Thomas A Becket Junior School
Curriculum Overview 2025- 2026

The three pillars of PE (motor competencies, healthy participation, rules and tactics) are interwoven throughout our curriculum and are covered in each lesson as well as reviewed at the end of each sporting unit. Teaching our PE in units with a sport focus ensures that we can clearly teach children the rules and tactics of each sport that we cover. This ensures that every child has the opportunity to find a sport that they love.

Yr	Subject	Autumn		Spring		Summer	
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Yr 3	**Indoor P.E**.	**Indoor Athletics - 8 weeks/8 hours** **(see Skills Map for specific events and age-related targets)** Practice and develop basic technique in: ● Running over short and longer distances and in relays; ● Jumping for height or length; ● Throwing for accuracy or distance using a variety of equipment; ● Measure, compare and improve their own performances **Basketball 5 weeks/5 hours** *Passing and receiving*: ● Throw and catch the ball to a partner accurately. ● Begin to explore a range of different passes. ● Begin to think about dribbling with the ball. *Attacking and dribbling:* ● Attempting to move into space in order to receive a pass from a team mate. ● Catching the ball successfully. ● Be able to slowly walk and bounce the ball at the same time. *Defending:* ● Attempting to intercept the ball when passed between two attackers, with varied success. ● Attempt to steal a ball on a 1v1 with varied success. *Game play:* ● I understand where players are allowed. ● I often double dribble or do just pass the ball. **Boccia and NAK 2 weeks/2 hours** ● Developing accuracy by throwing and sliding ● Adjusting power to hit a given target.		**Gymnastics - 4 weeks/4 hours** *Production and performance skills:* ● Using floor and apparatus I can create and perform a sequence of contrasting actions. ● I am beginning to show extension when balancing and flow when transferring weight. ● I can assess the quality of my movement. *Specific Skills*: Seated Positions: ● Tuck ● Pike ● Straddle Rolling: ● Log roll ● Mushroom Jumping ● Straight ● Star 1 point balance (i.e. arabesque) Low balances (patches): ● Dish ● Arch Travelling: ● Skipping ● Hopping ● Straight-leg (high) walks Matching partners **Benchball 2 weeks/2 hours** *Passing and receiving:*		**Outdoor Athletics - 5 weeks/5 hours** **(see Skills Map for specific events and age-related targets)** *Practice and develop basic technique in:* ● Running over short and longer distances and in relays; ● Jumping for height or length; ● Throwing for accuracy or distance using a variety of equipment; *Measure, compare and improve their own performances* ● I can compare performances with previous ones and demonstrate improvements to improve my Personal Best (PB). **Tri - Golf (short unit) 3 weeks/3 hours** Putting ● To understand grip and begin to develop a steady stroke. Chipping ● To develop foot position with a focus on hitting under the ball to gain height and distance. Application ● To begin to understand the rules of golf and apply this to a game situation. **Rashball (short unit) 3 weeks/3 hours** ● To understand the basic rules. ● To develop spacial awareness and awareness of team mates and opposition. ● To be able to throw and catch accurately to a teammate.	

			• Throw and catch the ball to a partner accurately • To understand the rule of not moving with the ball. *Attacking and footwork:* • Attempting to move into space in order to receive a pass from a team mate. • Catching the ball in space. *Defending*: • To understand the term 'interception' and what this looks like in a game. *Game play and shooting:* • I understand the objective and rules of the game. • To take turns at all roles and positions within the game. **Dance - 4 weeks/4 hours** ● Beginning to improvise with a partner to create a simple dance. ● Beginning to compare and adapt movements and motifs to create a sequence. ● Uses simple dance vocabulary to compare and improve work. **Table Tennis - 2 weeks/2 hours** ● To understand the rules of the game ● To understand the two main types of shot ● To be able to hit the ball over the net and play a return ● To learn the basics of a serve ● To stand with the correct foot position ● To be able to take part and play in an adapted game.	**All children will also take part in a single lesson practicing the events that they will compete in on Sports Day.**
Yr 3		**Football - 6 weeks/6 hours** *Passing and receiving:* • I can stop a ball with control. • I can pass the ball to someone else. *Attacking*:		**Ultimate Frisbee - 4 weeks/4 hours** ● To be able to begin to throw accurately and hit a target from a short distance. ● To begin to use the correct technique to maximise distance and accuracy.

