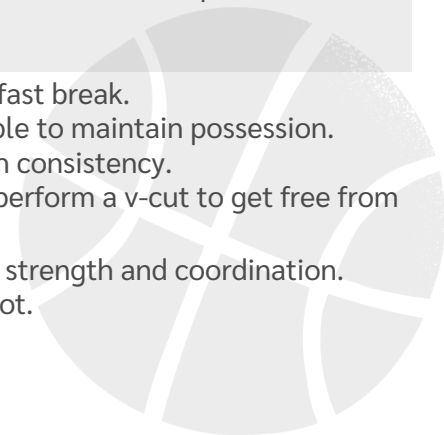


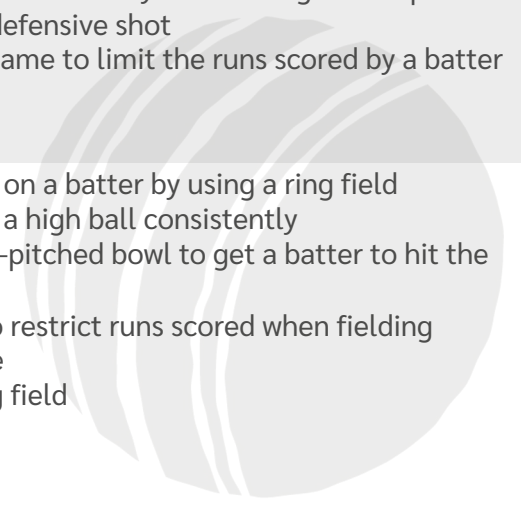
Year/ Unit	Core declarative knowledge: what should pupils know?	Core procedural knowledge: what should pupils be able to do?
Year 3	<ul style="list-style-type: none"> • Know what a good approach and taking off for a jump is. • Know the importance of changing pace when running. • Know key techniques to hurdle obstacles while maintaining pace. • Know how to use the pull-throw technique in javelin. • Know links between athletics and real-life skills (javelin/hunting). • Know different skipping techniques. • Know how to compete in athletic activities. 	<ul style="list-style-type: none"> • Be able to perform jumping and hopping sequences. • Be able to run at different speeds. • Be able to approach and jump hurdles. • Be able to throw a javelin using the pull-throw technique. • Be able to perform a variety of skipping techniques • Be able to keep score accurately over a range of events
Year 4	<ul style="list-style-type: none"> • Know how to select the most appropriate technique for the best performance when running, jumping or throwing. • Know how to use a run-up to increase the distance. • Know what a sling throw is used for. • Know how to measure a throw accurately. • Know when and how to perform a relay baton exchange. • Know how to measure and track scores in competitive running, throwing and jumping events. 	<ul style="list-style-type: none"> • Be able to challenge ourselves in running, jumping and throwing tasks • Be able to accelerate over short distances. • Be able to run and jump using one-footed take-off. • Be able to use a sling action to throw a discus. • Be able to run on a curve and exchange a baton in a team • Be able to apply the skills developed in a competitive way
Year 5	<ul style="list-style-type: none"> • Know what a leg of a relay race is. • Know how to pace a run over longer distances. • Know how to mark out a run-up for the long jump. • Know which event(s) a push throw is used in. • Know where to perform a baton exchange in a relay race. • Know how to use the STEP principle to adapt a task. 	<ul style="list-style-type: none"> • Be able to run for speed & distance individually & as part of a team. • Be able to pace a run over longer distances. • Be able to perform different jumping styles and explore which ones they can jump further with. • Be able to use the push-throw technique. • Be able to exchange a baton within a restricted area. • Be able to design an activity for others using the STEP principle.
Year 6	<ul style="list-style-type: none"> • Know why a crouch start to a sprint creates power. • Know how to combine the phases correctly for a triple jump. • Know when you would use a heave throw. • Know what a parlauf is. • Know which throwing event they perform best at. • Know why being active for a sustained period improves fitness. 	<ul style="list-style-type: none"> • Be able to use the sprint start technique to increase running speed. • Be able to perform the three phases of the triple jump. • Be able to perform the heave throw technique • Be able to assess their own ability to play their role in parlauf. • Be able to perform the scissor jump technique • Be able to record and relay results over a range of track and field events.

Year/ Unit	Core declarative knowledge: what should pupils know?	Core procedural knowledge: what should pupils be able to do?
Year 3	<ul style="list-style-type: none"> • Know when to use a self-feed. • Know that different types of hits are needed to reach different areas of the court • Know where agility is used in badminton. • Know why collaborating with a partner is essential in a cooperative rally. • Know how to underarm serve. • Know the purpose of boundaries. 	<ul style="list-style-type: none"> • Be able to use hard and soft hits. • Be able to move to return the shuttle from the different areas of the court. • Be able to rally with a partner over the net. • Be able to self-feed underarm. • Be able to serve forehand. • Be able to play within the boundaries of the court.
Year 4	<ul style="list-style-type: none"> • Know when to use the underarm forehand shot. • Know when to use an overhead clear. • Know the correct grip to hit for a backhand shot. • Know why shot consistency is important. • Know when you would play with a partner in badminton. • Know why you will be more likely to win by hitting shots to different areas of your opponent's court. 	<ul style="list-style-type: none"> • Be able to use an underarm forehand shot • Be able to hit an overhead clear • Be able to hit a backhand shot with control and accuracy • Be able to play 'Trick' shots and interesting ways of hitting the shuttle • Be able to work collaboratively to score points in different scenarios • Be able to use forehand and backhand shots in a singles game
Year 5	<ul style="list-style-type: none"> • Know how to make it difficult for your opponent to score points. • Know the basic boundaries of a singles court. • Know how to select different service shots to start a point. • Know how quick reactions can benefit your gameplay. • Know what is meant by footwork and its importance in play. • Know how and why having an umpire improves a game. 	<ul style="list-style-type: none"> • Be able to make it difficult for their opponent to score points. • Be able to apply basic court positions in singles play. • Be able to accurately hit both long and short serves. • Be able to use close control, including net shots. • Be able to use footwork to recover after lunging and moving after shots. • Be able to apply a range of movements and shots in competition.
Year 6	<ul style="list-style-type: none"> • Know when to use a smash shot. • Know simple doubles rules. • Know how and when to play a drop shot • Know why successful net play improves you as a player • Know why communication is essential between doubles partners • Know different defensive formations in a doubles game 	<ul style="list-style-type: none"> • Be able to use the smash shot in a doubles game. • Be able to hit a drop shot using the correct technique to outwit an opponent. • Be able to develop reaction time to hit shots when close to the net • Be able to communicate with a partner in a doubles match to make sure court positioning is correct. • Be able to use defensive formations in a doubles game to prevent opponents from scoring points.

