



Nine Acres
Primary School

Articulate,
Passionate, Persuasive & Positively
influencing the world around us.



Nine Acres Primary School

Physical Education Curriculum

PE Intent

At Nine Acres Primary School, we are committed to ensuring every child develops the skills, knowledge and confidence to achieve success in sport and physical activity. Through our *Striving for Excellence* ethos, we provide the strong foundations of physical literacy, teamwork and resilience that enable children to thrive in sport both now and in the future.

Our PE curriculum develops fundamental movement skills while exposing pupils to a wide range of sports and activities, helping every child discover their strengths and find a lifelong passion for being active. We aim to inspire children to lead healthy lifestyles by understanding the importance of physical activity, nutrition, wellbeing and positive mental health.

Through high-quality PE lessons, clubs, competitions and leadership opportunities, children learn to be passionate in their pursuit of improvement, articulate when reflecting on performance, persuasive in encouraging others to lead active lives, and positively influence the world around them through respect, teamwork and sportsmanship.

We want every child to leave Nine Acres with the ambition, character and foundational skills to lead a healthy, active life and pursue sporting success at whatever level their talents and aspirations may take them.



Nine Acres Primary School - Curriculum Sport Overview: Physical Education

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	N/A	Movement Development	Ball Skills	Fun and Games	Athletics	Throwing and Catching
Year 1	Multi Skills	Football	Hand ball	TAG Rugby	Athletics	Cricket
Year 2	Multi skills	Football	Hand ball	TAG Rugby	Athletics	Cricket
Year 3	Handball	Tennis	Basketball/Swimming	Netball/ Swimming	Athletics	Cricket
Year 4	Hand ball	Tennis	Basketball	Netball	Athletics	Cricket
Year 5	TAG Rugby	Badminton	Netball	Football	Athletics	Rounders
Year 6	TAG Rugby	Badminton	Netball	Football	Athletics	Rounders

Note: Dance and Gymnastics are taught to each year group on a separate timetable throughout the year. We follow 'PE Planning' Medium Term plans



Nine Acres Primary School – Vocabulary Progression – EYFS

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	N/A	<i>Movement Development</i>	<i>Balls Skills</i>	<i>Fun and Games</i>	<i>Athletics</i>	<i>Throwing and Catching</i>
EYFS		Control Coordination Slow/Fast High/Low Fluently Awareness Free Walk Space Creativity Movement Run	Collect Ball Control Games Bounce Count Hand High Explore Safety Height	Look Watch Sight Hear Listen Run Direction Head Up Together Counting Breathing	Coordination Movement Aim Throw Landing Measure Target Balance Improve Measure Jump	Throw Catch Watch Aim Target Kick Hands Bounce Count Ready

Medium Term Plan - EYFS Autumn 2 Movement Development

Implementation Phase					
Key Stage:		EYFS		Unit: Movement Development	
Prior Learning Recommended – DfE Guidance (not statutory)					
0 to 3 Years – Pre-Nursery:			3 to 4 Years – Nursery:		
- Gradually gain control of their whole body through the continual practice of large movements, such as – waving, kicking, rolling, crawling, walking. - Walk, run, jump and climb – and start to use the stairs independently. - Spin, roll and independently use ropes and swings (for example, tyre swings). - Sit on a push-along wheeled toy, use a scooter or ride a tricycle.			- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. - Go up steps and stairs, or climb up apparatus, using alternate feet. - Match their developing physical skills to tasks and activities in the setting, for example, they decide whether to crawl, walk or run across a plank, depending on its length and width.		
Early Learning Goals		- 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. - Explain the reasons for rules, know right from wrong and try to behave accordingly - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.		Pillars of Progression - Development of Motor Competence and Fundamental Movement Skills. - Being safe and kind when touching equipment and classmates.	
Key Unit Objectives (Key skills addressed to achieve success throughout the unit)		- Step 1: To move in different ways - Step 2: To move, on, over and under equipment - Step 3: To play imagination games - Step 4: To move into space - Step 5: To take part in races and tag games - Step 6: To show control when travelling and balancing		Progression Map Links (Ensure pupils progress & move forward throughout their primary school years)	
Resources & Equipment		- Cones - Marker spots - Hoops - Various balls - Apparatus - Bibs - Beanbags		Key Vocabulary - Control - Coordination - Slow/ Fast - High/ Low - Fluently - Free - Awareness - Run - Space - Creative - Movements - Walk	
				Declarative Knowledge: - Shows understanding of the need for safety when tackling new challenges and considers and manages some risks. - Shows some understanding towards the effects of activity on their body. - Aware of the boundaries set, and of behavioural expectations in the setting, and can respond to simple instructions. Procedural Knowledge: - Travels with confidence and skill in a range of movements when using equipment. - Moves freely and with pleasure and confidence in a range of skilful ways. - Runs skilfully and negotiates spaces successfully, adjusting speed or direction to avoid obstacles.	

Nine Acres Primary School – EYFS Spring 1 - Ball Skills

Implementation Phase

Key Stage:

EYFS

Unit:

Ball Skills

Prior Learning Recommended – DfE Guidance (not statutory)

0 to 3 Years – Pre-Nursery:

- Gradually gain control of their whole body through the continual practice of large movements, such as – waving, kicking, rolling, crawling, walking.
- Enjoy starting to kick, throw and catch balls.
- Use large and small motor skills to do things independently, for example, manage buttons and zips, and pour drinks.
- Develop manipulation and control.
- Explore different materials and tools.

3 to 4 Years – Nursery:

- Select and use activities and resources, with help when needed - this helps them to achieve a goal they have chosen or one which is suggested to them.
- Increasingly follow rules, understanding why they are.
- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
- Show a preference for a dominant hand.

Early Learning Goals

- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Work and play cooperatively and take turns with others.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Use a range of small tools, including scissors, paint brushes and cutlery.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.
- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.

Pillars of Progression

- Development of **Motor Competence** and **Fundamental Movement Skills**.
- Being **safe** and kind when touching equipment and classmates.

Key Unit Objectives

(Key skills addressed to achieve success throughout the unit)

- Step 1: To explore how the ball moves
- Step 2: To move the ball around the body
- Step 3: To travel with the ball
- Step 4: To play with others
- Step 5: To throw and catch a ball
- Step 6: To follow simple instructions

Progression Map Links

(Ensure pupils progress & move forward throughout their primary school years)

Declarative Knowledge:

- Shows understanding of the need for safety when tackling new challenges and considers and manages some risks when using equipment.
- Shows some understanding towards the effects of activity on their body.
- Aware of the boundaries set, and of behavioural expectations in the setting, and can respond to simple instructions.

Procedural Knowledge:

- Can play in a group, extending and elaborating play ideas within the group.
- Shows increasing control when throwing and catching a large ball.
- Begins to accept the needs of others and can take turns and share, sometimes with the support of others.

Resources & Equipment

- Large and small balls
- Marker spots
- Cones
- Hoops
- Beanbags

Key Vocabulary

- Collect
- ball control
- games
- bounce
- count
- hand
- high
- explore
- safety
- height

Nine Acres Primary School – EYFS Spring 2 – Fun and Games

Implementation Phase

Key Stage:

EYFS

Unit:

Fun & Games

Prior Learning Recommended – DfE Guidance (not statutory)

0 to 3 Years – Pre-Nursery:

- Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.
- Begin to show 'effortful control', for example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.
- Develop friendships with other children.
- Gradually gain control of their whole body through the continual practice of large movements, such as – waving, kicking, rolling, crawling, walking.

3 to 4 Years – Nursery:

- Play with one or more other children, extending and elaborating play ideas.
- Find solutions to conflicts and rivalries, for example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
- Remember rules without needing an adult to remind them.
- Skip, hop, stand on one leg and hold a pose for a game like musical statues.
- Match their developing physical skills to tasks and activities in the setting, for example, they decide whether to crawl, walk or run across a plank, depending on its length and width.

Early Learning Goals

- Work and play cooperatively and take turns with others.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Use a range of small tools, including scissors, paint brushes and cutlery.
- Negotiate space and obstacles safely, with consideration for themselves and others.

Pillars of Progression

- Development of **Motor Competence** and **Fundamental Movement Skills**.
- Being **safe** and kind when touching equipment and classmates.

Key Unit Objectives

(Key skills addressed to achieve success throughout the unit)

- Step 1: To move in lots of different ways
- Step 2: To move into space
- Step 3: To play games with others
- Step 4: To use equipment in games
- Step 5: To share and take turns
- Step 6: To follow simple instructions and rules

Progression Map Links

(Ensure pupils progress & move forward throughout their primary school years)

Declarative Knowledge:

- Shows understanding of the need for safety when tackling new challenges and considers and manages some risks when using equipment.
- Aware of the boundaries set, and of behavioural expectations in the setting, and can respond to simple instructions.

Procedural Knowledge:

- Runs skilfully and negotiates spaces successfully, adjusting speed or direction to avoid obstacles.
- Begins to accept the needs of others and can take turns and share, sometimes with the support of others.
- Moves freely and with pleasure and confidence in a range of skilful ways.
- Shows understanding when counting objects to 10 and beginning to count beyond 10.

Resources & Equipment

- Cones
- Bibs
- Marker spots
- Beanbags
- Music player & music

Key Vocabulary

- Look
- Watch
- Sight
- Hear
- Listen
- Run
- Direction
- Head Up
- Together
- Counting
- Breathing

Nine Acres Primary School – EYFS Summer 1- Athletics

Implementation Phase

Year Group: One

Unit: Athletics

Prior Learning Required – EYFS Progression Maps Objectives:

- Travels with confidence and skill in a range of movements when using equipment.
- Shows understanding of the need for safety when tackling new challenges and considers and manages some risks.
- Runs skilfully and negotiates spaces successfully, adjusting speed or direction to avoid obstacles.
- Shows increasing control over an object, pushing, passing, throwing, catching, or kicking it.

<u>National Curriculum Links</u>	1a: 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.	<u>Pillars of Progression</u>	• Development of Motor Competence and Fundamental Movement Skills. • Making safe decisions in contact with equipment and classmates			
<u>Key Unit Objectives</u> (Key skills addressed to achieve success throughout the unit)	• Step 1: Move into space • Step 2: To throw underarm • Step 3: To land safely when jumping • Step 4: To run and jump on the balls of your feet • Step 5: To throw towards a target • Step 6: To play games using throwing accuracy	<u>Progression Map Links</u> (Ensure pupils progress & move forward throughout their primary school years)	<u>Declarative Knowledge:</u> • Evaluate successful and unsuccessful techniques. • Show understanding of the correct running technique. <u>Procedural Knowledge:</u> • Show good teamwork and sportsmanship when taking part in competitive throwing. • Develop the overarm throw technique, throwing accurately towards a target. • Practice the underarm throw technique, aiming towards a target showing increased control. • Show a basic level of control, coordination and consistency when running. • Explore and practice a variety of movements including running, jumping, and throwing techniques. • Experiment with different jumping techniques, showing control, coordination, and consistency throughout.			
<u>Resources & Equipment</u>	• Beanbags • Cones • Balls	<u>Key Vocabulary</u>	<table><tr><td> • Coordination • Movement • Aim • Throw </td><td> • Landing • Teamwork • Measure • Target </td><td> • Balance • Improve • Measure • Jump </td></tr></table>	• Coordination • Movement • Aim • Throw	• Landing • Teamwork • Measure • Target	• Balance • Improve • Measure • Jump
• Coordination • Movement • Aim • Throw	• Landing • Teamwork • Measure • Target	• Balance • Improve • Measure • Jump				

Nine Acres Primary School – EYFS Summer 2 – Throwing and Catching

Implementation Phase

Key Stage:

EYFS

Unit:

Throwing & Catching

Prior Learning Recommended – DfE Guidance (not statutory)

0 to 3 Years – Pre-Nursery:

- Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.
- Enjoy starting to kick, throw and catch balls.
- Use large and small motor skills to do things independently, for example, manage buttons and zips, and pour drinks.
- Develop manipulation and control.
- Explore different materials and tools.

3 to 4 Years – Nursery:

- Show more confidence in new social situations.
- Find solutions to conflicts and rivalries, for example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
- Show a preference for a dominant hand.