	Outdoor P.E.	• Using lots of small touches I am always in close proximity to the ball. *Defending*: • I am able to successfully take the ball from an attacker – safely. • I know which players are likely to be passed the ball and make an effort to intercept any stray passes. **Netball - 6 weeks/6 hours** *Passing and receiving:* • Throw and catch the ball to a partner accurately • Begin to explore a range of different passes. • Begin to think about footwork during games. *Attacking and footwork:* • Attempting to move into space in order to receive a pass from a team mate. • Catching the ball successfully. *Defending*: • Attempting to intercept the ball when passed between two attackers, with varied success. *Game play and shooting:* • I understand where some positions are allowed to go. • I prefer playing in attack/defence but often make mistakes. • I often move with the ball. **Tag Rugby - 6 weeks/6 hours** *Passing and receiving:* • I can pass the ball to a partner and I am beginning try this whilst moving forwards. • I can catch a ball that is passed towards me. *Attacking*: • I can run with the ball in two hands. • When passing the ball, I know that the ball must travel backwards. • I can receive a ball and quickly hold it in two hands. *Defending*: • I know that a defensive line should be flat. • I am able to tag attackers with increasing success. **Multi - Skills - 6 weeks/6 hours** *Running and jumping:* ● I am able to effectively use my body to complete various running and jumping skills. ● I am able to jump and land on two feet. *Catching in isolation:* ● I am able to pass and receive the ball to a team mate whilst stationary. *Catching in combination:* ● I am able to pass and receive the ball on the move.	● To focus on foot position and stance to develop a secure base to throw from. ● To consider my foot position and how this affects aim. **Stoolball - 4 weeks/4 hours** ● I can throw the ball accurately, using and underarm action. ● I can catch a ball using two hands. ● I can hit a ball successfully, when it is bowled at me slowly. ● I can hit a target using an underarm technique with varied success. **OAA - 4 weeks/4 hours** ● Take part in OAA both individually and as part of a team. ● Use basic instructions to follow a set of steps. ● To understand order and meet checkpoints chronologically. ● To be able to read and understand a map.

Yr	Subject	Autumn		Spring		Summer	
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4	Indoor P.E.	**<u>Indoor Athletics</u> - 8 weeks/8 hours** **(see Skills Map for specific events and age-related targets)** *Practice and develop basic technique in:* o Running over short and longer distances and in relays; o Jumping for height or length; o Throwing for accuracy or distance using a variety of equipment; Measure, compare and improve their own performances **<u>Basketball 5 weeks/5 hours</u>** *Passing and receiving:* • Throw and catch the ball to a partner accurately. • Begin to explore a range of different passes and dribbling with the ball. • Using one hand for shoulder pass. *Attacking and dribbling:* • Moving into space in order to receive a pass from a team mate. • Beginning to think about passing or dribbling once they have caught the ball. • Attempting to not double dribble when you have the ball. *Defending*: • Beginning to use body position and knowledge of the rules to not allowing the attacker to get in front. Often intercepting a pass between two attackers. *Game play:* • I understand roles of most players. • I know when you should be attacking and when you should defend. • Use arms to mark the player with the ball attempting to steal it. **<u>Boccia and NAK - 2 weeks/2 hours</u>** ● Developing accuracy by throwing and sliding ● Adjusting power to hit a given target. ● Moving and changing their body position to hit a given target.		**<u>Gymnastics - 4 weeks/4 hours</u>** *Production and performance skills:* • I can create sequences that include changes of level and speed. • I am able to focus on body shapes with a partner or small groups. *Skills*: Jumping: o Tuck o Straddle o ½ turn o Travel Rolling: o Forward roll o Teddybear roll 1 point balance (i.e. arabesque) o Increased control o Begin to tip into and out of. Low balances (patches): o Dish o Arch o Front support Mirroring and matching partners **<u>Benchball - 2 weeks/2 hours</u>** *Passing and receiving:* • Throw and catch the ball to a partner (who is on the move) accurately • To understand the rule of not moving with the ball ● To use a range of different passes *Attacking and footwork:* • To be able to move into space in order to receive a pass from a team mate. • To be able to catch a throw under pressure from a defender. *Defending*: • To understand the term 'interception' and what this looks like in a game and begin to do this. *Game play and shooting:*		**<u>Outdoor Athletics</u> - 5 week/5 hours** **(see Skills Map for specific events and age-related targets)** *Practice and develop basic technique in:* o Running over short and longer distances and in relays; o Jumping for height or length; o Throwing for accuracy or distance using a variety of equipment; *Measure, compare and improve their own performances:* o I can compare performances with previous ones and demonstrate improvements to improve my Personal Best (PB). **<u>Tri - Golf (short unit) 3 weeks/3 hours</u>** Putting ● To understand the correct stance and grip. Chipping ● To continue to develop foot position with a focus on hitting under the ball to gain height and distance. Application ● To begin to understand the rules of golf and apply this to a game situation. **<u>Rashball (short unit) 3 weeks/3 hours</u>** ● To understand the basic rules and begin to develop tactics and phases of play. ● To develop spacial awareness and awareness of team mates and opposition choosing the best place and position to attack and defend. ● To be able to throw and catch accurately to a teammate and begin to progress to a volley.	

