

ADDERLEY PRIMARY SCHOOL – PHYSICAL EDUCATION CURRICULUM MAP – OVERVIEW OF ESSENTIAL KNOWLEDGE AND SKILLS

	YEAR 1					
TOPIC	Dance	Attack, Defend, Shoot	Send and Return	Gymnastics	Run, Jump, Throw	Hit, Catch, Run
BIG IDEAS	Creativity	Humankind	Place	Comparison	Investigation	Significance
ESSENTIAL KNOWLEDGE	<p>Respond to a range of stimuli and types of music.</p> <p>Explore space, direction, levels and speeds.</p> <p>Experiment creating actions and performing movements with different body parts.</p> <p>Able to build simple movement patterns from given actions.</p> <p>Compose and link actions to make simple movement phrases.</p> <p>Respond appropriately to supporting concepts such as canon and levels.</p>	<p>To practice basic movements including running, jumping, throwing and catching.</p> <p>To begin to engage in competitive activities.</p> <p>To experience opportunities to improve agility, balance and coordination.</p> <p>To recognise rules and apply them in competitive and cooperative games.</p> <p>Use and apply simple strategies for invasion games.</p> <p>Preparing for and explaining the reasons why we enjoy exercise.</p>	<p>Able to send an object with increased confidence using hand or bat.</p> <p>Move towards a moving ball to return it.</p> <p>Sending and returning a variety of balls/objects such as balloons and beachballs.</p> <p>Track, intercept and stop a variety of objects such as balls and beanbags.</p> <p>Select and apply skills to beat the opposition</p>	<p>Identify and use simple gymnastics actions and shapes.</p> <p>Apply basic strength to a range of gymnastics actions.</p> <p>Begin to carry simple apparatus such as mats and benches.</p> <p>To recognise ‘like’ actions and link them.</p> <p>To perform a variety of basic gymnastics actions showing control.</p> <p>To introduce turn, twist, spin, rock and roll and link these into movement patterns.</p>	<p>Pupils will begin to link running and jumping.</p> <p>To learn and refine a range of running which includes varying pathways and speeds.</p> <p>Develop throwing techniques to send objects over long distances.</p> <p>Increase stamina and core strength needed to undertake athletics activities.</p> <p>Take part in a broad range of opportunities to extend strength, balance, agility and coordination.</p>	<p>Able to hit objects with hand or bat.</p> <p>Track and retrieve a rolling ball.</p> <p>Throw and catch a variety of balls and objects.</p> <p>Develop sending and receiving skills to benefit fielding as a team.</p> <p>Distinguish between the roles of batters and fielders.</p> <p>Introduce the concept of simple tactics.</p>

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SUBJECT SPECIFIC E.G. SIGNIFICANT PEOPLE, ARTISTS, COMPOSERS ETC.	Wider context link – styles of Dance.	Wider context link – famous footballers and high-level sporting competitions referred to during lessons e.g. World Cup, Euros, Premier League.	Wider context link – famous tennis players and high-level sporting competitions referred to during lessons e.g. Wimbledon, US Open.	Wider context link – Past Olympic Games discussed within lessons. Commonwealth Games 2022.	Wider context link – Past Olympic Games discussed within lessons. Commonwealth Games 2022.	Wider context link – famous cricket players. Major sporting competitions and events. Famous stadiums across the country.

	YEAR 2					
TOPIC	Dance	Attack, Defend, Shoot	Send and Return	Gymnastics	Run, Jump, Throw	Hit, Catch, Run
BIG IDEAS	Creativity	Humankind	Place	Comparison	Investigation	Significance
ESSENTIAL KNOWLEDGE	Describe and explain how performers can transition and link shapes and balances. Perform basic actions with control and consistency at different speeds and on different levels. Challenge themselves to move imaginatively responding to music.	Can send a ball using feet and can receive a ball using feet. Refine ways to control bodies and a range of equipment. Recall and link combinations of skills, e.g. dribbling and passing. To select and apply a small range of simple tactics.	Be able to track the path of a ball over a net and move towards it. Begin to hit and return a ball using hands and racquets with some consistency. Play modified net/wall games throwing, catching and sending over a net.	Describe and explain how performers can transition and link gymnastic elements. Perform with control and consistency basic actions at different speeds and on different levels. Challenge themselves to develop strength and flexibility.	Develop power, agility, coordination and balance over a variety of activities. Can throw and handle a variety of objects including quoits, beanbags, balls, hoops. Can negotiate obstacles showing increased control of body and limbs.	To develop hitting skills with a variety of bats. Practice feeding/bowling skills. Hit and run to score points in games. Work on a variety of ways to score runs in the different hit, catch, run games.