Year/ Unit	Core declarative knowledge: what should pupils know?	Core procedural knowledge: what should pupils be able to do?
Year 3	<ul style="list-style-type: none"> • Know what ball-handling skills are. • Know the key steps for a basic dribble. • Know why we always look to shoot before anything else. • Know what defensive posture is and why we use it. • Know why we use two hands to shoot in basketball. • Know how a game is started. 	<ul style="list-style-type: none"> • Be able to keep possession of the ball when dribbling. • Be able to work as a pair to move forward and attack. • Be able to use a defensive body position. • Be able to perform a two-handed shot to score baskets. • Be able to use a jump ball to restart a game. • Be able to move to space to receive the ball.
Year 4	<ul style="list-style-type: none"> • Know why defenders put pressure on attackers. • Know other games that play with similar principles to basketball. • Know what a double dribble violation is. • Know the benefits of man-to-man marking. • Know what the triple threat position is used for. 	<ul style="list-style-type: none"> • Be able to apply pressure on an attacker to force a mistake. • Be able to change direction quickly using a crossover dribble. • Be able to use man-to-man marking to stop the ball handler. • Be able to perform a bounce pass to outwit an opponent. • Be able to attempt a jump shot. • Be able to perform passing and moving with a teammate.
Year 5	<ul style="list-style-type: none"> • Know why blocking is used in a game. • Know what the term 'ball carrier' means. • Know what the 'wing' refers to on a basketball court. • Know what it means to be under pressure in a game. • Know the importance of winning the rebounding ball. • Know some basic rules of the game. 	<ul style="list-style-type: none"> • Be able to use blocking to stop an opponent from shooting. • Be able to perform a front pivot and try to use it in a game. • Be able to use a forward pass and wing play to build an attack as a team. • Be able to perform a one-handed push pass under pressure. • Be able to create space using the box-out technique to recover rebounds. • Be able to catch the ball under pressure into the triple-threat position.
Year 6	<ul style="list-style-type: none"> • Know what it means to perform a counter-attack. • Know the purpose of a retreat dribble. • Know how agility skills can be used in basketball. • Know the purpose of a v-cut. • Know why an attacker would drive to the net. • Know why playing basketball is a good way to maintain fitness. • Know how different points are awarded 	<ul style="list-style-type: none"> • Be able to counterattack using the fast break. • Be able to perform the retreat dribble to maintain possession. • Be able to perform a free throw with consistency. • Be able to use speed and agility to perform a v-cut to get free from a defender. • Be able to drive to the basket using strength and coordination. • Be able to attempt a three-point shot.



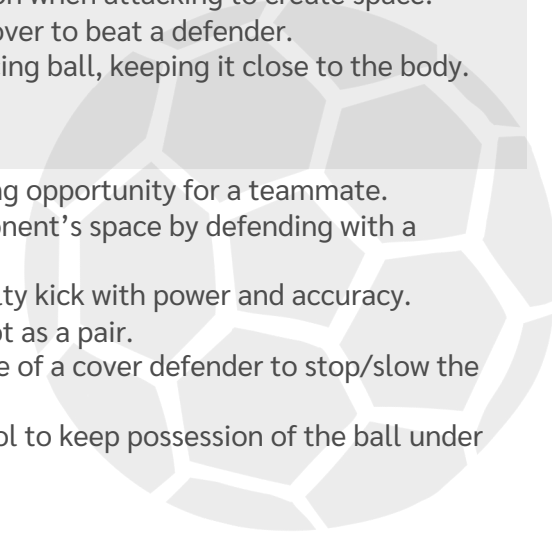
Year/ Unit	Core declarative knowledge: what should pupils know?	Core procedural knowledge: what should pupils be able to do?
Year 3	<ul style="list-style-type: none"> • Know how to hit a straight drive that travels along the floor. • Know how to bowl accurately underarm. • Know how to move towards a delivered ball to hit it consistently. • Know when to use a long barrier to stop a moving ball. • Know when to use an overarm throw. • Know how the wicketkeeper supports the fielding team. 	<ul style="list-style-type: none"> • Be able to hit a stationary ball into space using the straight drive • Be able to bowl underarm to a batter with some consistency • Be able to use the correct footwork to strike a bowled ball • Be able to stop a moving ball using the long barrier technique • Be able to throw longer distances overarm • Be able to perform as a wicketkeeper
Year 4	<ul style="list-style-type: none"> • Know how to score single runs. • Know where the crease is and its purpose in a game. • Know how to deliver an overarm bowl. • Know when to play a pull shot when batting. • Know how to stop a bouncing ball when fielding. • Know how to set up a game of French cricket independently. 	<ul style="list-style-type: none"> • Be able to hit the ball in different directions • Be able to anticipate when to run to score singles • Be able to intercept a moving ball with one hand • Be able to attempt to bowl overarm • Be able to play a pull shot and attempt it in a game • Be able to field a bouncing ball effectively
Year 5	<ul style="list-style-type: none"> • Know what a run-out is. • Know how to judge and call for a run when batting with a partner. • Know which is the off-stump when keeping wicket. • Know how to grip the ball correctly to bowl overarm. • Know how to play a forward defensive shot when batting. • Know what the on and off side of the field refers to. 	<ul style="list-style-type: none"> • Be able to work with a partner to score runs • Be able to throw accurately over short distances to get batters out • Be able to follow the path of the ball to catch as a wicketkeeper • Be able to overarm bowl with accuracy whilst using a run-up • Be able to play a forward defensive shot • Be able to set a field in a game to limit the runs scored by a batter
Year 6	<ul style="list-style-type: none"> • Know some of the fielding positions in a ring field, e.g. mid-off • Know when the on and off side of the field changes • Know when to bowl a short-pitched ball • Know how to work together to field a long ball. • Know how to set an attacking field. • Know how to consistently apply the rules of cricket as both a player and umpire. 	<ul style="list-style-type: none"> • Be able to create pressure on a batter by using a ring field • Be able to track and catch a high ball consistently • Be able to perform a short-pitched bowl to get a batter to hit the ball in the air • Be able to work in a pair to restrict runs scored when fielding • Be able to play an on-drive • Be able to set an attacking field