		● Developing teamwork and discussing rules and tactics as a team.	• To understand the objective and rules of the game. • To take turns at all roles and positions within the game. ● To begin to discuss tactics within the group. **Dance - 4 weeks/4 hours** • Demonstrates clear movements throughout a dance sequence. • Moves appropriately and with the required style in relation to the stimulus. • Improvises demonstrating fluency across their sequence. • Modifies parts of a sequence as a result of self and peer evaluation. • Uses more complex dance vocabulary to compare and improve work. **Table Tennis - 2 weeks/2 hours** ● To understand the rules of the game and begin to officiate in small groups. ● To understand the two main types of shot and when they should be used. ● To be able to hit the ball over the net and play a return developing into a simple rally. ● To learn the basics of a serve and begin to use this to begin a rally. ● To stand with the correct foot position and adapt the stance depending on the shot needed. ● To be able to take part and play in an adapted game and score independently.	**All children will also take part in a single lesson practicing the events that they will compete in on Sports Day.**
Year 4		**NFL (American Football) - 6 weeks/6 hours** *Passing and receiving:* • I can pass the ball to a teammate whilst moving forwards. • I can catch a ball that is passed in front of me. *Attacking:* • I know that when running with the ball in two hands, the defence do not know if I am going to run or pass. • I can pass the ball in front of a teammate. *Defending:* • I can move forwards with other defenders to put pressure on the ball carrier.		**Tennis - 4 weeks/4 hours** *Ground strokes and serving:* • I can hit a fed forehand shot to a given target with some success. • I am beginning to volley the ball. • I can perform an underarm serve. *Court positioning and gameplay:* • I can maintain a rally with more than 6 strokes. • I am beginning to select appropriate shots.

