p>	<p>Which the best technique to use is, to return a ball.</p>	<p>That I have to get under the ball sufficiently to strike it upwards and over a net</p>	<p>How to form a ready position</p> <p>What a T shape is</p>	<p>That the ball has to go over the net and land in the court on the other side.</p> <p>That I need to move quickly to get into good positions to return the ball</p>	<p>How to play a game of short tennis against an opponent.</p> <p>To try and get back to the centre of the court after each shot.</p>
<p>ASSESSMENT</p> <p><i>I can...</i></p>	<p>Link skills to perform actions and sequences of movement</p>	<p>Communicate effectively and work well with others.</p>	<p>Demonstrate understanding of, and interpretation of, rules and accept decisions given.</p>	<p>Link skills to perform actions and sequences of movement</p>	<p>Communicate effectively and work well with others.</p>	<p>Demonstrate understanding of, and interpretation of, rules and accept decisions given.</p>





## Striking and Fielding Games Skills 1 – Year 1 – Summer 1

In this unit children learn basic batting, fielding and bowling skills. They learn how to run between wickets; of some basic rules and how to work together through good communication.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>SKILLS</p> <p><b>I can...</b></p>	<p>Strike a ball off a tee</p> <p>Get in line with the ball and field it.</p>	<p>Stop a ball with 2 hands, creating a barrier behind it with my feet or body.</p> <p>Hit a ball to the leg side</p>	<p>Bowl a ball overarm at a target.</p> <p>Strike a ball off a tee through the off side</p>	<p>Pick up a ball with one hand and throw it underarm</p> <p>Call for runs sensibly and decisively when batting.</p>	<p>Chase and retrieve a ball</p> <p>Make good decisions when batting about when to run and when not to.</p>	<p>Bowl either under or overarm with some accuracy</p> <p>Wicket keep effectively</p> <p>Apply a range of skills the court</p>
<p>KNOWLEDGE</p> <p><b>I know...</b></p>	<p>That I need to run, after striking a ball, to accumulate runs.</p> <p>To touch my bat over the crease line and slide it on my final run</p>	<p>When to run and when not to.</p> <p>How to form a long barrier to stop a ball</p>	<p>That I have to bowl from on or behind the crease</p> <p>To try and bowl keeping my arms straight.</p>	<p>That I need to communicate with my partner to accumulate runs</p> <p>The different calls used by batsmen/women when they want to run.</p>	<p>That a batsman / woman should always call after each ball.</p> <p>That, as a batter, I always have to run</p>	<p>The importance of staying in my crease.</p> <p>How to adopt a wicket keeping stance.</p> <p>To demonstrate The School Games values</p>



ASSESSMENT  100..	Work safely within a defined space	Communicate effectively and work well with others.	Show awareness of boundaries and rules	Work safely within a defined space	Communicate effectively and work well with others.	Show awareness of boundaries and rules
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## Striking and Fielding Game Skills 2 – Year 2 – Spring 2

In this unit we look at more advanced skills like backing up in the field and chassing down the pitch to strike a ball whilst we are on the move.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>SKILLS</p> <p><b>I can...</b></p>	<p>Catch a ball after one bounce.</p> <p>Strike a ball off a tee</p>	<p>Bowl overarm with a straight arm.</p> <p>Stop the ball consistently as wicket keeper.</p>	<p>Pick up a ball one handed and return it underarm</p> <p>I can return the ball quickly from my boot-laces</p>	<p>Strike a ball to leg from a short delivery</p> <p>I can back my friends up in the field</p> <p>Make a long barrier</p>	<p>Chase a ball and throw it back accurately</p> <p>Strike a ball off a tee whilst on the move</p>	<p>Play a game applying the skills I have learned.</p> <p>Demonstrate the school games values</p>
<p>KNOWLEDGE</p> <p><b>I know...</b></p>	<p>To run between the wickets after striking a ball into space.</p> <p>To touch or slide my bat over the crease line</p>	<p>To bowl from the crease line</p> <p>The stance to adopt when keeping wicket</p> <p>What a no-ball and wide are</p>	<p>Why is it important to be adept at picking the ball up with both hands.</p> <p>At which point from the crease I need to slide my bat.</p>	<p>The importance of a high back lift when playing short bowling</p> <p>How to form a long barrier</p> <p>What the correct technique for throwing overarm is.</p>	<p>Why it is important to back throws up in the field</p> <p>Why we might chase down the pitch as a batsman</p>	<p>Why outfielders walk in with the bowler whilst close fielders stand still.</p> <p>The importance of good communication between batters and fielders</p>



ASSESSMENT  100..	Work safely within a defined space	Communicate effectively and work well with others.	Show awareness of boundaries and rules	Work safely within a defined space	Communicate effectively and work well with others.	Show awareness of boundaries and rules
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## Target Games 2 – Year 1 – Summer 2