Year/ Unit	Core declarative knowledge: what should pupils know?	Core procedural knowledge: what should pupils be able to do?
Year 3 Unit 1	<ul style="list-style-type: none"> • Know an example of a four-step dance style. • Know what contrast means in the context of dance. • Know what improvisation means in a dance context. • Know what a prop is and why it would be used. • Know the importance of facial expression. • Know the role of a director. 	<ul style="list-style-type: none"> • Be able to perform a jazz square and use it in our dance. • Be able to perform a dance showing two contrasting characters. • Be able to develop movements using improvisation. • Be able to use props in our dance sequence. • Be able to use facial expressions to bring life and emotion to our dance. • Be able to take on the role of director to help others improve their dance.
Year 3 Unit 2	<ul style="list-style-type: none"> • Know what inspiration means in the context of dance. • Know how improvisation can be extended using stimuli. • Know what opposing dynamics are. • Know how to use formations effectively to tell a story. • Know how to work as a group to create a longer sequence. • Know why having a structure to your dance is important. 	<ul style="list-style-type: none"> • Be able to perform a dance phrase inspired by the ocean's depths. • Be able to use improvisation to create a longer movement phrase. • Be able to use dynamics in a short group dance to show travelling. Be able to perform as a class to show the damage that can be caused to the ocean. • Be able to work as a group to develop a dance about the ocean. • Be able to prepare our group dance for final performance.
Year 4 Unit 1	<ul style="list-style-type: none"> • Know what a freeze frame is in the context of dance. • Know why certain types of actions suit particular dance genres. • Know which formations are effective and why. • Know how to build on their understanding of canon to create independent ideas. • Know what flow means in a dance context. • Know what stage entry is. 	<ul style="list-style-type: none"> • Be able to use freeze frame in our dances. • Be able to perform a slide and roll confidently. • Be able to use a variety of formations when performing. • Be able to extend our 'mission dance' phrases using canon. • Be able to sequence our dance actions to show good flow. • Be able to create a 5 action dance routine showing a good 'stage' entry.
Year 4 Unit 2	<ul style="list-style-type: none"> • Know what is referred to by professional dance. • Know and apply knowledge of dynamics to a specific scenario. • Know what battement is. • Know what simple devices are. • Know what contact means in a dance context. • Know the steps to undertake effective peer evaluation. 	<ul style="list-style-type: none"> • Be able to communicate the theme of a snake through our dance actions. • Be able to use dynamics and formations in our dance to help us tell a story. • Be able to use space, travel and floor patterns to enhance the dance. • Be able to develop our choreography skills. • Be able to work in a small group to create contact movements. • Be able to use peer evaluation to improve each other's work.

Year/ Unit	Core declarative knowledge: what should pupils know?	Core procedural knowledge: what should pupils be able to do?
Year 5 Unit 1	<ul style="list-style-type: none"> • Know what non-locomotor means in a dance context. • Know what makes Bollywood dance famous. • Know the reasons you would use floor patterns. • Know what line dancing is and its origins. • Know the names of some of the steps in line dancing. • Know what a wall pattern is. 	<ul style="list-style-type: none"> • Be able to perform a non-locomotor movement. • Be able to combine both non-locomotor and locomotor actions. • Be able to create new and exciting group patterns. • Be able to do a simple Line Dance routine. • Be able to create our own 3-step line dance with a partner. • Be able to work collaboratively within our group to improve our performance.
Year 5 Unit 2	<ul style="list-style-type: none"> • Know how to relay a theme through actions. • Know what it means to manipulate an action. • Know a range of ways to change action levels. • Know what a villain is. • Know how to show contrast in heroes and villains. • Know what performance qualities are. 	<ul style="list-style-type: none"> • Be able to communicate the theme of heroes through dance. • Be able to manipulate & develop actions using a range of devices. • Be able to create interesting and varied dance actions as a group using levels. • Be able to use jumps to bring power and energy to a dance phrase. • Be able to show the theme of an attack, performing at a low level. • Be able to work effectively with others to improve movement quality and performance.
Year 6 Unit 1	<ul style="list-style-type: none"> • Know what a stag leap and rebound jumps are. • Know what a lift is and how it shows relationships. • Know the origins of the Haka dance. • Know what it means to face/dance off against your opposition. • Know how to replicate freeze frame images. • Know the names of some street dance steps. 	<ul style="list-style-type: none"> • Be able to show the technique of the stag leap and rebound jump. • Be able to explore relationships and perform partner lifts. • Be able to compose a dance phrase based on the Haka. • Be able to choose and use suitable dynamics for the Haka. • Be able to link freeze frames to street dance style to create a short movement phrase. • Be able to perform a Top Rock and Slide Step and perform confidently with a partner.
Year 6 Unit 2	<ul style="list-style-type: none"> • Know how to use action to portray the theme of gangs. • Know what a group device is. • Know what tension is in a dance context. • Know what an aural setting is. • Know how to work with a partner to create a sequence. • Know how to apply performance qualities from an individual to a group setting. 	<ul style="list-style-type: none"> • Be able to portray the theme of gangs through movements and gestures. • Be able to use devices such as contrast and variation as a group. • Be able to use formations to demonstrate tension in relationships. • Be able to use claps, stamps & slaps to perform a live aural setting. • Be able to dance as opposing gangs attacking each other. • Be able to show performance qualities in gang dance and evaluate their work.