	Outdoor P.E.	• I regularly make successful tags. **Hockey - 6 weeks/6 hours** *Passing and receiving:* ● I can accurately pass to someone else using both push pass and hitting the ball. ● I can receive the ball on the move, with control. *Attacking:* •I can move with the ball and demonstrate good "Spatial awareness" – recognise where space is available within the playing environment. *Defending:* ● I am able to put pressure on the person with the ball. I rarely make contact with the attacking player's stick. ● I make an attempt to get myself between my goal and the ball at all times. **Health Related Fitness - 6 weeks/6 hours** ● I understand the importance of good reaction time in sport and discuss the different stimuli that a sportsman might come across – particularly visual and auditory. ● I understand the effect that exercise has on Heart rate. Checking pulse to get beats per minute. ● I understand the importance of being able to judge my level of fatigue and how important it is to self-assess accurately. ● I understand what strength and agility are and explain how they can be used to good effect in sporting contexts. ● I can discuss muscle memory and begin to use this knowledge with the aim to improve performance. **Handball - 6 weeks/6 hours** *Passing and receiving with ball handling:* • Throw and catch the ball to a partner accurately. • Begin to explore a range of different passes. *Attacking and dribbling:* • Attempting to move into space in order to receive a pass from a team mate. • Catching the ball successfully. Be able to slowly walk and bounce the ball at the same time. *Defending:* • Attempting to intercept the ball when passed between two attackers, with varied success. • Attempt to steal a ball on a 1v1 with varied success. *Game play:* • I understand where players are allowed. • I often double dribble or do just pass the ball.	**Cricket - 4 weeks/4 hours** *Fielding*: • I can throw the ball (underarm) to a partner with pace and accuracy over varied distances. • I can catch a ball using one or both hands as long as it is thrown accurately. • I am beginning to move my body in order to field a ball. *Batting*: • I can hit a ball, from a tee, towards different areas of the pitch. • I can hit a moving ball with varied success. *Bowling*: • I can hit a target using an underarm technique, with only one bounce. **Rounders - 4 weeks/4 hours** *Fielding*: • I can throw the ball (underarm) to a partner with pace and accuracy over varied distances. • I can catch a ball using one or both hands as long as it is thrown accurately. • I am beginning to move my body in order to field a ball. *Batting*: • I can hit a ball, from a tee, towards different areas of the pitch. • I can hit a moving ball with varied success. *Bowling*: • I can consistently hit a target using an underarm technique.

Yr	Subject	Autumn		Spring		Summer	
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	Indoor P.E.	**<u>Indoor Athletics</u> - 8 weeks/8 hours** **(see Skills Map for specific events and age-related targets)** *Practice and develop basic technique in:* o Running over short and longer distances and in relays; o Jumping for height or length; o Throwing for accuracy or distance using a variety of equipment; *Measure, compare and improve their own performances* **<u>Basketball - 5 week/5 hours</u>** *Passing and receiving:* • Use a range of passes (Chest, bounce, shoulder) so their partner receives the pass in space. • Often with awareness of the next pass and when to dribble with the ball. *Attacking and dribbling:* • Move into space, to receive a range of passes. • Use a change of pace and direction in order to get free. Beginning to dribble at a fast pace. • To not double dribble after you have dribbled with the ball. *Defending*: • Using body position and knowledge of the rules to not allowing the attacker to get in front. • Beginning to be able to steal the ball on a 1v1. *Game play:* • I understand the role of some of the players. • I am able to play in attack or defence but struggle to switch between the two. • Often to be able to perform a layup and jump shot with varied accuracy. **<u>Boccia and NAK - 2 weeks/2 hours</u>** ● Developing accuracy by throwing and sliding ● Adjusting power to hit a given target.		**<u>Gymnastics - 4 weeks/4 hours</u>** *Production and performance skills:* • I can create longer sequences to perform for an audience. • I am beginning to learn a wider range of actions and explore more difficult ways to perform. *Skills*: Jumping: o Pike o Full turn o Travel o From/onto apparatus. Rolling o Backward roll Balancing: o Counter balance (pair balances) o Increased control o Begin to tip into and out of. o Bridge Low balances (patches): o Back support o Shoulder stand Weight on hands: o Frog balance o Bunny hops o Hop onto Vault **<u>Benchball - 2 weeks/2 hours</u>** *Passing and receiving:* • Throw and catch the ball to a partner (who is on the move) accurately as part of a game scenario. • To understand the rule of not moving with the ball and begin to officiate this within matches. ● To use a range of different passes whilst under pressure from a defending team.		**<u>Outdoor Athletics</u> - 5 weeks/5 hours** **(see Skills Map for specific events and age-related targets)** *Practice and develop basic technique in:* o Running over short and longer distances and in relays; o Jumping for height or length; o Throwing for accuracy or distance using a variety of equipment; *Measure, compare and improve their own performances* o I can compare performances with previous ones and demonstrate improvements to improve my Personal Best (PB). **<u>Rashball (short unit) - 3 weeks/3 hours</u>** ● To understand the rules and begin to develop tactics and phases of play. ● To develop spacial awareness and awareness of team mates and opposition choosing the best place and position to attack and defend. ● To play at an increasingly faster pace and adjust and adapt power to beat the opposition. ● To be able to throw and catch accurately to a teammate and begin to progress to a volley. **<u>Tri - Golf (short unit) - 3 weeks/3 hours</u>** Putting ● To understand the correct stance and grip and develop a consistent and increasingly accurate stroke.. Chipping ● To develop a strong and stable stance and be able to loft the ball over an increasing distance. Application ● To understand the rules of golf and apply this to a game situation.	

