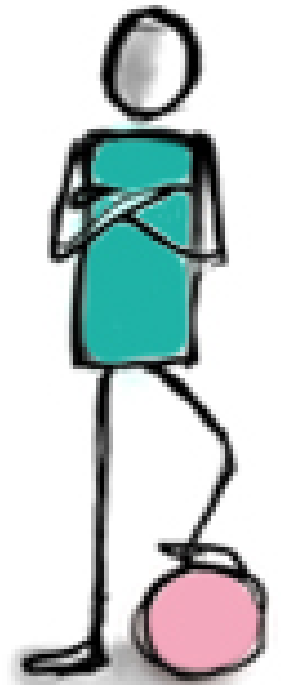


This is a collation of the individual 'lower key stage 2 implementation' documents that can be found at the end of each Unit of Work.

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:	LKS2	Unit:	Athletics

Prior Learning Required – KS1 Progression Map Objectives:

- Explore and practise a variety of athletic movements and apply athletic skills and techniques to a variety of activities.
- Show understanding and a basic level of control, coordination and consistency when running.
- 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.
- Develop the distance running technique, understanding the difference between sprinting, and running over longer distances.

<u>National Curriculum Links</u>	<ul style="list-style-type: none"> • 2a: Use running, jumping, throwing, and catching in isolation and in combination. • 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<u>Pillars of Progression</u>	<ul style="list-style-type: none"> • Continued progress of Motor Competence. • Begin to understand and apply Rules, Strategies and Tactics. • Healthy Participation; making safe decisions and understanding the relationships between physical activity and its effect on the body.
<u>Key Unit Objectives</u> (Key skills addressed to achieve success throughout the unit)	<ul style="list-style-type: none"> • Step 1: To throw an object by overarm, underarm, pulling, pushing and slinging. • Step 2: To combine different types of jumping • Step 3: To run for distance • Step 4: To run in races of varied distances • Step 5: To take part in athletic events • Step 6: To perform competitively with others 	<u>Progression Map Links</u> (Ensure pupils progress & move forward throughout their primary school years)	<p><u>Declarative Knowledge:</u></p> <ul style="list-style-type: none"> • 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. <p><u>Procedural Knowledge:</u></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. • Combine basic jump actions to form a jump combination, using a controlled jumping technique.
<u>Resources & Equipment</u>	<ul style="list-style-type: none"> • Athletic throwing equipment • Balls, Beanbags, Quoits • Cones, Marker spots • Hoops • Bibs • Measuring tape 	<u>Key Vocabulary</u>	<ul style="list-style-type: none"> • Athletics • Jumping • Throwing • Running • Co-ordination • Movement • Measurements • Timing • Technique

Implementation Phase			
Key Stage:	LKS2	Unit:	Badminton

<p><u>Prior Learning Required – KS1 Progression Map Objectives:</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. • 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.
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<p><u>National Curriculum Links</u></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><u>Pillars of Progression</u></p>	<ul style="list-style-type: none"> • Continued progress of Motor Competence. • Begin to understand and apply Rules, Strategies and Tactics. • Healthy Participation; making safe decisions and understanding the relationships between physical activity and its effect on the body.
<p><u>Key Unit Objectives</u> (Key skills addressed to achieve success throughout the unit)</p>	<ul style="list-style-type: none"> • Step 1: Can watch, track, and catch a shuttle successfully. • Step 2: To perform a basic forehand action with increasing accuracy. • Step 3: To perform a basic backhand shot with increasing control. • Step 4: To keep a rally going using a range of shots. • Step 5: To hit a shuttle into space (at different speeds and heights) to try beat an opponent. • Step 6: To compete with 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 the different types of rallies, participating in both. • Understand skills needed to win games. <p><u>Procedural Knowledge:</u></p> <ul style="list-style-type: none"> • Continue to improve control of the shuttle, with and without the racket, developing different movements and skills to play varied types of shot including a forehand and a lift. • Can hit the shuttle, when in the air, varying height, speed, and direction into space to beat an opponent. • Use different skills to try and win games. • Work together to keep a rally going, returning the shuttle to a partner. • With increasing accuracy, perform a forehand and backhand serve, hitting the shuttle with confidence and control. • Can move around the court with purpose, demonstrating a fast-paced chasse movement in isolation and in games. • Show a good stance and structure when throwing and hitting the shuttle.
<p><u>Resources & Equipment</u></p>	<ul style="list-style-type: none"> • Badminton rackets • Shuttle cocks • Net • Cones • Hoops • Balloons 	<p><u>Key Vocabulary</u></p>	<ul style="list-style-type: none"> • Badminton • Serve • Net • Court • Racket • Rally • Shuttle • Coordination • Movement • Grip

Implementation Phase			
Key Stage:	LKS2	Unit:	Basketball

<p><u>Prior Learning Required – KS1 Progression Map Objectives:</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. • 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. • Show good awareness of others when playing games. • Perform a range of actions with the ball keeping it under control.

