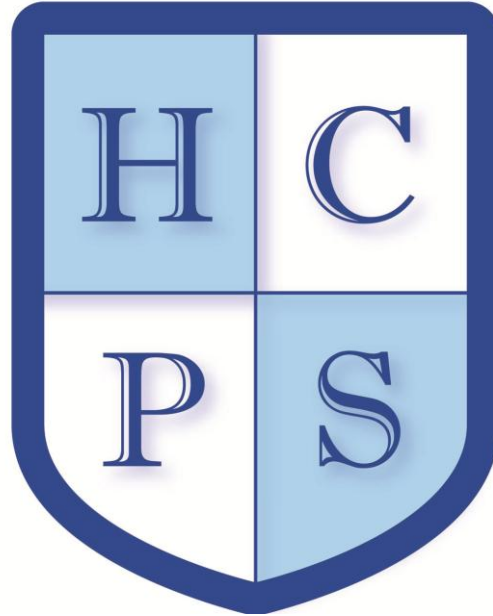




Hunslet Carr Primary School



Physical Education & School Sports Policy

**High Expectations
Caring
Positive Attitude
Successful**



The office blocks of Leeds are visible from our classrooms, and it is our belief and desire that children from Hunslet Carr Primary School should be able to grow up and be successful within their own city. We want our children to aspire to be the lawyers, doctors and professionals that work in our city every day and to give them experiences to inspire their self-belief.

The key to ensuring our children succeed, both while pupils at the school and in the future, is having a caring stimulating and stable environment in which to enjoy their early years. We work hard to ensure the school allows our pupils to grow in to happy, caring members of the community.



What does Impossible is Nothing means to us?

**Impossible is Nothing means you can achieve anything when you are resilient,
and you persevere.**



Purpose

The purpose is for all people to be connected to Hunslet Carr Primary School to understand the 3 I's of Physical Education and School Sports. We encourage every learner to be the best they can be, to reflect and plan the next steps in their learning journey, demonstrating a respect towards others and contributing to the communities of which they are a part.

Intent

It is our intent at Hunslet Carr Primary to teach children life skills that will positively influence their future. We aim to deliver high-quality teaching and learning opportunities that inspire all children to succeed in physical activities. We want to teach children how to cooperate and collaborate with others, as part of a team, understanding fairness and equity of play to embed life-long values and participation.

Implement

Pupils at Hunslet Carr Primary participate in weekly high quality PE and sporting activities with links to Real PE **and The PE hub**. Our PE programme incorporates a variety of sports and skills to ensure all children develop the confidence, tolerance and the appreciation of their own and others' strengths and weaknesses. We provide opportunities for all children to engage in extra-curricular activities before, during and after school, in addition to competitive sporting events. This is an inclusive approach, which endeavours to encourage not only physical development but also well-being.

Our curriculum aims to improve the wellbeing and fitness of all children at Hunslet Carr Primary, not only through the sporting skills taught, but through the underpinning values and disciplines PE promotes. Within our lessons **and crew**, children are taught about self-discipline and that to be successful you need to take ownership and responsibility of their own health and fitness.

Our PE scheme develops the key abilities children need to be successful within PE and Sport and across the curriculum. These areas are:

- Health and Fitness
- Creativity
- Coordination
- Agility
- Social skills
- Personal wellbeing
- Physicality

Impact

Our impact is therefore to motivate children to utilise these underpinning skills in an independent and effective way in order to live happy and healthy lives. Whilst finding a love for sport, fitness and healthy living.