		● Moving and changing their body position to hit a given target. ● Developing teamwork and discussing rules and tactics as a team. ● Develop their knowledge of each sport and consider how this can be adapted to include children with physical disabilities. ● Develop accuracy over an increased distance.	● To be able to adapt the pass used depending on the scenario. *Attacking and footwork:* • To be able to move into space in order to receive a pass from a team mate whilst in a game scenario. • To be able to catch a throw under pressure from a defender using the body to find space. *Defending*: • To understand the term 'interception' and what this looks like in a game and do this to win possession within a game scenario. ● To understand the concept of 1:1 marking and use this as a defensive tactic within a game. *Game play and shooting:* • To understand the objective and rules of the game and begin to officiate their own games. • To take turns at all roles and positions within the game. ● To begin to discuss tactics within the group and apply this to games scenario. **<u>Dance</u> - 4 weeks/4 hours** • Demonstrates clear movements throughout a dance sequence. • Moves appropriately and with the required style in relation to the stimulus. • Improvises demonstrating fluency across their sequence. • Modifies parts of a sequence as a result of self and peer evaluation. • Uses more complex dance vocabulary to compare and improve work. **<u>Table Tennis - 2 weeks/2 hours</u>** ● To understand the rules of the game and be able to officiate in a tournament. ● To understand the two main types of shot and when they should be used to have the greatest impact on the opponent. ● To be able to use a drop shot to win a point and make conscious decision on when to use this within a game scenario.	● To consider rules and tactics. **<u>All children will also take part in a single lesson practicing the events that they will compete in on Sports Day.</u>**

			• To be able to maintain an effective rally. • To learn varying options for a serve and use these within a game scenario including faints to trick the opponent. • To stand with the correct foot position and adapt the stance depending on the shot needed. • To use the body as a tactic to create uncertainty for the opposition. • To play a game of double alternating between shots.	
Year 5	**Outdoor P.E.**	**<u>Football - 4 weeks/4 hours</u>** *Passing and receiving:* • I can control and accurately pass, whilst moving – using both feet. *Attacking*: • I can change speed and direction when in position of the ball. I aim to quickly change direction when performing a turn and to accelerate out of a turn. • I am beginning to both feet *Defending*: • I am able to slow down an attack whilst others return to defensive positions. • I am able to put pressure on the person with the ball. I win the ball in most cases. • I make an attempt to get myself between my goal and the ball at all times. **<u>Netball - 4 weeks/4 hours</u>** *Passing and receiving:* • Use a range of passes (Chest, bounce, shoulder) so their partner receives the pass in space. • Often without moving with the ball. *Attacking and footwork:* • Move into space, to receive a range of passes, often without footwork. • Use a change of pace and direction in order to get free. *Defending*: • Using body position and knowledge of the rules to not allowing the attacker to get in front. *Game play and shooting:* • I understand where each position is allowed to go. • I am able to play in attack or defence but prefer one or the other. • I sometimes use footwork. **<u>Tag Rugby - 4 weeks/4 hours</u>** *Passing and receiving:* • I can pass the ball to a partner whilst travelling forward. • I am able to catch a ball passed in front of me whilst travelling forward. *Attacking*: • I am able to pass the ball over increasing distances. • I can sprint onto passes.	**<u>Ultimate Frisbee - 4 weeks/4 hours</u>** • To be able to throw accurately and hit a target from an increasing distance. • To use the correct technique to maximise distance and accuracy. • To consider my foot position and aim. • To discuss tactics and rules with my team. **<u>Stoolball - 4 weeks/4 hours</u>** • I can hit a ball that is bowled towards me. • I am beginning to successfully hit the ball into specific areas of the field. • I can hit a target with speed in order to make my bowl difficult to hit. • I can move my body to allow me to catch a ball at different heights, with one or two hands. • I can hit a target using an underarm technique or rolling the ball. • I know when to attack the ball or move my body in order to field the ball accurately. **<u>OAA - 4 weeks/4 hours</u>**