<p><u>National Curriculum Links</u></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><u>Pillars of Progression</u></p> <ul style="list-style-type: none"> • Continued progress of Motor Competence. • Begin to understand and apply Rules, Strategies and Tactics. • Healthy Participation; making safe decisions and understanding the relationships between physical activity and its effect on the body.
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<p><u>Key Unit Objectives</u> (Key skills addressed to achieve success throughout the unit)</p>	<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"> • Explain simple tactics in game situations.
		<p><u>Procedural Knowledge:</u></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. • Take up spaces/positions that make it difficult for opponents.

<p><u>Resources & Equipment</u></p> <ul style="list-style-type: none"> • Basketballs • Cones • Hoops 	<ul style="list-style-type: none"> • Bibs • Mini balls 	<p><u>Key Vocabulary</u></p> <ul style="list-style-type: none"> • Basketball • Dribbling • Passing 	<ul style="list-style-type: none"> • Shoot • Net • Chest pass 	<ul style="list-style-type: none"> • Space • Possession • Score
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Implementation Phase			
Key Stage:	LKS2	Unit:	Cricket

<p>Prior Learning Required – KS1 Progression Map Objectives:</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. • 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. • 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. • Show good awareness of others when playing games.

<p><u>National Curriculum Links</u></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><u>Pillars of Progression</u></p>	<ul style="list-style-type: none"> • Continued progress of Motor Competence. • Begin to understand and apply Rules, Strategies and Tactics. • Healthy Participation; making safe decisions and understanding the relationships between physical activity and its effect on the body.
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<p><u>Key Unit Objectives</u> (Key skills addressed to achieve success throughout the unit)</p>	<ul style="list-style-type: none"> • Step 1: Throw a ball with increasing accuracy. • Step 2: Catch a ball with increasing control. • Step 3: Successfully hit a ball from a tee. • Step 4: Hit a ball towards a target. • Step 5: Choose fielding skills to make it difficult for an opponent. • Step 6: Participate in modified competitive games, showing good teamwork. 	<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"> • Chose both fielding and striking skills which make it difficult for your opponent. • Explain the tactics you have used in games. <p>Procedural Knowledge:</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.
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<p><u>Resources & Equipment</u></p>	<ul style="list-style-type: none"> • Cones • Balls • Bats • Hoops • Wickets • Beanbags 	<p><u>Key Vocabulary</u></p>	<ul style="list-style-type: none"> • Cricket • Fielding • Striking • Teamwork • Score • Wickets • Runs • Batting • Aiming • Overarm • Accuracy • Underarm • Throwing • Bowling • Wicket keeper • Long Barrier
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Implementation Phase			
Key Stage:	LKS2	Unit:	Dance

Prior Learning Required – KS1 Progression Map Objectives:

- 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.

National Curriculum Links	<ul style="list-style-type: none"> • 2c: Develop flexibility, strength, technique, control, and balance. • 2d: Perform dances using a range of movement patterns. 	Pillars of Progression	<ul style="list-style-type: none"> • Continued progress of Motor Competence. • Begin to understand and apply Rules, Strategies and Tactics. • Healthy Participation; making safe decisions and understanding the relationships between physical activity and its effect on the body. 												
Key Unit Objectives (Key skills addressed to achieve success throughout the unit)	<ul style="list-style-type: none"> • Step 1: Perform dances using a range of movement patterns. • Step 2: Link movement patterns together • Step 3: Work on your own, with a partner and in a group • Step 4: Create, practise, and perform more complex dances • Step 5: Perform as various characters when moving to music • Step 6: Communicate feelings through dance 	Progression Map Links (Ensure pupils progress & move forward throughout their primary school years)	<p>Declarative Knowledge:</p> <ul style="list-style-type: none"> • Describe phrases and expressive qualities. <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. 												
Resources & Equipment	<ul style="list-style-type: none"> • Speaker • Cones • Marker spots 	Key Vocabulary	<table border="0"> <tr> <td>• Dance</td> <td>• Co-ordination</td> <td>• Canon</td> <td>• Fluency</td> </tr> <tr> <td>• Routine</td> <td>• Tutting</td> <td>• Unison</td> <td>• Choreography</td> </tr> <tr> <td>• Music</td> <td>• Beat of 8</td> <td>• Count</td> <td>• Performance</td> </tr> </table>	• Dance	• Co-ordination	• Canon	• Fluency	• Routine	• Tutting	• Unison	• Choreography	• Music	• Beat of 8	• Count	• Performance
• Dance	• Co-ordination	• Canon	• Fluency												
• Routine	• Tutting	• Unison	• Choreography												
• Music	• Beat of 8	• Count	• Performance												

