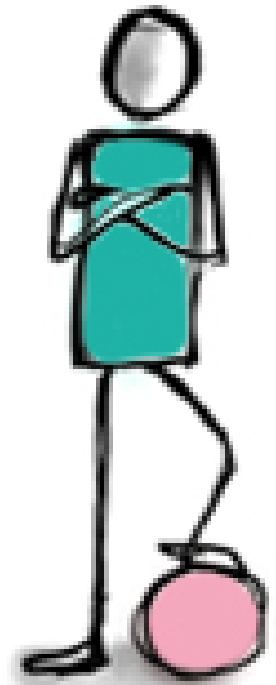


This is a collation of the individual 'key stage 1 implementation' documents that can be found at the end of each Unit of Work.

The 'Key Unit Objectives' follow the Learning Objectives set out in each PE Planning lesson plan.

Each page contains the appropriate Key Stage 1 National Curriculum criteria for each sport and illustrates how the PE Planning objectives are linked to National Curriculum requirements.



Implementation Phase			
Key Stage:	KS1	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>	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • Step 1: Move into space • Step 2: To control your body and equipment when throwing, running and jumping. • Step 3: To land safely when jumping • 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 and others 	<u>Progression Map Links</u> (Ensure pupils progress & move forward throughout their primary school years)	<p><u>Declarative Knowledge:</u></p> <ul style="list-style-type: none"> • Develop the distance running technique, understanding the difference between sprinting, and running over longer distances. • Show understanding and a basic level of control, coordination and consistency when running. • Begin to evaluate and improve own performance.
			<p><u>Procedural Knowledge:</u></p> <ul style="list-style-type: none"> • Explore and practice a variety of athletic movements and apply athletic skills and techniques to a variety of activities. • Experiment with different jumping techniques, showing control, coordination, and consistency throughout. • Develop coordination and balance whilst exploring different running, jumping, and throwing techniques. • Develop the overarm, underarm and pull throw technique, throwing accurately towards a target.
<u>Resources & Equipment</u>	<ul style="list-style-type: none"> • Beanbags • Cones • Balls 	<u>Key Vocabulary</u>	<ul style="list-style-type: none"> • Throwing • Running • Jumping • Personal best • Speed • Competition • Races • Distance • Measuring

Implementation Phase			
Key Stage:	KS1	Unit:	Badminton
<p><u>Prior Learning Required - EYFS Progression Maps Objectives:</u></p> <ul style="list-style-type: none"> 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. 			
<p><u>National Curriculum Links</u></p>	<ul style="list-style-type: none"> 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. 	<p><u>Pillars of Progression</u></p>	<ul style="list-style-type: none"> Development of Motor Competence and Fundamental Movement Skills. Making safe decisions in contact with equipment and classmates.
<p><u>Key Unit Objectives</u> (Key skills addressed to achieve success throughout the unit)</p>	<ul style="list-style-type: none"> Step 1: Move into space Step 2: To control your body and equipment when throwing, running and jumping. Step 3: To land safely when jumping 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 and others 	<p><u>Progression Map Links</u> (Ensure pupils progress & move forward throughout their primary school years)</p>	<p><u>Declarative Knowledge:</u></p> <ul style="list-style-type: none"> Understand what a rally is and how to continue one in pairs. Use different skills and movements, including aiming into space to try win games. Describe how to hold and grip the racket on forehand shots. <p><u>Procedural Knowledge:</u></p> <ul style="list-style-type: none"> Move fluently, changing direction and speed. Watch, track and catch a shuttle successfully, and throw a shuttle relating to an overhead clear. Improve control of the shuttle, with and without the racket, developing different movements and skills to play varied types of shot, including an accurate forehand serve. Can hit the shuttle, when in the air, varying height, speed, and direction into space and to a partner.
<p><u>Resources & Equipment</u></p>	<ul style="list-style-type: none"> Badminton rackets Cones Hoops Shuttlecocks Nets Balloons 	<p><u>Key Vocabulary</u></p>	<ul style="list-style-type: none"> Shuttle Serve Be Ready Aim Racket Control Ready Teamwork Cooperation Move Direction Speed Get in line Receive Partner Stance Grip Swing Follow-through Score Tactics Power Accuracy Height

