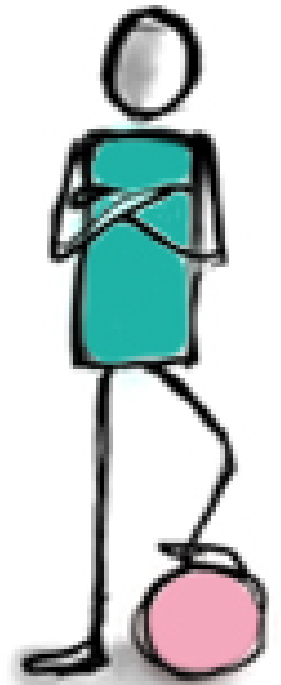


This is a collation of the individual 'upper key stage 2 implementation' documents that can be found at the end of each Unit of Work.

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

Each page contains the appropriate Key Stage 2 National Curriculum criteria for each sport and illustrates how the PE Planning objectives are linked to National Curriculum requirements.



Implementation Phase			
Key Stage:	UKS2	Unit:	Athletics

<p>Prior Learning Required - LKS2 Progression Maps Objectives:</p> <ul style="list-style-type: none"> • Apply and develop a broad range of athletic skills in different ways. • Show control, coordination and consistency when running, throwing, and jumping. • Choose the appropriate running speed to meet the demand of the task. • Understand the pace judgement when running over an increased distance, choosing the appropriate speed to meet the demand of the task. • Combine basic jump actions to form a jump combination, using a controlled jumping technique.

National Curriculum Links	2a: Use running, jumping, throwing, and catching in isolation and in combination. 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	
Pillars of Progression	<ul style="list-style-type: none"> • Continued progress of Motor Competence. • Understanding and applying Rules, Strategies and Tactics. • Healthy Participation; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body. 	
Key Unit Objectives (Key skills addressed to achieve success throughout the unit)	<ul style="list-style-type: none"> • Step 1: To use the correct combination of jumps to complete the triple jump • Step 2: To compete in long distance running • Step 3: To compete in short distance races • Step 4: To use a run up when throwing • Step 5: To practise to improve throwing distance • Step 6: To use a run up when jumping 	<p>Progression Map Links (Ensure pupils progress & move forward throughout their primary school years)</p>
Resources & Equipment	<ul style="list-style-type: none"> • Balls • Hoops • Bibs • Quoits • Measuring tape • Cones • Marker spots • Beanbags • Athletics throwing equipment 	<p>Declarative Knowledge:</p> <ul style="list-style-type: none"> • Choose the appropriate speed to run at for the distance to be covered. • Create short warm up routines that follow basic principle e.g. raise body temperature, mobilise joints and muscles. • Understand how physical activity can contribute to a healthy lifestyle and the importance of being physically fit. • Explain how their body reacts and feels when taking part in different activities and undertaking different roles and understanding how this effects the muscles. • Understand appropriate pace judgement for the running distance to be covered. • Understand the appropriate throwing and jumping technique to achieve maximum distance and height. • Share and discuss athletic techniques with others. • Compare their performance with previous ones and demonstrate improvement to achieve their personal best. • Be able to describe the importance of being physically fit and explain how their body reacts and feels when taking part in different activities and undertaking different roles. <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> • Run, jump, catch, and throw in isolation and combination. Combine and perform skills with control. • Communicate, collaborate, and compete with others. Working effectively as part of a team. • Demonstrate a range of throwing actions e.g. push, pull, sling, using different equipment. • Select and apply skills that meet the needs of the situation, combining and performing each skill with control at speed. • Work effectively as part of a team. • Successfully run, jump, and throw in isolation and in combination – applying appropriate techniques to achieve personal bests.
Key Vocabulary	<ul style="list-style-type: none"> • Pace • Jumping • Throwing • Coordination • Measurements • Timing • Movement • Technique 	

Implementation Phase			
Key Stage:	UKS2	Unit:	Badminton

Prior Learning Required - LKS2 Progression Maps Objectives:

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

National Curriculum Links	2a: Use running, jumping, throwing, and catching in isolation and in combination. 2b: Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	
Pillars of Progression	<ul style="list-style-type: none"> • Continued progress of Motor Competence. • Understanding and applying Rules, Strategies and Tactics. • Healthy Participation; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body. 	
Key Unit Objectives (Key skills addressed to achieve success throughout the unit)	<ul style="list-style-type: none"> • Step 1: To know and describe the correct grip and stance when holding a racket. • Step 2: To adopt a good ready position. • Step 3: To play shots on the forehand and backhand side of the body. • Step 4: To use a variety of different shots, and serves, hitting with increasing consistency. • Step 5: To employ tactics in games. • Step 6: To participate in games following the rules and scoring correctly. 	Progression Map Links (Ensure pupils progress & move forward throughout their primary school years)
Key Vocabulary	<ul style="list-style-type: none"> • Badminton • Serve • Net 	<ul style="list-style-type: none"> • Court • Racket
Resources & Equipment	<ul style="list-style-type: none"> • Badminton Rackets • Nets • Shuttlecocks 	<ul style="list-style-type: none"> • Cones • Marker spots
		<p>Declarative Knowledge:</p> <ul style="list-style-type: none"> • Understand tactics in badminton, such as aiming into space to beat an opponent. Use these tactics to try win games. • Describe good technique of the forehand, backhand, and overhead clear. <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> • Able to hit a shuttle with good stance and grip on both forehand and backhand side, varying shot selection; height, speed and depth. • Improve consistency of shots,, directing them to help win competitions and/or notice longer rallies • To participate in rallies with and without a racket. • Demonstrate skills learnt during the unit when competing against others, including serving, returning a serve, and shot accuracy when moving at a quick pace. • Use different racket skills and tactics learnt to try win games. • Experiment with the racket using different skills. Play shots at different heights, direction, and speed, and improve hitting the shuttle whilst moving. • Be continuous within a rally and regularly play consistent shots. • Use tactical serves to deceive opponent. • Demonstrate fast paced movements, including the chasse step and lunge whilst increasing shuttle accuracy. Move fluently changing direction and speed.