Implementation Phase			
Key Stage:	LKS2	Unit:	Dodgeball

<p><u>Prior Learning Required – KS1 Progression Map Objectives:</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 • Develop decision making strategies • Employ simple tactics in competitive games.

<p><u>National Curriculum Links</u></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><u>Pillars of Progression</u></p>	<ul style="list-style-type: none"> • Continued progress of Motor Competence. • Begin to understand and apply Rules, Strategies and Tactics. • Healthy Participation; making safe decisions and understanding the relationships between physical activity and its effect on the body.
<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 throw the ball underarm. • Step 2: To use a side shot throw. • Step 3: To move in different ways – at speed. • Step 4: To use body positioning and control to help when catching. • Step 5: To discuss and apply tactics needed in dodgeball games. • Step 6: To participate in dodgeball 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"> • Understand how finding space can help in game situations. • Use a range of tactics to try win games. <p><u>Procedural Knowledge:</u></p> <ul style="list-style-type: none"> • Improve consistency when catching a variety of different shots. • Show control when moving at speed. • Move the ball in different ways – with increasing control and accuracy – whilst moving. • Practise and improve the underarm throw and side shot throw. • Get into good positions to both receive and throw the ball. • Develop the skills needed for games including ball handling, striking, dodging, and catching.
<p><u>Resources & Equipment</u></p>	<ul style="list-style-type: none"> • Soft balls • Cones • Marker spots • Tall cones • Bibs • Hoops 	<p><u>Key Vocabulary</u></p>	<ul style="list-style-type: none"> • Speed • Bounce • Balls • Throw • Catch • Dodge • Positioning • Underarm throw • Side shot • Target • Strike • Roll

Implementation Phase			
Key Stage:	LKS2	Unit:	Fitness

Prior Learning Required – KS1 Progression Map Objectives:

- Discuss healthy & unhealthy foods, and why eating well is good for you.
- Understand the benefits of regular exercise.
- Improve speed, agility, and stamina, coordination, control, and balance, and negotiate space.
- Take turns and work well in teams.
- Explore and practise 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.

National Curriculum Links	<ul style="list-style-type: none"> • 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. 	Pillars of Progression	<ul style="list-style-type: none"> • Continued progress of Motor Competence. • Begin to understand and apply Rules, Strategies and Tactics. • Healthy Participation; making safe decisions and understanding the relationships between physical activity and its effect on the body.
Key Unit Objectives (Key skills addressed to achieve success throughout the unit)	<ul style="list-style-type: none"> • Step 1: To move at speed with control • Step 2: To move with control when tired • Step 3: To perform exercises holding your own body weight • Step 4: To perform exercises such as lunges, sit ups and crunches • Step 5: To skip using a skipping rope • Step 6: To perform exercises for sustained periods of time 	Progression Map Links (Ensure pupils progress & move forward throughout their primary school years)	<p>Declarative Knowledge:</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. <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> • 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.
Resources & Equipment	<ul style="list-style-type: none"> • Cones • Mats • Bibs • Batons • Hoops • Hurdles • Ladders • Skipping Ropes • Flat Markers • Benches • Beanbags 	Key Vocabulary	<ul style="list-style-type: none"> • Strength • Endurance • Combination • Technique • Independent • Self-Belief • Lifestyle • Identify • Aerobic • Determined • Core Strength • Healthy • Develop

Implementation Phase			
Key Stage:	LKS2	Unit:	Football

<p>Prior Learning Required – KS1 Progression Map Objectives:</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. • Use skills in different ways when playing games. • Recognise space in games and use it to your advantage. • Perform a variety of skills keeping the ball under control. • Participate in team games – showing good awareness of others.