Year/ Unit	Core declarative knowledge: what should pupils know?	Core procedural knowledge: what should pupils be able to do?
Year 3	<ul style="list-style-type: none"> • Know when to send the ball with the inside of the foot. • Know when you would use the trap to stop a ball. • Know why ball possession is essential in a game. • Know why players move into space to receive a pass. • Know how to dribble a football using the outside of the foot. • Know the key steps to cushioning a ball when receiving a pass. 	<ul style="list-style-type: none"> • To use the inside of the foot to pass the ball. • To trap a ball that is moving along the ground with control. • To pass the ball accurately into space over short distances. • To identify and move into space to receive the ball. • To use the outside of the foot to control the ball and dribble. • To cushion the ball when receiving.
Year 4	<ul style="list-style-type: none"> • Know what it means to ‘run onto the ball’. • Know how to use both front-side and goal-side marking. • Know how to use the standing tackle technique. • Know why close control is essential for forward dribbling. • Know how to pass accurately over a longer distance. • Know why passing on the move is important in football. 	<ul style="list-style-type: none"> • Be able to run onto the ball to receive it. • Be able to explore front and goal-side marking techniques. • Be able to perform a standing tackle to dispossess an attacker. • Be able to dribble, showing good control to progress forward. • Be able to pass and receive the ball over longer distances. • Be able to perform passing and moving with a teammate.
Year 5	<ul style="list-style-type: none"> • Know how to turn and change direction with the ball. • Know the tactical benefits of running quickly with the ball. • Know the benefits to the team of a player being able to pass on the move. • Know why creating space is a crucial part of attacking. • Know how to perform a stepover to beat a defender. • Know a range of ways to stop a bouncing ball. 	<ul style="list-style-type: none"> • Be able to turn with the ball. • Be able to travel quickly and effectively when running with the ball. • Be able to combine running with the ball and sending it into space. • Be able to maintain position when attacking to create space. • Be able to attempt a stepover to beat a defender. • Be able to control a bouncing ball, keeping it close to the body.
Year 6	<ul style="list-style-type: none"> • Know which player is in the best position to shoot. • Know what it means to restrict your opponent's space and ways to do this. • Know when a penalty kick is awarded. • Know how to work with a teammate to create scoring chances. • Know when a covering defender is needed. • Know how to control the ball under pressure. 	<ul style="list-style-type: none"> • Be able to set up a shooting opportunity for a teammate. • Be able to restrict an opponent’s space by defending with a partner. • Be able to perform a penalty kick with power and accuracy. • Be able to attack and shoot as a pair. • Be able to perform the role of a cover defender to stop/slow the opposition’s attack. • Be able to use close control to keep possession of the ball under pressure.



Year/ Unit	Core declarative knowledge: what should pupils know?	Core procedural knowledge: what should pupils be able to do?
Year 3 Unit 1	<ul style="list-style-type: none"> • Know what contrast means in a gymnastics context. • Know what it means to show extension in a shape. • Know ways to move in and out of shapes with fluency. • Know how to use rolls effectively in a sequence. • Know how to exert power in a jump. • Know how to use unison effectively with a partner and group. 	<ul style="list-style-type: none"> • Be able to show full extension during a balance. • Be able to move in and out of contrasting shapes with fluency. • Be able to perform a sequence using different types of rolls. • Be able to perform powerful jumps from low apparatus. • Be able to perform in unison with a partner. • Be able to create a group performance using contrasting actions.
Year 3 Unit 2	<ul style="list-style-type: none"> • Know what a japana is. • Know how to define what a bounce is. • Know what a half lever is and why it is a pike-shape. • Know why body tension improves as we get stronger. • Know what box splits are. • Know what static stretching means. 	<ul style="list-style-type: none"> • Be able to perform Japana. • Be able to use bounces and broad jumps in a sequence. • Be able to attempt a half-lever. • Be able to transition from a Japana to another shape with control. • Be able to use stretching to increase flexibility. • Be able to show strength, flexibility and control in our sequence.
Year 4 Unit 1	<ul style="list-style-type: none"> • Know what the word composition means in relation to gymnastics. • Know what the STEP principle is. • Know several actions that require gymnasts to take their weight on their hands. • Know 5 compositional ideas. • Know what cooperation is in a PE context. • Know how to judge a basic gymnastic sequence. 	<ul style="list-style-type: none"> • Be able to perform a 6-element sequence that uses changes in speed and direction. • Be able to use the STEP principle to create a partner sequence. • Be able to take weight on hands, showing control. • Be able to develop a sequence using compositional ideas, e.g. changing speed. • Be able to cooperate as a group to refine a short sequence. • Be able to compare and judge sequences.
Year 4 Unit 2	<ul style="list-style-type: none"> • Know the key steps to a weighted bunny hop. • Know how to perform an over-the-shoulder roll safely. • Know the muscles of the core. • Know why strength is a key component of fitness for gymnastics. • Know how to bear weight on their shoulders and upper back safely. • Know key aspects of gymnastics that specifically require strength to perform well. 	<ul style="list-style-type: none"> • Be able to perform a weighted bunny hop, showing control and balance. • Be able to arabesque balance and over-the-shoulder roll. • Be able to identify and engage core muscles for stability. • Be able to transition from a front support to side support smoothly. • Be able to perform a shoulder stand with control. • Be able to combine all elements of this unit, showing smooth transitions.