Implementation Phase			
Key Stage:	UKS2	Unit:	Basketball

<p>Prior Learning Required - LKS2 Progression Maps Objectives:</p> <ul style="list-style-type: none"> • Move the ball keeping it under control whilst changing direction. • Pass, shoot and receive a ball with increasing accuracy, control, and success. Pass in different ways e.g. high, low, fast, slow. • Find and use space in game situations and work well as part of a team. • Apply basic attacking and defending principles. • Use a range of tactics to keep possession of the ball; and explain simple tactics in game situations. • Take up spaces/positions that make it difficult for opponents.

National Curriculum Links	2a: Use running, jumping, throwing, and catching in isolation and in combination. 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.		
Pillars of Progression	<ul style="list-style-type: none"> • Continued progress of Motor Competence. • Understanding and applying Rules, Strategies and Tactics. • Healthy Participation; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body. 		
Key Unit Objectives (Key skills addressed to achieve success throughout the unit)	<ul style="list-style-type: none"> • Step 1: To pass the ball in a variety of different ways with confidence and control. • Step 2: To move with the ball at speed. • Step 3: To mark, track and cover when defending. • Step 4: To keep possession of the ball when faced with opponents. • Step 5: To work together as a team, showing good awareness of others. • Step 6: Apply basic principles for attacking and defending in game situations. 	Progression Map Links (Ensure pupils progress & move forward throughout their primary school years)	<p>Declarative Knowledge:</p> <ul style="list-style-type: none"> • Explain how your body reacts and feels when taking part in different activities and undertaking different roles. • Learn how to evaluate and recognise success, explain why a performance is good. • Understand how physical activity can contribute to a healthy lifestyle. • Create short warm up routines that follow the basic principles e.g. raising body temperature, mobilise joints and muscles. • Understand how to improve in different physical activities and sport.
	Resources & Equipment <ul style="list-style-type: none"> • Basketballs • Marker spots • Bibs • Cones • Basketball hoops (if available) 		<p>Procedural Knowledge:</p> <ul style="list-style-type: none"> • Perform skills (e.g. passing) with accuracy, confidence and control, and increasing speed. • Work effectively as part of a team and keep possession of the ball when faced with opponents. • Apply basic principle for attacking – Using skills to keep possession of the ball. • Begin to apply defending principles in games; Communicating well as a team to regain possession of the ball. • Use the defending principles in game situations, including marking, tracking and covering, to gain possession. • Choose different formations to suit the need of the game. • Use different skills to keep possession of the ball. Develop control whilst performing skills at speed. • Show good awareness of others in game situations and work effectively as a team, adapting games if needed so everyone has a role to play.
Key Vocabulary	<ul style="list-style-type: none"> • Basketball • Dribbling • Passing • Shoot • Chest pass • Space • Possession • Score 		

Implementation Phase			
Key Stage:	UKS2	Unit:	Cricket

Prior Learning Required - LKS2 Progression Maps Objectives:

- Apply and develop a broader range of skills, whilst ensuring basic skills are performed with control and accuracy.
- Throw a ball increasing distances, catch a ball with increasing consistency and hit a ball with correct technique and increasing control.
- Intercept and stop the ball consistently.
- Work well as part of a team, employing simple tactics, particularly when fielding to make it harder for the batter.
- Communicate, collaborate, and compete with others, following the rules of the game.
- Chose both fielding and striking skills which make it difficult for your opponent. Explain the tactics you have used in games.
- Show control, coordination and consistency when throwing and catching a ball.

National Curriculum Links	2a: Use running, jumping, throwing, and catching in isolation and in combination. 2b: Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.			
Pillars of Progression	<ul style="list-style-type: none"> • Continued progress of Motor Competence. • Understanding and applying Rules, Strategies and Tactics. • Healthy Participation; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body. 			
Key Unit Objectives (Key skills addressed to achieve success throughout the unit)	<ul style="list-style-type: none"> • Step 1: To throw and bowl in different ways. • Step 2: To play shots that allow the ball to be hit to different areas of the field into spaces. • Step 3: To retrieve, catch, intercept, and stop a ball when fielding. • Step 4: To use skills and tactics to outwit opponents when fielding. • Step 5: To use skills and tactics to outwit opponents when batting. • Step 6: To participate in competitive games. 	Progression Map Links (Ensure pupils progress & move forward throughout their primary school years)	<p>Declarative Knowledge:</p> <ul style="list-style-type: none"> • Choose skills and tactics to meet the needs of the situation. (i.e. to outwit opponents when fielding). • Watch and evaluate the success of games and good performance. • Understand how physical activity can contribute to a healthy lifestyle and explain how your body reacts and feels when taking part in physical activity. • Create short warm up routines that follow basic principles e.g. raising body temperature, mobilise joints and muscles. • Learn how to evaluate and recognise your own success and areas for improvement. • Develop an understanding of how to improve in different physical activities and sports. 	
Resources & Equipment	<ul style="list-style-type: none"> • Cones • Balls • Bats 		<ul style="list-style-type: none"> • Marker spots • Wickets 	<p>Procedural Knowledge:</p> <ul style="list-style-type: none"> • Develop control and technique whilst performing skills at speed and showing good awareness of others in game situations. • Hit the ball with purpose, varying speed height and direction, as well as thinking of tactics needed to score more runs. • Work as part of a team, adapting games and activities making sure everyone has a role to play. • Perform skills, including retrieve, intercept and stop a ball, with accuracy, confidence, and control. • Bowl using an overarm technique, beginning to vary speed and length of delivery. • Use skills and tactics to outwit opponents when fielding, bowling, and batting. • Use team work when defending to cover areas and make it hard for the batter to score runs.
Key Vocabulary	<ul style="list-style-type: none"> • Fielding • Striking • Teamwork • Bowling • Wicket Keeper • Long Barrier 		<ul style="list-style-type: none"> • Wickets • Runs • Batting • Aiming • Overarm • Underarm 	

Implementation Phase

Key Stage:	UKS2	Unit:	Dance
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- Prior Learning Required - LKS2 Progression Maps Objectives:**
- Explore and create characters and narratives in response to a range of stimuli.
 - Perform dances using a range of movement patterns – accurately, fluently, consistently and with control on your own and with a partner.
 - Develop dance phrases using canon, unison, repetition, action/reaction, and question/answer.
 - Combine actions and maintain the quality of performance when performing at the same time as a partner.
 - Experiment with a wide range of actions, varying and combining spatial patterns, speed, tension, and continuity when working with a partner and in a group.