Early Learning Goals

- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
- Negotiate space and obstacles safely, with consideration for themselves and others.
- Use a range of small tools, including scissors, paint brushes and cutlery.
- Form positive attachments to adults and friendships with peers.
- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.

Pillars of Progression

- Development of **Motor Competence** and **Fundamental Movement Skills**.
- Being **safe** and kind when touching equipment and classmates.

Key Unit Objectives

(Key skills addressed to achieve success throughout the unit)

- Step 1: To move around without a ball
- Step 2: To move with a ball
- Step 3: To explore different body parts to move the ball
- Step 4: To explore how the ball moves
- Step 5: To play command games
- Step 6: To throw and catch a ball

Progression Map Links
(Ensure pupils progress & move forward throughout their primary school years)

Declarative Knowledge:

- Able to respond to simple instructions, showing a good understanding of safety when using tools and equipment.
- Aware of the boundaries set, and of behavioural expectations in the setting, and can respond to simple instructions.

Procedural Knowledge:

- Showing increased control when catching a ball.
- Shows increasing control over an object, pushing, passing, throwing, catching, or kicking it.
- Moves freely and with pleasure and confidence in a range of skilful ways.
- Can play fairly in a group. Show the ability to accept the needs of others and can take turns and share resources, sometimes with support from others.

Resources & Equipment

- Cones
- Marker spots
- Hoops
- Balls
- Beanbags

Key Vocabulary

- | | | | |
|---------|----------|-------------|----------|
| • Throw | • Aim | • Roll/push | • Bounce |
| • Catch | • Target | • Kick | • Count |
| • Watch | • Push | • Hands | • Ready |



Nine Acres Primary School – Vocabulary Progression – Year 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<i>Multi Skills</i>	<i>Football</i>	<i>Handball</i>	<i>TAG Rugby</i>	<i>Athletics</i>	<i>Cricket</i>
Year 1	Balance	Ball control	Aim	Attack	Coordination	Aim
	Base	Control	Ball control	Belts	Movement	Backwards
	Push	Coordination	Communication	Catch	Aim	Ball control
	Agility	Direction	Court	Defend	Throw	Catch
	Coordination	Dribble	Space	Pass	Landing	Control
	Accuracy	Movement	Direction	Run	Measure	Beanbag
	Target	Partner	Dribble	Space	Target	Direction
	Rotate	Rules	Goal	Target	Balance	Batting
	Movement	Space	Speed	Throw	Improve	Grip
	Travel		Movement	Try	Measure	Free space
	Control		Pass		Jump	Rolling
			Target			Score
			Roll			Space
			Shoot			

Nine Acres Primary School – Year 1 Autumn 1 Multi-skills (see additional planning)

Nine Acres Primary School – Year 1 Autumn 2 Football

Implementation Phase

Year Group: One **Unit:** Football

Prior Learning Required - EYFS Progression Map Objectives:

- Showing increased control when catching a ball.
- Shows increasing control over an object, pushing, passing, throwing, catching, or kicking it.
- Moves freely and with pleasure and confidence in a range of skilful ways.
- Able to respond to simple instructions, showing a good understanding of safety when using tools and equipment.

National Curriculum Links	• 1a: 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. • 1b: Participate in team games, developing simple tactics for attacking and defending.	Pillars of Progression	• Development of Motor Competence and Fundamental Movement Skills. • Making safe decisions in contact with equipment and classmates.
Key Unit Objectives (Key skills addressed to achieve success throughout the unit)	• Step 1: To move into space. • Step 2: To move with and without a ball. • Step 3: To roll, kick, and carry a ball. • Step 4: To stop a ball. • Step 5: To change direction when moving. • Step 6: Use skills in games.	Progression Map Links (Ensure pupils progress & move forward throughout their primary school years)	Declarative Knowledge: • Describe what it feels like to breath quickly during exercise. Procedural Knowledge: • Explore different ways to use and move with a ball. Show control of a ball with basic actions. • Send/ pass a ball and successfully catch/stop a ball. • Move fluently, changing direction and speed. Develop fundamental movement skills, becoming increasingly confident and competent. • Use skills in different ways when playing games. • Recognise space in games and use it to your advantage. Wellbeing and Wider Development: • Describe what you have done, or seen others doing. • Show kindness and take turns when playing with others.
Resources & Equipment	• Beanbags • Small balls • Footballs / soft balls • Cones • Balls • Bibs • Hoops	Key Vocabulary	• Ball Control • Control • Coordination • Direction • Dribble • Movement • Partner • Rules • Space

Nine Acres Primary School – Year 1 Spring 1 – Handball

Implementation Phase

Year Group: One **Unit:** Handball

Prior Learning Required - EYFS Progression Map Objectives:

- Explore and copy basic body actions and rhythms.
- Negotiate space confidently, using appropriate strategies.
- Use their bodies to respond to stories, topics, and music.

<u>National Curriculum Links</u>	• 1a: 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. • 1b: Participate in team games, developing simple tactics for attacking and defending.	<u>Pillars of Progression</u>	• Development of Motor Competence and Fundamental Movement Skills. • Making safe decisions in contact with equipment and classmates.
<u>Key Unit Objectives</u> (Key skills addressed to achieve success throughout the unit)	• Step 1: To send a ball. • Step 2: To move in different directions. • Step 3: To shoot at a target. • Step 4: To know how to score. • Step 5: To move to make it difficult for opponents. • Step 6: To play safely.	<u>Progression Map Links</u> (Ensure pupils progress & move forward throughout their primary school years)	<u>Declarative Knowledge:</u> • Have simple plans that you know you can make work, e.g. where to stand to make it difficult for an opponent. <u>Procedural Knowledge:</u> • Move fluently, changing direction and speed easily and avoiding collisions. • Show control of the ball with basic actions – including sending a ball/equipment to a target. • Can shoot successfully at a goal or target. • Recognise space in games, using it to your advantage, and playing in a safe way. <u>Wellbeing and Wider Development:</u> • Identify what skills you need to practise. • Can describe what you have done or seen others do. • Show awareness of others when moving and playing.
<u>Resources & Equipment</u>	• Beanbags • Small balls • Handballs / soft balls • Cones • Balls • Bibs • Hoops	<u>Key Vocabulary</u>	• Aim • Ball Control • Communication • Court • Space • Direction • Dribble • Goal • Speed • Movement • Pass • Target • Roll • Safety • Shoot

Nine Acres Primary School – Year 1 Spring 2 – TAG Rugby

Implementation Phase

Year Group: One

Unit: Tag Rugby

Prior Learning Required - EYFS Progression Map Objectives:

- Shows increasing control when throwing and catching a large ball.
- Travels with confidence and skill in a range of movements when using equipment.
- Shows understanding of the need for safety when tackling new challenges and considers and manages some risks.
- Runs skilfully and negotiates spaces successfully, adjusting speed or direction to avoid obstacles.

<u>National Curriculum Links</u>	• 1a: 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. • 1b: Participate in team games, developing simple tactics for attacking and defending.	<u>Pillars of Progression</u>	• Development of Motor Competence and Fundamental Movement Skills. • Making safe decisions in contact with equipment and classmates.
<u>Key Unit Objectives</u> (Key skills addressed to achieve success throughout the unit)	• Step 1: To hold and move with a rugby ball. • Step 2: To throw a rugby ball. • Step 3: To catch a rugby ball. • Step 4: To run with the ball. • Step 5: To play tag games. • Step 6: To play simple games following the rules.	<u>Progression Map Links</u> (Ensure pupils progress & move forward throughout their primary school years)	<u>Declarative Knowledge:</u> • Understand who the attackers and who the defenders are. • Decide when to pass and when to run. <u>Procedural Knowledge:</u> • Throw and catch a rugby ball to themselves and others. • Improve movement skills whilst moving with the ball in two hands. • Play simple tag rugby games understanding the rules of the game. • Learn how to tag. <u>Wellbeing and Wider Development:</u> • Be willing to have a go at new activities without worrying about getting it wrong. • Manage feelings when things don't go your way. • Describe how your body feels after exercise.
<u>Resources & Equipment</u>	• Marker spots • Cones • Tennis Balls / small balls • Hoops • Footballs • Beanbags • Bats	<u>Key Vocabulary</u>	• Attack • Belts • Catch • Defend • Pass • Run • Space • Target • Throw • Try

Nine Acres Primary School – Year 1 Summer 1 Athletics

Implementation Phase

Year Group: One **Unit:** Athletics

Prior Learning Required – EYFS Progression Map Objectives:

- Travels with confidence and skill in a range of movements when using equipment.
- Shows understanding of the need for safety when tackling new challenges and considers and manages some risks.
- Runs skilfully and negotiates spaces successfully, adjusting speed or direction to avoid obstacles.
- Shows increasing control over an object, pushing, passing, throwing, catching, or kicking it.

<u>National Curriculum Links</u>	1a: 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.	<u>Pillars of Progression</u>	• Development of Motor Competence and Fundamental Movement Skills. • Making safe decisions in contact with equipment and classmates.
<u>Key Unit Objectives</u> (Key skills addressed to achieve success throughout the unit)	• Step 1: Move into space • Step 2: To throw underarm • Step 3: To land safely when jumping • Step 4: To run and jump on the balls of your feet • Step 5: To throw towards a target • Step 6: To play games using throwing accuracy	<u>Progression Map Links</u> (Ensure pupils progress & move forward throughout their primary school years)	<u>Declarative Knowledge:</u> • Show understanding of the correct running technique. <u>Procedural Knowledge:</u> • Develop the overarm throw technique, throwing accurately towards a target. • Practise the underarm throw technique, aiming towards a target showing increased control. • Show a basic level of control, coordination and consistency when running. • Explore and practise a variety of movements including running, jumping, and throwing techniques. • Experiment with different jumping techniques, showing control, coordination, and consistency throughout. <u>Wellbeing and Wider Development:</u> • Evaluate successful and unsuccessful techniques. • Show good teamwork and sportsmanship when taking part in competitive throwing.
<u>Resources & Equipment</u>	• Beanbags • Cones • Balls	<u>Key Vocabulary</u>	• Coordination • Movement • Target • Aim • Throw • Jump • Landing • Teamwork • Measure • Balance • Improve

Nine Acres Primary School – Year 1 Summer 2 Cricket

Implementation Phase

Year Group: One **Unit:** Cricket

Prior Learning Required - EYFS Progression Map Objectives:

- Showing increased control when catching a ball.
- Shows increasing control over an object, pushing, passing, throwing, catching, or kicking it.
- Moves freely and with pleasure and confidence in a range of skilful ways.
- Able to respond to simple instructions, showing a good understanding of safety when using tools and equipment.