<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. • Begin to understand and apply Rules, Strategies and Tactics. • Healthy Participation; making safe decisions and understanding the relationships between physical activity and its effect on the body.
<p>Key Unit Objectives (Key skills addressed to achieve success throughout the unit)</p>	<ul style="list-style-type: none"> • Step 1: To stop the ball with my feet. • Step 2: To pass the ball with the inside of my feet. • Step 3: To dribble the ball using my feet. • Step 4: To make a standing tackle. • Step 5: To shoot a stationary football. • Step 6: To participate in a group football game. 	<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"> • Apply basic principles for attacking and defending – finding space (attacking), challenge a player in possession (defending.) • Employ and explain simple tactics in game situations. <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> • 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. • Receive a ball under control.
<p>Resources & Equipment</p>	<ul style="list-style-type: none"> • Footballs • Goals • Cones • Bibs • Marker spots 	<p>Key Vocabulary</p>	<ul style="list-style-type: none"> • Football • Passing • Attacking • Defending • Throwing • Control • Saving • Tackle • Scoring • Aim • Dribbling • Turning • Direction

Implementation Phase			
Key Stage:	LKS2	Unit:	Golf

<p>Prior Learning Required – KS1 Progression Map Objectives:</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.
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<p><u>National Curriculum Links</u></p>	<ul style="list-style-type: none"> • 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<p><u>Pillars of Progression</u></p>	<ul style="list-style-type: none"> • Continued progress of Motor Competence. • Begin to understand and apply Rules, Strategies and Tactics. • Healthy Participation; making safe decisions and understanding the relationships between physical activity and its effect on the body.
<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 successfully hit the target using a putt shot • Step 2: To play putting games • Step 3: To develop the chip shot • Step 4: To play games with others • Step 5: To compete in target games against others • Step 6: To apply correct techniques when competing 	<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 the importance of accuracy when chipping. <p><u>Procedural Knowledge:</u></p> <ul style="list-style-type: none"> • 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. • Demonstrate good teamwork skills.
<p><u>Resources & Equipment</u></p>	<ul style="list-style-type: none"> • Cones • Golf clubs • Golf balls • Hoops • Hurdles 	<p><u>Key Vocabulary</u></p>	<ul style="list-style-type: none"> • Golf • Chipping • Putting • Target • Coordination • Technique • Accuracy • Speed

Implementation Phase			
Key Stage:	LKS2	Unit:	Gymnastics

Prior Learning Required – KS1 Progression Map Objectives:

- 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 fundamental movement skills, combining travelling, balancing and stiffness using both floor and apparatus; and moving smoothly from one position of stiffness to another.
- Develop agility, balance, and coordination.
- Form simple sequences of different actions, using the floor and a variety of apparatus.

National Curriculum Links	<ul style="list-style-type: none"> • 2c: Develop flexibility, strength, technique, control, and balance. • 2d: Perform dances using a range of movement patterns. 	Pillars of Progression	<ul style="list-style-type: none"> • Continued progress of Motor Competence. • Begin to understand and apply Rules, Strategies and Tactics. • Healthy Participation; making safe decisions and understanding the relationships between physical activity and its effect on the body.
Key Unit Objectives (Key skills addressed to achieve success throughout the unit)	<ul style="list-style-type: none"> • Step 1: To perform 9 key shapes • Step 2: To travel using different body parts • Step 3: To travel on different levels at different speeds • Step 4: To create sequences of movements, shapes, balances, and rolls • Step 5: To work with others mirroring and cannoning • Step 6: To perform in front of others 	Progression Map Links (Ensure pupils progress & move forward throughout their primary school years)	<p>Declarative Knowledge:</p> <ul style="list-style-type: none"> • Describe how your body feels when exercising. • Recognise and explain a good performance. <p>Procedural Knowledge:</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.
Resources & Equipment	<ul style="list-style-type: none"> • Gymnastic mats • Marker spots • Cones • Benches • Hoops • Tables • Beanbags 	Key Vocabulary	<ul style="list-style-type: none"> • Gymnastics • Key Shapes • Balances • Rolls • Jumps • Co-ordination • Routine • Travelling • Apparatus • Sequence • Partners • Teamwork

Implementation Phase			
Key Stage:	LKS2	Unit:	Handball

Prior Learning Required – KS1 Progression Map Objectives:

- Move fluently, changing direction and speed easily and avoiding collisions.
- Begin to understand some rules of the game.
- 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.
- Have simple plans that you know you can make work, e.g. where to stand to make it difficult for an opponent.
- Know how to defend between ball and target.
- Decide when and where to run, showing good awareness of others.