	<p>Work as part of a group to create and perform short movement sequences to music.</p> <p>Perform using more sophisticated formations as well as an individual.</p> <p>Explore relationships through different dance formations.</p> <p>Explain the importance of emotion and feeling in dance.</p> <p>Use the stimuli to copy, repeat and create dance actions and motifs.</p>	<p>Recognise good quality in self and others.</p> <p>To work with others to build basic attacking play.</p>	<p>Be able to make it difficult for their opponent to score a point.</p> <p>Begin to choose specific tactics appropriate to the situation.</p> <p>Improve agility and coordination and use in a game.</p>	<p>Create and perform a simple sequence that is judged using simple gymnastic scoring.</p> <p>Develop body management through a range of floor exercises.</p> <p>Use core strength to link recognised gymnastics elements, e.g., back support and half twist.</p> <p>Attempt to use rhythm while performing a sequence.</p>	<p>Improve running and jumping movements, work for sustained periods of time.</p> <p>Reflect on activities and make connections between a healthy active lifestyle.</p> <p>Experience and improve on jumping for distance and height.</p>	<p>Attempt to work as a team to field.</p> <p>Begin to play the role of wicketkeeper or backstop.</p>
SKILL PROGRESSION	<p>Dance in solo and duet. Explore creative footwork. Discuss how a dance can develop. Respond to visual stimulus. Comment on contrasting actions. Use the theme of a clockface to develop a dance. Perform 'freestyle' moves. Perform a motif to music.</p>	<p>Kick with inside of foot and stop ball with feet. Control a ball. Bounce the ball to send it. Bounce a ball to begin to dribble. Throw/send a variety of equipment. Pass and move. Intercepting in a game. Play goalkeeper.</p>	<p>Identify dominant and non-dominant side. Use basic serving rules in a game. Able to self-feed a ball to a partner using a racquet. Develop agility in isolated challenges. Develop the ready position to receive a ball. Play a variety of roles in a simple game. Throw</p>	<p>Use start & finish shapes. Power in jumping. Levels and speed. Back & front support. Rhythm in performing. Body management in a range of actions.</p>	<p>Aware of others when running in space. Create more power with legs and apply to agility test. Select best throw for conditioned games. Perform some static and dynamic balances. Explore their emotions around different challenges. Attempt more accuracy in</p>	<p>Hit with bats (some still hitting with hands). Use kicking to send a ball and score points. Use underarm bowling. Play as part of a team. Run to 'safety'. Outwit bowler and hot to space. Move in line to stop ball.</p>