Year/ Unit	Core declarative knowledge: what should pupils know?	Core procedural knowledge: what should pupils be able to do?
Year 5 Unit 1	<ul style="list-style-type: none"> • Know why a round-off is a more complex skill to perform. • Know a range of ways to bring symmetry to partner work. • Know a range of ways to bring asymmetry to individual work. • Know what counterbalance means in the context of gymnastics • Know how to use existing knowledge of compositional ideas with balance work. • Know how to give thoughtful and constructive feedback. 	<ul style="list-style-type: none"> • Be able to perform a version a round-off. • Be able to create and perform a partner sequence using symmetry • Be able to create and perform a partner sequence using asymmetry • Be able to perform a counterbalance with a partner • Be able to perform smooth transitions between counterbalances using different levels • Be able to evaluate each other's work and suggest improvements
Year 5 Unit 2	<ul style="list-style-type: none"> • Know what a pathway is in a gymnastics context. • Know what refining a skill means and be able to give examples. • Know why progressions are necessary in gymnastics. • Know the key steps to link two cartwheels together. • Know why strength and flexibility are essential to perform a bridge. • Know how to select and apply skills for the best performance. 	<ul style="list-style-type: none"> • Be able to use space creatively along an L-shaped pathway. • Be able to refine round-off technique. • Be able to refine over-the-shoulder roll and attempt a handstand finish. • Be able to link two cartwheels smoothly. • Be able to transition into a bridge with control. • Be able to develop a 6-element partner sequence incorporating asymmetry.
Year 6 Unit 1	<ul style="list-style-type: none"> • Know real-life scenarios where they can use their jumping skills • Know what the word dismount means in a gymnastics context. • Know how to adapt knowledge and understanding of canon to a more complex flight sequence. • Know the equipment types used in rhythmic gymnastics. • Know how to identify better work and use this knowledge to improve. • Know how to confidently select and apply their strongest skills for the best performance. 	<ul style="list-style-type: none"> • Be able to use controlled flight onto high apparatus. • Be able to dismount from high apparatus. • Be able to develop a sequence using flight in canon formation. • Be able to use equipment such as hoops and balls in a group sequence. • Be able to create a paired flight sequence using both canon and unison. • Be able to create and perform a 6-element sequence to music.
Year 6 Unit 2	<ul style="list-style-type: none"> • Know how to perform a complex sequence. • Know what percussion means. • Know the main concepts of judging criteria. • Know how to use compositional ideas in a group context. • Know the difference between a male and female performance entrance. • Know how to adapt a sequence to criteria such as time limits. 	<ul style="list-style-type: none"> • Be able to perform a 10-element sequence using floor & apparatus. • Be able to perform with equipment & respond creatively to music. • Be able to create judging criteria & assess performances against it. • Be able to create and perform interesting patterns as part of a group. • Be able to show the appropriate walk & presentation to start sequence. • Be able to perform a 10-element sequence with a 1-min time limit.

Year/ Unit	Core declarative knowledge: what should pupils know?	Core procedural knowledge: what should pupils be able to do?
Year 3	<ul style="list-style-type: none"> • Know how to show they are ready to receive the ball. • Know when to use different passes in different situations. • Know to use the 3 step rule in a game. • Know what it means to intercept and draw links to other sports. • Know what it means to build an attack. • Know the main skills and tactics they have learned and analyse them to improve. 	<ul style="list-style-type: none"> • Be able to use the ready position to catch effectively. • Be able to perform accurate passes in different situations. • Be able to move the ball using the three-step rule. • Be able to prevent the ball from being passed by blocking and intercepting. • Be able to use quick, effective passes to attack as a team. • Be able to develop accurate passing and move into space in a game.
Year 4	<ul style="list-style-type: none"> • Know how to protect the ball after it is caught. • Know how to shoot using the overarm technique. • Know that a three-man weave is used in other sports. • Know what to do when your team loses possession of the ball. • Know what a 7m throw is and when it is awarded. • Know the rules of the throw-off to restart a game. 	<ul style="list-style-type: none"> • Be able to protect the ball from our opponent after catching it. • Be able to use basic overarm shooting techniques. • Be able to build an attack in a team using a 3-man weave. • Be able to perform turns on the move to get back and defend. • Be able to perform a 7-metre throw with power and accuracy. • Be able to use a throw-off to restart a game.
Year 5	<ul style="list-style-type: none"> • Know why a jump shot is used to shoot in Handball. • Know techniques to defend the goal as a goalkeeper. • Know the double fault rule and sports with similar regulations. • Know the benefits of pivoting when in possession. • Know the role of a set play. • Know a variety of ways to stop a bouncing ball. 	<ul style="list-style-type: none"> • Be able to attempt a jump shot. • Be able to goal keep by closing the angles attackers can shoot from. • Be able to abide by the double fault rule. • Be able to perform a pivot to create space to pass or shoot. • Be able to select and apply new skills in a competitive situation.
Year 6	<ul style="list-style-type: none"> • Know and apply rules when dribbling. • Know what screening is and other games it is used in. • Know why patience is important when attacking around the 'D'. • Know what it means to exploit a counterattack. • Know how to make decisions under pressure to benefit the team. 	<ul style="list-style-type: none"> • Be able to play in a game abiding by the double dribble rule. • Be able to attempt screening in a game. • Be able to show patience around the D to find the best position to shoot. • Be able to show control of the ball when dribbling under pressure. • Be able to counterattack into space with speed. • Be able to develop decision-making skills in game situations.

