



National Curriculum Requirements of PE at KS2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Swimming and water safety:

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

Our Intent

At SPJS we aim to inspire all children to enjoy being physically active and develop this enthusiasm outside of school and throughout their lives. Whilst we appreciate that some children have a desire to be competitive in activities, we want everyone to simply have a go and enjoy participating in sport. We aim to increase the activity levels of the whole school through the provision of a supportive environment conducive to the promotion of physical activity. Due to the increasing obesity of children and decreasing levels of physical activity among children, we aim to encourage an extra 30 minutes physical activity per day outside of the curriculum.

	Year 3	Year 4	Year 5	Year 6
Dance	<ul style="list-style-type: none"> • Work towards precision of movement and co-ordination. • Move in time to the music confidently using varying types of accompaniment. • Count out the phrases of 8 counts within the music on the regular beat correctly and confidently. • Create movements to express feelings or ideas that are suggested by the music. • Copy and repeat some movement skills to include: travelling, turning, jumping, balance, levels and using different planes of movement. • Combine skills such as travelling and turning, with some complexity and confidence. 	<ul style="list-style-type: none"> • Demonstrate precision of movement and co-ordination. • Move in time to the music demonstrating an awareness of rhythm and phrasing. • Count out the phrases of 8 counts within the music on the regular beat, slow beat and quick beat correctly. • Create movements, movement patterns and elements of stillness to express feelings or ideas that are suggested by the music. • Copy, repeat and develop more movements skills to include: travelling, turning, jumping, balance, levels and using different planes of movement. • Combine skills with more complexity, confidence and precision. 	<ul style="list-style-type: none"> • Work towards showing varying movement types e.g. strength, softness, power, flexibility, control, energy, etc. within one performance. • Move in time to the music demonstrating confidence with rhythm and phrasing. • Count out the phrases of 8 counts and 32 count blocks within the music on the regular beat, slow beat and quick beat correctly. • Create movements, movement patterns and elements of stillness to express feelings or ideas that are suggested by the music using regular beat, slow beat and quick beat. • Create and develop new movements to include: travelling, turning, jumping, balance, levels and using different planes of movement within a specific style. • Combine skills to develop flexibility, strength, technique, control and balance. 	<ul style="list-style-type: none"> • Consistently demonstrating with accuracy more varying movement types e.g. strength, softness, power, flexibility, control, energy etc. within one performance. • Move in time to the music demonstrating confidence with more complex rhythm and phrasing. • Count out the phrases of 8 counts and 32 count blocks within the music on the regular beat, slow beat and quick beat confidently. • Create movements, movement patterns and elements of stillness to express feelings or ideas that are suggested by the music alternating between regular beat, slow beat and quick beat. • Create and develop new movements to include: travelling, turning, jumping, balance, levels and using different planes of movement within a specific style including dance styles from different times, places and cultures. • Combine skills to consistently demonstrate flexibility, strength, technique, control and balance.