Implementation Phase			
Key Stage:	KS1	Unit:	Basketball

Prior Learning Required - EYFS Progression Maps 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>	<ul style="list-style-type: none"> • 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>	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • Step 1: To move into space • Step 2: To move with a ball • Step 3: To bounce, roll, and carry a ball • Step 4: To throw and catch a ball with others • 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)	<p><u>Declarative Knowledge:</u></p> <ul style="list-style-type: none"> • React to situations to make it difficult for opponents – using simple tactics. E.g. Move to defend a goal. • Understand how to play in a safe way. • Understand and describe changes to your heart rate when playing a game. <p><u>Procedural Knowledge:</u></p> <ul style="list-style-type: none"> • Explore different ways to use, move and send the ball. • Develop skills such as sending an object to a target, catching, and gathering, rolling and basic ball control. • Show good awareness of others when playing games. • Perform a range of actions with the ball keeping it under control.
<u>Resources & Equipment</u>	<ul style="list-style-type: none"> • Beanbags • Small balls • Basketballs/ soft balls • Cones 	<ul style="list-style-type: none"> • Balls • Bibs • Hoops 	<u>Key Vocabulary</u>
			<ul style="list-style-type: none"> • Basketball • Hoops • Bounce • Shooting • Scoring • Teamwork • Passing • Dribbling • Catch

Implementation Phase

Key Stage: KS1 **Unit:** Cricket

- Prior Learning Required - EYFS Progression Maps 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.

<p><u>National Curriculum Links</u></p>	<ul style="list-style-type: none"> • 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. 	<p><u>Pillars of Progression</u></p>	<ul style="list-style-type: none"> • Development of Motor Competence and Fundamental Movement Skills. • Making safe decisions in contact with equipment and classmates.
<p><u>Key Unit Objectives</u> (Key skills addressed to achieve success throughout the unit)</p>	<ul style="list-style-type: none"> • Step 1: To move a ball • Step 2: To throw a ball at a target • Step 3: To catch a ball • Step 4: To hit a ball • Step 5: To work with others • Step 6: To compete against others 	<p><u>Progression Map Links</u> (Ensure pupils progress & move forward throughout their primary school years)</p>	<p><u>Declarative Knowledge:</u></p> <ul style="list-style-type: none"> • Understand and follow simple rules for games and compete in physical activities both against self and against others. • Apply skills and tactics in simple games, including recognizing space and using it to your advantage. • 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. <p><u>Procedural Knowledge:</u></p> <ul style="list-style-type: none"> • Develop fundamental movement skills, becoming increasingly confident and competent, moving fluently, changing direction and speed, • Throw/hit a ball in different ways e.g. high, low, fast, slow showing basic control. • Successfully receive (catch/stop) a ball, understanding the concept of moving to get in line with the ball to receive it. • Show good awareness of others when playing games.
<p><u>Resources & Equipment</u></p>	<ul style="list-style-type: none"> • Tennis balls • Hoops • Marker spots • Cones • Bats • Wickets • Beanbags Balls 	<p><u>Key Vocabulary</u></p>	<ul style="list-style-type: none"> • Throwing • Batting • Fielding • Catching • Wickets • Experiment • Striking • Long barrier • Teamwork • Get in line • Communication • Tracking the Ball • Wicket keeper • Feeder • Fielder • Underarm