National Curriculum Links	2c: Develop flexibility, strength, technique, control, and balance. 2d: Perform dances using a range of movement patterns.
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| Pillars of Progression | <ul style="list-style-type: none"> • Continued progress of Motor Competence. • Understanding and applying Rules, Strategies and Tactics. • Healthy Participation; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body. |
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Key Unit Objectives (Key skills addressed to achieve success throughout the unit)	<ul style="list-style-type: none"> • Step 1: To be inspired by music and different stimuli. • Step 2 To show ideas through dance. • Step 3: To create sections of dance on your own, and in a group. • Step 4: To apply the principles of dance to a routine. • Step 5: To combine movements – keeping to the beat. • Step 6: To perform to an audience. 	Progression Map Links (Ensure pupils progress & move forward throughout their primary school years)	<p>Declarative Knowledge:</p> <ul style="list-style-type: none"> • Identify which aspects were performed consistently, accurately, fluently, and clearly and be able to provide feedback. • Work effectively as part of a team. • Explain how their bodies reacts and feels when taking part in different activities and undertaking different roles. • Share ideas in small groups, working together to create a routine incorporating different elements. • Use imagination to develop dances to music and develop expressive qualities.
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Resources & Equipment	<ul style="list-style-type: none"> • Music & music player • Cones • Marker spots
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Key Vocabulary	<ul style="list-style-type: none"> • Routine • Music • Movement • Co-ordination • Performance • Tutting • Canon • Unison • Fluency • Choreography 	<p>Procedural Knowledge:</p> <ul style="list-style-type: none"> • Continue to develop a broader range of skills and movement patterns, exploring and practicing movement ideas inspired by a stimulus. • Use basic compositional principles when creating dances – combining movements fluently and effectively. • Perform a range of movements accurately with a sense of rhythm. • Create and structure dance motifs, phrases, and sections of dances, developing expressive qualities. • Move in a way that reflects the music. • Perform dances in both canon and unison, with clarity and confidence. • Explore and practice movement ideas inspired by a stimulus. • Explore, improvise, and combine movement ideas fluently and effectively. • Perform movements to an audience with rhythm and confidence.
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Implementation Phase

Key Stage:	UKS2	Unit:	Dodgeball
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- Prior Learning Required - LKS2 Progression Maps Objectives:**
- Improve consistency when catching a variety of different shots.
 - Show control when moving at speed.
 - Understand how finding space can help in game situations.
 - Move the ball in different ways – with increasing control and accuracy – whilst moving.
 - Practise and improve the underarm throw and side shot throw.
 - Use a range of tactics to try win games.
 - Get into good positions to both receive and throw the ball.
 - Develop the skills needed for games including ball handling, striking, dodging, and catching.

<u>National Curriculum Links</u>	<p>2a: Use running, jumping, throwing, and catching in isolation and in combination.</p> <p>2b: Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.</p> <p>2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>
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| <u>Pillars of Progression</u> | <ul style="list-style-type: none"> • Continued progress of Motor Competence. • Understanding and applying Rules, Strategies and Tactics. • Healthy Participation; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body. |
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<u>Key Unit Objectives</u> (Key skills addressed to achieve success throughout the unit)	<ul style="list-style-type: none"> • Step 1: To throw a ball at a moving target. • Step 2: To use the most appropriate throwing technique for the situation. • Step 3: To play catching games. • Step 4: To dodge a ball by jumping and skipping. • Step 5: To dodge a ball by jockeying and galloping. • Step 6: To use peer evaluation to discuss strategies and tactics and apply these to your own game. 	<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 the importance of quick reactions in dodgeball. • Develop an understanding of how to improve when playing games. • Understand how the muscles work. • Explain how physical activity can help contribute to a healthy lifestyle. • Evaluate a performance, Providing constructive feedback. <p><u>Procedural Knowledge:</u></p> <ul style="list-style-type: none"> • Participate in games fairly, following the rules. Show good teamwork. • Apply appropriate skills and tactics in game situations. • Move quickly (dodge) with good control. Improve control when moving at speed. • Increase accuracy and consistency of throws, including a side shot throw, towards a moving target. • Successfully catch a ball at different heights. • Demonstrate a variety of different throwing techniques with good accuracy, pace, and consistency. • Take part in competitive games, playing fairly and working cooperatively as part of a team. • Use different ways to dodge the ball (jump, gallop, jockey.) • Use appropriate tactics in games and discuss and apply strategies needed to win.
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<u>Resources & Equipment</u>	<ul style="list-style-type: none"> <li style="width: 50%;">• Cones <li style="width: 50%;">• Tall Cones <li style="width: 50%;">• Soft dodgeballs <li style="width: 50%;">• Marker Spots <li style="width: 50%;">• Bibs
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<u>Key Vocabulary</u>	<ul style="list-style-type: none"> <li style="width: 50%;">• Speed <li style="width: 50%;">• Bounce <li style="width: 50%;">• Dodge <li style="width: 50%;">• Side shot <li style="width: 50%;">• Positioning <li style="width: 50%;">• Target <li style="width: 50%;">• Catch <li style="width: 50%;">• Strike <li style="width: 50%;">• Underarm throw <li style="width: 50%;">• Roll
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Implementation Phase