PE Vocabulary Progression

Agility

EYFS
Push stop space jump balance safely
Year 1
Heart exercise lungs body mood
Year 2
Strong pace race speed jog steady sprint
Year 3
Distance strength accurately distance balance control
Year 4
Technique co-ordination healthy progress muscle stamina
Year 5
Technique momentum agility drive rhythm power
Year 6
Generate force continuous measure flexibility analyse record

Coordination

EYFS
Run stop throw roll team kick space catch
Year 1
far aim safely direction balance send
Year 2
Overarm collect target underarm dribble distance
Year 3
Track receive chest shoulder overhead accurate
Year 4
Release select control consistently technique persevere

Fundamentals

EYFS
Run stop space jump balance skip
Year 1
Fast hop slow direction land safely
Year 2
Dodge jog hurdle speed steady sprint
Year 3
Distance technique control tension coordination rhythm
Year 4
Momentum decelerate transfer accelerate pace stability



Dance

EYFS
Move copy shape space safely around travel sideways forwards backwards
Year 1
Counts pose level slow fast balance
Year 2
Mirror action pathway direction speed timing
Year 3
Flow explore create perform match feedback expression
Year 4
Reaction unison represent dynamics control
Year 5
Formation posture performance canon relationship
Year 6
Choreograph phrase contrast structure fluently connect

Athletics

EYFS
push stop jump space forwards safely balance backwards
Year 1
far hop aim fast slow bend improve direction travel
Year 2
Sprint jog distance height take off landing overarm underarm
Year 3
Speed power strength accurately higher pace control faster further
Year 4
Power stamina officiate perseverance determination accuracy personal best
Year 5
Technique down sweep unsweep flight rhythm flight stride
Year 6
Rotation trajectory continuous pace force compete momentum transfer weight

Gymnastics

EYFS
Move copy shape over rock space around safely sideways travel forwards backwards
Year 1
Action jump roll level direction speed point balance
Year 2
Link pathway sequence tuck straddle speed star pike
Year 3
Flow explore create matching interesting control contrasting
Year 4
Quality perform inverted technique apparatus extension
Year 5
Symmetrical rotation aesthetics canon asymmetrical synchronisation progression
Year 6
Momentum formation counterbalance fluently counter tension stability



LTP

Yr	Term	Indoor	Outdoor
R	Autumn	Journey (We are going on a bear hunt – Micheal Rosen)	Playground games
		Journey (We are going on a bear hunt – Micheal Rosen)	Playground games
	Spring	Gymnastic Floor and Apparatus	Throwing and Catching
		Gymnastic Floor and Apparatus	Ball Skills
	Summer	Dance	Balance Bike
		Dance	Sports day practice
1	Autumn	Gymnastic Floor and Apparatus	Playground games
		Dance	Throwing and catching
	Spring	Throwing and Catching	Tennis (emphasis on hand/eye coordination)
		Bench Ball (emphasis on catching and throwing)	Problem Solving
	Summer	Gymnastics	Athletics Track and Field
		Team games	Athletics Track and Field
2	Autumn	Dance	Playground games
		Gymnastic Floor and Apparatus	Playground games
	Spring	Team games	Throwing and Catching
		Bench Ball (emphasis on catching and throwing)	Throwing and Catching
	Summer	Problem solving	Athletics Track and Field
		Team games	Athletics Track and Field
3	Autumn	Throwing and catching skills	Tennis
		Gymnastic Floor and Apparatus	Netball
	Spring	Gymnastic Floor and Apparatus	Tag Rugby
		Team games	Athletics Track and Field
	Summer	Hockey	Cricket
		Bench Ball (emphasis on fitness)	Rounders
4	Autumn	Gymnastics Floor and Apparatus	Tennis
	Spring	Dance	Netball
			Hockey



	Summer	Football	Athletics Track and Field
		Basket Ball	Cricket
		Hand Ball (emphasis on fitness)	Rounders
5	Autumn	Gymnastics Floor and Apparatus	Hockey
			Tag Rugby
	Spring	Dance	Football
			Tennis
	Summer	Netball	Cricket
			Badminton
6	Autumn	Gymnastics Floor and Apparatus	Hockey
			Rugby
	Spring	Dance	Football
			Team games
	Summer	Basketball	Cricket
			Badminton