<u>National Curriculum Links</u>	• 1a: 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. • 1b: Participate in team games, developing simple tactics for attacking and defending.	<u>Pillars of Progression</u>	• Development of Motor Competence and Fundamental Movement Skills. • Making safe decisions in contact with equipment and classmates.
<u>Key Unit Objectives</u> (Key skills addressed to achieve success throughout the unit)	• Step 1: To move in different ways. • Step 2: To catch and stop a ball. • Step 3: To strike a ball. • Step 4: To recognise space. • Step 5: To follow simple rules of the game. • Step 6: To try and find ways to win games.	<u>Progression Map Links</u> (Ensure pupils progress & move forward throughout their primary school years)	<u>Declarative Knowledge:</u> • Apply skills and tactics in simple games, including recognizing space and using it to your advantage. • Understand why being active and playing games is good for you. <u>Procedural Knowledge:</u> • Move fluently, changing direction and speed, • Show basic control of the ball, including when striking a ball. • Successfully receive (catch/stop) a ball, understanding the concept of moving to get in line with the ball to receive it. <u>Wellbeing and Wider Development:</u> • Show enjoyment when taking part in activities. • Know that exercise is good for your body.
<u>Resources & Equipment</u>	• Tennis Balls • Hoops • Marker Spots • Cones • Bats • Wickets • Beanbags • Balls	<u>Key Vocabulary</u>	• Aim • Backwards • Ball • Batting • Direction • Ball Control • Bat • Stop • Space • Grip • Beanbag • Bounce • Catch • Control • Run • Feeder • Forwards • Free Space • Left & right • Movement • Rolling • Safety • Score



Nine Acres Primary School – Vocabulary Progression – Year 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<i>Multi Skills</i>	<i>Football</i>	<i>Handball</i>	<i>TAG Rugby</i>	<i>Athletics</i>	<i>Cricket</i>
Year 2	Agility Balance co-ordination accuracy timing aim target guide rotate balance coordination movement pattern	Aim Attack Control Coordination Turn Teamwork Shooting Passing Speed Space Dribble Defend Space Movement	Aim Goals Ball Control Technique Underarm Catch Movement Passing Position Receive Accuracy Attack/Defend Skill Awareness	Tag Belts Target Pass Catch Space Attack Run Trick Defend Try Target Dodge Teamwork	Challenge Running Landing Aim Coordination Movement Balance Teamwork Relay Improve Target Speed	Batting Fielding Striking Grip Long barrier Teamwork Catching Wickets Bat Ball Aim Feeder Fielder Underarm Striking

Nine Acres Primary School – Year 2 Autumn 1 - Multi-skills (see additional planning)

Nine Acres Primary School – Year 2 Autumn 2 - Football

Implementation Phase

Year Group:

Two

Unit:

Football

Prior Learning Required – Year One Progression Map Objectives:

- Explore different ways to use and move with a ball. Show control of a ball with basic actions.
- Send/ pass a ball and successfully catch/stop a ball.
- Move fluently, changing direction and speed. Develop fundamental movement skills, becoming increasingly confident and competent.
- Use skills in different ways when playing games.
- Recognise space in games and use it to your advantage.
- Describe what you have done, or seen others doing.
- Describe what it feels like to breath quickly during exercise.

National Curriculum Links

- 1a: 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.
- 1b: Participate in team games, developing simple tactics for attacking and defending.

Pillars of Progression

- Development of **Motor Competence** and **Fundamental Movement Skills**.
- Making safe decisions in contact with equipment and classmates.

Key Unit Objectives

(Key skills addressed to achieve success throughout the unit)

- Step 1: To move into space showing awareness of others.
- Step 2: To move with control.
- Step 3: To pass/receive a ball with control.
- Step 4: To dribble a ball with feet.
- Step 5: To move towards a goal to defend it.
- Step 6: To compete against others trying to score.

Progression Map Links

(Ensure pupils progress & move forward throughout their primary school years)

Declarative Knowledge:

- Understand and describe changes to your heart rate when playing a game.

Procedural Knowledge:

- Participate in team games – showing good awareness of others.
- Use actions and ideas you have seen to improve your own skills.
- Pass a ball with control.
- Show control when moving, changing speed and direction, both with and without a ball.
- Develop fundamental movement skills, becoming increasingly confident and competent.
- Perform a variety of skills keeping the ball under control.

Wellbeing and Wider Development:

- Recognise what is successful.
- Show understanding when others find things difficult.

Resources & Equipment

- Beanbags
- Small balls
- Footballs / soft balls
- Cones
- Bibs
- Hoops

Key Vocabulary

- Aim
- Attack
- Control
- Speed
- Coordination
- Turn
- Space
- Rules
- Teamwork
- Shooting
- Passing
- Dribble
- Defend
- Movement

Nine Acres Primary School – Year 2 Spring 1 Handball

Implementation Phase

Year Group: Two **Unit:** Handball

Prior Learning Required - Year One Progression Map Objectives:

- Move fluently, changing direction and speed easily and avoiding collisions.
- Show control of the ball with basic actions – including sending a ball/equipment to a target.
- Can shoot successfully at a goal or target.
- Recognise space in games, using it to your advantage, and playing in a safe way.
- Have simple plans that you know you can make work, e.g. where to stand to make it difficult for an opponent.
- Identify what skills you need to practise.
- Can describe what you have done or seen others do.

<u>National Curriculum Links</u>	• 1a: 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. • 1b: Participate in team games, developing simple tactics for attacking and defending.	<u>Pillars of Progression</u>	• Development of Motor Competence and Fundamental Movement Skills. • Making safe decisions in contact with equipment and classmates.				
<u>Key Unit Objectives</u> (Key skills addressed to achieve success throughout the unit)	• Step 1: To move into space with a ball. • Step 2: To bounce, roll, and carry a ball. • Step 3: To throw and catch a ball with others. • Step 4: To shoot accurately at a target. • Step 5: To move towards a goal to defend it. • Step 6: To compete against others trying to score.	<u>Progression Map Links</u> (Ensure pupils progress & move forward throughout their primary school years)	<u>Declarative Knowledge:</u> • Begin to understand some rules of the game. <u>Procedural Knowledge:</u> • Perform a range of actions with control of the ball, including throwing, catching, gathering, keeping possession, and throwing in different ways (fast, slow, high, low). • Know and show how to defend between ball and target. • Decide when and where to run, showing good awareness of others. • Choose and use simple tactics to suit different situations and apply these in small sided games. • Copy actions and ideas to improve your skills. <u>Wellbeing and Wider Development:</u> • Begin to understand the importance of preparing safely and carefully for exercise – warming up. • Recognise what is successful				
<u>Resources & Equipment</u>	• Beanbags • Small balls • Handballs / soft balls • Cones	• Balls • Bibs • Hoops	<u>Key Vocabulary</u> <table border="0"> <tr> <td> • Aim • Goals • Ball Control • Skill </td> <td> • Technique • Underarm • Receive • Gather </td> <td> • Catch • Movement • Passing • Position </td> <td> • Accuracy • Attack/Defend • Awareness </td> </tr> </table>	• Aim • Goals • Ball Control • Skill	• Technique • Underarm • Receive • Gather	• Catch • Movement • Passing • Position	• Accuracy • Attack/Defend • Awareness
• Aim • Goals • Ball Control • Skill	• Technique • Underarm • Receive • Gather	• Catch • Movement • Passing • Position	• Accuracy • Attack/Defend • Awareness				

Nine Acres Primary School – Year 2 Spring 2 TAG Rugby

Implementation Phase

Year Group: Two **Unit:** Tag Rugby

Prior Learning Required - Year One Progression Map Objectives:

- Throw and catch a rugby ball to themselves and others.
- Improve movement skills whilst moving with the ball in two hands.
- Play simple tag rugby games understanding the rules of the game.
- Learn how to tag.
- Understand who the attackers and who the defenders are.
- Decide when to pass and when to run.

<u>National Curriculum Links</u>	• 1a: 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. • 1b: Participate in team games, developing simple tactics for attacking and defending.	<u>Pillars of Progression</u>	• Development of Motor Competence and Fundamental Movement Skills. • Making safe decisions in contact with equipment and classmates.
<u>Key Unit Objectives</u> (Key skills addressed to achieve success throughout the unit)	• Step 1: To hold and move with a rugby ball. • Step 2: To pass the ball pointing the nose of the ball. • Step 3: To pass accurately to a partner. • Step 4: To defend by tagging. • Step 5: To get past a defender. • Step 6: To try to score goals by getting past opponents.	<u>Progression Map Links</u> (Ensure pupils progress & move forward throughout their primary school years)	<u>Declarative Knowledge:</u> • Begin to understand the technique of passing the ball. • Develop understanding of tag rugby and participate in small games. <u>Procedural Knowledge:</u> • Develop the technique of passing the ball. • Develop control and accuracy when throwing and catching a rugby ball. • Successfully beat a defender. • Begin tagging players in game situations. • Use simple tactics in game situations. <u>Wellbeing and Wider Development:</u> • Include all members of a group in activities. • Move in different directions with awareness.
<u>Resources & Equipment</u>	• Marker spots • Cones • Tennis Balls / small balls • Footballs • Beanbags • Bats • Hoops	<u>Key Vocabulary</u>	• Tag • Belts • Target • Pass • Catch • Space • Run • Trick • Defend/Attack • Try • Dodge • Teamwork

Nine Acres Primary School – Year 2 Summer 1 Athletics

Implementation Phase

Year Group:

Two

Unit:

Athletics

Prior Learning Required – Year One Progression Map Objectives:

- Show good teamwork and sportsmanship when taking part in competitive throwing.
- Develop the overarm throw technique, throwing accurately towards a target.
- Practise the underarm throw technique, aiming towards a target showing increased control.
- Show a basic level of control, coordination and consistency when running.
- Explore and practise a variety of movements including running, jumping, and throwing techniques.
- Experiment with different jumping techniques, showing control, coordination, and consistency throughout.
- Evaluate successful and unsuccessful techniques.
- Show understanding of the correct running technique.

National Curriculum Links

- 1a: 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.

Pillars of Progression

- Development of **Motor Competence** and **Fundamental Movement Skills**.
- Making safe decisions in contact with equipment and classmates.

Key Unit Objectives

(Key skills addressed to achieve success throughout the unit)

- Step 1: To run with control.
- Step 2: To control your body and equipment when throwing.
- Step 3: To run with the correct arm technique.
- Step 4: To run and jump on the balls of your feet.
- Step 5: To show a correct pull throw technique.
- Step 6: To compete against yourself.

Progression Map Links

(Ensure pupils progress & move forward throughout their primary school years)

Declarative Knowledge:

- Understand the variety of correct running techniques.
- Develop the distance running technique, understanding the difference between sprinting, and running over longer distances.

Procedural Knowledge:

- Explore and practise a variety of athletic movements and apply athletic skills and techniques to a variety of activities.
- Develop coordination and balance whilst exploring different running, jumping, and throwing techniques.
- Begin to show control, coordination, and consistency when running at speed.
- Develop a range of jumping techniques.
- Develop the underarm and pull throw technique.

Wellbeing and Wider Development:

- Begin to evaluate and improve own performance.
- Try again when you make a mistake.

Resources & Equipment

- Beanbags
- Cones
- Balls

Key Vocabulary

- | | | | |
|-------------|------------|----------------|-----------|
| • Challenge | • Landing | • Coordination | • Relay |
| • Running | • Aim | • Movement | • Improve |
| • Speed | • Teamwork | • Balance | • Target |

Nine Acres Primary School – Year 2 Summer 2 Cricket

Implementation Phase

Year Group: Two **Unit:** Cricket

Prior Learning Required - Year One Progression Map Objectives:

- Move fluently, changing direction and speed,
- Show basic control of the ball, including when striking a ball.
- Successfully receive (catch/stop) a ball, understanding the concept of moving to get in line with the ball to receive it.
- Apply skills and tactics in simple games, including recognizing space and using it to your advantage.
- Understand why being active and playing games is good for you.

National Curriculum Links

- 1a: 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.
- 1b: Participate in team games, developing simple tactics for attacking and defending.

Pillars of Progression

- Development of **Motor Competence** and **Fundamental Movement Skills**.
- Making safe decisions in contact with equipment and classmates.

Key Unit Objectives

(Key skills addressed to achieve success throughout the unit)

- Step 1: To move confidently.
- Step 2: To use an underarm throwing technique.
- Step 3: To choose simple tactics in game.
- Step 4: To move into space.
- Step 5: To strike a ball into space.
- Step 6: To compete with others.

Progression Map Links
(Ensure pupils progress & move forward throughout their primary school years)

Declarative Knowledge:

- React to situations in ways that make it difficult for opponents, applying simple tactics like hitting the ball into space to help score more points.
- Begin to understand the importance of preparing safely for exercise – warming up.

Procedural Knowledge:

- Develop fundamental movement skills, becoming increasingly confident and competent.
- Perform a range of actions with control including catching, gathering, and hitting a ball with increasing accuracy.
- Throw/hit a ball in different ways e.g. high, low, fast, slow.

Wellbeing and Wider Development:

- Describe what you did well in an activity.
- Recognise what is successful.
- Show good awareness of others when playing games.
- Understand the importance of moving safely.