Key Stage:	UKS2	Unit:	Fitness
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<p>Prior Learning Required - LKS2 Progression Maps Objectives:</p> <ul style="list-style-type: none"> • Discuss the importance of leading a healthy lifestyle. • Understand the importance of warming up and cooling down • Understand what aerobic exercise is and how to develop it. • Identify parts of the body we are working during exercise. • Understand what core strength is and develop it using correct techniques. • Develop upper and lower body strength, fitness, speed, aerobic endurance, balance, body coordination, and show good control and technique. • Work well both independently and as part of a team. • Show self-belief and determination to manage and accomplish tasks. 			
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<p>National Curriculum Links</p>	<p>2a: Use running, jumping, throwing, and catching in isolation and in combination. 2c: Develop flexibility, strength, technique, control, and balance. 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>		
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<p>Pillars of Progression</p>	<ul style="list-style-type: none"> • Continued progress of Motor Competence. • Understanding and applying Rules, Strategies and Tactics. • Healthy Participation; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body. 		
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<p>Key Unit Objectives (Key skills addressed to achieve success throughout the unit)</p>	<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 explain the importance of good upper body strength. • Recognise the physical and mental benefits of increased activity, and develop an appreciation of physical activity as a lifelong habit. • Select an area of physical activity that you want to improve. • Take responsibility for your own warm up, know the importance of warming up. • Compare own and others performances to previous ones, recognise and explain what went well and discuss what you find easy and difficult. • Understand why core strength is important. 	
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<p>Resources & Equipment</p>	<ul style="list-style-type: none"> • Cones • Mats • Skipping Ropes • Hoops • Stopwatch • Beanbags • Soft Balls • Benches • Balloons • Bibs • Tall Cones 		
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<p>Key Vocabulary</p>	<ul style="list-style-type: none"> • Wellbeing • Recognise • Stamina • Core Strength • Performance • Determined • Combine • Endurance • Lifelong appreciation • Responsibility • Alternate • Ability 		
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Implementation Phase

Key Stage:	UKS2	Unit:	Football
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Prior Learning Required - LKS2 Progression Maps Objectives:

- Move the ball keeping it under control whilst changing direction.
- Pass/send a ball with increasing accuracy and at different speeds. Shoot/ score with some success.
- Challenge a player in possession of the ball.
- Apply basic principles for attacking and defending – finding space (attacking), challenge a player in possession (defending.)
- Employ and explain simple tactics in game situations.
- Receive a ball under control.

National Curriculum Links	2a: Use running, jumping, throwing, and catching in isolation and in combination. 2b: Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
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Pillars of Progression	<ul style="list-style-type: none"> • Continued progress of Motor Competence. • Understanding and applying Rules, Strategies and Tactics. • Healthy Participation; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body.
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Key Unit Objectives (Key skills addressed to achieve success throughout the unit)	<ul style="list-style-type: none"> • Step 1: To pass the ball to team mates in game situations. • Step 2: To dribble the ball whilst under pressure. • Step 3: To defend in a team. • Step 4: To compete in games. • Step 5: To decide on ways to attack when playing games. • Step 6: To decide on ways to defend in games. 	Progression Map Links (Ensure pupils progress & move forward throughout their primary school years)	Declarative Knowledge:
			<ul style="list-style-type: none"> • Learn how to evaluate and recognise success. • Understand how physical activity can contribute to a healthy lifestyle. • Choose different formations to suit the needs of the game. • Understand the positions in a team and the roles they play; and choose different formations to suit the needs of the game. • Identify and evaluate parts of your game where you're performing well, and parts that can be improved. • Recognise exercise and activities that help strength, speed and stamina.

Resources & Equipment	<ul style="list-style-type: none"> • Footballs • Goals • Bibs • Cones • Marker spots
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Key Vocabulary	<ul style="list-style-type: none"> • Passing Accuracy • Attacking • Throw in • Dribble • Speed • Tackle • Defending • Save • Turning • Direction 	Procedural Knowledge:
		<ul style="list-style-type: none"> • Apply basic principles for defending - Defend by marking, covering, and tracking opponents as appropriate. • Use different skills to keep possession of a ball as part of a team. • Develop control whilst performing skills at speed. Change speed and direction to get away from a defender. • Adapt games and activities making sure everyone has a role to play. • Participate in competitive games, modified where appropriate. • Perform skills (e.g. passing) with accuracy, confidence and control whilst developing technique. • Keep possession of the ball when faced with opponents. • Apply basic principle for attacking – Use a variety of tactics to keep possession of the ball.

Implementation Phase

Key Stage:	UKS2	Unit:	Golf
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- Prior Learning Required - LKS2 Progression Maps Objectives:**
- Explore the skills required to play golf successfully.
 - Develop and apply the chipping technique to competitive games.
 - Develop, explore, and demonstrate the ability to 'putt' accurately and effectively.
 - Understand the importance of accuracy when chipping.
 - Demonstrate good teamwork skills.

<u>National Curriculum Links</u>	2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
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| <u>Pillars of Progression</u> | <ul style="list-style-type: none"> • Continued progress of Motor Competence. • Understanding and applying Rules, Strategies and Tactics. • Healthy Participation; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body. |
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| <u>Key Unit Objectives</u>
(Key skills addressed to achieve success throughout the unit) | <ul style="list-style-type: none"> • Step 1: To successfully hit the target when putting and chipping. • Step 2: To develop the drive technique. • Step 3: To develop the techniques of the different shots on more difficult courses. • Step 4: To compete against others applying skills learnt. • Step 5: To discuss, watch and evaluate the professional game. • Step 6: To apply the correct techniques when competing. | <u>Declarative Knowledge:</u> | <ul style="list-style-type: none"> • Understand the technique to be able to chip at different heights. • Become familiar with golf phrases and the concept of golf. • Compare and evaluate other performances. |
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<u>Resources & Equipment</u>	<ul style="list-style-type: none"> • Golf putters • Golf chippers • Cones • Golf balls 	<u>Procedural Knowledge:</u>	<ul style="list-style-type: none"> • Apply both the putting and chipping techniques to competitive games. • Show control and control to make accurate shots. • Begin to develop the driving technique. • Increase accuracy and distance when practicing the driving technique and participate in driving games. • Develop an accurate putting technique, chipping for height technique, and driving for distance technique. • Determine how much speed and power is required when working to a target. • Compete with other in modified golf games.
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<u>Key Vocabulary</u>	<ul style="list-style-type: none"> • Golf • Chipping • Putting • Target 	<u>Progression Map Links</u> (Ensure pupils progress & move forward throughout their primary school years)	
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	<ul style="list-style-type: none"> • Golf balls • Cones • Marker spots 		
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Implementation Phase			
Key Stage:	UKS2	Unit:	Gymnastics