Reception Skill Progression

Agility, Space and Movement

ELG: Gross Motor Skills Children at the expected level of development will: Negotiate space and obstacles safely, with consideration for themselves and others; Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	
Reception	Links to year 1
Move in and out space safely and move with some confidence and imagination.	Gymnastics – Explore and use space effectively using agility, balance and coordination (ABC) skills.
Recognise simple changes in their bodies during exercise.	All units Year 1 onwards – Children will explore how their heart rate and breathing changes when they exercise or rest.
Explore different jumping movement skills: jumping and landing two feet, forwards and backwards.	Gymnastics – Jump and land safely, whilst exploring transitions, jumping and landing techniques.
Completing simple movement patterns whilst balancing or collecting an object such as a beanbag, egg and spoon or a hoop.	Gymnastics – balance using different parts of the body exploring points and starting to use apparatus. Games – Carry and balance equipment whilst following directions changing and aspect of (ABC skills),

Ball Skills

Reception	Links to year 1
Moving with confidence when holding an object (link to We are going on a bear hunt.)	Gymnastics – Explore different styles of travelling: under, over and through. Start to use apparatus. Games – Carry and balance equipment whilst changing ABC skills. Move in different directions whilst handling a ball.
Rolling in a variety of different sized balls with some control and accuracy, e.g. rolling to a target/ traveling across a mat. Leading to partner work.	Games – Develop control and accuracy when rolling a ball or body. Athletics - basic throwing, catching and skipping developing hand eye coordination and ball skills.
Bouncing and catching a ball whilst standing still and then develop through moving.	Games – Send and receive a bouncing ball whilst being in the correct position. Athletics - basic throwing, catching and skipping developing hand eye coordination and ball skills.



Sliding & throwing an object such as a beanbag with some accuracy. Using an underarm throw & able to show throwing position	<p>Games – underarm throw with control and accuracy.</p> <p>Games – send and receive a bouncing ball whilst in correct position.</p>
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Catching and throwing

Reception	Links to year 1
Throw an object, such as a beanbag, over and underarm.	<p>Games - Underarm throw with control and accuracy.</p> <p>Games - Show control and accuracy when throwing and aiming.</p>
Catching an object, such as a beanbag with two hands.	Athletics: Basic throw, catch and skip developing hand-eye coordination and ball handling and throwing skills.
Throw, roll and catch a ball with some continuity. Bounce and then catch a ball with some continuity.	<p>Games: Receive a bouncing ball while positioning body correctly.</p> <p>Games: Develop control and accuracy when rolling a ball.</p>
Throw and catch a small ball such as a tennis ball with some continuity, using the cup method of 2 hands.	<p>Athletics: Basic throw, catch and skip developing hand-eye coordination and ball handling and throwing skill.</p> <p>Games: Underarm throw with control and accuracy.</p>
Roll, catch and throw circular pieces of equipment such as quoits.	Athletics: Basic throw, catch and skip developing hand-eye coordination and ball handling and throwing skills.

Athletics

Reception	Links to year 1
Travel at varying speeds including sprinting.	<p>Games: Show control and balance in basic movements.</p> <p>Athletics: Run fast from a standing start developing speed and coordination.</p>
Throw objects using a chest past or overarm technique. Throw objects towards a target with some accuracy.	<p>Athletics: Basic throw, catch and skip developing hand-eye coordination and ball handling and throwing skills.</p> <p>Athletics: Basic bowl and step · throwing with agility and with skill.</p> <p>Games: Show control and accuracy when throwing and aiming.</p>
Jump with some control, landing safely to different distances Develop jumping for height, clearing a low-level obstacle.	<p>Gymnastics: Jump and land safely, whilst exploring different jumping techniques.</p> <p>Athletics: Jump and throw, developing coordination, agility and rhythm.</p>



Gymnastics

	Reception	Links to year 1
Performance an application.	Perform a simple dance to a given theme in a small group or pairs	Dance: Create a class performance.
Choreography.	Create movement to a given count of music working in unison with a partner.	Dance: Select and use a variety of movements to form a short dance phrase. Dance: Perform a variety of movements to form a group dance phrase.
Movement.	Interpret music to inspire movement.	Dance: Explore a range of movements.
Reception	Links to year 1	
Use different ways of travelling across a mat and a bench.	Gymnastics: Explore different styles of travelling: under, over and through. Beginning to travel on a variety of apparatus.	
Balance on the floor and low-level apparatus using different body parts.	Gymnastics: Balance using different parts of the body, exploring points and patches (Beginning on apparatus).	
Create basic shapes such as pencil, tuck and star with body.	Gymnastics: Learn copy and name basic and advanced low-level shapes. Gymnastics: Link shapes and rolls to form a short sequence.	
Jump and land safely from a small height.	Gymnastics: Jump and land safely, whilst exploring different jumping techniques.	