Resources & Equipment

- Tennis balls
- Hoops
- Marker spots
- Cones
- Bats
- Wickets
- Beanbags Balls

Key Vocabulary

- Batting
- Fielding
- Striking
- Grip
- Long barrier
- Teamwork
- Catching
- Wickets
- Bat
- Ball
- Aim
- Feeder
- Fielder
- Underarm
- Striking



Nine Acres Primary School – Vocabulary Progression – Year 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<i>Handball</i>	<i>Tennis</i>	<i>Basketball</i>	<i>Netball</i>	<i>Athletics</i>	<i>Cricket</i>
Year 3	Aim Dribble Intercept Tactics Position Receive Court Space Accuracy Power Score Defend Possession Technique	Swing Cooperative Movement Partner Direction Send Catch Court target Power Accuracy Space Free Space Control Bounce	Shoot Skills Teamwork Rules Score Space Accuracy Chest / bounce Pass Speed Dribbling Passing Possession	Explore Control Speed Direction Chest Pass Bounce Pass Technique Aim Passing Teamwork Shoot Score Accuracy Power	Develop Experiment Distance Combination Balance Co-ordination Movement Distance Pull Target Technique Accelerate	Batting Control Feeder Fielder Grip Score Wickets Communication Long Barrier Striking Underarm Wicket Keeper Bowler Position Technique

Nine Acres Primary School – Year 3 Autumn 1 Handball

Implementation Phase

Year Group: Three **Unit:** Handball

Prior Learning Required – Year Two Progression Map Objectives:

- Perform a range of actions with control of the ball, including throwing, catching, gathering, keeping possession, and throwing in different ways (fast, slow, high, low).
- Know and show how to defend between ball and target.
- Decide when and where to run, showing good awareness of others.
- Choose and use simple tactics to suit different situations and apply these in small sided games.
- Begin to understand some rules of the game.
- Recognise what is successful and copy actions and ideas to improve your skills.
- Begin to understand the importance of preparing safely and carefully for exercise – warming up.

<u>National Curriculum Links</u>	• 2a: Use running, jumping, throwing, and catching in isolation and in combination. • 2b: Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. • 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	<u>Pillars of Progression</u>	• Continued progress of Motor Competence. • Begin to understand and apply Rules, Strategies and Tactics. • Healthy Participation; making safe decisions and understanding the relationships between physical activity and its effect on the body.
<u>Key Unit Objectives</u> (Key skills addressed to achieve success throughout the unit)	• Step 1: To pass/ send a ball with increasing accuracy. • Step 2: To move with the ball keeping it under control. • Step 3: To pass the ball over different distances. • Step 4: To dribble the ball with control. • Step 5: To defend by marking. • Step 6: To play handball games against others.	<u>Progression Map Links</u> (Ensure pupils progress & move forward throughout their primary school years)	<u>Declarative Knowledge:</u> • Recognise and describe what happens to your breathing and heart rate when playing games. • Begin to understand why you get hotter when playing games. <u>Procedural Knowledge:</u> • Use a range of skills to keep possession of the ball. • Keep the ball under control, passing and receiving with increasing accuracy. • Choose space/ positions where you can receive a pass or to support a teammate. • Take up space/positions to make it difficult for your opponents. <u>Wellbeing and Wider Development:</u> • Recognise players who play well in games and give reasons why. • Identify what you do best and what you find difficult.
<u>Resources & Equipment</u>	• Handballs • Bibs • Tennis balls • Cones • Marker spots	<u>Key Vocabulary</u>	• Aim • Dribble • Intercept • Tactics • Position • Receive • Skill • Court • Space • Accuracy • Power • Score • Defend • Possession • Support • Technique

Nine Acres Primary School – Year 3 Autumn 2 - Tennis

Implementation Phase

Year Group: Three **Unit:** Tennis

Prior Learning Required – Year Two Progression Map Objectives:

- Engage in cooperative and competitive physical activities (both against self and against others).
- Use and move with a tennis racket with control.
- Perform a range actions including catching/ gathering skills and sending/passing with control and throw/ hit a ball in different ways e.g. high, low, fast, slow.
- Choose and use skills and simple tactics to suit different situations – showing good awareness of others.
- Understand and follow the rules of the game.
- Watch and describe a performance accurately. Use actions and ideas you have seen to improve your own skills.
- Begin to understand the importance of preparing safely and carefully for exercise – warming up.

<u>National Curriculum Links</u>	• 2a: Use running, jumping, throwing, and catching in isolation and in combination. • 2b: Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. • 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	<u>Pillars of Progression</u>	• Continued progress of Motor Competence. • Begin to understand and apply Rules, Strategies and Tactics. • Healthy Participation; making safe decisions and understanding the relationships between physical activity and its effect on the body.																
<u>Key Unit Objectives</u> (Key skills addressed to achieve success throughout the unit)	• Step 1: Can watch, track, and catch a tennis ball successfully. • Step 2: To move changing direction and speed. • Step 3: To balance a tennis ball on a racket. • Step 4: To hit the tennis ball with some control. • Step 5: To perform a forehand serve using the correct grip. • Step 6: To hit a ball into space (at different speeds and heights) to try beat an opponent.	<u>Progression Map Links</u> (Ensure pupils progress & move forward throughout their primary school years)	<u>Declarative Knowledge:</u> • Understand the link between heart rate and breathing when exercising. • Know the technique of forehand shot. <u>Procedural Knowledge:</u> • Perform basic skills needed for the games with control and accuracy, including throwing and stopping the ball. • Perform a basic forehand action. • Throw/ Send a ball using a variety of techniques. • Take up space/ positions that make it difficult for opponents. • Keep a rally going. <u>Wellbeing and Wider Development:</u> • Compete with others – Keeping and following the rules of the game. • Identify what you do well and what you find difficult. • Stay focused during longer tasks.																
<u>Resources & Equipment</u>	• Cones • Tennis rackets • Tennis balls • Nets • Marker spots	<u>Key Vocabulary</u>	<table> <tr> <td>• Swing</td> <td>• Partner</td> <td>• Court target</td> <td>• Free Space</td> </tr> <tr> <td>• Cooperative</td> <td>• Direction</td> <td>• Power</td> <td>• Control</td> </tr> <tr> <td>• Cooperative</td> <td>• Send</td> <td>• Accuracy</td> <td>• Bounce</td> </tr> <tr> <td>• Movement</td> <td>• Catch</td> <td>• Space</td> <td>• Aim</td> </tr> </table>	• Swing	• Partner	• Court target	• Free Space	• Cooperative	• Direction	• Power	• Control	• Cooperative	• Send	• Accuracy	• Bounce	• Movement	• Catch	• Space	• Aim
• Swing	• Partner	• Court target	• Free Space																
• Cooperative	• Direction	• Power	• Control																
• Cooperative	• Send	• Accuracy	• Bounce																
• Movement	• Catch	• Space	• Aim																

Nine Acres Primary School – Year 3 Spring 1 - Basketball

Implementation Phase

Year Group: Three

Unit: Basketball

Prior Learning Required – Year Two Progression Map Objectives:

- Throw and catch the ball with increasing control, and throw the ball in different ways e.g. fast, slow, high, low (mastering basic throwing technique).
- Perform a range of actions with the ball keeping it under control.
- Show good awareness of others when playing games.
- React to situations to make it difficult for opponents – using simple tactics.
- Begin to understand the importance of preparing safely and carefully for exercise – warming up/down.
- Understand and describe changes to your heart rate when playing a game.

National Curriculum Links

- 2a: Use running, jumping, throwing, and catching in isolation and in combination.
- 2b: Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.
- 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Pillars of Progression

- Continued progress of **Motor Competence**.
- Begin to understand and apply **Rules, Strategies** and **Tactics**.
- **Healthy Participation**; making safe decisions and understanding the relationships between physical activity and its effect on the body.

Key Unit Objectives

(Key skills addressed to achieve success throughout the unit)

- Step 1: To pass/ send a ball with increasing accuracy.
- Step 2: To move with the ball keeping it under control.
- Step 3: To pass the ball in different ways.
- Step 4: Move with purpose.
- Step 5: Begin to think about tactics in games.
- Step 6: Play in small sided games, employing simple tactics.

Progression Map Links

(Ensure pupils progress & move forward throughout their primary school years)

Declarative Knowledge:

- Understand the link between heart rate and breathing when exercising.

Procedural Knowledge:

- Move with a ball keeping it under close control.
- Keep possession of a ball as part of a team.
- Employ simple tactics in game situations.
- Pass/send a ball with increasing accuracy and receive a ball successfully.
- Take up spaces/positions that make it difficult for opponents.

Wellbeing and Wider Development:

- Recognise and explain good performances.
- Accept outcomes of games and respond positively.
- Take initiative when working in groups.

Resources & Equipment

- Basketballs
- Cones
- Hoops
- Bibs
- Mini balls

Key Vocabulary

- Shoot
- Skills
- Teamwork
- Rules
- Score
- Space
- Accuracy
- Chest / bounce pass
- Speed
- Dribbling
- Passing
- Possession

Nine Acres Primary School – Year 3 Spring 2 - Netball

Implementation Phase

Year Group: Three **Unit:** Netball

Prior Learning Required – Year Two Progression Map Objectives:

- Throw and catch the ball with control, and throw the ball in different ways e.g. fast, slow, high, low.
- Perform a range of actions with the ball keeping it under control.
- React to situations to make it difficult for opponents – using simple tactics.
- Show good awareness of others when playing games.
- Begin to understand the importance of preparing safely and carefully for exercise – warming up/down.
- Copy actions and ideas and use the information to improve their skills.

<u>National Curriculum Links</u>	• 2a: Use running, jumping, throwing, and catching in isolation and in combination. • 2b: Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. • 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	<u>Pillars of Progression</u>	• Continued progress of Motor Competence. • Begin to understand and apply Rules, Strategies and Tactics. • Healthy Participation; making safe decisions and understanding the relationships between physical activity and its effect on the body.
<u>Key Unit Objectives</u> (Key skills addressed to achieve success throughout the unit)	• Step 1: To pass/ send a ball with increasing accuracy. • Step 2: To move in front of passing lines to intercept the ball. • Step 3: To demonstrate a correct chess pass technique. • Step 4: To keep good control of the ball. • Step 5: To move off the ball when attacking. • Step 6: Play in small sided games, employing simple tactics.	<u>Progression Map Links</u> (Ensure pupils progress & move forward throughout their primary school years)	<u>Declarative Knowledge:</u> • Describe what happens to your heart rate and breathing when playing games. • Begin to understand why you get hotter. <u>Procedural Knowledge:</u> • Pass and receive the ball with control. • Select passes that keep possession. • Take up space/positions that make it difficult for opponents. • Move to support teammates once you have passed the ball and explain how to keep possession. <u>Wellbeing and Wider Development:</u> • Identify what you do best and what you find most difficult. • Recognise players who play well in games and give reasons why. • Demonstrate fair play and respect in competitive games.
<u>Resources & Equipment</u>	• Netballs • Hoops • Netball nets • Cones • Bibs • Marker spots	<u>Key Vocabulary</u>	• Explore • Control • Speed • Direction • Pass • Chest Pass • Bounce Pass • Technique • Aim • Passing • Teamwork • Shoot • Score • Accuracy • Power • Breathing

Nine Acres Primary School – Year 3 Summer 1 – Athletics

Implementation Phase

Year Group: Three **Unit:** Athletics

Prior Learning Required – Year Two Progression Map Objectives:

- Explore and practise a variety of athletic movements and apply athletic skills and techniques to a variety of activities.
- Develop coordination and balance whilst exploring different running, jumping, and throwing techniques.
- Begin to show control, coordination, and consistency when running at speed.
- Develop a range of jumping techniques.
- Develop the underarm and pull throw technique.
- Understand the variety of correct running techniques.
- Develop the distance running technique, understanding the difference between sprinting, and running over longer distances.
- Begin to evaluate and improve own performance.