National Curriculum Links	<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. 	Pillars of Progression	<ul style="list-style-type: none"> • Continued progress of Motor Competence. • Begin to understand and apply Rules, Strategies and Tactics. • Healthy Participation; making safe decisions and understanding the relationships between physical activity and its effect on the body.
Key Unit Objectives (Key skills addressed to achieve success throughout the unit)	<ul style="list-style-type: none"> • Step 1: To pass/ send a ball with increasing accuracy. • Step 2: To move with the ball keeping it under control. • Step 3: To pass the ball over different distances. • Step 4: To dribble when under pressure. • Step 5: To defend by marking. • Step 6: To play handball games against others. 	Progression Map Links (Ensure pupils progress & move forward throughout their primary school years)	<p>Declarative Knowledge:</p> <ul style="list-style-type: none"> • 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. <p>Procedural Knowledge:</p> <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 the ball under control, passing and receiving with increasing accuracy. • Choose space/ positions where you can receive a pass or to support a teammate.
Resources & Equipment	<ul style="list-style-type: none"> • Handballs • Bibs • Tennis balls • Cones • Marker spots 	Key Vocabulary	<ul style="list-style-type: none"> • Ball • Control • Throw • Catch • Dribbling • Receive • Space • Hands • Accuracy • Aim • Power • Intercept • Support

Implementation Phase			
Key Stage:	LKS2	Unit:	Hockey

Prior Learning Required – KS1 Progression Map Objectives:

- Understand and follow the rules of the game.
- 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, and 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.
- Choose and use simple tactics to suit different situations in small sided games. React to situations in ways that make it difficult for opponents.
- Use skills in different ways when playing games.
- Recognise space in games and use it to your advantage.

National Curriculum Links	<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. 	Pillars of Progression	<ul style="list-style-type: none"> • Continued progress of Motor Competence. • Begin to understand and apply Rules, Strategies and Tactics. • Healthy Participation; making safe decisions and understanding the relationships between physical activity and its effect on the body.
Key Unit Objectives (Key skills addressed to achieve success throughout the unit)	<ul style="list-style-type: none"> • Step 1: To hold a hockey stick correctly and safely • Step 2: To use a push pass • Step 3: To get in a low position when dribbling and/or passing • Step 4: To dribble a ball whilst changing direction • Step 5: To use a slap pass • Step 6: To play hockey games against others 	Progression Map Links (Ensure pupils progress & move forward throughout their primary school years)	<p>Declarative Knowledge:</p> <ul style="list-style-type: none"> • Apply basic principles for attacking and defending – finding space (attacking), challenge a player in possession (defending). • Explain simple tactics in game situations. <p>Procedural Knowledge:</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. • Develop control and technique.
Resources & Equipment	<ul style="list-style-type: none"> • Balls • Hockey sticks • Cones • Marker spots • Bibs • Relay batons 	Key Vocabulary	<ul style="list-style-type: none"> • Hockey • Passing • Dribbling • Shoot • Stick • Control • Teamwork • Speed • Direction • Decision Making • Aim • Turn • Stop • Possession • Slap pass • Push pass • Attack • Defence

Implementation Phase			
Key Stage:	LKS2	Unit:	Netball

<p>Prior Learning Required – KS1 Progression Map Objectives:</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. • 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. • Show good awareness of others when playing games. • Perform a range of actions with the ball keeping it under control.
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<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. • Begin to understand and apply Rules, Strategies and Tactics. • Healthy Participation; making safe decisions and understanding the relationships between physical activity and its effect on the body.
<p>Key Unit Objectives (Key skills addressed to achieve success throughout the unit)</p>	<ul style="list-style-type: none"> • Step 1: To pass/ send a ball with increasing accuracy. • Step 2: To move with the ball keeping it under control. • Step 3: To pass the ball in different ways. • Step 4: To find and use space well to keep possession. • Step 5: To apply basic attacking and defending principles. • Step 6: Play in small sided games, employing simple tactics. 	<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 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. • Select passes that keep possession. <p>Procedural Knowledge:</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. • Develop the understanding of the importance of speed when playing invasion games. • Pass and receive the ball with control.
<p>Resources & Equipment</p>	<ul style="list-style-type: none"> • Netballs • Hoops • Netball nets • Cones • Bibs • Marker spots 	<p>Key Vocabulary</p>	<ul style="list-style-type: none"> • Ball • Control • Speed • Direction • Passing • Pass • Chest Pass • Bounce Pass • Technique • Aim • Accuracy • Teamwork • Shoot • Score • Accuracy • Power • Rules