Implementation Phase			
Key Stage:	KS1	Unit:	Dance
<p>Prior Learning Required - EYFS Progression Maps Objectives:</p> <ul style="list-style-type: none"> • Explore and copy basic body actions and rhythms. • Negotiate space confidently, using appropriate strategies. • Use their bodies to respond to stories, topics, and music. 			
<p>National Curriculum Links</p>	<ul style="list-style-type: none"> • 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. • 1c: Perform dances using simple movement patterns. 	<p>Pillars of Progression</p>	<ul style="list-style-type: none"> • Development of Motor Competence and Fundamental Movement Skills. • Making safe decisions in contact with equipment and classmates.
<p>Key Unit Objectives (Key skills addressed to achieve success throughout the unit)</p>	<ul style="list-style-type: none"> • Step 1: To move in different ways • Step 2: To move with control • Step 3: To work individually and with others • Step 4: To move to music showing expressive qualities of dance • Step 5: To be creative and compose short dances • Step 6: To participate in a performance 	<p>Progression Map Links (Ensure pupils progress & move forward throughout their primary school years)</p>	<p>Declarative Knowledge:</p> <ul style="list-style-type: none"> • Understand that dance phrases are small sections of a dance that make a complete routine. • Begin to understand that dance can be used to express and communicate mood, ideas, and feelings, and characters. • Watch and describe a performance accurately and recognise what is successful. <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> • Respond imaginatively to a range of stimuli. • Move confidently and safely in your own and general space, using changes of speed, level, and direction. • Perform movement phrases using a range of different body actions and body parts – with control and accuracy. • Create linked movements, combining different ways of travelling, with beginnings, middles and ends. • Compose short dances that express and communicate mood, ideas, and feelings, varying simple compositional ideas. • Explore, remember, and repeat short dance phrases, showing greater control and spatial awareness. • Describe phrases and expressive qualities.
<p>Resources & Equipment</p>	<ul style="list-style-type: none"> • Hoops • Ribbons • Balls • Mats • Music player/ Music 	<p>Key Vocabulary</p>	<ul style="list-style-type: none"> • Canon • Teamwork • Smart • Neat • Performance • Movement • Express • Phrase

Implementation Phase			
Key Stage:	KS1	Unit:	Dodgeball

Prior Learning Required - EYFS Progression Maps 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>	<ul style="list-style-type: none"> • 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>	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • Step 1: To move in different ways, changing speed and direction. • Step 2: To practice throwing using underarm technique • Step 3: To Practice throwing using overarm technique • Step 4: To send a ball at different speed. • Step 5: To catch a ball • Step 6: To participate in basic dodgeball games. 	<u>Progression Map Links</u> (Ensure pupils progress & move forward throughout their primary school years)	<p><u>Declarative Knowledge:</u></p> <ul style="list-style-type: none"> • Develop decision making strategies and employ simple tactics in competitive games. • Describe what you have done, or seen others doing. • Begin to understand the importance of preparing safely for exercise – warming up. <p><u>Procedural Knowledge:</u></p> <ul style="list-style-type: none"> • Develop catching and striking skills. • Move a ball in different ways. • Pass, send and roll a ball with some accuracy. • Develop ball handling skills. • Develop fundamental movement skills
<u>Resources & Equipment</u>	<ul style="list-style-type: none"> • Soft balls • Tennis balls • Large balls • Cones • Benches • Hoops • Marker spots 	<u>Key Vocabulary</u>	<ul style="list-style-type: none"> • Dodgeball • Throw • Catch • Bounce • Teamwork • React • Pass • Dodge • Roll • Target • Speeds • Reaction time • Control • Aim

Implementation Phase			
Key Stage:	KS1	Unit:	Fitness

Prior Learning Required – EYFS Progression Maps Objectives:

- Understand the benefits of regular exercise and apply skills learnt throughout the unit in a range of activities.
- Improve speed, agility, balance, coordination., strength and physical fitness.
- Work well as a team to improve performance.
- Solve challenges whilst on the move.
- Demonstrate the correct jumping and landing techniques.
- Work individually and cooperatively to perform a range of balances.

<u>National Curriculum Links</u>	<ul style="list-style-type: none"> • 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>	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • Step 1: To move at speed with control and in a safe way • Step 2: To change direction with coordination • Step 3: To perform a variety of jump combinations • Step 4: To move on and across apparatus • Step 5: To balance with control – both when staying still and on the move • Step 6: To play and compete against others 	<u>Progression Map Links</u> (Ensure pupils progress & move forward throughout their primary school years)	<p><u>Declarative Knowledge:</u></p> <ul style="list-style-type: none"> • Discuss healthy & unhealthy foods, and why eating well is good for you. • Understand the benefits of regular exercise. <p><u>Procedural Knowledge:</u></p> <ul style="list-style-type: none"> • Improve speed, agility, and stamina, coordination, control, and balance, and negotiate space. • Take turns and work well in teams. • Explore and practice a variety of different movements and fitness techniques. • Develop jumping technique to gain height and distance, and when moving at speed. • Complete exercise with good technique and focus, and with good energy.
<u>Resources & Equipment</u>	<ul style="list-style-type: none"> • Cones • Mats • Bibs • Batons • Hoops • Hurdles • Ladders • Benches • Flat Markers • Beanbags 	<u>Key Vocabulary</u>	<ul style="list-style-type: none"> • Jump • Land • Space • Coordination • Height • Hurdle • Control • Balance • Posture • Distance • Energy • Forfeit • Movement • Stretch • Technique • Control • Stamina • Speed • Stamina • Balance • Agility • Relay • Fitness