Dance

Skills Based Challenges

Reception	Links to year 1
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Throw and catch circular objects and balls with some consistency.	Games: Underarm throw with control and accuracy. Games: Show control and accuracy when throwing and aiming. Athletics: Basic throw, catch and skip developing hand-eye coordination and ball handling and throwing skills.
Roll a ball with some accuracy towards given targets.	Games: Develop control and accuracy when rolling a ball.
Kick a ball with some degree of accuracy towards given targets.	Games: Strike and kick a moving ball with accuracy and control.
Hit (strike) a ball with a racket or bat.	Games: Gain rhythm when throwing and striking a ball. Games: Strike and kick a moving ball with accuracy and control.
Bounce a ball with one or two hands towards a target.	Games: Show control and accuracy when throwing and aiming.

Yr 1 - 6 Skill Progression

Gymnastics

NC links	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
KS1: Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. KS2: Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. KS2: Compare their performances with	Explore and use space effectively using agility, balance and coordination skills. Balance using different parts of the body, exploring points and patches (Beginning to on apparatus).	Explore medium level shapes with linking mirroring and balances.	Perform short sequence with low and medium level shapes; with matching and mirroring; contrasting shapes with some linking.	Perform/evaluate a routine: matching balances & stands; with matching balances on apparatus; with contrasting balances; with contrasting balances on over apparatus; with linked balances.	Perform a range of routines with rolling; including jumping rolls, build into rolling from and into a pike position.	Incorporate stands into cannon and or unison performances. Perform rotation, balances and stands in unison and cannon.
	To take weight on hands and feet. Learn copy and name basic and advanced low-level shapes. Link	Compare and contrast low & medium level shapes with confidence & rehearse them.	Take weight confidently on hands (developing core strength) and roll safely,	Perform a shoulder and headstand safely without support.	Perform both a stag jump and a split leap. Progress from a cartwheel to a perform a round	Perform shoulder, headstands, cartwheels and handstands safely without support.



<p>previous ones and demonstrate improvement to achieve their personal best.</p>	<p>shapes and rolls to form a short sequence.</p>	<p>Roll safely using variety of rolling techniques. Incorporate two shapes into a sequence. Perform low shapes with some precision & perform shapes in flight.</p>	<p>exploring different rolling methods (Front and backward Rolls).</p>		<p>off. Perform Cat Springs.</p>	
	<p>Explore different styles of travelling: under, over and through. Beginning to travel on apparatus.</p>	<p>Use apparatus (extended) safely with entrances, exits, balances and including medium level shapes.</p>	<p>Perform a wide range of shapes and balances on apparatus.</p>	<p>Perform a forward roll with appropriate entrances and exits including on, off and over apparatus.</p>	<p>Perform forwards / backward rolls with a range of entrance & exits. Learn headstand, transitioning into a forward roll and incorporating as part of a routine.</p>	<p>Perform to roll on, off and over apparatus within routines. Include counterbalances and counter tension balances.</p>
	<p>Jump and land safely, whilst exploring different jumping techniques.</p>	<p>Jump and land safely using apparatus, including from a variety of heights, directions and landings.</p>	<p>Perform shapes in flight, on and off a piece of apparatus, including turn, twist and spin. Perform a range of jumps and leaps from varying heights and on a vault.</p>	<p>Link movements by performing jumps, turns and pivots.</p>	<p>Vault safely with a range of entrances and exits and then into rolling, building up to various landings on and over a vault.</p>	<p>Roll in sequences on, off and over apparatus. Include into partner routines.</p>
	<p>Copy, mirror and create a small</p>	<p>Model linking and mirroring of low-level</p>	<p>Perform mirrored and matching travels and</p>	<p>Complete mirroring actions along different</p>	<p>Plan a sequence of movements on apparatus</p>	<p>Combine balancing & travelling to</p>