		• I hold the ball in two hands all of the time. • I make an attempt to run through defensive gaps. *Defending*: • I am able to communicate with teammates in order to create a defensive line that moves towards the attacking team. • I rarely miss tags. **<u>Swimming</u> - 8 weeks** • Swims competently, confidently at least 50 metres • Uses a range of strokes e.g. front crawl, backstroke and breaststroke. • Performs basic self-rescue in a water-based situation**.**	● Take part in OAA both individually and as part of a team. ● Use compass direction and orienteering points to navigate independently and set their own courses and challenges. ● To apply their skills over an increasing area with decreased adult guidance and support **<u>Swimming</u>:** • Swims competently, confidently at least 50 metres • Uses a range of strokes e.g. front crawl, backstroke and breaststroke. • Performs basic self-rescue in a water-based situation**.**

Yr	Subject	Autumn		Spring		Summer	
		Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Year 6	Indoor P.E.	**<u>Indoor Athletics - 8 weeks/8 hours</u>** **(see Skills Map for specific events and age-related targets)** *Practice and develop basic technique in:* o Running over short and longer distances and in relays; o Jumping for height or length; o Throwing for accuracy or distance using a variety of equipment; *Measure, compare and improve their own performances* **<u>Basketball - 5 weeks/5 hours</u>** *Passing and receiving:* • Use a range of passes (Chest, bounce, shoulder) so their partner receives the ball in space ahead of their movement. • Receive the ball in space and be able to pass or dribble. *Attacking and dribbling:* • Move into space, ahead of a defender to receive a range of passes. • Often dribbling at a quick pace. • Use a change of pace and direction in order to get free.		**<u>Gymnastics - 4 weeks/4 hours</u>** *Production and performance skills:* • I can use knowledge of compositional principles to develop sequences that show an awareness of the audience. *Skills*: Jumping: o Full range of jumping, combining travel and rotation. Rolling o Beginning to consider adapting shape of a range rolls. o Jumping from/through vaults Balancing: o Counter-tension o Headstands o Group balances Low balances (patches): o Handstand Weight on hands: o Cartwheels Through vaults.		**<u>Outdoor Athletics - 5 weeks/5 hours</u>** **(see Skills Map for specific events and age-related targets)** *Practice and develop basic technique in:* o Running over short and longer distances and in relays; o Jumping for height or length; o Throwing for accuracy or distance using a variety of equipment; *Measure, compare and improve their own performances* : o I can compare performances with previous ones and demonstrate improvements to improve my Personal Best (PB). **<u>Tri - Golf (short unit) -3 weeks/3 hours</u>** Putting ● To understand the correct stance and grip and develop a consistent and increasingly accurate stroke.. ● To be able to putt from an increasing distance Chipping	