Implementation Phase			
Key Stage:	KS1	Unit:	Football

Prior Learning Required - EYFS Progression Maps 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • Step 1: To move into space • Step 2: To move with a ball • Step 3: To roll, kick, and carry a ball • Step 4: To stop a ball using your foot • 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)	<p>Declarative Knowledge:</p> <ul style="list-style-type: none"> • Use skills in different ways when playing games. • Recognise space in games and use it to your advantage. • Recognise what is successful. Use actions and ideas you have seen to improve your own skills. <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> • 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 – with and without a ball. Develop fundamental movement skills, becoming increasingly confident and competent. • Perform a variety of skills keeping the ball under control. • Participate in team games – showing good awareness of others. 			
Resources & Equipment	<ul style="list-style-type: none"> • Beanbags • Small balls • Footballs / soft balls • Cones 	<ul style="list-style-type: none"> • Balls • Bibs • Hoops 	<p style="text-align: center;">Key Vocabulary</p> <table border="0"> <tr> <td> <ul style="list-style-type: none"> • Football • Goals • Scoring </td> <td> <ul style="list-style-type: none"> • Teamwork • Shooting • Passing </td> <td> <ul style="list-style-type: none"> • Dribbling • Soul • Control </td> </tr> </table>	<ul style="list-style-type: none"> • Football • Goals • Scoring 	<ul style="list-style-type: none"> • Teamwork • Shooting • Passing 	<ul style="list-style-type: none"> • Dribbling • Soul • Control
<ul style="list-style-type: none"> • Football • Goals • Scoring 	<ul style="list-style-type: none"> • Teamwork • Shooting • Passing 	<ul style="list-style-type: none"> • Dribbling • Soul • Control 				

Implementation Phase			
Key Stage:	KS1	Unit:	Golf
<p>Prior Learning Required - EYFS Progression Maps Objectives:</p> <ul style="list-style-type: none"> Shows understanding of the need for safety when tackling new challenges and considers and manages some risks when using equipment. Can play in a group, extending and elaborating play ideas within the group. Begins to accept the needs of others and can take turns and share, sometimes with the support of others. Shows increasing control when throwing and catching a large ball. 			
<p><u>National Curriculum Links</u></p>	<ul style="list-style-type: none"> 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. 	<p><u>Pillars of Progression</u></p>	<ul style="list-style-type: none"> Development of Motor Competence and Fundamental Movement Skills. Making safe decisions in contact with equipment and classmates.
<p><u>Key Unit Objectives</u> (Key skills addressed to achieve success throughout the unit)</p>	<ul style="list-style-type: none"> Step 1: To move without a ball Step 2: To move with a ball Step 3: To control a ball Step 4: To hold/grip a golf club Step 5: To control a ball with a racket/golf club Step 6: To move a ball towards a target 	<p><u>Progression Map Links</u> (Ensure pupils progress & move forward throughout their primary school years)</p>	<p>Declarative Knowledge:</p> <ul style="list-style-type: none"> Understand that control and accuracy is needed when aiming for a target. I can choose skills needed when competing in games. Describe basic skills needed for golf games. <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> Explore different ways of moving, with and without a ball, developing movement and coordination. Explore different ways of moving a golf ball, and/other size ball. Push/ roll and putt a ball towards a target with control. Perform basic skills needed for games with control and accuracy. Develop technique when using the golf putter, becoming increasingly accurate. Use skills learnt to participate and compete in rolling and putting games.
<p><u>Resources & Equipment</u></p>	<ul style="list-style-type: none"> Beanbags Balls, Small balls Footballs/ soft balls Cones Bibs Hoops 	<p><u>Key Vocabulary</u></p>	<ul style="list-style-type: none"> Bunker Rough Fairway Forfeit Head up Quickly Explore Repeat Successfully Tick Tock Improve Technique