<p>Prior Learning Required - LKS2 Progression Maps Objectives:</p> <ul style="list-style-type: none"> • Perform a range of actions, agilities and skills with consistency, fluency, and clarity of movement. • Experiment with a wide range of actions, varying and combining spatial patterns, speed, tension, and continuity when working with a partner and in a group. • Create gymnastic sequences that meet a theme or set of conditions, showing a clear, beginning, middle and end. • Create, perform, and repeat a combination of actions that include changes of dynamic e.g. changes of level, speed and direction, and clarity of shape. • Develop flexibility, strength, control, technique, and balance. • Find different ways of using a shape, balance, or travel, and link them to make actions and sequences of movement.

National Curriculum Links	2c: Develop flexibility, strength, technique, control, and balance.		
Pillars of Progression	<ul style="list-style-type: none"> • Continued progress of Motor Competence. • Understanding and applying Rules, Strategies and Tactics. • Healthy Participation; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body. 		
<p>Key Unit Objectives (Key skills addressed to achieve success throughout the unit)</p>	<ul style="list-style-type: none"> • Step 1: To show flexibility and technique when performing gymnastic elements. • Step 2: To travel fluently on the floor and on/off apparatus. • Step 3: To travel with confidence choosing different pathways. • Step 4: To create longer sequences. • Step 5: To show rhythm and creativity when working with others. • Step 6: To perform in front of an audience. 	<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"> • Develop your own gymnastic sequences by understanding, choosing, and applying a range of compositional principles. • Identify which aspects of a performance were performed consistently, accurately, fluently, and clearly; being able to provide constructive feedback. • Work effectively as part of a team, recognising success, and give constructive feedback. • Create short warm up routines that follow basic principles.
			<p>Procedural Knowledge:</p> <ul style="list-style-type: none"> • Perform movements accurately with a sense of rhythm. • Make up longer sequences and perform them with fluency and clarity of movement, choosing skills that meet the needs of the situation. • Develop flexibility, strength, control, technique, and balance. • Explore, improvise, and combine movement ideas fluently and effectively. Use skills in different ways, performing confidently, with clarity and a sense of rhythm. • Combine and perform gymnastic actions, shapes, and balances more fluently and effectively. • Use combinations of dynamics using the space effectively. • Develop your own gymnastic sequences by understanding, choosing, and applying a range of compositional principles; varying direction, level, and pathways to improve the look of a sequence.
Resources & Equipment	<ul style="list-style-type: none"> • Marker spots • Tables • Speaker • Apparatus 	<ul style="list-style-type: none"> • Benches • Gymnastics mats • Cones 	
Key Vocabulary	<ul style="list-style-type: none"> • Pace • Jumping • Throwing • Coordination 	<ul style="list-style-type: none"> • Measurements • Timing • Movement • Technique 	

Implementation Phase

Key Stage:	UKS2	Unit:	Handball
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Prior Learning Required - LKS2 Progression Maps Objectives:			
<ul style="list-style-type: none"> • Get into good positions to pass and receive the ball. Pass the ball using different techniques. • Develop set moves that can be used in attacking play. • Showing growing control and consistency during games. • Keep and follow the rules of the game. • Choose and adapt techniques and tactics to keep possession of the ball and give you a chance to shoot or score. • Keep the ball under control, passing and receiving with increasing accuracy. • Choose space/ positions where you can receive a pass or to support a teammate. 			

National Curriculum Links	2a: Use running, jumping, throwing, and catching in isolation and in combination. 2b: Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
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Pillars of Progression	<ul style="list-style-type: none"> • Continued progress of Motor Competence. • Understanding and applying Rules, Strategies and Tactics. • Healthy Participation; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body.
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Key Unit Objectives (Key skills addressed to achieve success throughout the unit)	<ul style="list-style-type: none"> • Step 1: To pass/ send a ball whilst on the move. • Step 2: To shoot whilst under pressure. • Step 3: To pass the ball over different distances whilst moving. • Step 4: To decide on ways to attack during games. • Step 5: To decide on ways to defend during games. • Step 6: To play handball games against others. 	Progression Map Links (Ensure pupils progress & move forward throughout their primary school years)	Declarative Knowledge: <ul style="list-style-type: none"> • Find ways to get the ball towards your opponent's goal, knowing when to pass, when to dribble or travel with the ball. • Watch and evaluate the success of a game, whilst recognising parts of a performance that could be improved and identifying practices that will help. • Suggest ideas for warming up and explain your choices. • Explain how your body reacts and feels when you play different games and understand how the muscles work – work by getting shorter, relax by getting longer. • Understand there are different ways to defend. Understand there are different ways to attack as a team. • Know how handball helps your fitness and health. • Give feedback to individual, team and your own performance, describing the best points, suggesting how to improve, and commenting on techniques and tactics. • Know what makes a good warm down e.g. it calms the body, prevents stiffness, settles the mind.
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Resources & Equipment	<ul style="list-style-type: none"> • Handballs or similar size balls • Bibs • Cones • Marker spots 	Procedural Knowledge: <ul style="list-style-type: none"> • Perform skills, such as passing and shooting with accuracy, control, and confidence. • Change speed and direction to get away from a defender. • Use a variety of tactics, like use of space and positions to keep the ball.
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Key Vocabulary	<ul style="list-style-type: none"> • Handball • Control • Space • Dribbling • Receive • Accuracy • Aim • Power • Intercept • Support 	<ul style="list-style-type: none"> • Develop control whilst performing skills at speed. • Combine and perform skills with control, adapting them to meet the needs of the situation. • Choose and apply a range of tactics and strategies when both attacking and defending.
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Implementation Phase			
Key Stage:	UKS2	Unit:	Hockey

<p>Prior Learning Required - LKS2 Progression Maps Objectives:</p> <ul style="list-style-type: none"> • Move the ball keeping it under control whilst changing direction. • Perform basic skills needed for the games with control and accuracy. Pass, shoot and receive a ball with increasing accuracy, control, and success. • Apply basic principles for attacking and defending – finding space (attacking), challenge a player in possession (defending.) • Explain simple tactics in game situations. • Develop control and technique.