	<ul style="list-style-type: none"> • Link 3 or more movements together to form a sequence. Remember the movement order and perform the sequence. • Create movements to communicate a character, story, mood, feeling or idea. • Express an idea in an original way. • Work co-operatively with a group or partner to create a dance sequence including start and end positions and changing formations. • Make some suggestions on how to improve own performance. • Explain why it is important to warm-up and cool-down. 	<ul style="list-style-type: none"> • Link several movements together to form a sequence. Remember the movement order and perform the sequence. • Create and develop movements to communicate character, story, mood, feeling or idea. • Express ideas in original and imaginative ways. • Work with a partner to create dance sequences with good synchronicity. • Work co-operatively with a group to create dance sequences with good synchronicity in formations, introducing canons and other group formations where different group members perform different actions at different times. • Make suggestions on how to improve own performance using correct dance terminology. • Identify some muscle groups used in dance. 	<ul style="list-style-type: none"> • Create more than one sequence of movements and perform the sequences in a specific order. • Create and develop movements to communicate a character, story, mood, feeling or idea in a specific style. • Create and express imaginative ideas in a specific style. • Alternate between working solo, with a partner and as a part of a group with good synchronicity within the same performance. • Work co-operatively with a group to achieve good synchronicity in formations and when transitioning between formations. • Make suggestions on how to improve my performance and performances of others in a positive way. • Explain why keeping fit is good for health and explain what effect exercise has on the body. 	<ul style="list-style-type: none"> • Create more than one sequence of movements and perform the sequences in a variety of different orders. • Create and develop movements to communicate different characters, stories, moods, feelings or ideas in a specific style within one performance. • Create and develop imaginative ideas in a specific style including choosing suitable music. • Alternate between working solo, with a partner and as a part of a group with good synchronicity within the same performance. • Work co-operatively with a group to achieve good synchronicity throughout the whole performance. • Make suggestions on how to improve my performance and performances of others, positively and using correct dance terminology. • Explain some important safety principles when preparing for Dance.
Athletics	<ul style="list-style-type: none"> • To understand the different effects exercise has on the body. 	<ul style="list-style-type: none"> • To understand the effects exercise has on the body and how heart rate changes during exercise. 	<ul style="list-style-type: none"> • To move in a variety of ways with control, balance and speed. 	<ul style="list-style-type: none"> • To apply athletic movement in a competitive context, using control, balance and speed.

	<ul style="list-style-type: none"> • To explore different throwing techniques and decide which throwing technique is best suited to a given task. • To throw for accuracy and distance, using different techniques e.g. bean bags • To experiment with different types of one-footed and two-footed jumps. • To explore different ways of jumping for height and distance. • To be able to take off and land jumps with power and control. • To link three phases of a jump: approach, take-off and landing. • To understand the difference between sprinting and running for sustained periods. 	<ul style="list-style-type: none"> • To throw different objects for distance e.g. quots/vortex/netballs • To throw different objects for accuracy e.g bean bags/ tennis balls • To perform a range of jumps while demonstrating consistent technique. • To be able to take-off and land a range of jumps with power and control. • To link three phases of a jump: approach, take-off and landing when performing a range of jumps. • To change the speed of running depending on distance. 	<ul style="list-style-type: none"> • To understand the concept of agility and apply it in sporting activities. • To throw for distance using different techniques. • To throw for accuracy using different techniques. • To throw objects using a "pushing" technique. • To throw objects using a "slinging" technique. • To jump vertically and horizontally for distance. • To combine the four elements of jumping: approach, take-off, flight and landing. • To link the three stages of a standing triple jump together (hop, step, jump). • To explore the three different jumps: long jump, standing triple jump and vertical jump. • To apply the correct technique for sprint starts. • To select and apply an appropriate running pace for different distances. 	