Implementation Phase			
Key Stage:	KS1	Unit:	Gymnastics
<p>Prior Learning Required - EYFS Progression Maps Objectives:</p> <ul style="list-style-type: none"> • Explore and copy basic body actions and rhythms. • Negotiate space confidently, using appropriate strategies. • Use their bodies to respond to stories, topics, and music. 			
<p>National Curriculum Links</p>	<ul style="list-style-type: none"> • 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. • 1c: Perform dances using simple movement patterns. 	<p>Pillars of Progression</p>	<ul style="list-style-type: none"> • Development of Motor Competence and Fundamental Movement Skills. • Making safe decisions in contact with equipment and classmates.
<p>Key Unit Objectives (Key skills addressed to achieve success throughout the unit)</p>	<ul style="list-style-type: none"> • Step 1: To be able to perform 5 key shapes. • Step 2: To move with control. • Step 3: To balance using different parts of the body. • Step 4: To link movements. • Step 5: To use different pieces of equipment and apparatus. • Step 6: To participate in a performance. 	<p>Progression Map Links (Ensure pupils progress & move forward throughout their primary school years)</p>	<p>Declarative Knowledge:</p> <ul style="list-style-type: none"> • I know that fundamental movement skills, such as travelling, balancing, and moving smoothly from one position to another are important gymnastics basics. • Watch and describe a performance accurately. • Understand and describe changes to your heartrate when playing a game. <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> • Perform basic gymnastic actions, including travelling, rolling, jumping, and staying still. • Become increasingly confident and competent, moving safely using changes of speed, level, and direction. • Combine different ways of travelling exploring a range of movements and shapes. • Create linked movement phrases with beginning, middle and ends. • Perform movement phrases using a range of different body actions and body parts. • Develop ABC's and fundamental movement skills, combining travelling, balancing and stiffness using both floor and apparatus; and moving smoothly from one position of stiffness to another. • Form simple sequences of different actions, using the floor and a variety of apparatus.
<p>Resources & Equipment</p>	<ul style="list-style-type: none"> • Hoops • Ribbons • Mats • Beanbags • Apparatus • Marker spots 	<p>Key Vocabulary</p>	<ul style="list-style-type: none"> • Key shapes • Teamwork • Smart • Neat • Performance • Movement • Express • Balance • Roll • Straight • Tense

Implementation Phase			
Key Stage:	KS1	Unit:	Handball

Prior Learning Required - EYFS Progression Maps 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.

National Curriculum Links	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • 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 	Progression Map Links (Ensure pupils progress & move forward throughout their primary school years)	<p>Declarative Knowledge:</p> <ul style="list-style-type: none"> • Have simple plans that you know you can make work, e.g. where to stand to make it difficult for an opponent. • Begin to understand some rules of the game. • Recognise what is successful and copy actions and ideas to improve your skills. <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> • Move fluently, changing direction and speed easily and avoiding collisions. • 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). • Can shoot successfully at a goal or target. • Recognise space in games, using it to your advantage, and playing in a safe way. • Know how to defend between ball and target.
Resources & Equipment	<ul style="list-style-type: none"> • Beanbags • Small balls • Handballs / soft balls • Cones 	Key Vocabulary	<ul style="list-style-type: none"> • Balls • Bibs • Hoops • Handball • Goals • Scoring • Teamwork • Catch • Shooting • Passing • Dribbling • Bounce