<u>National Curriculum Links</u>	• 2a: Use running, jumping, throwing, and catching in isolation and in combination. • 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	<u>Pillars of Progression</u>	• Continued progress of Motor Competence. • Begin to understand and apply Rules, Strategies and Tactics. • Healthy Participation; making safe decisions and understanding the relationships between physical activity and its effect on the body.
<u>Key Unit Objectives</u> (Key skills addressed to achieve success throughout the unit)	• Step 1: To throw a variety of different objects. • Step 2: To jump with control. • Step 3: To run with the correct arm technique. • Step 4: To run in races. • Step 5: To compete against others. • Step 6: To follow the rules.	<u>Progression Map Links</u> (Ensure pupils progress & move forward throughout their primary school years)	<u>Declarative Knowledge:</u> • Understand the pace judgement when running over an increased distance. • Describe how their bodies feel when exercising and understand the link between heart rate and breathing during exercise. <u>Procedural Knowledge:</u> • Apply and develop a broad range of athletic skills in different ways. • Show control, coordination and consistency when running, throwing, and jumping. • Choose the appropriate running speed to meet the demand of the task. • Enjoy competing with others. <u>Wellbeing and Wider Development:</u> • Identify what they need to practise to improve their performance. • Recognise what they do well and what they find difficult. • Describe how you feel during activities.
<u>Resources & Equipment</u>	• Athletic throwing equipment • Balls, Beanbags, Quoits • Cones • Marker Spots • Hoops • Bibs • Measuring tape	<u>Key Vocabulary</u>	• Develop • Experiment • Distance • Combination • Balance • Co-ordination • Movement • Distance • Pull • Target • Technique • Accelerate

Nine Acres Primary School – Year 3 Summer 2 – Cricket

Implementation Phase

Year Group: Three **Unit:** Cricket

Prior Learning Required – Year Two Progression Map Objectives:

- Show good awareness of others when playing games.
- Develop fundamental movement skills, becoming increasingly confident and competent.
- Perform a range of actions with control including catching, gathering, and hitting a ball with increasing accuracy.
- Throw/hit a ball in different ways e.g. high, low, fast, slow.
- React to situations in ways that make it difficult for opponents, applying simple tactics like hitting the ball into space to help score more points.
- Begin to understand the importance of preparing safely for exercise – warming up.
- Recognise what is successful.

<u>National Curriculum Links</u>	• 2a: Use running, jumping, throwing, and catching in isolation and in combination. • 2b: Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. • 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	<u>Pillars of Progression</u>	• Continued progress of Motor Competence. • Begin to understand and apply Rules, Strategies and Tactics. • Healthy Participation; making safe decisions and understanding the relationships between physical activity and its effect on the body.
<u>Key Unit Objectives</u> (Key skills addressed to achieve success throughout the unit)	• Step 1: Throw a ball with increasing accuracy and distance. • Step 2: Catch a ball with increasing consistency. • Step 3: Successfully hit a ball from a tee. • Step 4: Hit a ball with correct technique. • Step 5: Choose fielding skills to make it difficult for an opponent. • Step 6: Work well as part of a team.	<u>Progression Map Links</u> (Ensure pupils progress & move forward throughout their primary school years)	<u>Declarative Knowledge:</u> • Understand the link between heart rate and breathing when exercising.
			<u>Procedural Knowledge:</u> • Apply and develop a broader range of skills, whilst ensuring basic skills are performed with control and accuracy. • Throw a ball increasing distances, catch a ball with increasing consistency and hit a ball with correct technique. • Intercept and stop the ball consistently. • Employ simple tactics, particularly when fielding to make it harder for the batter.
			<u>Wellbeing and Wider Development:</u> • Identify what you need to practise improving your performance. • Devise suitable warm up activities for upcoming activities. • Work well as part of a team. • Manage emotions when things go wrong.
<u>Resources & Equipment</u>	• Cones • Balls • Bats • Hoops • Wickets • Beanbags	<u>Key Vocabulary</u>	• Batting • Control • Feeder • Fielder • Grip • Score • Wickets • Communication • Long Barrier • Striking • Teamwork • Underarm • Wicket Keeper • Bowler • Position • Technique



Nine Acres Primary School – Vocabulary Progression – Year 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<i>Handball</i>	<i>Tennis</i>	<i>Basketball</i>	<i>Netball</i>	<i>Athletics</i>	<i>Cricket</i>
Year 4	Intercept Accuracy Attack Defend Technique Score Possession Set Support Cover Mark Stamina	Swing Aim Cooperative play Movement Partner Direction Send Position Power Accuracy Direction Free Space Control Racket	Shoot Rules Chest / Bounce pass Improve Dribbling Foul / Hold Possession Speed Power Set shot Technique Double Dribble	Space Control Speed Direction Chest Pass Bounce Pass Mark Accuracy Possession Shoot Power Score Accuracy Power	Develop Distance Accelerate Personal Best Co-ordination Movement Push / Pull Pace Exchange Timing Communicate	Fielding Fielder Wickets Communication Striking Teamwork Underarm Wicket keeper Skill Technique Points Swing Tournament Compare

Nine Acres Primary School – Year 4 Autumn 1 – Handball

Implementation Phase

Year Group: Four **Unit:** Handball

Prior Learning Required – Year Three Progression Map Objectives:

- Use a range of skills to keep possession of the ball.
- Keep the ball under control, passing and receiving with increasing accuracy.
- Choose space/ positions where you can receive a pass or to support a teammate.
- Take up space/positions to make it difficult for your opponents.
- Recognise players who play well in games and give reasons why. Identify what you do best and what you find difficult.
- Recognise and describe what happens to your breathing and heart rate when playing games and begin to understand why you get hotter when playing games.

<u>National Curriculum Links</u>	• 2a: Use running, jumping, throwing, and catching in isolation and in combination. • 2b: Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. • 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	<u>Pillars of Progression</u>	• Continued progress of Motor Competence. • Begin to understand and apply Rules, Strategies and Tactics. • Healthy Participation; making safe decisions and understanding the relationships between physical activity and its effect on the body.																
<u>Key Unit Objectives</u> (Key skills addressed to achieve success throughout the unit)	• Step 1: To pass a ball in different ways. • Step 2: To move to receive the ball. • Step 3: To pass the ball whilst moving. • Step 4: To dribble when under pressure. • Step 5: To use tactics to make it difficult for opponents. • Step 6: To use tactics in games to keep the ball.	<u>Progression Map Links</u> (Ensure pupils progress & move forward throughout their primary school years)	<u>Declarative Knowledge:</u> • Know the rules of the game. • Develop the understanding of the importance of speed and stamina when playing invasion games. <u>Procedural Knowledge:</u> • Get into good positions to pass and receive the ball. • Pass the ball using different techniques. • Develop set moves that can be used in attacking play. • Show growing control and consistency during games. • Choose and adapt techniques and tactics to keep possession of the ball and give you a chance to shoot or score. <u>Wellbeing and Wider Development:</u> • Keep, and follow the rules of the game. • Encourage and support teammates to succeed. • Identify what skills they need to practise.																
<u>Resources & Equipment</u>	• Handballs • Bibs • Tennis balls • Cones • Marker spots	<u>Key Vocabulary</u>	<table border="0"> <tr> <td>• Intercept</td> <td>• Technique</td> <td>• Support</td> <td>• Stamina</td> </tr> <tr> <td>• Accuracy</td> <td>• Score</td> <td>• Cover</td> <td>• Teamwork</td> </tr> <tr> <td>• Attack</td> <td>• Possession</td> <td>• Mark</td> <td>• Power</td> </tr> <tr> <td>• Defend</td> <td>• Set</td> <td></td> <td></td> </tr> </table>	• Intercept	• Technique	• Support	• Stamina	• Accuracy	• Score	• Cover	• Teamwork	• Attack	• Possession	• Mark	• Power	• Defend	• Set		
• Intercept	• Technique	• Support	• Stamina																
• Accuracy	• Score	• Cover	• Teamwork																
• Attack	• Possession	• Mark	• Power																
• Defend	• Set																		

Nine Acres Primary School – Year 4 Autumn 2 – Tennis

Implementation Phase

Year Group: Four **Unit:** Tennis

Prior Learning Required – Year Three Progression Map Objectives:

- Perform basic skills needed for the games with control and accuracy, including throwing and stopping the ball. Perform a basic forehand action.
- Throw/ Send a ball using a variety of techniques.
- Take up space/ positions that make it difficult for opponents.
- Keep a rally going.
- Compete with others – Keeping and following the rules of the game.
- Identify what you do well and what you find difficult.
- Understand the link between heart rate and breathing when exercising.

<u>National Curriculum Links</u>	• 2a: Use running, jumping, throwing, and catching in isolation and in combination. • 2b: Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. • 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	<u>Pillars of Progression</u>	• Continued progress of Motor Competence. • Begin to understand and apply Rules, Strategies and Tactics. • Healthy Participation; making safe decisions and understanding the relationships between physical activity and its effect on the body.
<u>Key Unit Objectives</u> (Key skills addressed to achieve success throughout the unit)	• Step 1: Can watch, track, and catch a tennis ball successfully. • Step 2: To move effectively to get in a good position. • Step 3: To perform a basic forehand action with increasing accuracy. • Step 4: To perform a basic backhand shot with increasing accuracy. • Step 5: To hit a tennis ball into space (at different speeds and heights) to try beat an opponent. • Step 6: To keep a rally going using a range of shots.	<u>Progression Map Links</u> (Ensure pupils progress & move forward throughout their primary school years)	<u>Declarative Knowledge:</u> • Describe how your body feels when exercising and understand the link between heart rate and breathing when exercising. <u>Procedural Knowledge:</u> • Perform basic skills needed for the games with control and accuracy, including hitting a ball towards a target. • Perform a basic forehand action with control and accuracy. • Send/ hit a ball into space, at different speeds and heights to make it difficult for your opponent. • Begin to apply basic movements in a range of activities and in combination. • Apply basic principles for attacking including finding and using space in game situations. • Keep a rally going using a range of shots. <u>Wellbeing and Wider Development:</u> • Recognise and explain good performances. • Learn how to recognise and evaluate your own success. • Show positive behaviour towards participants.
<u>Resources & Equipment</u>	• Cones • Tennis rackets • Tennis balls • Nets • Marker spots	<u>Key Vocabulary</u>	• Swing • Aim • Power • Cooperative • Movement • Racket • Partner • Send • Position • Court target • Accuracy • Direction • Free Space • Control • In line

Nine Acres Primary School – Year 4 Spring 1 Basketball

Implementation Phase

Year Group: Four **Unit:** Basketball

Prior Learning Required – Year Three Progression Map Objectives:

- Move with a ball keeping it under close control.
- Keep possession of a ball as part of a team.
- Pass/send a ball with increasing accuracy and receive a ball successfully.
- Take up spaces/positions that make it difficult for opponents.
- Employ simple tactics in game situations.
- Recognise and explain good performances.
- Understand the link between heart rate and breathing when exercising.

National Curriculum Links

- 2a: Use running, jumping, throwing, and catching in isolation and in combination.
- 2b: Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.
- 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Pillars of Progression

- Continued progress of **Motor Competence**.
- Begin to understand and apply **Rules, Strategies** and **Tactics**.
- **Healthy Participation**; making safe decisions and understanding the relationships between physical activity and its effect on the body.

Key Unit Objectives

(Key skills addressed to achieve success throughout the unit)

- Step 1: To pass/ send a ball in different ways and speeds.
- Step 2: To move with the ball keeping it under control whilst changing direction.
- Step 3: Work well as part of a team.
- Step 4: To find and use space well to keep possession.
- Step 5: Shoot and score with some success.
- Step 6: Participate in games recognising good performances.

Progression Map Links (Ensure pupils progress & move forward throughout their primary school years)

Declarative Knowledge:

- Explain basic attacking and defending principles.
- Describe how your body feels when exercising.
- Understand the link between heart rate and breathing when exercising.
- Explain simple tactics in game situations.

Procedural Knowledge:

- Apply basic attacking and defending principles.
- Move the ball keeping it under control whilst changing direction.
- Pass, shoot and receive a ball with increasing accuracy, control and success. Pass in different ways e.g. high, low, fast, slow.
- Find and use space in game situations and work well as part of a team.
- Use a range of tactics to keep possession of the ball.

Wellbeing and Wider Development:

- Identify what you need to practise to improve your performance.
- Demonstrate honesty and fairness in competitive situations.