	routine and matching action.	shapes. Including balancing & travel with a partner using mirroring technique.	balances with a partner.	pathways and levels, including basic rolls.	both individually and as a group, in time with each other to form a routine.	produce a floor routine including matching. Incorporate apparatus. Produce mirroring routine with a partner on apparatus.
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Athletics

NC links	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
KS1: Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. KS2: Develop flexibility, strength, technique, control and balance [for example, through	Run fast from a standing start developing speed and coordination.	Developing awareness of speed when running inc' control & fluency in movements; understanding how their body reacts when running.	Run a relay and change over the baton appropriately – including passing a baton from standing start.	Communicate as a team to make relay changes. Improving running technique including sprint finish & maintaining sprint pace.	To run relays, running in each zone, changing baton over with increased skill.	Compete in a variety of athletics type races, adjusting running styles from sprinting to long distance.
	Jump and throw, developing coordination, agility and rhythm.	Jump for distance. Developing awareness of space, height and distance.	Jump for distance inc' jumping from a standing start. Developing skills to jump further distances.	Can challenge self to jump for distance inc' measuring performance. Jumping for height inc' high over obstacles.	Develop jumping for distance (triple jump), jumping in different ways and competing competitively.	Use correct techniques for all jumps, challenging self to jump further distances.
	Run and kick for accuracy and speed.	Adjust and make changes to running speed	Run for speed, including over	Sprinting, challenge self	Develop running for speed including sprint	Run with greater fluency & speed, including hurdling;



<p>athletics and gymnastics]. KS2: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>		<p>when completing different distances.</p>	<p>longer distances.</p>	<p>and recording performance.</p>	<p>from start to finish & sprinting further distance over a given time.</p>	<p>using the correct stride pattern. Can analyse the changes in speeds when sprinting and hurdling.</p>
	<p>Basic throw, catch and skip developing hand eye coordination and ball handling and throwing skills. Basic bowl and step throwing with agility & with skill.</p>	<p>Throw/ aim with accuracy towards a given target. Choose the best way to throw different pieces of equipment dependent on size & weight</p>	<p>Developing throwing skills – further distances and a range of techniques.</p>	<p>Throw for distance challenging self and recording performance. Using overhead heave and fling throw.</p>	<p>Develop throwing skills using a variety of techniques. Throwing javelin from a standing start.</p>	<p>Use correct techniques for all throws, measuring accurately, challenging to throw further distances.</p>



Dance

NC links		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>KS1: Perform dances using simple movement patterns.</p> <p>KS2: Perform dances using a range of movement patterns. These skills are fluid and may commence later or earlier in specific year groups and possibly cross them</p>	<p>Performance and appreciation.</p>	<p>Create a class performance.</p>	<p>Create a class performance and observe others work and give feedback using simple dance vocabulary.</p>	<p>Organising sections of dances to create one piece, working in sync with other group members. Assess others' work.</p>	<p>Developing dance when creating one piece, performing in unison and sync with other group members in front of the class. Self- assess and assess peers' work, and give feedback using appropriate dance vocabulary.</p>	<p>Learn, rehearse and perform choreographed dance phrases of increasing complexity. Self-assess and assess others' work and give critical feedback using appropriate vocabulary.</p>	<p>Perform choreographed dance, improving movements, developing timing and spacing. Assess self and others with increasing critical feedback using apt and precise language.</p>
	<p>Choreography.</p>	<p>Select and use a variety of movements to form a</p>	<p>Select and explore an air pattern, jump and shape to</p>	<p>Work as a group to select learnt positions and movements to</p>	<p>Developing synchronisation when working in a group including to</p>	<p>Create versatile movements within a dance sequence including a</p>	<p>Explore and link a number of movements and patters. *Use</p>