Implementation Phase			
Key Stage:	LKS2	Unit:	Orienteering
<p>Prior Learning Required – KS1 Progression Map Objectives:</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. • 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. • Participate in competition with others, completing a simple orienteering event. 			
<p>National Curriculum Links</p>	<ul style="list-style-type: none"> • 2e: Take part in outdoor and adventurous activity challenges both individually and within a team. 	<p>Pillars of Progression</p>	<ul style="list-style-type: none"> • Continued progress of Motor Competence. • Begin to understand and apply Rules, Strategies and Tactics. • Healthy Participation; making safe decisions and understanding the relationships between physical activity and its effect on the body.
<p>Key Unit Objectives (Key skills addressed to achieve success throughout the unit)</p>	<ul style="list-style-type: none"> • Step 1: To work cooperatively as part of a team. • Step 2: To communicate effectively with others. • Step 3: Participate in team games solving problems with others. • Step 4: To understand the different points on a map. • Step 5: To make a map. • Step 6: To take part in an orienteering event. 	<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"> • Recognise that activities need thinking through and planning. • Have knowledge of safety rules and procedures for taking part in orienteering event. <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> • Recognise where you are on a map. • Demonstrate all the physical skills needed for orienteering: agility, balance, and co-ordination. • 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.
<p>Resources & Equipment</p>	<ul style="list-style-type: none"> • Hoops • Hurdles • Cones • Beanbags • Benches • Map symbols, Symbol names • Clipboards, Rulers, Pencils, Paper • Keywords, Score sheets, Symbol cards 	<p>Key Vocabulary</p>	<ul style="list-style-type: none"> • Teamwork • Map Skills • Indoor mapping • Picture Orienteering • Control Plotting • Communication • Problem Solving

Implementation Phase			
Key Stage:	LKS2	Unit:	Rounders

<p>Prior Learning Required – KS1 Progression Map Objectives:</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. • 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. • 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. • Show good awareness of others when playing games.

<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. • Begin to understand and apply Rules, Strategies and Tactics. • Healthy Participation; making safe decisions and understanding the relationships between physical activity and its effect on the body.
<p>Key Unit Objectives (Key skills addressed to achieve success throughout the unit)</p>	<ul style="list-style-type: none"> • Step 1: Throw a ball with increasing accuracy. • Step 2: Catch a ball with increasing control. • Step 3: Successfully hit a ball from a tee. • Step 4: Hit a ball towards a target. • Step 5: Choose fielding skills to make it difficult for an opponent. • Step 6: Participate in modified competitive games, showing good teamwork. 	<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"> • Chose both fielding and striking skills which make it difficult for your opponent. Explain the tactics you have used in games. <p>Procedural Knowledge:</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. • Show control, coordination and consistency when throwing and catching a ball.
<p>Resources & Equipment</p>	<ul style="list-style-type: none"> • Cones, marker spots • Rounders posts and bases • Bats • Hoops • Beanbags • Balls 	<p>Key Vocabulary</p>	<ul style="list-style-type: none"> • Throwing • Fielding • Catching • Power • Get in line • Communication • Accuracy • Technique • Batting • Score • Aiming • Space • Targets • Long Barrier

Implementation Phase			
Key Stage:	LKS2	Unit:	Tag Rugby

Prior Learning Required – KS1 Progression Map Objectives:

- 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.
- 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.