Implementation Phase			
Key Stage:	KS1	Unit:	Hockey

<p>Prior Learning Required - EYFS Progression Maps Objectives:</p> <ul style="list-style-type: none"> • Explore and copy basic body actions and rhythms. • Negotiate space confidently, using appropriate strategies. • Use their bodies to respond to stories, topics, and music.
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<p>National Curriculum Links</p>	<ul style="list-style-type: none"> • 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. 	<p>Pillars of Progression</p> <ul style="list-style-type: none"> • Development of Motor Competence and Fundamental Movement Skills. • Making safe decisions in contact with equipment and classmates.
<p>Key Unit Objectives (Key skills addressed to achieve success throughout the unit)</p>	<ul style="list-style-type: none"> • Step 1: To negotiate space • Step 2: To use equipment safely and correctly • Step 3: To use a hockey stick with two hands • Step 4: To move a ball using a hockey stick • Step 5: To stop a ball using a hockey stick • Step 6: To compete in games with others trying to win 	<p>Progression Map Links (Ensure pupils progress & move forward throughout their primary school years)</p>
		<p>Declarative Knowledge:</p> <ul style="list-style-type: none"> • Understand and follow the rules of the game. • Recognise what is successful. <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> • Pass/send a ball and catch/stop a ball with control and increasing accuracy and consistency. • Develop fundamental movement skills, becoming increasingly confident and competent, moving fluently, changing direction and speed – with and without a ball. • Explore different ways to use and move with a ball. Perform a range of skills with control of the ball. • Use skills in different ways when playing games. • Choose and use simple tactics to suit different situations in small sided games. React to situations in ways that make it difficult for opponents. • Recognise space in games and use it to your advantage.
<p>Resources & Equipment</p>	<ul style="list-style-type: none"> • Beanbags • Small balls • Hockey sticks • Cones • Bibs • Goals 	<p>Key Vocabulary</p> <ul style="list-style-type: none"> • Hockey • Scoring • Teamwork • Shooting • Passing • Dribbling • Push pass • Roll • Hockey stick • Goal

Implementation Phase			
Key Stage:	KS1	Unit:	Netball

<p><u>Prior Learning Required - EYFS Progression Maps Objectives:</u></p> <ul style="list-style-type: none"> • 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.
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<p><u>National Curriculum Links</u></p>	<ul style="list-style-type: none"> • 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. 	<p><u>Pillars of Progression</u></p>	<ul style="list-style-type: none"> • Development of Motor Competence and Fundamental Movement Skills. • Making safe decisions in contact with equipment and classmates.
<p><u>Key Unit Objectives</u> (Key skills addressed to achieve success throughout the unit)</p>	<ul style="list-style-type: none"> • Step 1: To move with a ball • Step 2: To roll a ball • Step 3: To bounce a ball • Step 4: To throw a ball • Step 5: To play in games against others • Step 6: To try find ways to win games 	<p><u>Progression Map Links</u> (Ensure pupils progress & move forward throughout their primary school years)</p>	<p><u>Declarative Knowledge:</u></p> <ul style="list-style-type: none"> • React to situations to make it difficult for opponents – using simple tactics. E.g. Move to defend a goal. • Understand how to play in a safe way. • Copy actions and ideas and use the information to improve their skills. <p><u>Procedural Knowledge:</u></p> <ul style="list-style-type: none"> • Explore different ways to use, move and send the ball. • Develop skills such as sending an object to a target, catching, and gathering, rolling and basic ball control. • Show good awareness of others when playing games. • Perform a range of actions with the ball keeping it under control.
<p><u>Resources & Equipment</u></p>	<ul style="list-style-type: none"> • Balls (variety of sizes) • Bibs • Marker spots • Cones 	<p><u>Key Vocabulary</u></p>	<ul style="list-style-type: none"> • Ball • Control • Balance • Throw • Catch • Aim • Accuracy • Pass • Roll • Team • Teamwork • Get in line • Space

Implementation Phase			
Key Stage:	KS1	Unit:	Orienteering

<p><u>Prior Learning Required - EYFS Progression Maps Objectives:</u></p> <ul style="list-style-type: none"> • Can play in a group. • Begins to accept the needs of others and can take turns and share, sometimes with the support of others. • Keeps play going by responding to what others are saying or doing. • Runs skilfully and negotiates spaces successfully, adjusting speed or direction to avoid obstacles.
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<p><u>National Curriculum Links</u></p>	<ul style="list-style-type: none"> • 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. 	<p><u>Pillars of Progression</u></p>	<ul style="list-style-type: none"> • Development of Motor Competence and Fundamental Movement Skills. • Making safe decisions in contact with equipment and classmates.
<p><u>Key Unit Objectives</u> (Key skills addressed to achieve success throughout the unit)</p>	<ul style="list-style-type: none"> • Step 1: To move in different ways. • Step 2: To work with others. • Step 3: To use a basic map. • Step 4: To plan a route on a map. • Step 5: To solve problems on your own and with others. • Step 6: To participate in an orienteering event. 	<p><u>Progression Map Links</u> (Ensure pupils progress & move forward throughout their primary school years)</p>	<p><u>Declarative Knowledge:</u></p> <ul style="list-style-type: none"> • Understand what a compass is used for and be able to use the direction points. • Has knowledge of safety rules and procedures for taking part in orienteering events. • Begin to problem solve with others. <p><u>Procedural Knowledge:</u></p> <ul style="list-style-type: none"> • Move in different directions and a variety of different ways. • Introduction to map reading. Be able to use some basic features on a map to select and plan a route. • Begin to understand the competitive side of orienteering and take part in a picture orienteering event, following rules, and playing fairly. • Begin to plan how to solve problems and problem solve with others. • Participate in competition with others, completing a simple orienteering event
<p><u>Resources & Equipment</u></p>	<ul style="list-style-type: none"> • Hoops • Cones • Marker Spots 	<p><u>Key Vocabulary</u></p>	<ul style="list-style-type: none"> • Teamwork • Together • Compass • Map • Route • Directions • Safety • Orienteering • Problem solving • Challenge