This unit builds on Target games 1 and demands more complex skills and understanding of specific techniques which will hold them in good stead when they come to play a wider range of sports in KS2.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
SKILLS  I can...	Coordinate the skill of punting a ball consistently  Work with a friend and encourage them to punt better.	Coordinate the action of punting with either foot  Punt a ball with increasing accuracy with both feet.	Strike a ball at a target using equipment.  Strike with increasing accuracy	Strike a ball at a target with some degree of force  Strike into spaces	Choose correctly when it is best to throw underarm and when to throw overarm. Throw a ball overarm with some accuracy at a target	Throw overarm on, <del>overarm</del> to a friend.  Receive a ball consistently well after one bounce.
KNOWLEDGE  I know...	Which part of my foot I need to strike with  How to punt high.	To hold the ball over to the side I want to punt the ball with.  I need to be in a <del>ready position</del> to catch my friend's	To get into a sideways position when striking.  That I have to keep my head still when striking	That I have to take turns and share equipment.	How I should stand when throwing overarm  When to throw underarm and when to throw overarm.	Why we sometimes throw to a friend to receive after one bounce



ASSESSMENT						
1. can...	Start to link skills to perform actions and sequences of movement.	Explain what success looks like for me and my friends	Apply basic skills competently in a range of physical activities.	Start to link skills to perform actions and sequences of movement.	Explain what success looks like for me and my friends	Apply basic skills competently in a range of physical activities.



## Target Games 3 - Year 2 – Summer 2

Target 3 involve children considering throwing at moving targets and sending throws and strikes at different heights and understanding when we might do that in games.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
SKILLS  I can...	Throw a ball under-arm with either hand and with some accuracy at a target.  Take parts in challenges enthusiastically and taking turns	Kick a ball with some accuracy with both feet.  Strike at targets that move.	Roll with good technique with either hand.  Roll with some accuracy with either hand.	Punt a ball with some accuracy with both feet.  Strike with more control over the height of my punt	Strike a ball with a racket or bat at a target with some degree of force.  Strike with a degree of accuracy	Aim with accuracy at a target so it hits on the second bounce.  Throw flatter and with more force.
KNOWLEDGE  I know...	What position I need to get my body in to throw well.  How to encourage others to do their best.	That I need to get my standing foot next to the ball when striking.  That it is more challenging to hit moving targets	To change my stance depending on which hand I am rolling with.  That when playing games I need to share resources	<del>That I can</del> That I can and directly at somebody who is moving at speed.	What technique I need to use when striking a ball with a racket.  How to hit with more force.	When I might want to throw a ball to arrive, 'on the second bounce'.



ASSESSMENT						
1. can...	Start to link skills to perform actions and sequences of movement.	Explain what success looks like for me and my friends	Apply basic skills competently in a range of physical activities.	Start to link skills to perform actions and sequences of movement.	Explain what success looks like for me and my friends	Apply basic skills competently in a range of physical activities.



## Tri-Golf – Year 2 – Spring 1

In this unit children begin to learn the basics of golf. Using hand eye coordination skills to strike a ball.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
SKILLS  I can...	Grip a golf club appropriately and adopt a stance to strike a ball Putt a ball towards a target Share the equipment	Putt a ball towards a target with some accuracy Change the amount of force I putt with depending if putting uphill or downhill	Strike the ball consistently with an iron Set up to play an iron shot	Get some height with my iron shots	Drive for distance Strike the ball with increasing accuracy	Play a round safely and keeping score. Wait patiently and share equipment
KNOWLEDGE  I know...	How to keep myself and others safe How far to draw the club back when putting	What a back swing is To hit the ball more firmly if putting uphill and more gently if putting downhill	Why we tee when hitting irons at the start To keep my eye on the ball in my swing.	What the tick – tock technique is.	The importance of keeping my head still and not trying to hit the ball too hard Which club to use and when	To demonstrate the school games values Terminology associated with golf



ASSESSMENT	Work safely within a defined space.	Communicate effectively and work well with others.	Show awareness of boundaries and rules.	Work safely within a defined space.	Communicate effectively and work well with others.	Show awareness of boundaries and rules.
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## Yoga – Year 2 – Spring 1

In this unit the children will learn about different themes and how holding poses depicting the topic can help with relaxation, flexibility and overall health.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
SKILLS  <b>I can...</b>	Pose like a variety of jungle creatures  Control my breathing pattern	Bend, stretch and reach	Work imaginatively  Work without inhibitions	Pose depicting Mother Earth	Depict Roman Life through my poses	Breathe in 3 parts  Work quietly focusing on what I am doing in the moment
KNOWLEDGE  <b>I know...</b>	The importance of quiet and focus whilst performing yoga moves	To breathe whilst I am stretching and warming up	More about space travel	What natural phenomena is	More about The Romans	What 3 part breathing is.



ASSESSMENT	Warm up safely prior to exercise and can sustain performance over periods of time.	Be self-motivated and display self-confidence.	Demonstrate sporting values.	Warm up safely prior to exercise and can sustain performance over periods of time.	Be self-motivated and display self-confidence.	Demonstrate sporting values.
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