<ul style="list-style-type: none"> • To understand the concept of agility and apply it in a competitive context. • To send and receive with speed and precision. • To throw for distance using the "push" technique. • To throw for distance using the "pull" technique. • To understand and execute the three different throws (sling, push, pull). • To understand and execute the three different jumps (long jump, standing triple jump and vertical jump). • To execute different jumps with power and control. • To perform the triple jump with balance and control using the correct sequence. • To spring over between obstacles using consistent stride lengths. • To accelerate quickly from a static start. • To sustain jogging and sprinting for given period of time.
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	<ul style="list-style-type: none"> To apply athletics techniques in a competition environment. 	<ul style="list-style-type: none"> To apply athletics techniques in a competition environment. 	<ul style="list-style-type: none"> To explore with running at different speeds over different distances. To pass and receive a baton during a relay race. To apply athletics techniques in a competition environment. 	<ul style="list-style-type: none"> To change running speed depending on task. To sustain running at a constant pace. To run with speed and agility. To pass and receive a baton. To apply athletics techniques in a competition environment.
Gymnastics	<p><u>(TRAVEL/TRANSITION)</u></p> <ul style="list-style-type: none"> To find creative ways in which to move from high to low and from low to high when travelling and to demonstrate quality of movement as an individual and with a partner. To explore Spinning and how this action can be linked by Stepping to create a Short Movement Phase. Work creatively with a partner and as a group using travel, shapes and balance to create a short action phrase. <p><u>(ROLL)</u></p> <ul style="list-style-type: none"> To introduce and develop the Side Roll. Explore ways in which to create and perform a short sequence as an individual and to mirror and match a short sequence with a partner. To further develop the Side Roll and develop the roll through a variety of creative activities as an individual, considerably with a partner and in a small group. To link the Side and Teddy Bear Rolls (Combination Roll) whilst demonstrating creative movement as an individual and with a partner. 	<p><u>(TRAVEL/TRANSITION)</u></p> <ul style="list-style-type: none"> To understand how to move in formation as a group and develop ways to move in a variety of directions and pathways. To introduce the Headstand. To further progress travel by combining leaps with spins and turns to create and develop movement patterns as an individual and also with a partner. <p><u>(ROLL)</u></p> <ul style="list-style-type: none"> To learn and understand how to perform a variety of exits from a roll including standing and to explore ways to travel towards and away from a rocking and rolling action. To progress the Headstand. To introduce the Forward Roll through a circuit of activity. To develop the variety of Side Rolls and combine these with travel to create a short movement phase. 	<p><u>(TRAVEL/TRANSITION)</u></p> <ul style="list-style-type: none"> To work with a partner to explore and develop a variety of challenges; including transition and travel and also incorporate balance and a piece of apparatus. To develop the Handstand. <p><u>(ROLL)</u></p> <ul style="list-style-type: none"> To further develop travelling 'towards' and 'away from' a rolling activity. To learn how to safely roll backward. To progress Handstand - Needle Stand. To continue to develop a knowledge and understanding of rolling, by introducing the Safety Roll. To enjoy working with others to improve performance and technique. To develop the Handstand. 	<p><u>(TRAVEL/TRANSITION)</u></p> <ul style="list-style-type: none"> To work cooperatively with a partner to further develop the quality of a variety of skills and travelling actions through a circuit of activities. <p><u>(ROLL)</u></p> <ul style="list-style-type: none"> To develop a variety of creative rolling actions and activities as an individual, with a partner and also in a small group. To combine rolling with travel to create a short movement phase. To continue to develop a knowledge and understanding of travelling 'towards' and 'away from' a mat or apparatus, to create a short action phase.