	Explore movement pathways.		into space to make it difficult for opponent to return. Play out a point from a serve.		throws. Perform under pressure. Explore breathing techniques.	
NATIONAL CURRICULUM LINKS	Perform dances using simple movement patterns.	Participate in team games, developing simple tactics for attacking and defending.	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.	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.	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.	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.
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	YEAR 3					
TOPIC	Gymnastics	Football	Tennis	Dance	Cricket	Athletics
BIG IDEAS	Creativity	Humankind	Place	Comparison	Investigation	Significance
ESSENTIAL KNOWLEDGE	<p>Modify actions independently using different pathways, directions and shapes.</p> <p>Consolidate and improve the quality of movements and gymnastics actions.</p> <p>Relate strength and flexibility to the actions and movements they are performing.</p> <p>To use basic compositional ideas to improve sequence work.</p> <p>Identify similarities and differences in sequences.</p> <p>Develop body management over a range of floor exercises.</p> <p>Attempt to bring explosive moves into floor work through jumps and leaps.</p>	<p>To perform some basic invasion games skills, throwing, catching, kicking and dribbling.</p> <p>To build attacking/offensive play.</p> <p>Able to show basic control skills including sending and receiving the ball.</p> <p>To send the ball with some accuracy to maintain possession and build attacking play.</p> <p>Able to implement basic rules of modified games e.g. basketball.</p> <p>Develop motor skills to handle sticks with ease and improve agility.</p> <p>Show basic skills to maintain possession.</p>	<p>Identify and describe some rules of net/wall games.</p> <p>Serve to begin a game.</p> <p>Explore forehand hitting.</p> <p>Play with some understanding of modified court boundaries.</p>	<p>Practise different sections of a dance aiming to put together a performance.</p> <p>Perform using facial expressions.</p> <p>Perform with a prop. Building stylistic qualities of Barn Dance through repetition and applying movement to own bodies.</p> <p>Building basic creative choreography skills in travelling, dynamics and partner work in the specific style of Barn Dance.</p>	<p>To be able to adhere to some of the basic rules of cricket of striking and fielding games.</p> <p>To develop a range of skills to use in isolation and a competitive context.</p> <p>To use basic skills with more consistency including striking a bowled ball.</p> <p>Work cooperatively with others to complete fielding tasks.</p>	<p>Control movements and body actions in response to specific instructions.</p> <p>Demonstrate agility and speed.</p> <p>Jump for height and distance with control and balance.</p> <p>Throw with speed and power and apply appropriate force.</p>

	Show increasing flexibility in shapes and balances.	Use space efficiently to build an attack. Link skills to perform as a team.				
SKILL PROGRESSION	Contrasting shapes, body control when rolling. Partner unison. Patterns. Fluency in movement. Half lever. Bouncing, smooth transitions and extension.	General - Dribbling, passing in pairs. Defensive positioning. Building an attack. Finding space to receive the ball. Shot, pass, dribble theory. Football – Using inside and outside of foot, trapping.	Tennis – Ready position. Hot to different areas of court. Perform a forehand shot. Move towards the ball to return. Serve with some accuracy to targets.	Perform a jazz square. Perform 2 contrasting characters. Communicate ideas as part of a group. Use a prop in a 4-action dance phrase. Discuss examples of professional work. Create own floor patterns. Demonstrate stylistic elements of barn dance. Apply feedback to improve own performance.	General – Bowl with some accuracy and consistency. Use the long barrier to collect a rolling ball / collect and return a moving ball. Cricket – Forward drive into space. Foot placement to hit the ball effectively. Use overarm throw to send ball longer distances. Explore role of wicket keeper.	Combination jumps. Recognising and performing different paced runs. Approaching hurdles. Pull action when throwing. Recording scores accurately.
NATIONAL CURRICULUM LINKS	Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].	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.	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.	Perform dances using a range of movement patterns. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	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.	Use running, jumping, throwing and catching in isolation and in combination. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

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	YEAR 4					
TOPIC	Gymnastics	Football	Handball	Cricket	Tennis	Athletics
BIG IDEAS	Creativity	Humankind	Investigation	Place	Significance	Comparison
ESSENTIAL KNOWLEDGE	To become increasingly competent and confident to perform	Show increases confidence and perform with more consistency a	Show increases confidence and perform with more consistency a selection	To develop the range of striking and fielding skills they can apply in a	Explore and use different shots with both the forehand and backhand.	Using running, jumping and throwing stations, children investigate