National Curriculum Links	<p>2a: Use running, jumping, throwing, and catching in isolation and in combination. 2b: Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>		
Pillars of Progression	<ul style="list-style-type: none"> • Continued progress of Motor Competence. • Understanding and applying Rules, Strategies and Tactics. • Healthy Participation; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body. 		
<p>Key Unit Objectives (Key skills addressed to achieve success throughout the unit)</p>	<ul style="list-style-type: none"> • Step 1: To play games understanding different positions and roles. • Step 2: To use different passes whilst on the move. • Step 3: To shoot with confidence and control. • Step 4: To dribble a ball at speed whilst changing direction • Step 5: To decide the best way to defend in a game situation. • Step 6: To decide the best way to attack in a game situation. 	<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"> • Choose different formations to suit the needs of the game. • Learn how to evaluate and recognise success. • Understand the importance of being physically fit. • Identify and evaluate parts of your own game and others, providing feedback. • Understand how physical activity can contribute to a healthy lifestyle. • Understand how muscles work. • Adapt games and activities making sure everyone has a role to play. • Create short warm up routines that follow basic principles e.g. raises body temperature, mobilise joints muscles.
			<p>Resources & Equipment</p> <ul style="list-style-type: none"> • Hockey sticks • Hockey balls • Cones • Bibs • Marker spots
Key Vocabulary	<ul style="list-style-type: none"> • Dribbling • Turn • Shoot • Control • Teamwork • Speed • Direction • Decision Making • Possession • Slap pass • Push pass • Attack • Defence 		

Implementation Phase			
Key Stage:	UKS2	Unit:	Netball
<p>Prior Learning Required - LKS2 Progression Maps Objectives:</p> <ul style="list-style-type: none"> • Move to support teammates, getting into good positions to pass, receive, and shoot the ball. • Pass the ball using different techniques. • Shoot and score with increasing accuracy. • Use a range of tactics, including finding and using space, to keep possession of the ball, to shoot/score, and to make it difficult for opponents. • Develop the understanding of the importance of speed when playing invasion games. • Pass and receive the ball with control. • Select passes that keep possession. 			
National Curriculum Links	<p>2a: Use running, jumping, throwing, and catching in isolation and in combination. 2b: Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>		
Pillars of Progression	<ul style="list-style-type: none"> • Continued progress of Motor Competence. • Understanding and applying Rules, Strategies and Tactics. • Healthy Participation; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body. 		
Key Unit Objectives (Key skills addressed to achieve success throughout the unit)	<ul style="list-style-type: none"> • Step 1: To pass the ball in a variety of different ways with confidence and control. • Step 2: To move with the ball at speed. • Step 3: To mark, track and cover when defending. • Step 4: To keep possession of the ball when faced with opponents. • Step 5: To work together as a team, showing good awareness of others. • Step 6: Apply basic principles for attacking and defending in game situations. 	<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"> • Know the difference between attacking and defending skills. • Know how to mark and defend your goal. • Begin to understand how muscles work and explain how the body reacts to physical activity. • Identify strengths and weaknesses of your own and other performances and explain your reasoning. • Create short warm up routines that follow the basic principles e.g. raising body temperature, mobilise joints and muscles. • Recognise and evaluate performances providing constructive feedback. Understand how to improve in different physical activities and sport.
Resources & Equipment	<ul style="list-style-type: none"> • Netballs • Netballs posts • Netball bibs • Cones • Marker spots 		<p>Procedural Knowledge:</p> <ul style="list-style-type: none"> • Use a variety of skills to keep the ball, thinking about moving towards goal, different positions and the use of space. • Increase accuracy and confidence of passing and shooting skills. • Apply basic principles for attacking and defending, choosing different formations to suit the need of the game. • Work effectively as a team. • Use a variety of tactics to keep possession of the ball, applying the principles of attacking. • Use the defending principles in game situations, including marking, tracking, and covering, to gain possession. Use different skills to keep possession of the ball. Develop control whilst performing skills at speed. • Show good awareness of others in game situations and work effectively as a team, adapting games if needed so everyone has a role to play.
Key Vocabulary	<ul style="list-style-type: none"> • Control • Speed • Direction • Chest Pass • Rules • Power • Accuracy • Bounce Pass • Technique • Aim • Accuracy • Teamwork • Shoot 		

Implementation Phase

Key Stage:	UKS2	Unit:	Orienteering
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Prior Learning Required - LKS2 Progression Maps Objectives:

- Recognise where you are on a map.
- Demonstrate all the physical skills needed for orienteering: agility, balance, and co-ordination.
- Recognise that activities need thinking through and planning.
- Move confidently in different ways, developing agility, balance, and co-ordination.
- Participate in competitive orienteering events, following instructions of the game
- Develop a basic understanding of map reading/making and apply these skills and techniques in games.
- Have knowledge of safety rules and procedures for taking part in orienteering event.