	<p><u>(BALANCE)</u></p> <ul style="list-style-type: none"> • To introduce and develop balances working cooperatively in a small and large group and create a short sequence which incorporates 'Canon'. • To introduce and develop a variety of Partner Balances and create a short sequence. • To develop the quality of a variety of Partner Balances and create a short sequence. <p><u>(JUMP)</u></p> <ul style="list-style-type: none"> • To understand and develop the Jump with a Half Turn (children may progress to Full Turn) on the floor and off a bench. • To perform a run, jump and safe landing from a springboard. • To further develop jump as a progressive activity, incorporating Front Support, squatting through and shapes. <p><u>(SEQUENCE)</u></p> <ul style="list-style-type: none"> • To work with a partner to create and perform a 5 action sequence on the floor using skills within the unit. • To create and perform a selection of Partner Balances and group rolls, which are connected by a variety of travelling actions. • To work in pairs to create and perform a sequence on the floor, 	<p><u>(BALANCE)</u></p> <ul style="list-style-type: none"> • To develop Partner Balances and introduce the Weight-On Counter Tension Balance - Kneeling, performed with one partner off the floor incorporating travel to create a short action phase. • To develop the Tuck Headstand. • Continue to develop the Partner Balance, exploring 'Weight-On' balances and introduce the Flying Angel, which can be linked by travel to create a short action phase. • To perform the Headstand within a short action phase. <p><u>(JUMP)</u></p> <ul style="list-style-type: none"> • Work through a variety of activity stations to develop the safe use of a springboard and also jumping onto a bench and safely jumping off the apparatus to stand. • To develop the Frog Headstand. • To develop simple vaulting through a circuit of activity. • To introduce flight by jumping onto a low platform (or vault) and safely jumping off the apparatus to standing. <p><u>(SEQUENCE)</u></p> <ul style="list-style-type: none"> • To create and develop a 9 action sequence on the floor, progressing skills including jump, roll and balance and to link all by travel. • To further develop a sequence on the floor, progressing skills and introducing Unison. • To perform as an individual and with a partner, understanding the 	<p><u>(BALANCE)</u></p> <ul style="list-style-type: none"> • To learn how to create a Group Balance and perform the balance in a sequence with a group of up to four children. • Continue to develop the Handstand - Needle Stand. • To learn how to create a Large Group Balance (including the Pyramid) with a group of up to eight children. <p><u>(SEQUENCE)</u></p> <ul style="list-style-type: none"> • Further develop sequence building on the floor as an individual and with a partner. • To explore Unison, Mirroring and Canon movement concepts. • An introduction to Cartwheel. • Select a variety of Partner Balances and a large Group Balance worked in this unit and connect them through 	<p><u>(BALANCE)</u></p> <ul style="list-style-type: none"> • To create and improve large Group Balances with up to 8 partners and to connect each balance by travel. • To learn how to create large Group Balances with up to half a class, encouraging cooperation, communication and team work, to also introduce a 10 Person Pyramid. <p><u>(SEQUENCE)</u></p> <ul style="list-style-type: none"> • Further develop sequence building on the floor. Select a variety of small Group Balances and a large Group Balances worked in this unit and connect them through travel to create and perform a sequence of balance. • To be creative and further
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	<p>which incorporates skills worked on in Year 3.</p> <ul style="list-style-type: none"> To understand and plan how to improve their sequences. <p><u>(SEQUENCE/APPARATUS)</u></p> <ul style="list-style-type: none"> Working with a partner to further develop their sequence incorporating a variety of apparatus and balance. Considering how they transition on and off of the apparatus. Working with a partner and small group to progress a short sequence of Partner Balances and group rolls to incorporate a variety of apparatus. To incorporate canon into the sequence. Working with a partner to further develop and perform a short sequence of actions to incorporate transitions onto and off of a variety of apparatus. 	<p>importance of empathy as you work together.</p> <p><u>(SEQUENCE/APPARATUS)</u></p> <ul style="list-style-type: none"> Working considerately with a partner to complete a range of actions incorporating a variety of apparatus. Further develop the Headstand. Working considerately with a partner to complete a range of challenges incorporating a variety of apparatus and the wall frame. 	<p>travel to create a sequence of balance.</p> <p><u>(SEQUENCE/APPARATUS)</u></p> <ul style="list-style-type: none"> Working considerately with a partner to perform a short sequence of actions incorporating a variety of hand apparatus. To develop the Cartwheel. Working considerately as a group to create and perform a sequence of Partner and Group Balances incorporating a variety of apparatus and the wall frame. <p><u>(FLIGHT)</u></p> <ul style="list-style-type: none"> An introduction to the Squat Through Vault, developed through a variety of vaulting activities with partners. To perform a Handstand with support. To continue to develop an understanding of safe landing and progress vaulting through a circuit of activities with partners <p><u>(ACTIVITY CIRCUIT)</u></p> <ul style="list-style-type: none"> To work with a partner to explore and develop new ways to work with a 	<p>develop sequence building on floor incorporating Unison and Canon movement concepts.</p> <ul style="list-style-type: none"> To perform as an individual and with a partner adopting a growth mindset. <p><u>(SEQUENCE/APPARATUS)</u></p> <ul style="list-style-type: none"> Working considerately as a group to create a short action phase of small and large Group Balances to incorporate a variety of apparatus and the wall frame. Working effectively with a partner to create a short sequence of actions incorporating a variety of apparatus and the wall frame. <p><u>(FLIGHT)</u></p> <ul style="list-style-type: none"> To continue to develop an understanding of safe landing and progression of vaulting, through a circuit of activities with partner and in small groups. To continue to develop an understanding of vaulting, by introducing and developing the Straddle Through Vault, which is progressed through a circuit of activities with partners.
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			<p>variety of hand apparatus and combine the activity with other gymnastic movements demonstrating gymnastic quality.</p> <ul style="list-style-type: none"> • An introduction to the Needle Stand (leading to Handstand). 	
Basketball		<ul style="list-style-type: none"> • To be able to pivot on one foot to change direction. • To dribble the ball with control. • To dribble the ball with control using both hands. • To send a ball using both chest and bounce passes. • To send a ball using a bounce pass in order to beat an opponent. • To aim and shoot a ball at a target with increased control. • To aim and shoot a ball with control. • To be able to perform jump and stride stops. • To use the chest push in a game situation • To shoot a ball at a target in a competitive situation. • To employ attacking and defending tactics in a game situation. 		
Cricket		<ul style="list-style-type: none"> • To be able to throw a ball under-arm and catch a ball safely. • To be able to throw a ball over-arm and catch a ball thrown over-arm 	<ul style="list-style-type: none"> • To bowl a ball over-arm using the correct technique. • To bowl a ball over-arm at a target, landing the ball in a given area. 	