Implementation Phase			
Key Stage:	KS1	Unit:	Rounders

Prior Learning Required - EYFS Progression Maps Objectives:

- Can play in a group.
- Begins to accept the needs of others and can take turns and share, sometimes with the support of others.
- Keeps play going by responding to what others are saying or doing.
- Runs skilfully and negotiates spaces successfully, adjusting speed or direction to avoid obstacles.

<u>National Curriculum Links</u>	<ul style="list-style-type: none"> • 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>	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • Step 1: To move in different ways • Step 2: To use an underarm throwing technique • Step 3: To try and find ways to win games • Step 4: To move into space • Step 5: To hit a ball • Step 6: To compete with others 	<u>Progression Map Links</u> (Ensure pupils progress & move forward throughout their primary school years)	<p><u>Declarative Knowledge:</u></p> <ul style="list-style-type: none"> • Understand and follow simple rules for games and compete in physical activities both against self and against others. • Apply skills and tactics in simple games, including recognizing space and using it to your advantage. • Begin to understand the importance of preparing safely for exercise – warming up. <p><u>Procedural Knowledge:</u></p> <ul style="list-style-type: none"> • Develop fundamental movement skills, becoming increasingly confident and competent, moving fluently, changing direction and speed, • Throw/hit a ball in different ways e.g. high, low, fast, slow showing basic control. • Successfully receive (catch/stop) a ball, understanding the concept of moving to get in line with the ball to receive it. • 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. • Show good awareness of others when playing games.
<u>Resources & Equipment</u>	<ul style="list-style-type: none"> • Marker spots • Cones • Tennis Balls / small balls • Hoops • Footballs • Beanbags • Bats 	<u>Key Vocabulary</u>	<ul style="list-style-type: none"> • Keep score • Balance • Skill • Get in line • Control • Ball • Fielding • Catch • Throw • Backstop • Technique • Batting • Shot selection • Score • Aiming • Run • Teamwork

Implementation Phase			
Key Stage:	KS1	Unit:	Tag Rugby
<p>Prior Learning Required - EYFS Progression Maps Objectives:</p> <ul style="list-style-type: none"> 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. 			
<p>National Curriculum Links</p>	<ul style="list-style-type: none"> 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. 	<p>Pillars of Progression</p>	<ul style="list-style-type: none"> Development of Motor Competence and Fundamental Movement Skills. Making safe decisions in contact with equipment and classmates.
<p>Key Unit Objectives (Key skills addressed to achieve success throughout the unit)</p>	<ul style="list-style-type: none"> 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 run with the ball Step 5: To play tag games Step 6: To try score goals by getting past opponents. 	<p>Progression Map Links (Ensure pupils progress & move forward throughout their primary school years)</p>	<p>Declarative Knowledge:</p> <ul style="list-style-type: none"> Use simple tactics in game situations, such as deciding when to pass and when to run. Understand who the attackers and who the defenders are. Develop understanding of tag rugby and participate in small games. <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> Develop control and accuracy when throwing and catching a rugby ball. Improve movement skills whilst moving with the ball in two hands, progressing to beating a defender. Learn how to tag and begin tagging players in game situations. Begin to understand and develop correct technique of passing the ball. Develop understanding of tag rugby and participate in small games. Show good awareness of others when playing games.
<p>Resources & Equipment</p>	<ul style="list-style-type: none"> Marker spots Cones Tennis Balls / small balls Hoops Footballs Beanbags Bats 	<p>Key Vocabulary</p>	<ul style="list-style-type: none"> Tag rugby Belts Target Catch Space Attack Defend Try