National Curriculum Links	2e: Take part in outdoor and adventurous activity challenges both individually and within a team.
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Pillars of Progression	<ul style="list-style-type: none"> • Continued progress of Motor Competence. • Understanding and applying Rules, Strategies and Tactics. • Healthy Participation; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body.
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Key Unit Objectives (Key skills addressed to achieve success throughout the unit)	<ul style="list-style-type: none"> • Step 1: To build confidence during team activities. • Step 2: To work within your team, communicating, trusting, and valuing each other. • Step 3: To plan strategies to complete tasks. • Step 4: To develop map reading skills and confidence. • Step 5: To develop map building skills. • Step 6: To complete an orienteering event. 	Progression Map Links (Ensure pupils progress & move forward throughout their primary school years)	<p>Declarative Knowledge:</p> <ul style="list-style-type: none"> • Understand relevant techniques to navigate to and from control points. • Understand elements and scaling confidently. • Identify what they have done well and adapt plans for future challenges. • Plan strategies to complete tasks. Choose sensible skills and approaches for the challenge.
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Resources & Equipment	<ul style="list-style-type: none"> • Hoops • Hurdles • Cones • Clipboards, Ruler, pencils Measuring tape <ul style="list-style-type: none"> • Beanbags • Benches • Cardinal Points, Map symbols, Symbol names, keywords 	<p>Procedural Knowledge:</p> <ul style="list-style-type: none"> • To orientate themselves and map correctly keeping track of their position with increasing accuracy. • Work within a team trusting and valuing each other. • Develop communication skills and use these skills to achieve success. • Make a map with symbols and legend and begin to understand scale. • Compete in orienteering events, problem solving with team members. • Build confidence during team activities. • Takes part in orienteering events, such as picture orienteering and control orienteering, with success. • Use a map to confidently orientate yourself around - Use previous knowledge to navigate and design a route to the controls. • Develop map reading and map building skills. • Develop physical fitness and be able to describe its importance in orienteering.
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Key Vocabulary	<ul style="list-style-type: none"> • Teamwork • Map Skills • Indoor mapping • Picture Orienteering <ul style="list-style-type: none"> • Control Plotting • Communication • Problem Solving
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Implementation Phase

Key Stage:	UKS2	Unit:	Rounders
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<p>Prior Learning Required - LKS2 Progression Maps Objectives:</p> <ul style="list-style-type: none"> Apply and develop a broader range of skills, whilst ensuring basic skills are performed with control and accuracy. Throw a ball increasing distances, catch a ball with increasing consistency and hit a ball with correct technique and increasing control. Intercept and stop the ball consistently. Work well as part of a team, employing simple tactics, particularly when fielding to make it harder for the batter. Communicate, collaborate, and compete with others, following the rules of the game. Chose both fielding and striking skills which make it difficult for your opponent. Explain the tactics you have used in games. Show control, coordination and consistency when throwing and catching a ball.

<p>National Curriculum Links</p>	<p>2a: Use running, jumping, throwing, and catching in isolation and in combination. 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>
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<p>Pillars of Progression</p>	<ul style="list-style-type: none"> Continued progress of Motor Competence. Understanding and applying Rules, Strategies and Tactics. Healthy Participation; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body.
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<p>Key Unit Objectives (Key skills addressed to achieve success throughout the unit)</p>	<ul style="list-style-type: none"> Step 1: To throw and bowl in different ways. Step 2: To pay shots that allow the ball to be hit to different areas of the field into spaces. Step 3: To retrieve, catch, intercept, and stop a ball when fielding. Step 4: To use skills and tactics to outwit opponents when fielding. Step 5: To use skills and tactics to outwit opponents when batting. Step 6: To participate in competitive games. 	<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"> Choose skills and tactics to meet the needs of the situation. (i.e. to outwit opponents when fielding). Watch and evaluate the success of games and good performance and explain why a performance is good. Understand how physical activity can contribute to a healthy lifestyle and explain how your body reacts and feels when taking part in physical activity. Develop an understanding of how to improve in different physical activities and sports. Create short warm up routines that follow basic principles e.g. raise body temperature, mobilise joints and muscles.
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<p>Resources & Equipment</p>	<ul style="list-style-type: none"> Balls Rounders posts Rounders bases Marker spots Cones Bats Balls Measuring tape
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<p>Key Vocabulary</p>	<ul style="list-style-type: none"> Fielding Power Get in line Communication Accuracy Catching Technique Batting Score Aiming Space Targets 	<p>Procedural Knowledge:</p> <ul style="list-style-type: none"> Develop control and technique whilst performing skills at speed. Hit the ball with purpose, varying speed height and direction, as well as thinking of tactics needed to score more runs. Show good awareness of others in game situations. Work as part of a team, communicating with others and adapting games and activities making sure everyone has a role to play. Begin to bowl at different speeds. Perform skills with accuracy, confidence, and control. Participate in competitive games, modified where appropriate. Retrieve, intercept, and stop a ball when fielding. Use skills and tactics to outwit opponents when fielding and batting. Use team work when defending to cover areas and make it hard for the batter to score runs.
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Implementation Phase

Key Stage:	UKS2	Unit:	Tag Rugby
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Prior Learning Required - LKS2 Progression Maps Objectives:

- Move in different directions learning to move away from your opponent and keep control of the ball when running.
- Learn how to pass in rugby, catching successfully and improving skills whilst on the move.
- Move forward to attack as part of a team – running in a line.
- To work as part of a team when defending, keeping in a line, and spreading out.
- Develop attacking and defending skills within tag rugby, successfully scoring tries, tagging opponents, and passing the ball backwards to a teammate.
- To begin to understand and follow the rules of tag rugby.
- Improve decision making skills and choose the right skills that meet the needs of the situation.

National Curriculum Links	<p>2a: Use running, jumping, throwing, and catching in isolation and in combination.</p> <p>2b: Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.</p> <p>2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>
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Pillars of Progression	<ul style="list-style-type: none"> • Continued progress of Motor Competence. • Understanding and applying Rules, Strategies and Tactics. • Healthy Participation; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body.
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<p>Key Unit Objectives (Key skills addressed to achieve success throughout the unit)</p>	<ul style="list-style-type: none"> • Step 1: To travel at speed with the ball • Step 2: To dodge and fake passes when running with the ball • Step 3: To catch the ball whilst under pressure • Step 4: To watch and evaluate the professional game • Step 5: To decide on ways to attack when playing games • Step 6: To decide on the best ways to defend in games 	<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"> • Begin to understand the importance of lines in tag rugby – both for attack and defence. • Use simple tactics in games to achieve success as a team. • Understand the defensive duties in tag rugby and the process of tagging. • To understand the rules of the game and participate in full games. • Understand the importance of keeping in a line in both attacking and defending plays.
	<table border="0"> <tr> <td> <ul style="list-style-type: none"> • Tags • Tag belts • Marker spots </td> <td> <ul style="list-style-type: none"> • Cones • Rugby balls • Bibs </td> </tr> </table>		<ul style="list-style-type: none"> • Tags • Tag belts • Marker spots
<ul style="list-style-type: none"> • Tags • Tag belts • Marker spots 	<ul style="list-style-type: none"> • Cones • Rugby balls • Bibs 		
Resources & Equipment			
Key Vocabulary	<ul style="list-style-type: none"> • Rugby • Tag • Pass • Share 	<ul style="list-style-type: none"> • Attack • Defend • Mark • Dummy 	