Resources & Equipment

- Basketballs
- Cones
- Hoops
- Bibs
- Mini balls

Key Vocabulary

- Shoot
- Rules
- Speed
- Chest/Bounce pass
- Improve
- Technique
- Dribbling
- Foul / Hold
- Possession
- Power
- Set shot
- Double Dribble

Nine Acres Primary School – Year 4 Spring 2 Netball

Implementation Phase

Year Group: Four **Unit:** Netball

Prior Learning Required – Year Three Progression Map Objectives:

- Pass and receive the ball with control.
- Select passes that keep possession.
- Take up space/positions that make it difficult for opponents.
- Move to support teammates once you have passed the ball and explain how to keep possession.
- Describe what happens to your heart rate and breathing when playing games and begin to understand why you get hotter.
- Identify what you do best and what you find most difficult and recognise this in others performance.

<u>National Curriculum Links</u>	• 2a: Use running, jumping, throwing, and catching in isolation and in combination. • 2b: Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. • 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	<u>Pillars of Progression</u>	• Continued progress of Motor Competence. • Begin to understand and apply Rules, Strategies and Tactics. • Healthy Participation; making safe decisions and understanding the relationships between physical activity and its effect on the body.
<u>Key Unit Objectives</u> (Key skills addressed to achieve success throughout the unit)	• Step 1: To pass/ send a ball with increasing accuracy and appropriate pace. • Step 2: To choose the right pass for the situation. • Step 3: To demonstrate a correct bounce pass. • Step 4: To find and use space well to keep possession. • Step 5: To know simple tactics to help achieve success. • Step 6: Play in small sided games, employing simple tactics.	<u>Progression Map Links</u> (Ensure pupils progress & move forward throughout their primary school years)	<u>Declarative Knowledge:</u> • Develop the understanding of the importance of speed when playing invasion games. • Understand the link between heart rate and breathing during different activities. <u>Procedural Knowledge:</u> • Get into good positions to pass, receive, and shoot the ball. • Pass the ball using different techniques. • Shoot and score with increasing accuracy. • Use a range of tactics, including finding and using space, to keep possession of the ball to shoot/score. <u>Wellbeing and Wider Development:</u> • Identify and describe the skills needed to improve your game. • Take responsibility for your role in a team.
<u>Resources & Equipment</u>	• Netballs • Hoops • Netball nets • Cones • Bibs • Marker spots	<u>Key Vocabulary</u>	• Space • Control • Speed • Direction • Chest Pass • Bounce Pass • Mark • Teamwork • Aim • Possession • Shoot • Power • Score • Accuracy • Rules • Technique

Nine Acres Primary School – Year 4 Summer 1 Athletics

Implementation Phase

Year Group: Four **Unit:** Athletics

Prior Learning Required – Year Three Progression Map Objectives:

- Apply and develop a broad range of athletic skills in different ways.
- Show control, coordination and consistency when running, throwing, and jumping.
- Choose the appropriate running speed to meet the demand of the task.
- Enjoy competing with others.
- Recognise what they do well and what they find difficult, identifying what they need to practise to improve their performance.
- Understand the pace judgement when running over an increased distance.
- Describe how their bodies feel when exercising and understand the link between heart rate and breathing during exercise.

<u>National Curriculum Links</u>	• 2a: Use running, jumping, throwing, and catching in isolation and in combination. • 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	<u>Pillars of Progression</u>	• Continued progress of Motor Competence. • Begin to understand and apply Rules, Strategies and Tactics. • Healthy Participation; making safe decisions and understanding the relationships between physical activity and its effect on the body.
<u>Key Unit Objectives</u> (Key skills addressed to achieve success throughout the unit)	• Step 1: To throw an object using both a pushing and pulling technique. • Step 2: To combine different types of jumping. • Step 3: To run for distance. • Step 4: To run in races of varied distances. • Step 5: To take part in athletic events. • Step 6: To perform competitively with others.	<u>Progression Map Links</u> (Ensure pupils progress & move forward throughout their primary school years)	<u>Declarative Knowledge:</u> • Understand the pace judgement when running over an increased distance. Describe how their bodies feel when exercising and understand the link between heart rate and breathing during exercise. <u>Procedural Knowledge:</u> • Combine basic jump actions to form a jump combination, using a controlled jumping technique. • Choose the appropriate running speed to meet the demand of the task. • Perform a throwing technique with control, coordination, and consistency. <u>Wellbeing and Wider Development:</u> • Learn how to evaluate and recognise their own success. • Devise suitable warm-up activities for the upcoming activities. • Perform competitively with others.
<u>Resources & Equipment</u>	• Athletic throwing equipment • Balls, Beanbags, Quoits • Cones, Marker spots • Hoops • Bibs • Measuring tape	<u>Key Vocabulary</u>	• Develop • Distance • Accelerate • Personal Best • Co-ordination • Movement • Push / Pull • Pace • Exchange • Timing • Communication • Triple Jump

Nine Acres Primary School – Year 4 Summer 2 Cricket

Implementation Phase

Year Group: Four **Unit:** Cricket

Prior Learning Required – Year Three Progression Map Objectives:

- Apply and develop a broader range of skills, whilst ensuring basic skills are performed with control and accuracy.
- Throw a ball increasing distances, catch a ball with increasing consistency and hit a ball with correct technique.
- Intercept and stop the ball consistently.
- Work well as part of a team, employing simple tactics, particularly when fielding to make it harder for the batter.
- Identify what you need to practise improving your performance.
- Understand the link between heart rate and breathing when exercising.
- Devise suitable warm up activities for upcoming activities.

<u>National Curriculum Links</u>	• 2a: Use running, jumping, throwing, and catching in isolation and in combination. • 2b: Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. • 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	<u>Pillars of Progression</u>	• Continued progress of Motor Competence. • Begin to understand and apply Rules, Strategies and Tactics. • Healthy Participation; making safe decisions and understanding the relationships between physical activity and its effect on the body.
<u>Key Unit Objectives</u> (Key skills addressed to achieve success throughout the unit)	• Step 1: Run, jump and catch in combination. • Step 2: Catch a ball with good control. • Step 3: To understand the rules of cricket. • Step 4: Hit a ball towards a target. • Step 5: Use space when fielding to make it difficult for opponents. • Step 6: Participate in modified competitive games, showing good teamwork.	<u>Progression Map Links</u> (Ensure pupils progress & move forward throughout their primary school years)	Declarative Knowledge: • Explain the tactics you have used in games. • Explain good performances. Procedural Knowledge: • Show control, coordination and consistency when throwing and catching a ball. • Hit a ball with increasing control from a tee and progress to without a tee. • Take up spaces/positions that make it difficult for the opposition. • Chose fielding skills which make it difficult for your opponent. Wellbeing and Wider Development: • Communicate, collaborate, and compete with others. • Follow the rules of the game. • Recognise what you do well and what you find difficult.
<u>Resources & Equipment</u>	• Cones • Balls • Bats • Hoops • Wickets • Beanbags	<u>Key Vocabulary</u>	• Fielding • Striking • Skill • Fielder • Teamwork • Technique • Wickets • Underarm • Points • Communication • Wicket keeper • Swing • Tournament • Compare • Evaluate • Discuss • Free Space



Nine Acres Primary School – Vocabulary Progression – Year 5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<i>TAG Rugby</i>	<i>Badminton</i>	<i>Netball</i>	<i>Football</i>	<i>Athletics</i>	<i>Rounders</i>
Year 5	Ready position Tag Stance Speed Attack / Defend Agility Mark Dodge	Serve Stance Coordination Clear Overhead Lob Defensive Offensive	Attack/Defend Heart rate Direction Chest Pass Rules Power Bounce Pass Technique Mark/track/cover Feedback Teamwork Shoot	Marking Tactics Accuracy Experiment Possession Support Tackle Defence Opposition Patience Power Referee	Pace Personal Best Push / Pull Discus Record Timer Run up Olympics	Stumped Tournament Tactics Stance Infield Outfield Run Evaluate Feedback Technique Gap Tactics

Nine Acres Primary School – Year 5 Autumn 1 TAG Rugby

Implementation Phase

Year Group: Five **Unit:** Tag Rugby

Prior Learning Required – Year Four Progression Map Objectives:

- Move in different directions learning to move away from your opponent and keep control of the ball when running.
- Learn how to pass in rugby, catching successfully and improving skills whilst on the move.
- Move forward to attack as part of a team – running in a line.
- To work as part of a team when defending, keeping in a line, and spreading out.
- Successfully score a try.
- Develop physical characteristics needed for the game, e.g. speed, fitness, agility.
- To begin to understand the rules of tag rugby.

National Curriculum Links

- 2a: Use running, jumping, throwing, and catching in isolation and in combination.
- 2b: Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.
- 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Pillars of Progression

- Continued progress of **Motor Competence**.
- Understanding and applying **Rules, Strategies and Tactics**.
- **Healthy Participation**; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body.

Key Unit Objectives (Key skills addressed to achieve success throughout the unit)

- Step 1: To travel and dodge at speed with the ball.
- Step 2: To mark and tackle in game situations.
- Step 3: To attack in opposed situations.
- Step 4: To understand the rules of a rugby game.
- Step 5: To move forward to attack as a team.
- Step 6: To defend in a line as a team.

Progression Map Links (Ensure pupils progress & move forward throughout their primary school years)

Declarative Knowledge:

- Begin to understand the importance of lines in tag rugby – both for attack and defence.
- Understand the defensive duties in tag rugby and the process of tagging.

Procedural Knowledge:

- Increase accuracy and control when passing and catching whilst moving at speed.
- Continue to improve different ways to pass – fast, slow, high, low.
- Use simple tactics in games to achieve success as a team.

Resources & Equipment

- Tags
- Tag belts
- Cones
- Rugby balls
- Bibs
- Marker spots

Key Vocabulary

- Ready position
- Tag
- Stance
- Speed
- Attack / Defend
- Agility
- Mark
- Dodge

Wellbeing and Wider Development:

- Participate in competitive games, following the rules and playing fair.
- Perform confidently under pressure.

Nine Acres Primary School – Year 5 Autumn 2 Badminton

Implementation Phase

Year Group: Five **Unit:** Badminton

Prior Learning Required – Year Four Progression Map Objectives:

- Continue to improve control of the shuttle, with and without the racket, developing different movements and skills to play varied types of shot including a forehand and a lift.
- Can hit the shuttle, when in the air, varying height, speed and direction into space to beat an opponent.
- Use different skills to try and win games.
- Work together to keep a rally going, returning the shuttle to a partner.
- With increasing accuracy, perform a forehand and backhand serve, hitting the shuttle with confidence and control.
- Can move around the court with purpose, demonstrating a fast-paced chase movement in isolation and in games.
- Understand the different types of rallies, participating in both.

National Curriculum Links

- 2a: Use running, jumping, throwing, and catching in isolation and in combination.
- 2b: Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.
- 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Pillars of Progression

- Continued progress of **Motor Competence**.
- Understanding and applying **Rules, Strategies and Tactics**.
- Healthy Participation; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body.

Key Unit Objectives

(Key skills addressed to achieve success throughout the unit)

- Step 1: To demonstrate fast paced movements.
- Step 2: To vary shot selection – speed, height, direction.
- Step 3: To play shots on the forehand and backhand side of the body.
- Step 4: To use a variety of different shots, and serves, hitting with increasing consistency.
- Step 5: To employ some tactics in games.
- Step 6: To participate in a successful rally.

Progression Map Links

(Ensure pupils progress & move forward throughout their primary school years)

Key Vocabulary

- Serve
- Stance
- Coordination
- Clear
- Overhead
- Lob
- Defensive
- Offensive

Resources & Equipment

- Badminton Rackets
- Nets
- Shuttlecocks
- Cones
- Marker spots

Declarative Knowledge:

- Understand tactics in badminton, such as aiming into space to beat an opponent.

Procedural Knowledge:

- Able to hit a shuttle with good stance and grip on both forehand and backhand side, varying shot selection; height, speed and depth.
- Improve consistency of shots, noticing longer rallies.
- Use different racket skills and types of movement during a competitive or cooperative rally.
- To participate in rallies with and without a racket.
- Demonstrate skills learnt during the unit when competing against others, including serving, returning a serve, and shot accuracy when moving at a quick pace.
- Can demonstrate fast paced movements, fluently changing direction and speed.
- Use tactics to try win games.