National Curriculum Links	<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 	Pillars of Progression	<ul style="list-style-type: none"> • Continued progress of Motor Competence. • Begin to understand and apply Rules, Strategies and Tactics. • Healthy Participation; making safe decisions and understanding the relationships between physical activity and its effect on the body.
Key Unit Objectives (Key skills addressed to achieve success throughout the unit)	<ul style="list-style-type: none"> • Step 1: To travel with the ball • Step 2: To keep in a horizontal line with others when running • Step 3: To catch the ball whilst on the move • Step 4: To defend by removing a player's tag • Step 5: To work together with others • Step 6: To play games against others that require tactics to be used to try score. 	Progression Map Links (Ensure pupils progress & move forward throughout their primary school years)	<p>Declarative Knowledge:</p> <ul style="list-style-type: none"> • 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. <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> • 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.
Resources & Equipment	<ul style="list-style-type: none"> • Rugby balls • Cones • Tag belts • Marker spots • Bibs • Hoops 	Key Vocabulary	<ul style="list-style-type: none"> • Rugby • Tag • Pass • Share • Defend • Mark • Attack • Dummy

Implementation Phase			
Key Stage:	LKS2	Unit:	Tennis

<p>Prior Learning Required – KS1 Progression Map Objectives:</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. Choose and use skills and simple tactics to suit different situations. Understand and follow the rules of the game. 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.

<p><u>National Curriculum Links</u></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><u>Pillars of Progression</u></p>	<ul style="list-style-type: none"> Continued progress of Motor Competence. Begin to understand and apply Rules, Strategies and Tactics. Healthy Participation; making safe decisions and understanding the relationships between physical activity and its effect on the body.
<p><u>Key Unit Objectives</u> (Key skills addressed to achieve success throughout the unit)</p>	<ul style="list-style-type: none"> Step 1: Can watch, track, and catch a tennis ball successfully. Step 2: To perform a basic forehand action with increasing accuracy. Step 3: To perform a basic backhand shot with increasing control. Step 4: To keep a rally going using a range of shots. Step 5: To hit a ball into space (at different speeds and heights) to try beat an opponent. Step 6: To compete with 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"> Apply basic principles for attacking including finding and using space in game situations. <p><u>Procedural Knowledge:</u></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. Keep a rally going using a range of shots. Compete with others – Keeping and following the rules of the game.
<p><u>Resources & Equipment</u></p>	<ul style="list-style-type: none"> Cones Tennis rackets Tennis balls Nets Marker spots 	<p><u>Key Vocabulary</u></p>	<ul style="list-style-type: none"> Swing Cooperative Cooperative play Movement Aim Partner Direction Send Catch Court target Power Accuracy Space Free Space Control Bounce Racket

Implementation Phase			
Key Stage:	LKS2	Unit:	Volleyball

<p>Prior Learning Required – KS1 Progression Map Objectives:</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. • 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. • Show control of a ball with basic actions and explore different ways to use and move with a ball.

<p><u>National Curriculum Links</u></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><u>Pillars of Progression</u></p>	<ul style="list-style-type: none"> • Continued progress of Motor Competence. • Begin to understand and apply Rules, Strategies and Tactics. • Healthy Participation; making safe decisions and understanding the relationships between physical activity and its effect on the body. 																				
<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 watch the ball as it travels to help with catching/hitting • Step 2: To get in line with the ball as it's travelling • Step 3: To perform a 'dig' shot • Step 4: To react quickly • Step 5: To send the ball accurately • Step 6: Compete against others 	<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"> • Employ simple tactics in game situations and explain why they have used the tactics. • Apply basic principles suitable for attacking and defending. <p>Procedural Knowledge:</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. • Adopt a good 'ready position' to move and catch a ball. 																				
<p><u>Resources & Equipment</u></p>	<ul style="list-style-type: none"> • Volleyballs • Nets • Cones • Hoops 	<p><u>Key Vocabulary</u></p>	<table border="0"> <tr> <td>• Ball Flight</td> <td>• Throw</td> <td>• Accuracy</td> <td>• Space</td> </tr> <tr> <td>• Ready Position</td> <td>• Ready</td> <td>• Power</td> <td>• Wide</td> </tr> <tr> <td>• Watch the ball</td> <td>• Watch</td> <td>• Speed</td> <td>• Tactics</td> </tr> <tr> <td>• Catch</td> <td>• Hands</td> <td>• Direction</td> <td>• Successful</td> </tr> <tr> <td>• Control</td> <td>• Aiming</td> <td></td> <td></td> </tr> </table>	• Ball Flight	• Throw	• Accuracy	• Space	• Ready Position	• Ready	• Power	• Wide	• Watch the ball	• Watch	• Speed	• Tactics	• Catch	• Hands	• Direction	• Successful	• Control	• Aiming		
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