Implementation Phase			
Key Stage:	UKS2	Unit:	Tennis

<p>Prior Learning Required - LKS2 Progression Maps Objectives:</p> <ul style="list-style-type: none"> • Perform basic skills needed for the games with control and accuracy, including hitting a ball towards a target, throwing, and stopping the ball. Perform a basic forehand action with control and accuracy. • Throw/Send/ hit a ball into space, at different speeds and heights to make it difficult for your opponent. • Begin to apply basic movements in a range of activities and in combination. • Apply basic principles for attacking including finding and using space in game situations. • Keep a rally going using a range of shots. • Compete with others – Keeping and following the rules of the game.

<p>National Curriculum Links</p>	<p>2a: Use running, jumping, throwing, and catching in isolation and in combination. 2b: Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>		
<p>Pillars of Progression</p>	<ul style="list-style-type: none"> • Continued progress of Motor Competence. • Understanding and applying Rules, Strategies and Tactics. • Healthy Participation; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body. 		
<p>Key Unit Objectives (Key skills addressed to achieve success throughout the unit)</p>	<ul style="list-style-type: none"> • Step 1: To know and describe the correct grip and stance when holding a racket. • Step 2: To adopt a good ready position. • Step 3: To play shots on the forehand and backhand side of the body. • Step 4: To use a variety of different shots, and serves, hitting with increasing consistency. • Step 5: To employ tactics in games. • Step 6: To participate in games following the rules and scoring correctly. 	<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"> • Identify spaces and understand the tactic of hitting into gaps. • Watch and evaluate the success of games, being able to explain why a performance is good, and what part of a performance could be improved and why. • Explain how your body reacts and feels when taking part in different activities and undertaking different roles. • Evaluate your own success and areas of improvement, as well as others. • Create short warm up routines that follow basic principles e.g. raise body temperature, mobilise joints and muscles.
<p>Resources & Equipment</p>	<ul style="list-style-type: none"> • Tennis rackets • Tennis balls • Cones • Marker spots 		<p>Procedural Knowledge:</p> <ul style="list-style-type: none"> • Use good footwork that allows the ball to be hit with good technique. • Play shots on the forehand and backhand side of your body. Direct the ball towards the opponent's court or target area. • Hit the ball with purpose, varying speed, height, and direction. Direct the ball towards the opponent's court or target area. Perform skills such as forehand and backhand shots with control and confidence. • Apply the principles of attacking. • Participate in competitive games, modified where appropriate. • Adopt a good ready position and show good position on court.
<p>Key Vocabulary</p>	<ul style="list-style-type: none"> • Rally • Racket • Court target • Power • Accuracy • Free Space • Control • Swing • Cooperative play • Aim • Movement • Direction • Cooperative • Strategy 		

Implementation Phase			
Key Stage:	UKS2	Unit:	Volleyball

<p>Prior Learning Required - LKS2 Progression Maps Objectives:</p> <ul style="list-style-type: none"> Choose and perform the basic skills needed for the games with control and accuracy. Throw/send the ball using a variety of techniques. Send a ball into space at different speeds and heights to make it difficult for the opponent. Take up space / positions that make it difficult for the opponents. Intercept and stop the ball consistently. Employ simple tactics in game situations and explain why they have used the tactics. Apply basic principles suitable for attacking and defending. Adopt a good 'ready position' to move and catch a ball.

<p>National Curriculum Links</p>	<ul style="list-style-type: none"> 2a: Use running, jumping, throwing, and catching in isolation and in combination. 2b: Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<p>Pillars of Progression</p> <ul style="list-style-type: none"> Continued progress of Motor Competence. Understanding and applying Rules, Strategies and Tactics. Healthy Participation; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body.
<p>Key Unit Objectives (Key skills addressed to achieve success throughout the unit)</p>	<ul style="list-style-type: none"> Step 1: To react quickly to a return shot. Step 2: To move feet quickly to get into good positions. Step 3: To be confident to play different shots. Step 4: To play shots appropriate to the situation. Step 5: To play shots accurately. Step 6: To compete against others knowing when to attack and when to defend. 	<p>Progression Map Links (Ensure pupils progress & move forward throughout their primary school years)</p>
<p>Resources & Equipment</p>	<ul style="list-style-type: none"> Volleyballs Bibs Cones Marker spots 	
<p>Key Vocabulary</p>	<ul style="list-style-type: none"> Ball Flight Ready Speed Ready Position Successful Direction Watch the ball Accuracy Space Control Power Wide 	
		<p>Declarative Knowledge:</p> <ul style="list-style-type: none"> Create short warm up routines that follow basic principle e.g. raise body temperature, mobilise joints and muscles. Understand how the muscles work e.g. work by getting shorter, relax by getting longer. Develop an understanding of how to improve in different physical activities and sports. Recognise part of a performance that could be improved and explain how. Learn how to evaluate and recognise their own success. Recognise part of a performance that could be improved and explain how. Learn how to evaluate and recognise their own success. Understand the importance of being physically fit and how physical activity can contribute to a healthy lifestyle. <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> Adopt a good ready position on court and show good awareness of others in game situations. Direct the ball towards the opponent's court or target area. Apply basic principles suitable for attacking and defending. Identify spaces and understand the tactic of hitting into gaps. Participate in competitive games, modified, and adapted where appropriate. Apply basic principles suitable for defending. Show good position on court. Use good footwork that allows the ball to be hit with good technique.