Wellbeing and Wider Development:

- Reflect on strengths and weaknesses.
- Explain the benefits of regular exercise.

Nine Acres Primary School – Year 5 – Spring 1 – Netball

Implementation Phase			
Year Group:	Five	Unit:	Netball

Prior Learning Required – Year Four Progression Map Objectives:

- Get into good positions to pass, receive, and shoot the ball.
- Pass the ball using different techniques.
- Shoot and score with increasing accuracy.
- Use a range of tactics, including finding and using space, to keep possession of the ball to shoot/score.
- Develop the understanding of the importance of speed when playing invasion games.
- Understand the link between heart rate and breathing during different activities.
- Identify and describe the skills needed to improve your game.

<u>National Curriculum Links</u>	• 2a: Use running, jumping, throwing, and catching in isolation and in combination. • 2b: Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. • 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.		
<u>Pillars of Progression</u>	• Continued progress of Motor Competence. • Understanding and applying Rules, Strategies and Tactics. • Healthy Participation; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body.		
<u>Key Unit Objectives</u> (Key skills addressed to achieve success throughout the unit)	• Step 1: To pass the ball in a variety of different ways with confidence and control. • Step 2: To find ways to help attack. • Step 3: To mark an opponent. • Step 4: To keep possession of the ball when faced with opponents. • Step 5: To work together as a team, showing good awareness of others. • Step 6: To use tactics in game situations.		<u>Progression Map Links</u> (Ensure pupils progress & move forward throughout their primary school years)
<u>Resources & Equipment</u>	• Netballs • Netballs posts	• Cones • Netball bibs	• Marker spots
<u>Key Vocabulary</u>	• Attack/Defend • Heart rate • Direction • Chest Pass	• Bounce Pass • Technique • Mark/track/cover • Rules	• Feedback • Teamwork • Shoot • Power
<u>Declarative Knowledge:</u> • Know the difference between attacking and defending skills. • Know how to mark and defend your goal. • Begin to understand how muscles work. • Explain how the body reacts to physical activity.			
<u>Procedural Knowledge:</u> • Use a variety of skills to keep the ball, thinking about moving towards goal, different positions and the use of space. • Increase accuracy and confidence of passing and shooting skills.			
<u>Wellbeing and Wider Development:</u> • Identify strengths and weaknesses of your own and other performances and explain your reasoning.			

Nine Acres Primary School – Year 5 – Spring 2 - Football

Implementation Phase

Year Group:	Five	Unit:	Football
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Prior Learning Required – Year Four Progression Map Objectives:

- Move the ball keeping it under control whilst changing direction.
- Apply basic attacking and defending principles such as finding and using space in game situations.
- Pass, shoot and receive a ball with increasing accuracy, control and success.
- Challenge a player in possession of the ball.
- Employ and explain simple tactics in game situations.
- Learn to recognise your own success.
- Describe how your body feels when exercising and understand the link between heart rate and breathing when exercising.

<u>National Curriculum Links</u>	• 2a: Use running, jumping, throwing, and catching in isolation and in combination. • 2b: Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. • 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.		
<u>Pillars of Progression</u>	• Continued progress of Motor Competence. • Understanding and applying Rules, Strategies and Tactics. • Healthy Participation; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body.		
<u>Key Unit Objectives</u> (Key skills addressed to achieve success throughout the unit)	• Step 1: To confidently pass accurately. • Step 2: To choose when to dribble, when to pass and when to shoot. • Step 3: To defend in a team. • Step 4: To compete in small sided games. • Step 5: To mark a player to stop them getting the ball. • Step 6: To decide on ways to defend in games.	<u>Progression Map Links</u> (Ensure pupils progress & move forward throughout their primary school years)	<u>Declarative Knowledge:</u> • Learn how to evaluate and recognise success. • Choose different formations to suit the needs of the game.
<u>Resources & Equipment</u>	• Footballs • Bibs	• Goals • Cones	• Marker spots
<u>Key Vocabulary</u>	• Marking • Tactics • Accuracy • Support	• Tackle • Defence • Opposition • Experiment	• Patience • Power • Referee • Possession
			<u>Procedural Knowledge:</u> • Apply basic principles for defending. • Defend by marking, covering, and tracking opponents as appropriate. • Perform skills (e.g. passing) with accuracy, confidence and control whilst developing technique. • Keep possession of the ball when faced with opponents. • Apply basic principle for attacking. • Use a variety of tactics to keep possession of the ball.
			<u>Wellbeing and Wider Development:</u> • Understand how physical activity can contribute to a healthy lifestyle. • Participate in competitive games, modified where appropriate.

Nine Acres Primary School – Year 5 – Summer 1 Athletics

Implementation Phase

Year Group: Five **Unit:** Athletics

Prior Learning Required – Year Four Progression Map Objectives:

- Combine basic jump actions to form a jump combination, using a controlled jumping technique.
- Perform a throwing technique with control, coordination, and consistency.
- Perform competitively with others.
- Understand the pace judgement when running over an increased distance, choosing the appropriate speed to meet the demand of the task.
- Learn how to evaluate and recognise their own success.
- Devise suitable warm-up activities for the upcoming activities.
- Describe how their bodies feel when exercising and understand the link between heart rate and breathing during exercise.

<u>National Curriculum Links</u>	• 2a: Use running, jumping, throwing, and catching in isolation and in combination. • 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.		
<u>Pillars of Progression</u>	• Continued progress of Motor Competence. • Understanding and applying Rules, Strategies and Tactics. • Healthy Participation; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body.		
<u>Key Unit Objectives</u> (Key skills addressed to achieve success throughout the unit)	• Step 1: To combine running and jumping. • Step 2: To combine running and throwing. • Step 3: To compete in short distance races. • Step 4: To compete in long distance running. • Step 5: To practise to combine different types of jump. • Step 6: To throw in different ways with accuracy and control.	<u>Progression Map Links</u> (Ensure pupils progress & move forward throughout their primary school years)	<u>Declarative Knowledge:</u> • Choose the appropriate speed to run at for the distance to be covered. • Understand how physical activity can contribute to a healthy lifestyle and the importance of being physically fit. • Explain how their body reacts and feels when taking part in different activities and undertaking different roles and understanding how this effects the muscles.
<u>Resources & Equipment</u>	• Balls • Measuring tape • Hoops • Cones • Marker spots • Quoits • Bibs • Beanbags • Javelins • Discus • Shot Put		<u>Procedural Knowledge:</u> • Run, jump, catch, and throw in isolation and combination. • Combine and perform skills with control. • Demonstrate a range of throwing actions e.g. push, pull, sling, using different equipment.
<u>Key Vocabulary</u>	• Pace • Personal Best • Push / Pull • Record • Timer • Discus • Run up • Olympics		<u>Wellbeing and Wider Development:</u> • Create short warm up routines that follow basic principle e.g. raise body temperature, mobilise joints and muscles. • Communicate, collaborate, and compete with others. • Working effectively as part of a team.

Nine Acres Primary School – Year 5 – Summer 2 Rounders

Implementation Phase

Year Group: Five **Unit:** Rounders

Prior Learning Required – Year Four Progression Map Objectives:

- Show control, coordination and consistency when throwing and catching a ball.
- Hit a ball with increasing control, accurately towards a target.
- Take up spaces/positions that make it difficult for the opposition.
- Communicate, collaborate, and compete with others, following the rules of the game.
- Chose fielding skills which make it difficult for your opponent.
- Recognise what you do well and what you find difficult and explain good performances.
- Explain the tactics you have used in games.

National Curriculum Links

- 2a: Use running, jumping, throwing, and catching in isolation and in combination.
- 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Pillars of Progression

- Continued progress of **Motor Competence**.
- Understanding and applying **Rules, Strategies and Tactics**.
- **Healthy Participation**; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body.

Key Unit Objectives (Key skills addressed to achieve success throughout the unit)

- Step 1: To throw and bowl in different ways.
- Step 2: To hit a ball with some accuracy.
- Step 3: Understand tactics needed in games.
- Step 4: To stop a ball when fielding.
- Step 5: To choose effective positions when fielding.
- Step 6: To participate in team games against others.

Resources & Equipment

- | | | |
|------------------|---------|------------------|
| • Balls | • Cones | • Marker spots |
| • Rounders posts | • Bats | • Measuring tape |
| • Rounders bases | | |

Key Vocabulary

- | | | |
|--------------|------------|-------------|
| • Stumped | • Infield | • Feedback |
| • Tournament | • Outfield | • Technique |
| • Tactics | • Run | • Gap |
| • Stance | • Evaluate | • Tactics |

Progression Map Links (Ensure pupils progress & move forward throughout their primary school years)

Declarative Knowledge:

- Choose skills and tactics to meet the needs of the situation. (i.e. to outwit opponents when fielding).
- Understand how physical activity can contribute to a healthy lifestyle.
- Explain how your body reacts and feels when taking part in physical activity.

Procedural Knowledge:

- Develop control and technique whilst performing skills at speed.
- Hit the ball with purpose, varying speed height and direction, as well as thinking of tactics needed to score more runs.
- Begin to bowl at different speeds.

Wellbeing and Wider Development:

- Watch and evaluate the success of games and good performance and explain why a performance is good.
- Show good awareness of others in game situations.
- Work as part of a team, communicating with others and adapting games and activities making sure everyone has a role to play.

Nine Acres Primary School – Vocabulary Progression – Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<i>TAG Rugby</i>	<i>Badminton</i>	<i>Netball</i>	<i>Football</i>	<i>Athletics</i>	<i>Rounders</i>
Year 6	Communicate Effective Accuracy Mark/track Attack Defend Tactics Dummy	Coordination Clear Smash Position Evaluate Offensive/Defensive Lob Block	Position Evaluate Direction Heart rate Power Accuracy Muscles Technique Decision making Opponent Teamwork Shoot	Marking Tactics Apply Consider Evaluate Midfield Possession Opposition Patience Support Closing down Cover	Evaluate Feedback Power Cooperate Fling Olympics Run Up Compare	Umpire Tournament Tactics Stance Infield Outfield Run Evaluate Feedback Technique Gap

Nine Acres Primary School – Autumn 1 - Year 6 TAG Rugby

Implementation Phase

Year Group: Six **Unit:** Tag Rugby

Prior Learning Required – Year Five Progression Map Objectives:

- Increase accuracy and control when passing and catching whilst moving at speed.
- Participate in competitive games, following the rules and playing fair.
- Continue to improve different ways to pass – fast, slow, high, low.
- Begin to understand the importance of lines in tag rugby – both for attack and defence.
- Use simple tactics in games to achieve success as a team.
- Understand the defensive duties in tag rugby and the process of tagging.

<u>National Curriculum Links</u>	• 2a: Use running, jumping, throwing, and catching in isolation and in combination. • 2b: Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. • 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.		
<u>Pillars of Progression</u>	• Continued progress of Motor Competence. • Understanding and applying Rules, Strategies and Tactics. • Healthy Participation; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body.		
<u>Key Unit Objectives</u> (Key skills addressed to achieve success throughout the unit)	• Step 1: To run and pass at speed. • Step 2: To dodge and fake passes when running with the ball. • Step 3: To catch the ball whilst under pressure. • Step 4: To apply rugby skills in game situations. • Step 5: To decide on ways to attack when playing games. • Step 6: To decide on the best ways to defend in games.		<u>Progression Map Links</u> (Ensure pupils progress & move forward throughout their primary school years)
<u>Resources & Equipment</u>	• Tags • Tag belts	• Cones • Rugby balls	• Bibs • Marker spots
<u>Key Vocabulary</u>	• Communicate • Effective • Accuracy	• Attack • Defend	• Tactics • Dummy • Mark/track
<u>Declarative Knowledge:</u> • Understand the rules of the game and participate in full games. • Understand the importance of keeping in a line in both attacking and defending plays.			
<u>Procedural Knowledge:</u> • Incorporate the rules of the game into small sided games like passing backwards. • To pass and catch the ball whilst running at different speeds. • Keep control of the ball when running and passing, ensuring passing is accurate. • Carefully consider the best way to score a try and win the game, remembering to find and use space when running. • Successfully remove tags in accordance with the rules.			
<u>Wellbeing and Wider Development:</u> • Manage pressure and emotions effectively.			