contingent of outcomes.		short dance phrase. Perform a variety of movements to form a group dance phrase.	form a short dance phrase. Work as a group to recall choreography, rehearse and refine ideas.	create short dance phrases. Use choreographic devices to enhance dance phrases, including choreographing a solo.	different rhythms. Respond to teacher instruction to create a choreographed dance routine.	range of directions. Choreograph a sequence of movements that use contact between two or more people.	choreographed movements and patterns to tell a narrative; adapt movements in a more creative style; utilise a floor plan.
	Movement.	Explore a range of movements.	Perform a variety of movements to form a group dance phrase; exploring turning, rotation, circular shapes/ dynamic through movement. Explore movements considering size of movements, tempo, dynamics, floor pattern, air pattern, levels and shape.	Select and explore a variety of movements, responding imaginatively to a range of stimuli. Perform movement actions individually, with partners, a group and whole class. Explore, repeat and link a range of actions with coordination and memorise. Respond to a beat, using music as a stimulus to	Developing choreographic skill incorporating more free – creative thinking. Developing good co-ordination within a sequence of movements. Movements articulate the style of dance well. Use music to influence movement with increasing skill.	Use a range of dance techniques to develop their movements. Develop movements to incorporate at least one lift in a sequence of movements. Identify floor plans and use within their movements, including starting and finishing area.	Use choreographed movements and patterns to tell a narrative; adapt movements in a more creative style; utilise a floor plan. Use gymnastic equipment to create improvised movement. Allow different parts of the body to lead and influence the rest of the movement; using a range of levels



			influence dance.			tempos, and contact work.
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KS1 Games

KS1: Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.

KS1: Participate in team games, developing simple tactics for attacking and defending.

Year 1	Year 2
<ul style="list-style-type: none"> • Develop spatial awareness whilst moving in different directions. • Show control and balance in basic movements. • Carry and balance equipment whilst changing speed & direction. • Move in different directions whilst handling a ball. • Develop control and accuracy when rolling a ball. • Underarm throw with control and accuracy. • Show control and accuracy when throwing and aiming. • Gain rhythm when throwing and striking a ball. • Strike and kick a moving ball with accuracy and control. • Engage in team games. • Develop spatial awareness whilst moving in different directions. • Show control and balance in basic movements. • Send & receive a bouncing ball whilst positioning body correctly. • Understand the concept of dribbling and the skills required. • Strike and kick a moving ball with accuracy and control. • Demonstrate the dribbling skills required for football. • Demonstrate the passing skills required for football. • Demonstrate the shooting skills required for football. • Familiarise/understand the passing/movements required in rugby. 	<ul style="list-style-type: none"> • Maintain balance whilst reacting quickly to commands. • Perform underarm and overarm throwing with control. • Demo a range of striking/gathering skills, including in a small game. • Demonstrate confidence in ball handling skills. • Control a moving ball in a variety of ways. • Show rolling and gathering skills with confidence and precision. • Show progression from rolling into catching and throwing. • Attack & defend in a game, making and denying space. • Throw & catch to pass and receive a ball in a game. • Control a moving ball in a variety of ways. • Perform kicking skills with control and accuracy. • Use space whilst passing and receiving a kicked ball. • Understand basics of holding a hockey stick and dribbling a ball. • Pass a hockey ball to a partner and group with control. • Demonstrate attacking skills in hockey such as shooting. • Demonstrate bouncing a basketball with control. • Develop bouncing skills into dribbling activities. • Move away from a defender whilst continuing to dribble. • Show progression from rolling into catching and throwing.



<ul style="list-style-type: none">• Develop the skill of tagging an opponent in rugby.• Engage in team games.• Demo understand attacking/defending using simple practices	<ul style="list-style-type: none">• Develop tactics when shooting at and protecting targets.• Attack & defend in a game, making and denying space.• Throw & catch to pass and receive a ball in a game.
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Year 3 and 5 Games

<p>KS2: Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</p>	
<p>KS2: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	
<p>Year 3</p>	<p>Year 5</p>



Cricket

- Bat correctly.
- Catch correctly.
- Accurately bowl under and overarm using appropriate technique.
- Use different batting shots.
- Field using appropriate techniques.