Implementation Phase			
Key Stage:	KS1	Unit:	Tennis

Prior Learning Required - EYFS Progression Maps Objectives:

- Begins to accept the needs of others and can take turns and share, sometimes with the support of others.
- 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • Step 1: To throw a ball to a target • Step 2: To hit a ball to a target • Step 3: To hold a racket with correct grip • Step 4: To receive a ball and return it • Step 5: To move confidently in different ways • Step 6: Play games 	Progression Map Links (Ensure pupils progress & move forward throughout their primary school years)	<p>Declarative Knowledge:</p> <ul style="list-style-type: none"> • Choose and use skills and simple tactics to suit different situations. • 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. <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> • Engage in cooperative and competitive physical activities (both against self and against others). • Explore different ways to use and move with the ball – showing control with simple actions and basic control when striking a ball. (Then add a tennis racket.) • 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. • Understand the concept of moving to get in line with a ball to receive it. • Move fluently, changing direction and speed – showing good awareness of others. • Use correct skills and basic tactics in games to meet the challenges of the game, or in response to your opponent’s actions.
Resources & Equipment	<ul style="list-style-type: none"> • Tennis balls • Tennis rackets • Hoops • Nets 	Key Vocabulary	<ul style="list-style-type: none"> • Tennis racket • Low • High • Balance • Ball control • Control • Racket • Score • Positioning • Movement • Aiming • Accuracy • Rolling • Send • Throw • Bounce • Catch • Underarm • Ready position • Bounce feed • Receive • Cooperate

Implementation Phase			
Key Stage:	KS1	Unit:	Volleyball

Prior Learning Required - EYFS Progression Maps Objectives:

- Shows understanding of the need for safety when tackling new challenges and considers and manages some risks when using equipment.
- Can play in a group, extending and elaborating play ideas within the group.
- Begins to accept the needs of others and can take turns and share, sometimes with the support of others.
- Shows increasing control when throwing and catching a large ball.

National Curriculum Links	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • Step 1: To send a ball to a partner • Step 2: To throw a ball to a target/ partner • Step 3: To receive a ball • Step 4: To catch a ball • Step 5: To play games with others • Step 6: To try score points in games 	Progression Map Links (Ensure pupils progress & move forward throughout their primary school years)	<p>Declarative Knowledge:</p> <ul style="list-style-type: none"> • Understand and follow the rules of the game, showing good awareness of others when playing games. • Develop simple tactics for attacking. Gain an understanding that hitting the ball into space helps them score points. • Understand, follow, and apply skills and tactics in simple games. • Watch and describe a performance accurately. Recognise what is successful. Use actions and ideas they have seen to improve their own skills. <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> • Send a ball in different ways e.g. throwing, pushing, and rolling. • Master basic throwing technique. Throw / Hit a ball in different ways e.g. high, low, fast, slow. • Perform a range of catching and gathering skills with control and understand the concept of moving to get in line with a ball to receive it. • Show control of a ball with basic actions and explore different ways to use and move with a ball. 																				
Resources & Equipment	<ul style="list-style-type: none"> • Volleyballs • Cones • Marker spots • Small, soft balls • Hoops • Bibs • Beanbags 	Key Vocabulary	<table border="0"> <tr> <td>• Throw</td> <td>• Accuracy</td> <td>• Catch</td> <td>• Space</td> </tr> <tr> <td>• Control</td> <td>• Throw</td> <td>• Stop</td> <td>• Score</td> </tr> <tr> <td>• Aim</td> <td>• Send</td> <td>• Ready Position</td> <td>• Rules</td> </tr> <tr> <td>• Ready</td> <td>• Skills</td> <td>• Inline- Track</td> <td>• Watch</td> </tr> <tr> <td>• Ball</td> <td>• Receive</td> <td>• Tactics</td> <td>• Describe</td> </tr> </table>	• Throw	• Accuracy	• Catch	• Space	• Control	• Throw	• Stop	• Score	• Aim	• Send	• Ready Position	• Rules	• Ready	• Skills	• Inline- Track	• Watch	• Ball	• Receive	• Tactics	• Describe
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