Year/ Unit	Core declarative knowledge: what should pupils know?	Core procedural knowledge: what should pupils be able to do?
Year 3	<ul style="list-style-type: none"> • Know the anatomy of the hockey stick • Know how to dribble the ball. • Know other invasion games where you would pass to space. • Know how to perform the defensive body position. • Know how to stop a moving ball. • Know what sport-specific agility means. • Know what happens if the ball hits a foot. 	<ul style="list-style-type: none"> • Be able to keep close control of the ball using the flat side of the stick. • Be able to control the ball and pass it into space. • Be able to use defensive body position. • Be able to consistently stop a moving ball ready to pass or shoot. Be able to improve agility and apply it in a game situation. • Be able to avoid feet contacting the ball and apply basic rules to the game.
Year 4	<ul style="list-style-type: none"> • Know how to perform a push pass. • Know why players use a straight dribble. • Know the benefits of using reverse stick. • Know why a slap pass is used in hockey. • Know how to turn with the ball. • Know why playing with rules is important. 	<ul style="list-style-type: none"> • Be able to perform a push pass with accuracy. • Be able to perform a straight dribble to maintain possession. • Be able to use reverse-stick to control a ball. • Be able to use a slap pass to send the ball over longer distances. • Be able to turn to keep the ball under control and move into space. • Be able to develop new skills in competitive situations and look to improve.
Year 5	<ul style="list-style-type: none"> • Know why you would use a block tackle. • Know what type of pass you would make into the D. • Know where you should position yourself when marking.. • Know what it means to contact the ball ‘first time’. • Know what a drag is and a situation in which it can be used. • Know how to dribble with one hand. 	<ul style="list-style-type: none"> • Be able to perform a block tackle to dispossess an attacker. • Be able to use fast, accurate passes into the D to create scoring opportunities. • Be able to mark an attacker closely to stop them receiving the ball. • Be able to perform a sweep hit to send the ball ‘first time’ • Be able to move the ball quickly from left to right to outwit a defender. • Be able to use a variety of techniques to keep possession in a game.
Year 6	<ul style="list-style-type: none"> • Know how to shoot from close range. • Know where to play a long corner from. • Know what the benefits of goal side marking are and in what other sports it’s used. • Know how to perform a banana run to force the attacker wide. • Know when a hit-out should be awarded. • Know when you would use an Indian dribble. 	<ul style="list-style-type: none"> • Be able to shoot under pressure from close range. • Be able to perform long corner routines as part of a team. • Be able to use goal-side marking to prevent an attacker from getting closer to the goal. • Be able to use a banana run to force an oncoming attacker wide. • Be able to use a hit-out to successfully restart a game. • Be able to attempt an Indian dribble and play competitively using new skills.

Year/ Unit	Core declarative knowledge: what should pupils know?	Core procedural knowledge: what should pupils be able to do?
Year 3	<ul style="list-style-type: none"> • Know what a groundball is. • Know how to throw and catch underarm. • Know the 3 P's of the overhand throw. • Know when you would use the shovel technique. • Know why players move into space to receive a pass. • Know some strategies for building an attack. • Know why good communication makes your team more effective. 	<ul style="list-style-type: none"> • Be able to throw and catch underarm. • Be able to throw and catch overarm. • Be able to use the shovel technique to collect a groundball. • Be able to pass over longer distances to move the ball into space. • Be able to perform quick, accurate passes to create scoring opportunities. • Be able to communicate with teammates to receive a pass in space.
Year 4	<ul style="list-style-type: none"> • Know techniques to create space in the game • Know the similarities between running with the ball and dribbling in other invasion games • Know why possession is so crucial in invasion games • Know how to shoot accurately with power • Know how to turn after catching a ball • Know why pacing your running is vital in invasion games 	<ul style="list-style-type: none"> • Be able to follow a pass to create more space for teammates. • Be able to run with the ball under pressure. • Be able to use a range of passes to maintain possession. • Be able to shoot from close range with power and accuracy. • Be able to receive the ball and turn with it into space. • Be able to use pacing when running to move continuously in a game.



Year/ Unit	Core declarative knowledge: what should pupils know?	Core procedural knowledge: what should pupils be able to do?
Year 3	<ul style="list-style-type: none"> • Know when to use a chest pass. • Know dodging can be used in netball and other invasion games. • Know how to show that you are ready to catch the ball. • Know when to use a bounce pass. • Know the role of the goal shooter. • Know when to use a shoulder pass. 	<ul style="list-style-type: none"> • Be able to catch a netball. • Be able to perform quick, accurate chest passes. • Be able to use dodging to get free from our opponent. • Be able to use a bounce pass to feed the goal shooter • Be able to throw for distance using a shoulder pass. • Be able to collect a loose ball.
Year 4	<ul style="list-style-type: none"> • Know why you bring the ball to your chest to protect it. • Know where you are allowed to go on the court. • Know the footwork rule. • Know some simple high-five rules. • Know why good marking is essential. • Know some preliminary moves. 	<ul style="list-style-type: none"> • Be able to protect the ball once we have caught it. • Be able to use basic shooting techniques in a game. • Be able to perform one-to-one marking. • Be able to pivot once we have caught the ball. • Be able to use quick feet. • Be able to use preliminary moves.
Year 5	<ul style="list-style-type: none"> • Know some recognised netball passes. • Know why it is important to find space in a game. • Know how to get free of a defender in a game. • Know why dodging is a crucial skill in netball. • Know why quick turns/pivots help to build an attack. • Know why reaction time is important in netball. 	<ul style="list-style-type: none"> • Be able to choose the appropriate pass for different scenarios. • Be able to find space to receive in a game. • Be able to use different dodging techniques to outwit a defender and get free. • Be able to practice and perform pivoting and quick turns. • Be able to get into closer shooting positions. • Be able to react and move quickly in isolation and games.
Year 6	<ul style="list-style-type: none"> • Know why coordination is important in netball. • Know how to mark a ball when defending. • Know why positioning is important when attacking around the semi-circle. • Know how to rebound a missed shot. • Know how to be active as a defender to intercept a pass. • Know what it means to be onside. 	<ul style="list-style-type: none"> • Be able to improve our coordination. • Be able to mark the pass or the shot. • Be able to organise themselves in and around the semi-circle. • Be able to compete to win the rebounding ball. • Be able to stay active to intercept a pass. • Be able to stay onside in games depending on the position being played.