	<p>skills more consistently.</p> <p>Able to perform in time with a partner and group.</p> <p>Independently use compositional ideas in sequences such as changes in height, speed and direction.</p> <p>Develop an increased range of body actions and shapes to include in a sequence.</p> <p>Define muscles groups needed to support the core of their body.</p> <p>Refine taking weight on small and large body parts, for example, hand and shoulder.</p>	<p>selection of basic skills such as dribbling, throwing and shooting.</p> <p>Develop a wider range of ball handling skills.</p> <p>Use footwork rules in a game situation and explore basic marking. Passing over longer distance.</p> <p>Moving towards the ball to receive the pass.</p> <p>Pass and move with the ball as a team to build attacks.</p> <p>Apply a small range of tactics in a competitive situation. Demonstrate increased speed and endurance during game play.</p> <p>Evaluating skills, tactics and teamplay to aid improvement.</p>	<p>of basic skills such as dribbling, throwing and shooting.</p> <p>Develop a wider range of ball handling skills.</p> <p>Use footwork rules in a game situation and explore basic marking. Passing over longer distance.</p> <p>Moving towards the ball to receive the pass.</p> <p>Pass and move with the ball as a team to build attacks.</p> <p>Apply a small range of tactics in a competitive situation. Demonstrate increased speed and endurance during game play.</p> <p>Evaluating skills, tactics and teamplay to aid improvement.</p>	<p>competitive context.</p> <p>Choose and use a range of simple tactics in isolation and in a game context.</p> <p>Consolidate existing skills and apply with consistency.</p> <p>Strike to ball with intent, use decision making attempt direction.</p>	<p>Demonstrate different net/wall skills.</p> <p>Practise some trick shots in isolation.</p> <p>Work to return the serve.</p> <p>Demonstrate different court positions in gameplay.</p>	<p>in small groups different ways of performing these activities.</p> <p>Using a variety of equipment, ways of measuring and timing, comparing the effectiveness of different styles of runs, jumps and throws.</p>
SKILL PROGRESSION	<p>Cartwheel progressions. Using STEP. Judging. Changes in speed. Shoulder roll. Shoulder stand.</p>	<p>General – Passing over longer distances, use some marking technique and</p>	<p>General – Passing over longer distances, use some marking technique and</p>	<p>General – Directing hit to score runs. Attempt to stop a bouncing ground</p>	<p>Tennis – Correct position to return balls. Consistently send forehand to targets. Introduce</p>	<p>Aiming at targets. Accelerating over short distances. Taking off from run with one foot to</p>

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YEAR 5						
TOPIC	Gymnastics	Football	Handball	Rounders	Tennis	Athletics
BIG IDEAS	Creativity	Humankind	Investigation	Significance	Place	Comparison
ESSENTIAL KNOWLEDGE	<p>Create longer and more complex sequences and adapt performances.</p> <p>Take the lead in a group when preparing a sequence.</p> <p>Develop symmetry individually, as a pair and in a small group.</p>	<p>Use strength, agility and coordination when defending.</p> <p>Increase power and strength of passes, moving the ball accurately in a variety of situations.</p> <p>Select and apply a range of tactics and techniques and play with consistency.</p>	<p>Use strength, agility and coordination when defending.</p> <p>Increase power and strength of passes, moving the ball accurately in a variety of situations.</p> <p>Select and apply a range of tactics and techniques and play with consistency.</p>	<p>Link together a range of skills and use in combination.</p> <p>Collaborate with a team to choose, use and adapt rules in games.</p> <p>Recognise how some aspects of fitness apply to striking and fielding e.g., power, flexibility, and</p>	<p>Use different types of serves in-game and new shots learnt in games.</p> <p>Play with others to score and defend points in competitive games.</p> <p>Move confidently around the playing area using footwork techniques.</p>	<p>Sustain pace over short and longer distances such as running 100m and running for 2 minutes.</p> <p>Able to run as part of a relay team working at their maximum speed.</p> <p>Perform a range of jumps and throws demonstrating</p>