		Beginning to make good decisions - understand what the next play should be e.g. pass or dribble. *Defending*: • Beginning to identify where a pass is likely to be made and whom to. • Intercepting passes. • Often be able to steal the ball on a 1v1 scenario off the attacker. • Begin to understand body positions by positioning your body so you can see the ball and the attacker. • Often not allowing the attacker to get in front. Beginning to understand the difference between man on defence and zone defence. *Game play:* • I understand the roles of the players. • I am able to play in attack or defence but prefer one or the other. • Understanding most the different shots and the benefits of these. • I am beginning to communicate with my teammates. • Often be able to perform a layup and jump shot with accuracy and understand when they should be used. **<u>Boccia and NAK - 2 weeks/2 hours</u>** ● Developing accuracy by throwing and sliding ● Adjusting power to hit a given target. ● Moving and changing their body position to hit a given target. ● Developing teamwork and discussing rules and tactics as a team. ● Develop their knowledge of each sport and consider how this can be adapted to include children with physical disabilities. ● Develop accuracy over an increased distance.	**<u>Benchball - 2 weeks/2 hours</u>** *Passing and receiving:* • Throw and catch the ball to a partner (who is on the move) accurately as part of a game scenario. ● To develop attacking tactics as a team and apply these into a game scenario. • To understand the rule of not moving with the ball and begin to officiate this within matches. ● To use a range of different passes whilst under pressure from a defending team. including the use of a fake pass. ● To be able to adapt the pass used depending on the scenario and the positions of the defending team. *Attacking and footwork:* • To be able to move into space in order to receive a pass from a team mate whilst in a game scenario. • To be able to catch a throw under pressure from a defender using the body to find space. *Defending*: • To understand the term 'interception' and work as a team to force an interception. ● To be able to change defensive tactics within a game including the use of 1:1 marking and zonal marking. . *Game play and shooting:* • To understand the objective and rules of the game and officiate their own games. • To take turns at all roles and positions within the game and have clear positions and roles within the team. ● To discuss tactics within the group and apply this to games scenario and have a bank of strategies and set plays that can be used. **<u>Dance - 2 weeks/2 hours</u>** • Performs with confidence, using a range of movement patterns. e.g using various levels, ways of travelling and motifs. • Beginning to show a change of pace and timing in their movements.	● To develop a strong and stable stance and be able to loft the ball over an increasing distance. Application ● To understand the rules of golf and apply this to a game situation. ● To consider different tactics to score the most points. **<u>Rashball (short unit) - 3 weeks/3 hours</u>** ● To understand the rules and begin to develop tactics and phases of play. ● To develop spacial awareness and awareness of team mates and opposition choosing the best place and position to attack and defend. ● To play at an increasingly faster pace and adjust and adapt power to beat the opposition. ● To be able to volley and play the game fluidly. **<u>All children will also take part in a single lesson practicing the events that they will compete in on Sports Day.</u>**

			• Dances with fluency, linking all movements and ensuring they flow. • Modifies parts of a sequence as a result of self and peer evaluation. • Uses more complex dance vocabulary to compare and improve work. **<u>Table Tennis - 2 weeks/2 hours</u>** ● To understand the rules of the game and begin to officiate in small groups. ● To understand the two main types of shot and when they should be used. ● To be able to use a drop shot to win a point. ● To be able to hit the ball over the net and play a return developing into an effective rally. ● To learn varying options for a serve and use these within a game scenario. ● To stand with the correct foot position and adapt the stance depending on the shot needed. ● To be able to take part and play in game and score independently. ● To use the body as a tactic to create uncertainty for the opposition.	
Year 6		**<u>NFL (American Football) - 6 weeks/6 hours</u>** *Passing and receiving:* • I can pass the ball over 5m whilst running at speed. • I can pass the ball in front of a teammate whilst travelling at speed. • I can catch the ball on the widest part of the ball so that I am ready to pass it onto someone else. *Attacking*: • I am able to pass the ball over increasing distances. • I can change direction quickly – often using a side-step. • I hold the ball in two hands all of the time. • I sprint through defensive gaps. • I follow the player with the ball and communicate with them well. • I understand what the term 'snap' and 'hand off' mean. • To develop and understand set plays that could give my team the advantage. *Defending*:		**<u>Tennis - 4 weeks/4 hours</u>** *Ground strokes and serving:* • I can perform a basic over-arm serve action. • I can add power to forehand and backhand strokes. *Court positioning and gameplay:* • I am beginning to outwit my opponent with my shot selection. **<u>Cricket - 4 weeks/4 hours</u>** *Fielding*: • I make decisions about how to catch a ball using either one hand or two. • I can hit a target using an overarm technique, with consistency. • I understand the importance of changing my fielding position.