Year/ Unit	Core declarative knowledge: what should pupils know?	Core procedural knowledge: what should pupils be able to do?
Year 3	<ul style="list-style-type: none"> • Know ways to communicate clearly to complete a task. • Know why it is important to recognise symbols on a map key. • Know why accuracy is vital in different tasks, including when drawing a map. • Know the importance of analysing a performance after a task. • Know how to explain a task to others in a group. • Know why trust is important in completing tasks with others. 	<ul style="list-style-type: none"> • Be able to use clear communication. • Be able to work with others to complete map-reading tasks. • Be able to draw and create a clear route on a map for others to follow. • Be able to work with others and identify what went well and what we could do to improve. • Be able to take part in trust-based activities safely.
Year 4	<ul style="list-style-type: none"> • Know how to listen and suggest ideas when working as a team. • Know how to talk to teammates to help complete a task. • Know how to include all teammates to complete a task. • Know the cardinal points of a compass. • Know what orienteering is. • Know how to use a map to plot a route. • Recognise and recall common map symbols. 	<ul style="list-style-type: none"> • Be able to work collaboratively to complete a problem-solving task. • Be able to work collaboratively to create shapes whilst blindfolded. • Be able to name and recognise the cardinal points of the compass. • Be able to complete orienteering tasks calmly under time pressure. • Be able to work with a partner to use a map to follow a course. • Be able to recognise and recall common map symbols from a key.
Year 5	<ul style="list-style-type: none"> • Know some different forms of communication. • Know how to quickly and safely collect control points. • Know the importance of remembering and recalling locations. • Know how to communicate with a group when leading them in a task. • Know how to think creatively when building marshmallow towers. • Know how to decipher simple Morse Code. 	<ul style="list-style-type: none"> • Be able to explore different ways of communicating with a blindfolded partner. • Be able to follow a designated route at maximum speed safely. • Be able to use memory methods to recall different objects whilst navigating. • Be able to use clear communication to recreate a shape from memory. • Be able to use creative thinking to create the tallest tower. • Be able to send and interpret messages using Morse Code.
Year 6	<ul style="list-style-type: none"> • Know how to orient a map. • Know the difference between a scavenger hunt and orienteering. • Know how to perform group balances using a range of techniques safely. • Know the steps to tie a reef knot. • Know what the key features of a game are. • Know the importance of trial and error when problem-solving. 	<ul style="list-style-type: none"> • Be able to work with partner to successfully orient and follow map. • Be able to identify objects quickly from a written description. • Be able to safely perform a pyramid balance in a small group. • Be able to work as part of a team to complete a range of tasks. • Be able to create a fun and challenging game for others to complete. • Be able to listen to others to refine and adapt ideas to complete a complex task.

Year/ Unit	Core declarative knowledge: what should pupils know?	Core procedural knowledge: what should pupils be able to do?
Year 3	<ul style="list-style-type: none"> • Know different methods to stop a moving ball. • Know how to hit a ball. • Know and explain different throwing techniques. • Know how to play using basic rounders rules. • Know how to work with teammates when fielding. • Know what the long barrier technique is. 	<ul style="list-style-type: none"> • Be able to get into the best body position to field a ball. • Be able to bowl with some consistency in a game. • Be able to hit a moving ball with one hand. • Be able to stop a moving ball with the long barrier technique. • Be able to throw longer distances using the overarm technique. • Be able to select and apply new skills in a competition.
Year 4	<ul style="list-style-type: none"> • Know why you hit the ball in different directions. • Know and play the role of the backstop. • Know how to make decisions when running between posts. • Know and use a scoring system. • Know and describe successful play in a game. • Know how to play using basic rounders rules. 	<ul style="list-style-type: none"> • Be able to hit the ball in different directions. • Be able to run between the posts and avoid getting stumped out. • Be able to intercept the ball using one hand. • Be able to underarm bowl, abiding by the rules of bowling. • Be able to play the role of backstop in a small game. • Be able to use a rounders scoring system and use it in a game.
Year 5	<ul style="list-style-type: none"> • Know and list the rules of rounders learned so far. • Know how to maximise the chance of scoring as a batter. • Know what a backward hit is. • Know how to be effective as a fielder to reduce scoring opportunities. • Know how to work with other fielders to restrict run-scoring. • Know what it means to set a field. 	<ul style="list-style-type: none"> • Be able to judge how far to run based on the distance of a hit. • Be able to throw over short distances with power and accuracy to get batters out. • Be able to follow the ball's path to ensure it is fielded consistently. • Be able to use the backwards hit rule tactically as the backstop. • Be able to hit the ball into gaps to maximise the chance of scoring. • Be able to set a field in a game to limit the scoring of a batter.
Year 6	<ul style="list-style-type: none"> • Know and apply modified rules of rounders. • Know tactics for batting and fielding. • Know how to work together when fielding. • Know tactics for attacking and defensive batting. • Know how to avoid getting run out by your teammate. • Know how to field a long ball. 	<ul style="list-style-type: none"> • Be able to bowl tactically with an attacking ball to make it more difficult for the batter to hit. • Be able to track and catch a high ball. • Be able to use fast bowling to deceive your opponent. • Be able to work in a pair in the field to restrict scoring. • Be able to apply tactics when running around bases to avoid overtakes. • Be able to apply attacking and defensive tactics in a competitive situation.