Nine Acres Primary School – Autumn 2 - Year 6 Badminton

Implementation Phase

Year Group: Six **Unit:** Badminton

Prior Learning Required – Year Five Progression Map Objectives:

- Able to hit a shuttle with good stance and grip on both forehand and backhand side, varying shot selection; height, speed and depth.
- Improve consistency of shots, noticing longer rallies.
- Use different racket skills and types of movement during a competitive or cooperative rally.
- To participate in rallies with and without a racket.
- Demonstrate skills learnt during the unit when competing against others, including serving, returning a serve, and shot accuracy when moving at a quick pace.
- Can demonstrate fast paced movements, fluently changing direction and speed.
- Understand tactics in badminton, such as aiming into space to beat an opponent. Use these tactics to try win games.

<u>National Curriculum Links</u>	• 2a: Use running, jumping, throwing, and catching in isolation and in combination. • 2b: Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. • 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	
<u>Pillars of Progression</u>	• Continued progress of Motor Competence. • Understanding and applying Rules, Strategies and Tactics. • Healthy Participation; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body.	
<u>Key Unit Objectives</u> (Key skills addressed to achieve success throughout the unit)	• Step 1: To know and describe the correct grip and stance when holding a racket. • Step 2: To adopt a good ready position & move with purpose. • Step 3: To play shots overhead and on the forehand and backhand side of the body. • Step 4: To hit the shuttle accurately and with control whilst moving at a quick pace. • Step 5: To employ tactics in games. • Step 6: To participate in games following the rules and scoring correctly.	<u>Progression Map Links</u> (Ensure pupils progress & move forward throughout their primary school years)
<u>Key Vocabulary</u>	• Coordination • Clear • Smash • Position	• Evaluate • Offensive/Defensive • Lob • Block
<u>Resources & Equipment</u>	• Badminton Rackets • Nets • Shuttlecocks	• Cones • Marker spots
		<u>Declarative Knowledge:</u> • Describe good technique of the forehand, backhand, and overhead clear.
		<u>Procedural Knowledge:</u> • Experiment with the racket using different skills. • Play shots at different heights, direction, and speed, and improve hitting the shuttle whilst moving. • Use different skills and tactics learnt to try win games. • Improve consistency of shots, directing them to help win competitions. • Be continuous within a rally and regularly play consistent shots. • Use tactical serves to deceive opponent. • Demonstrate fast paced movements, including the chasse step and lunge whilst increasing shuttle accuracy.
		<u>Wellbeing and Wider Development:</u> • Show intrinsic motivation to improve. • Demonstrate integrity in competition.

Nine Acres Primary School – Spring 1 - Year 6 Netball

Implementation Phase

Year Group: Six **Unit:** Netball

Prior Learning Required – Year Five Progression Map Objectives:

- Use a variety of skills to keep the ball, thinking about moving towards goal, different positions and the use of space.
- Increase accuracy and confidence of passing and shooting skills.
- Know the difference between attacking and defending skills.
- Know how to mark and defend your goal.
- Begin to understand how muscles work and explain how the body reacts to physical activity.
- Identify strengths and weaknesses of your own and other performances and explain your reasoning.

National Curriculum Links	• 2a: Use running, jumping, throwing, and catching in isolation and in combination. • 2b: Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. • 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
Pillars of Progression	• Continued progress of Motor Competence. • Understanding and applying Rules, Strategies and Tactics. • Healthy Participation; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body.
Key Unit Objectives (Key skills addressed to achieve success throughout the unit)	• Step 1: To pass the ball in a variety of different ways with confidence and control. • Step 2: To move with purpose when attacking. • Step 3: To choose when to mark a player and when to cover space. • Step 4: To apply basic principles for attacking. • Step 5: To apply basic principles for defending. • Step 6: Apply basic principles for attacking and defending in game situations.
Resources & Equipment	• Netballs • Netballs posts • Netball bibs • Cones • Marker spots
Key Vocabulary	• Position • Evaluate • Direction • Heart rate • Muscles • Technique • Decision making • Power • Opponent • Teamwork • Shoot • Accuracy
Progression Map Links (Ensure pupils progress & move forward throughout their primary school years)	
Declarative Knowledge: • Understand how to improve in different physical activities and sport.	
Procedural Knowledge: • Apply basic principles for attacking and defending, choosing different formations to suit the need of the game. • Use a variety of tactics to keep possession of the ball, applying the principles of attacking. • Use the defending principles in game situations, including marking, tracking, and covering, to gain possession.	
Wellbeing and Wider Development: • Plan and lead warm-up and cool-down activities, explaining how they support safe and effective performance. • Recognise and evaluate performances providing constructive feedback. • Work effectively as a team. • Demonstrate composure in performance.	

Nine Acres Primary School – Spring 2 - Year 6 Football

Implementation Phase

Year Group: Six **Unit:** Football

Prior Learning Required – Year Five Progression Map Objectives:

- Apply basic principles for defending - Defend by marking, covering, and tracking opponents as appropriate.
- Participate in competitive games, modified where appropriate.
- Perform skills (e.g. passing) with accuracy, confidence and control whilst developing technique.
- Keep possession of the ball when faced with opponents.
- Apply basic principle for attacking – Use a variety of tactics to keep possession of the ball.
- Learn how to evaluate and recognise success.
- Understand how physical activity can contribute to a healthy lifestyle.
- Choose different formations to suit the needs of the game.

<u>National Curriculum Links</u>	• 2a: Use running, jumping, throwing, and catching in isolation and in combination. • 2b: Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. • 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.		
<u>Pillars of Progression</u>	• Continued progress of Motor Competence. • Understanding and applying Rules, Strategies and Tactics. • Healthy Participation; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body.		
<u>Key Unit Objectives</u> (Key skills addressed to achieve success throughout the unit)	• Step 1: To pass the ball to keep possession in game situations. • Step 2: To dribble the ball whilst under pressure. • Step 3: To apply defending principles in games. • Step 4: To compete in games. • Step 5: To apply attacking principles in games. • Step 6: To understand positions and roles of individuals in team games.	<u>Progression Map Links</u> (Ensure pupils progress & move forward throughout their primary school years)	<u>Declarative Knowledge:</u> • Understand the positions in a team and the roles they play. • Recognise exercise and activities that help strength, speed and stamina.
			<u>Procedural Knowledge:</u> • Apply the attacking and defending principles in game situations. • Use different skills to keep possession of a ball as part of a team. • Develop control whilst performing skills at speed. • Change speed and direction to get away from a defender. • Adapt games and activities making sure everyone has a role to play. • Perform skills (e.g. passing) with accuracy, confidence and control whilst developing technique.
<u>Resources & Equipment</u>	• Footballs • Goals		<u>Wellbeing and Wider Development:</u> • Choose different formations to suit the needs of the game. • Identify and evaluate parts of your game where you're performing well, and parts that can be improved. • Lead by example in fair play and respect.
<u>Key Vocabulary</u>	• Marking • Tactics • Apply • Consider	• Possession • Opposition • Patience • Midfield	• Support • Closing down • Cover • Evaluate

Nine Acres Primary School – Summer 1- Year 6 Athletics

Implementation Phase

Year Group: Six **Unit:** Athletics

Prior Learning Required – Year Five Progression Map Objectives:

- Run, jump, catch, and throw in isolation and combination. Combine and perform skills with control.
- Communicate, collaborate, and compete with others. Working effectively as part of a team.
- Demonstrate a range of throwing actions e.g. push, pull, sling, using different equipment.
- Choose the appropriate speed to run at for the distance to be covered.
- Create short warm up routines that follow basic principle e.g. raise body temperature, mobilise joints and muscles.
- Understand how physical activity can contribute to a healthy lifestyle and the importance of being physically fit.
- Explain how their body reacts and feels when taking part in different activities and undertaking different roles and understanding how this effects the muscles.

National Curriculum Links	• 2a: Use running, jumping, throwing, and catching in isolation and in combination. • 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	
Pillars of Progression	• Continued progress of Motor Competence. • Understanding and applying Rules, Strategies and Tactics. • Healthy Participation; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body.	
Key Unit Objectives (Key skills addressed to achieve success throughout the unit)	• Step 1: To use a run up when jumping. • Step 2: To use the correct combination of jumps to complete the triple jump. • Step 3: To run with control and purpose over varied distances. • Step 4: To throw an object by overarm, underarm, pulling, pushing and slinging. • Step 4: To use a run up when throwing. • Step 6: To practise to improve throwing distance.	Progression Map Links (Ensure pupils progress & move forward throughout their primary school years)
Resources & Equipment	• Balls • Hoops • Bibs • Quoits • Measuring tape • Cones • Marker spots • Beanbags • Athletics throwing equipment	Declarative Knowledge: • Understand appropriate pace judgement for the running distance to be covered. • Understand the appropriate throwing and jumping technique to achieve maximum distance and height. • Share and discuss athletic techniques with others.
Key Vocabulary	• Evaluate • Feedback • Power • Cooperate • Fling • Olympics • Run Up • Compare	Procedural Knowledge: • Select and apply skills that meet the needs of the situation, combining and performing each skill with control at speed. • Work effectively as part of a team. • Successfully run, jump, and throw in isolation and in combination – applying appropriate techniques to achieve personal bests.
		Wellbeing and Wider Development: • Compare their performance with previous ones and demonstrate improvement to achieve their personal best. • Communicate, collaborate and compete with others • Develop an understanding of how to improve in different physical activities and sports. • Learn how to evaluate and recognise their own success. • Understand the importance of being physically fit.

Nine Acres Primary School – Summer 2 - Year 6 Rounders

Implementation Phase

Year Group: Six **Unit:** Rounders

Prior Learning Required – Year Five Progression Map Objectives:

- Develop control and technique whilst performing skills at speed.
- Hit the ball with purpose, varying speed height and direction, as well as thinking of tactics needed to score more runs.
- Show good awareness of others in game situations.
- Work as part of a team, communicating with others and adapting games and activities making sure everyone has a role to play.
- Begin to bowl at different speeds.
- Choose skills and tactics to meet the needs of the situation. (i.e. to outwit opponents when fielding).
- Watch and evaluate the success of games and good performance and explain why a performance is good.
- Understand how physical activity can contribute to a healthy lifestyle and explain how your body reacts and feels when taking part in physical activity.

<u>National Curriculum Links</u>	• 2a: Use running, jumping, throwing, and catching in isolation and in combination. • 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.		
<u>Pillars of Progression</u>	• Continued progress of Motor Competence. • Understanding and applying Rules, Strategies and Tactics. • Healthy Participation; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body.		
<u>Key Unit Objectives</u> (Key skills addressed to achieve success throughout the unit)	• Step 1: To retrieve, catch, intercept, and stop a ball when fielding. • Step 2: To play shots that allow the ball to be hit to different areas of the field into spaces. • Step 3: To bowl effectively. • Step 4: To use skills and tactics to outwit opponents when fielding. • Step 5: To use skills and tactics to outwit opponents when batting. • Step 6: To participate in competitive games.	<u>Progression Map Links</u> (Ensure pupils progress & move forward throughout their primary school years)	<u>Declarative Knowledge:</u> • Develop an understanding of how to improve in different physical activities and sports. • Understand and use tactics that involve bowlers and fielders working together.
<u>Resources & Equipment</u>	• Rounders posts • Rounders bases • Marker spots	• Cones • Variety of bats	• Balls • Measuring tape
<u>Key Vocabulary</u>	• Umpire • Tournament • Tactics • Stance	• Infield • Outfield • Run • Evaluate	<u>Procedural Knowledge:</u> • Perform skills with accuracy, confidence, and control. • Participate in competitive games, modified where appropriate. • Retrieve, intercept, and stop a ball when fielding. • Use skills and tactics to outwit opponents when fielding and batting. • Work as part of a team that covers the areas to make it hard for the batter to score runs.
			<u>Wellbeing and Wider Development:</u> • Watch and evaluate the success of games. • Maintain high levels of effort.