		<p>using different techniques.</p> <ul style="list-style-type: none"> • To be able to throw a ball under-arm at a target and catch a ball safely while moving. • To be able to throw a ball over-arm at a target and catch a ball thrown over-arm. • To strike a stationary ball using the correct technique. • To strike a moving ball using the correct technique. • To strike a moving ball into a space in order to maximise scoring opportunities. • To employ effective fielding tactics to benefit a team. • To use the appropriate techniques learnt in a game situation and employ attacking and defending tactics. 	<ul style="list-style-type: none"> • To be able to use different pick up techniques and apply in a game situation. • To play a variety of different shots. • To play a variety of different shots depending on where the ball lands. • To understand the role of the wicket-keeper and use correct feet and hand movements. • To use correct feet and hand movements when wicket-keeping in a game situation. • To use the appropriate techniques learnt in a game situation and employ attacking and defending tactics. 	
Football	<ul style="list-style-type: none"> • To pass, dribble and shoot with control in game situations. • To be able to identify and use tactics to help your team keep the ball. • To be able to effectively use the attacking principles of play to score 			

	<p>'goals'.</p> <ul style="list-style-type: none"> • To apply attacking and defending principles of play within a game situation. • To put into practice defending principles of play. • To work effectively in small teams and to put into practice attacking principles of play. • To understand the tactics of the transition between defence to attack. • To understand the tactics of the transition between attack to defence. • To apply the tactics required for attacking and defending a target (goal) as a team. 			
Hockey		<ul style="list-style-type: none"> • To be able to dribble the ball under control. • To be able to dribble the ball on the move under control at speed. • To pass and receive using the push pass. • To pass and receive using the push pass whilst finding space. • To pass and receive whilst on the move and under pressure from a defender. • To develop the technique of 	<ul style="list-style-type: none"> • To pass, dribble and shoot with control and accuracy in a game situation. • To identify and use tactics to help maintain possession of the ball. • To pass and receive whilst on the move, and under pressure from a defender. • To understand the individual tackling techniques including the block tackle and jab tackle. • To understand how to support others when defending. 	

		<p>dribbling and introduce dragging.</p> <ul style="list-style-type: none"> • To develop the technique of the push and slap pass. • To use a hit shot in a shooting situation. • To understand when to pass and when to dribble in a game situation. • To work well as part of a team. • To experiment with attacking and defending tactics in a game situation. • To demonstrate an understanding of simple tactics to keep possession and apply these during matches. 	<ul style="list-style-type: none"> • To develop passing and receiving skills and use team tactics for keeping possession. • To apply attacking and defending tactics during a game situation. • To outwit an opponent when attacking to retain possession of the ball. • To attack from a defensive position. • To select and apply the correct tackling techniques when outwitting your opponent in a defensive situation. • To select and apply the best formations and tactics when defending as a team. • To play effectively as part of a team. • To understand what position to play in. 	
Netball	<ul style="list-style-type: none"> • To perform a chest pass and a shoulder pass. • To apply catching skills whilst moving into space. • To move into space and stop when 			<ul style="list-style-type: none"> • To pass and receive a range of different passes on the move. • To perform the correct shooting technique. • To choose and use the correct