Year/ Unit	Core declarative knowledge: what should pupils know?	Core procedural knowledge: what should pupils be able to do?
Year 3	<ul style="list-style-type: none"> • Know how to use speed to run past defenders. • Know why we use a short pass. • Know techniques to evade defenders. • Know the tag protocol. • Know how and when to close down an attacker's space. • Knows the similarities and differences between tag rugby and other invasion games. 	<ul style="list-style-type: none"> • Be able to use speed to run past defenders. • Be able to use a short pass in a game. • Be able to use agility to evade being tagged. • Be able to understand and apply the tag protocol in game situations. • Be able to close down an attacker's space as a defender. • Be able to perform a backward pass to continue an attack.
Year 4	<ul style="list-style-type: none"> • Know why consistency in passing is needed to build an attack • Know when you would pick up a ball from the floor • Know why it is important to keep possession as a team • Know how to evade defenders when running at speed • Know how to identify space in a game • Know some elements of fitness needed for tag rugby 	<ul style="list-style-type: none"> • Be able to use accurate passes to create an attack as a team. • Be able to pick the ball up from the floor & run with it to attack. • Be able to keep possession of the ball and build and attack. • Be able to avoid being tagged. • Be able to use changes in speed to create gaps to run into. • Be able to create attacking opportunities in competitive games.
Year 5	<ul style="list-style-type: none"> • Know what a defensive line is. • Know how accurate passing is important in invasion games and give examples. • Know when you would use a pop pass. • Know what a formation is in invasion games. • Know how the magic diamond formation works. 	<ul style="list-style-type: none"> • Be able to use defensive positions to mark and tag an attacker. • Be able to pass a ball accurately and consistently while on the move. • Be able to defend as part of a team to deny space to attackers • Be able to use a pop pass over short distances to create an explosive run. • Be able to move the ball quickly using the 'magic diamond' formation. • Be able to use the 3-step and pass rule with some confidence.
Year 6	<ul style="list-style-type: none"> • Know how to support a ball carrier to create continuity. • Know some set plays and how they benefit the attacking team. • Explain why taking the distance, not the time, is best once tagged. • Know what it means to attack 'spaces not faces'. • Know how to transition quickly from attack to defence. • Know what it means to transition from attack to defence and vice versa. 	<ul style="list-style-type: none"> • Be able to create attacking continuity by supporting the player with the ball • Be able to use set plays in attack to create space for the ball carrier • Be able to develop the 3-step rule • Be able to attack the space as a ball carrier to create scoring opportunities. • Be able to change from an attacking to a defensive formation when your team loses possession. • Be able to observe and analyse our classmate's performance.

Year/ Unit	Core declarative knowledge: what should pupils know?	Core procedural knowledge: what should pupils be able to do?
Year 3	<ul style="list-style-type: none"> • Know how to keep score in a game of tennis. • Know how to describe different styles of shots in tennis. • Know what the Ready Position is in tennis. • Know how to play over a net. • Know how to start a point in tennis. 	<ul style="list-style-type: none"> • Be able to use the ready position to return a ball. • Be able to hit the ball to different parts of the court using a forehand hit. • Be able to perform an underarm serve to start a rally. • Be able to move towards a ball to return it over the net. • Be able to play cooperatively with a partner to keep the ball moving over the net. • Be able to perform forehand hits to score points in a competition.
Year 4	<ul style="list-style-type: none"> • Know where the middle of the court is. • Know how to play a backhand shot. • Know how to force an opponent to make a mistake. • Know some differences between singles and doubles court markings. • Know two ways of positioning yourself in doubles play. 	<ul style="list-style-type: none"> • Be able to return to the middle of the court after playing a shot. • Be able to use the forehand in game situations accurately. • Be able to play a backhand shot with some control. • Be able to combine ready position and court movement to return the serve consistently. • Be able to work with a partner to score points in a game. • Be able to use forehand and backhand shots to score points in a competitive situation.
Year 5	<ul style="list-style-type: none"> • Know why you hit the ball before the second bounce. • Know when you might play an overhead shot. • Know what a volley is and when you would use it. • Know different doubles formations and when to use them. • Know some of the service rules of tennis. • Know how to umpire using some basic rules of the game. 	<ul style="list-style-type: none"> • Be able to perform a range of different shots with control. • Be able to move quickly to the ball to perform a volley. • Be able to play an overhead shot. • Be able to use different court formations during doubles play. • Be able to refine movement to hit the ball before the second bounce. • Be able to perform a diagonal serve to begin a game.
Year 6	<ul style="list-style-type: none"> • Know what is meant by a powerful shot. • Know how to work collaboratively with a doubles partner. • Know what a lob shot is. • Know what it means to cover space as a doubles partner. • Know how to score a game. 	<ul style="list-style-type: none"> • Be able to communicate clearly with a partner to score points. • Be able to attempt a two-handed backhand shot with control. • Be able to perform a lob shot. • Be able to apply the correct rules and scoring system in games. • Be able to play in different doubles formations and work with our partner to improve. • Be able to successfully apply a range of tactics in doubles play.

Year/ Unit	Core declarative knowledge: what should pupils know?	Core procedural knowledge: what should pupils be able to do?
Year 3	<ul style="list-style-type: none"> • Know why sitting volleyball was invented and when it is played. • Know what the seated ready position is in sitting volleyball. • Know how to start a point using an overarm serve. • Know that players need to move around the court. • Know the role of boundaries in sitting volleyball. • Know and play with the basic rules of sitting volleyball. 	<ul style="list-style-type: none"> • Be able to send a ball in a seated volleyball position. • Be able to receive a high ball over our heads. • Be able to serve overarm. • Be able to perform techniques to move in seated volleyball. • Be able to use cooperation to achieve a task • Be able to make contacts on the ball before returning overhead.
Year 4	<ul style="list-style-type: none"> • Know what 'Three Contacts' is in volleyball. • Know the ready position. • Know the rules of service. • Know the importance of sending a ball to a teammate to build an attack. • Know why communicating with a partner is important to work the ball close to the net. 	<ul style="list-style-type: none"> • Be able to play using the principle of 'three contacts' in pairs volleyball. • Be able to move about the court and anticipate where the ball will be played. • Be able to give our partner more time to react by throwing the ball higher. • Be able to move to the net to receive the ball from our partner. • Be able to move close to the net, ready to receive the ball. • Be able to serve underarm with correct volleyball technique.