	<p>Compare performances and judge strengths and areas for improvement.</p> <p>Select a component for improvement. For example - timing or flow.</p> <p>Take responsibility for own warm-up including remembering and repeating a variety of stretches.</p> <p>Perform more complex actions, shapes and balances with consistency.</p> <p>Use information given by others to improve performance.</p>	<p>To play effectively in a variety of positions and formations on the pitch.</p> <p>Relate a greater number of attacking and defensive tactics to gameplay</p> <p>Become more skilful when performing movements at speed. Select and apply appropriate skill in a game situation.</p> <p>Play effectively as a team in defence taking individual responsibility for your role.</p>	<p>To play effectively in a variety of positions and formations on the pitch.</p> <p>Relate a greater number of attacking and defensive tactics to gameplay.</p> <p>Become more skilful when performing movements at speed. Select and apply appropriate skill in a game situation.</p> <p>Play effectively as a team in defence taking individual responsibility for your role.</p>	<p>cardiovascular endurance.</p> <p>Develop retrieving and returning the ball.</p>	<p>Develop further ways of playing with others cooperatively and in competition.</p> <p>Introduce Volley shots and Overhead shots.</p> <p>Further, explore Tennis service rules.</p>	<p>increasing power and accuracy.</p>
SKILL PROGRESSION	<p>Symmetry & asymmetry. Perform counterbalances. Round off progressions. Linking cartwheels & roundoffs. Performing pathways. Devising warm-ups.</p>	<p>General – Combine basic skills with confidence such as dribbling and shooting. Select and apply appropriate skills in a game situation</p> <p>Football – Turning with the ball, running</p>	<p>General – Combine basic skills with confidence such as dribbling and shooting. Select and apply appropriate skills in a game situation</p> <p>Handball – Jump shot, closing angles,</p>	<p>General – Throw for accuracy over short distances. Recognise where to play.</p> <p>Rounders – Body position to catch a ball to stump players out. Apply backwards hit rule, attempt to catch a backward hit. Distinguish between</p>	<p>Tennis – Volley shots. Clearing from the back of court. Different positioning for doubles games. Approach the ball and forehand and backhand. Conditioned games to encourage using different shot types.</p>	<p>Prepare to run an individual leg. Develop further the principles of pace. Steeplechase and jump for distance. Push action when throwing. Baton exchange within restricted area.</p>

		with ball, keeping possession, step over.	pivoting to pass, set plays.	deep and close fielding.		
NATIONAL CURRICULUM LINKS	Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].	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. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	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. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	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. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	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. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Use running, jumping, throwing and catching in isolation and in combination. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
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	Commonwealth Games 2022.	referred to during lessons.	competitions in Handball.	for the sport from the Board, local deliverers and teams right the way through to individual members and volunteers.	lessons e.g. Wimbledon, US Open.	Commonwealth Games 2022.
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YEAR 6

TOPIC	Gymnastics	Football	Handball	Rounders	Tennis	Athletics
BIG IDEAS	Creativity	Humankind	Investigation	Significance	Place	Comparison
ESSENTIAL KNOWLEDGE	<p>Lead group warm-up showing understanding of the need for strength and flexibility.</p> <p>Demonstrate accuracy, consistency, and clarity of movement.</p> <p>Work independently and in small groups to make up own sequences.</p> <p>Arrange own apparatus to enhance work and vary compositional ideas.</p> <p>Experience flight on and off high apparatus.</p>	<p>Apply aspects of fitness to the game such as power, strength, agility and coordination.</p> <p>Choose and implement a wider range of strategies to play defensively and offensively.</p> <p>Grasp more technical aspects of the game.</p> <p>Observe, recognise and analyse good individual and team performances.</p> <p>Suggest, plan and lead simple drills for given skills.</p>	<p>Apply aspects of fitness to the game such as power, strength, agility and coordination.</p> <p>Choose and implement a wider range of strategies to play defensively and offensively.</p> <p>Grasp more technical aspects of the game.</p> <p>Observe, recognise and analyse good individual and team performances.</p> <p>Suggest, plan and lead simple drills for given skills.</p>	<p>Apply with consistency standard rules in a variety of different styles of games.</p> <p>Attempt a small range of shots in isolation and in competitive scenarios.</p> <p>Use a range of tactics for attacking and defending in the role of bowler, batter and fielder.</p>	<p>Develop a wider range of shots.</p> <p>Begin to select and apply more sophisticated tactics such as net play, and offensive and defensive positioning. Play with fluency with a partner in doubles/partner scenarios.</p> <p>Develop backhand shots.</p> <p>Begin to use full scoring systems.</p> <p>Continue developing doubles play and tactics to improve.</p>	<p>Become confident and expert in a range of techniques and recognise their success.</p> <p>Apply strength and flexibility to a broad range of throwing, running and jumping activities.</p> <p>Work in collaboration and demonstrate improvement when working with self and others.</p> <p>Accurately and confidently judge across a variety of activities.</p>