	<p>catching a pass (in preparation for footwork rule).</p> <ul style="list-style-type: none"> • To develop a range of passing skills and catch a pass on the move. • To explore ways to get away from an opponent in order to find space. • To mark an opponent to stop them from receiving a pass in space. • To close down a space in a team by using the defensive strategy of man marking. • To work as a team to employ basic attacking and defending tactics. • To develop movement skills such as stopping with the ball, pivoting, jumping and landing (to progress onto footwork rule). • To develop skills such as sprinting, reaction time and quick feet to get into space quickly to receive a ball. • To develop ideas and techniques to get away from an opponent and find a space in a small area. • To work effectively and organise 			<p>passing technique and to be able to shoot with the correct technique.</p> <ul style="list-style-type: none"> • To understand the boundaries for individual players and get the ball to the shooters without it being intercepted by the defence. • To develop ideas and techniques to mark opponents and close down space as a small group. • To man mark effectively to help close down space and intercept a pass. • To perform the footwork and pivoting techniques when receiving a ball at speed. • To apply the footwork rule in a game situation. • To work effectively as an attacking unit to time movement and passing in order to outwit an opponent. • To work effectively and organise themselves as a team to play
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	themselves as a team to play 4 v 4 games with an understanding of basic netball rules.			games with an understanding of basic netball rules.
Rounders	<ul style="list-style-type: none"> • To be able to throw a ball under-arm and catch a ball safely. • To be able to throw a ball over-arm and catch a ball thrown over-arm. • To be able to throw a ball under-arm and catch a ball safely when under pressure. • To be able to throw a ball over-arm at a target and catch a ball thrown over-arm. • To organise fielders in order to stop batters from scoring runs. • To strike a ball in a given direction. • To strike the ball into space in order to score runs. • To strike a moving ball consistently and with force. • To strike a moving ball into space in order to score runs. 			<ul style="list-style-type: none"> • To be able to throw and catch using a range of techniques. • To bowl a ball accurately at a target. • To be able to throw accurately at a target, and catch using a range of techniques. • To bowl a ball accurately in a game situation. • To use the long barrier technique to stop the ball when fielding. • To experiment with fielding tactics to minimise the batting team's score. • To understand the roll of a backstop. To use backstops tactically in games. • To strike a bowled ball consistently and with force. • To strike a bowled ball with force in a given direction. • To experiment with batting tactics to maximise the batting team's score. • To use batting, bowling and

	<ul style="list-style-type: none"> • To work as a team to stop batters from scoring runs. 			fielding skills in a match.
Tag Rugby		<ul style="list-style-type: none"> • To demonstrate an accurate catching technique when static. • To demonstrate a successful catching technique when moving. • To demonstrate an accurate pass when static and when moving. • To evade a defender when attacking and tag a player when defending. • To beat a defender by either moving with or passing a ball into open space. • To beat a defender consistently by both moving with and/or passing a ball into open space. 		<ul style="list-style-type: none"> • To demonstrate successful and consistent catching technique when static, moving and under pressure. • To demonstrate an accurate catching technique when static, moving and put under pressure. • To demonstrate an accurate pass when put under pressure by a defender. • To demonstrate an accurate lateral passing technique when put under pressure by a defender. • To demonstrate a variety of evasive skills to beat a defender by man- marking and tagging players. • To demonstrate the ability to side-step and beat a defender. • To beat a defender consistently by moving the ball into open space. • To demonstrate a variety of techniques to be able to break through a defence by both moving with and passing the ball.

		<ul style="list-style-type: none"> • To retain the ball when attacking. • To retain the ball in a match scenario. • To demonstrate at least two of the four core skills of tag rugby in a game scenario. • To demonstrate at least three of the four core skills of tag rugby in a team game scenario. 		<ul style="list-style-type: none"> • To retain the ball when put under pressure in a match scenario. • To retain the ball as a team and create try scoring opportunities. • To demonstrate all four core skills of tag rugby when put under pressure in a match scenario.
Tennis				<ul style="list-style-type: none"> • To strike a ball with a racket using the swing action. • To hit the ball using a forehand groundstroke technique and demonstrate it in a rally with a partner. • To hit the ball using background groundstroke technique and demonstrate it in a rally with a partner. • To use forehand and backhand groundstrokes to maintain a rally. • To develop tactics to keep rallies going and to win points. • To strike a ball in a given direction using a forehand technique. • To strike a ball in a given