	Outdoor P.E.	• I make an attempt to return a tag in order to return to my defensive position. • I am beginning to control a defensive line which moves quickly towards attackers (line-speed) **<u>Hockey - 6 weeks/6 hours</u>** *Passing and receiving:* ● I can control a moving ball, whilst under pressure from opposition. *Attacking:* ● Whilst moving with the ball I keep my head up, looking for positions of team-members and opposition. ● I am beginning to use a reverse stick and can vary the speed in which I pass. *Defending:* ● I am able to put pressure on the person with the ball. I often win the ball. ● When I win the ball, I am able to turn defence into attack quickly. ● I make sure that I am always goal-side. **<u>Health Related Fitness - 6 weeks/6 hours</u>** ● I understand the importance of good reaction time in sport and discuss the different stimuli that a sportsman might come across – particularly visual and auditory. ● I understand the effect that exercise has on Heart rate. Checking pulse to get beats per minute. ● I understand the importance of being able to judge my level of fatigue and how important it is to self-assess accurately. ● I understand what strength and agility are and explain how they can be used to good effect in sporting contexts. ● I can discuss muscle memory and begin to use this knowledge with the aim to improve performance. **<u>Handball - 6 weeks/6 hours</u>** *Passing and receiving with ball handling:* ● Throw and catch the ball to a partner accurately. ● Begin to explore a range of different passes and apply these into a game situation. ● Be able to throw the ball over an increased distance using a wider range of techniques depending on the desired result. *Attacking and dribbling:* • Move into space in order to receive a pass from a team mate. • Catching the ball successfully over an increased distance ● Be able to recognise how the game is evolving an 'read' the attack	*Batting*: • I can play a range of strokes. • I am beginning to defend a well bowled ball. • I am beginning to communicate with my batting partner as to when we run. • I can identify space in the field and I am attempting to play the ball into this area. *Bowling*: • I can hit a target using an overarm technique. • I am beginning to think about which stump to aim for. **<u>Rounders - 4 weeks/4 hours</u>** *Fielding*: • I make decisions about how to catch a ball using either one hand or two. • I can hit a target using an overarm technique, with consistency. • I understand the importance of changing my fielding position *Batting*: • I can hit the ball using forehand and I am beginning to move my body to change the direction of my shot. • I can identify space in the field and I am attempting to play the ball into this area. *Bowling*: • I can hit a target with speed. • I understand the benefits of bowling at varied speeds.

		● To coordinate attacks with the team considering the necessary tactics and rules. ● Be able to move and bounce the ball on the move ● To be able to pass while on the move *Defending:* • Consider rules of the games and their teams own tactics for defending. • Intercept the ball in a game scenario	

Subject	Possible cross curricular links
Maths	**All year groups** Athletics – children to measure and record personal bests accurately. Converting units (e.g. 120cm = 1.2m).
	Yr 4 and Yr 6 **Autumn and spring term** Health Related Fitness – heart rate session. Children need to double, triple and quadruple.
Science	All year groups – all lessons
	Teachers to talk about physiological processes that are taking place in children's bodies during exercise and how they adapt as a child becomes fitter, stronger and more agile.
RSE	**All year groups – all lessons**
	The benefits of physical activity for mental health and emotional health and wellbeing.

Whole School (possibly to be delivered in phase meetings)	
TAB Way and School Values	Opportunity within lessons but also assemblies, to highlight how the best athletes must show these attributes in order to be successful. P.E. and Games offer unlimited opportunities to practice, highlight and teach these values to pupils.
Health and fitness	Opportunity to promote health and fitness more widely both in school, but also external opportunities (such as Parkrun) and highlighting and giving a platform to children and staff who partake and excel.