Football

- Control the ball, dribble and turn.
- Pass the ball accurately and control the ball when receiving a pass including whilst on the move.
- Shoot and play the position of a goalkeeper.
- Apply learnt skills in a game.

Hockey

- Hold the stick and dribble under pressure.
- Pass and receive the ball with improving accuracy.
- Tackle correctly.
- Shoot with accuracy.
- Play hockey in a game situation.

Netball

- Pass and catch a netball including via bounce and overhead.
- Demonstrate correct footwork.
- Effectively dodge and mark.
- Shoot a netball.
- Demonstrate some understanding of rules.

Tag Rugby

- Evade and tag opponents while keeping control of the rugby ball.
- Pass the ball accurately and receive the ball safely, including whilst on the move and in a game situation.
- Apply learnt skills in a game of rugby.

Cricket

- Developed over and underarm bowling applied to game.
- Improving accuracy of batting.
- Developing deep field catching – catching ball at varying heights.
- Developing the lofted drive.

Football

- Control the ball, keeping it close.
- Developing passing skills inc' developed use of inside of the foot.
- Able to perform block tackle and mark effectively.
- Turn and shoot at speed and with accuracy.
- Application of skills within game

Hockey

- Use correct technique dribbling.
- Pass & receive – using space; appropriate skills to keep possession.
- Shoot with power and developed accuracy.
- Tackle and mark.

Netball

- Pass, shoot & throw with accuracy, inc' chest, bounce/overhead.
- Use tactics for game dominance, building on dodge and marking.
- Develop footwork.
- Play to rules.

Tag Rugby

- Evade/tag opponents running at speed, changing direction & developing control.
- Pass & receive at speed in game situation.
- Refine attacking and defending skills.
- Develop team tactics.

Badminton

- Show developing control of the ball. Play forehand and backhand shot with increased confidence and accuracy.
- Serve accurately underarm and overarm. Return serves.
- Take correct positions on a court.
- Play strategically aiming for points.



Year 4 and 6 Games

KS2: Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.

KS2: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Year 4

Year 6



Handball

- Throw and catch using different techniques.
- Pass/shoot the ball accurately and within a competitive situation.
- Dribble with ball and make a pass.
- Move using space appropriately.

Rounders

- Throw at others and a target under pressure.
- Catch consistently under pressure.
- Strike a stationary ball demonstrating correct grip.
- Develop fielding techniques.

Tennis

- Demo ready position & react to ball direction, inc' correct position to attempt shot.
- Play a simple forehand and backhand shot.
- Simulate the throw of a serve.
- Move & catch the ball correctly applied to the layout of a court.
- Throw the ball with accuracy when on a court.

Basketball

- Dribble under pressure.
- Pass & catch a basketball using chest bounce, developing to doing so whilst on move.
- Pivot to take, receive and make pass.

Handball

- Developing dribbling and shooting within game situations.
- Accurately pass a ball and intercept a pass.
- Defend in game situations.
- Demonstrate goalkeeper skills.
- Apply skills to a full game situation.

Rounders

- Throw and catch a ball at varying heights consistently.
- Strike a bowled ball consistently into different spaces.
- Stop a moving ball consistently. Use the long barrier technique.
- Apply apt strategies when fielding.
- Compete in a full rounders game with understanding of rules.

Tennis

- Show developing control of the ball. Play forehand and backhand shot with increased confidence and accuracy.
- Serve accurately underarm and overarm. Return serves.
- Take correct positions on a court.
- Play strategically aiming for points.

Basketball

- Shoot with the correct technique at end of a dribble.
- Defend using defensive stance.

Badminton

- Show developing control of the ball. Play forehand and backhand shot with increased confidence and accuracy.
- Serve accurately underarm and overarm. Return serves.
- Take correct positions on a court.
- Play strategically aiming for points.