				<p>direction using a backhand technique.</p> <ul style="list-style-type: none">• To use forehand and backhand groundstrokes within a rally.• To hit an under-arm serve to begin a rally.• To be able to maintain a rally using forehand and backhand groundstrokes.• To be able to strike the ball into a specified area (direction and depth).• To strike the ball using an over-arm serving technique.• To devise and employ attacking and defending tactics in a team.• To use attacking and defending tactics using tennis rackets.• To apply tactics in a competitive situation.• To be able to maintain a rally using forehand and backhand groundstrokes.• To use the volley as part of an attacking strategy.• To strike the ball using an over-arm serving technique in a specified direction.• To use the over-arm serve as part of an attacking strategy
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				<p>when starting point.</p> <ul style="list-style-type: none"> • To use attacking and defending tactics to win points. • To apply tactics in a competitive situation.
Multiskills	<ul style="list-style-type: none"> • To strike/hit a ball to score points. • To strike/hit a ball using a variety of equipment or hands to a targeted area. • To throw in different directions over different distances. • To throw and catch whilst moving. • To catch an object consistently, individually and with a partner. • To kick a ball with accuracy to a targeted area. • To kick a ball with a partner and then versus a partner, using simple tactics. • To roll a ball towards a target with accuracy. • To apply tactics to various 2x2 games while keeping score and adapting to rule change. 			
OAA	<ul style="list-style-type: none"> • To understand the physical skills needed for orienteering: agility, balance, co-ordination whilst holding or looking at the map • Understand how the directions forwards, backwards, up, down, left 		<ul style="list-style-type: none"> • Understand that the directions north, south, east, west and north-east, south-east, south-west and north-west do not change, regardless of which way a person is facing 	

	<p>and right can change depending on which way a person is facing</p> <ul style="list-style-type: none"> • Discuss that the directions north, south, east and west do not change, regardless of which way a person is facing • Follow & give verbal & written commands to move north, south, east and west • Listen to other pupils and communicate with other pupils to complete a task • Use a basic diagram/map to navigate to a single point in reality • Use a basic diagram/map to navigate to up to 4 different points in reality • Use a basic diagram/map to navigate to up to 4 different points, avoiding obstacles • Using the whole school orienteering map, orientate and set the map using known features, to travel to and from control points allocated by a teacher or coach • Explain the benefits of OAA and orienteering-style activities • To review and evaluate performance in order to improve 		<ul style="list-style-type: none"> • Using basic diagrams/maps [e.g. count the cones], orientate and set the map, maintaining this whilst travelling a route involving more than 4 points • Using more complex diagrams/maps [e.g. netball court maps], orientate and set the map, maintaining this whilst travelling a route involving more than 4 points Using basic diagrams/maps, draw their own routes for others to follow • Using the whole school orienteering map, orientate and set the map using known features, to travel to and from control points allocated by a teacher or coach • Make tactical decisions to travel the orienteering course in the quickest and most efficient manner, ensuring the rules are followed for the event • Work individually, in pairs and in larger teams, planning and co-operating effectively and allocating roles • Work individually, in pairs and in larger teams to review and evaluate performance, on-the-go, and adapt quickly to improve including changing roles • Explain the benefits of OAA and orienteering-style activities • Know their most local orienteering club & how to pursue orienteering outside of school 	
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Swimming		<ul style="list-style-type: none"> • To work towards swimming a distance of at least 25 metres • To begin to explore a range of strokes. • To learn to keep themselves safe in water with self-rescue. 	<ul style="list-style-type: none"> • To swim competently, confidently and proficiently over a distance of at least 25 metres • To be able to demonstrate a range of strokes effectively. • To perform self-rescue techniques with confidence. 	<ul style="list-style-type: none"> • Further Top-up sessions where required
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AT SPJS we use the Merton and Sutton Scheme of Work.