	<p>Perform increasingly complex sequences.</p> <p>Combine own ideas with others to build sequences.</p> <p>Compose and practise actions and relate to music.</p> <p>Show a desire to improve across a broad range of gymnastics actions.</p>	<p>Combine and perform more complex skills at speed in games.</p> <p>Use set plays in game situation and explain when and why they are used.</p> <p>Switch effectively as a team between defence and attack.</p>	<p>Combine and perform more complex skills at speed in games.</p> <p>Use set plays in game situation and explain when and why they are used.</p> <p>Switch effectively as a team between defence and attack.</p>			
SKILL PROGRESSION	<p>Prepare for vaulting. Dismounting from height. Flight in unison & cannon. Use music. Create group patterns. Entrance and relationships to one another. Use stimuli such as ribbons and hoops.</p>	<p>General – Compare performances. Comprehend and show why player with the ball should keep moving or be ready to pass quickly.</p> <p>Football – Dribbling in different directions, defensive tackling, front of player and goal side marking.</p>	<p>General – Compare performances. Comprehend and show why player with the ball should keep moving or be ready to pass quickly.</p> <p>Handball – Protecting the ball, basic shooting, 3-man weave, turn on the move, 7m throw.</p>	<p>General – Demonstrate urgency when acquiring runs/rounders. Track and catch high balls. Work in pairs to field a long ball.</p> <p>Rounders – Play using standard rounders pitch layout. Bowling fast ball. Play tactically to avoid overtaking teammates.</p>	<p>Tennis - Introduce the lob. Communication in doubles play. Two handed backhand shot. Use full rules for modified tennis games. Use doubles tactics and court positioning effectively in competition.</p>	<p>Sprint start techniques. Run up for long jump. Recording data for different types of throws. Use STEP principles. Work collaboratively to judge and record. Take part in specific modified events using laws/rules for each event.</p>
NATIONAL CURRICULUM LINKS	<p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].</p>	<p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and</p>	<p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and</p>	<p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and</p>	<p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and</p>	<p>Use running, jumping, throwing and catching in isolation and in combination.</p> <p>Compare their performances with previous ones and</p>

		<p>tennis], and apply basic principles suitable for attacking and defending.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>tennis], and apply basic principles suitable for attacking and defending.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>tennis], and apply basic principles suitable for attacking and defending.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>tennis], and apply basic principles suitable for attacking and defending.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>demonstrate improvement to achieve their personal best.</p>
ASSESSMENT	<p>Progress is formally assessed twice per half term. Firstly, establishing their baseline interpretation of the activity area and then a second time to gauge their end of topic understanding.</p>	<p>Progress is formally assessed twice per half term. Firstly, establishing their baseline interpretation of the activity area and then a second time to gauge their end of topic understanding.</p>	<p>Progress is formally assessed twice per half term. Firstly, establishing their baseline interpretation of the activity area and then a second time to gauge their end of topic understanding.</p>	<p>Progress is formally assessed twice per half term. Firstly, establishing their baseline interpretation of the activity area and then a second time to gauge their end of topic understanding.</p>	<p>Progress is formally assessed twice per half term. Firstly, establishing their baseline interpretation of the activity area and then a second time to gauge their end of topic understanding.</p>	<p>Progress is formally assessed twice per half term. Firstly, establishing their baseline interpretation of the activity area and then a second time to gauge their end of topic understanding.</p>
SUBJECT SPECIFIC E.G. SIGNIFICANT PEOPLE, ARTISTS, COMPOSERS ETC.	<p>Wider context link – Past Olympic Games discussed within lessons. Commonwealth Games 2022.</p>	<p>Wider context link – famous footballers and high-level sporting competitions referred to during lessons e.g. World Cup, Euros, Premier League.</p>	<p>Wider context link – England Handball Association (National Governing Body for Handball). Sporting competitions in Handball.</p>	<p>Wider context link – Rounders England (National Governing Body for Rounders). Provides a structure for the sport from the Board, local deliverers and teams right the way through to individual members and volunteers.</p>	<p>Wider context link – famous tennis players and high-level sporting competitions referred to during lessons e.g. Wimbledon, US Open.</p>	<p>Wider context link – Past Olympic Games discussed within lessons. Commonwealth Games 2022.</p>