

Year 5 - Year 8 PROGRESSION MAP - Initio Middle Schools

Intent - Creating Motivated Movers - To build confidence and enjoyment in movement by trying new activities

Overview: To create meaningful and positive experiences in PE, Sport and/or physical activity that promotes healthy active lifestyles and a joy of movement now and beyond. The aim of our programme is to engage all pupils, to inspire them to enjoy physical activity and create a pathway to excel. This approach illustrates the all-encompassing nature of meaningful experiences connected by the three domains of learning: Cognitive/Knowing (Head), Affective/Feeling (Heart) and Psychomotor/Doing (Hands). Students will receive mastery oriented feedback for each of their activities and placed on an assessment continuum and pathway.

Intent, Implementation and Impact Document [here](#)

Threshold concepts for each activity [here](#)

Progression map is based around the Trust Head, Hands, Heart Assessment Model from KS2-KS4 [HERE](#)

Student Review Assessment [here](#)

Knowledge Organiser for each activity can be found [here](#)

[Key for new information]:

Themes within subject	Year 5 Excited Explorers	Year 6 Mindful Communicators	Year 7 Resilient Participants	Year 8 Developing Leaders
Topic - Invasion Games Vehicles for learning Teaching Games for Understanding Game Sense	Main Idea: Learn how to become effective within a game Focus: Utilise the concepts of width/depth & applying pressure to create and deny space Head (Thinking & Understanding): Understand and apply basic	Main Idea: Learn how to perform more effectively within and as a team Focus: Maintaining and regaining of possession	Main Idea: Learn how to make decisions effectively within a game Focus: Develop the use of deception, support and overloads in attack and counter these with marking, covering space and organisation in defence.	Main Idea: Learn how to lead a team or game Focus: Apply and adapt tactics effectively within dynamic gameplay and show control of a game when officiating. Head (Thinking & Understanding): Begin to officiate small-sided

Sport Education Model Tactical Games Approach Gamification	game rules for fairness and safety - Explore simple attacking principles, such as creating space by moving into width and depth - Begin to identify defensive strategies, including pressuring the ball or slowing down opponents - Understand the purpose of a game, such as scoring, preventing scores, or keeping possession Hands (Skill & Execution): - Develop basic ball control using feet, hands, or equipment (e.g. rolling, stopping, dribbling) - Perform fundamental passing techniques in modified game settings - Begin to scan and move before receiving a pass - Learn how to dribble in open space using hand, foot, or stick depending on the activity - Experiment with pivoting or shielding to keep possession in simple tasks Heart (Character & Collaboration): Engage positively in a variety of game scenarios, win or lose	Head (Thinking & Understanding): <i>Understand and apply basic team roles and positions</i> <i>Learn to maintain and exploit space during attack (e.g. moving into space to receive a pass)</i> <i>Begin to support teammates around the ball carrier by creating passing or running options</i> <i>Recognise when to maintain possession or retain the ball instead of forcing forward play</i> <i>Develop understanding of defensive team shape, including covering space, delaying opponents, and regaining balance</i> <i>Begin to adapt team strategies based on opposition (e.g. shape or positioning in small-sided games)</i> Hands (Skill & Execution): <i>Refine passing and receiving using appropriate techniques for distance and situation</i> <i>Apply basic deception skills to create advantage (e.g. body feints, dodging, misleading movement)</i> <i>Control the ball (or object) while scanning for team options</i> <i>Maintain possession by recycling or switching play</i> <i>Develop basic defending skills</i>	Head (Thinking & Understanding): - Apply more complex rules and game strategies confidently - Use mobility and manipulation in attack to disturb defensive structures - Work together to create overloads, use space intelligently, and adapt strategies - Understand defensive organisation including marking systems, pressure, and covering space - Make in-game decisions to retain or regain possession - Adjust tactics and team shape in response to opponents and game flow Hands (Skill & Execution): - Perform skills with increased precision and deception under pressure - Receive and pass using game-appropriate techniques - Develop power, accuracy and timing in attacking actions - Apply defensive techniques such as marking, tackling, and positional play - Use appropriate supporting movements to create space or apply pressure	<i>games with guidance and growing confidence</i> <i>Apply advanced attacking principles such as patience, positional play, and creating overloads</i> <i>Adapt decision-making in response to in-game situations and team needs</i> <i>Understand how to disrupt opposition tactics through coordinated defensive strategies</i> <i>Recognise when and how to apply tactical adjustments during attack and defence</i> <i>Take a lead in setting up and managing team shape and strategy</i> Hands (Skill & Execution): <i>Refine and combine previously learned techniques in increasingly complex game scenarios</i> <i>Apply advanced control, passing, movement, and shooting skills across a range of contexts</i> <i>Demonstrate consistent execution of defensive skills including tackling, marking, and interception</i> <i>Begin to implement specialist skills where appropriate (e.g. aerial skills, heading, lay-ups, etc.)</i>
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	• Show readiness to learn, including listening, following rules, and caring for equipment • Begin to show resilience when things don't go to plan • Take early responsibility for team roles (e.g. getting equipment, helping organise)	<i>such as tracking, intercepting, and maintaining position</i> • <i>Use techniques under pressure in small-sided games and modified situations</i> Heart (Character & Collaboration): • <i>Engage confidently in team tasks, contributing ideas and effort</i> • Communicate clearly and respectfully with teammates (verbal and non-verbal) • Show encouragement, support and positive body language • <i>Celebrate team success and reflect on shared effort</i> • <i>Respond positively to feedback from peers or adults</i>	• Transfer techniques into dynamic, decision-based game scenarios Heart (Character & Collaboration): • Show resilience when decisions don't lead to success • Respond positively to feedback and setbacks • Respect others' opinions and contribute constructively to team decisions • Take increasing ownership of team problem-solving • Support and challenge teammates through clear and respectful communication • Manage the emotional demands of performance and competition -	• <i>Communicate decisions clearly while officiating or organising team play</i> • <i>Maintain control and fluency of movement under pressure or fatigue</i> Heart (Character & Collaboration): • <i>Take initiative to lead others through positive communication and shared planning</i> • <i>Show confidence and fairness when officiating or setting expectations</i> • <i>Solve problems as a team and take responsibility for outcomes</i> • <i>Consistently demonstrate sportsmanship, empathy, and respect</i> • <i>Reflect on personal and team performance, using feedback to make improvements</i> • <i>Support the growth of others through encouragement and role modelling</i> -
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Topic - Outdoor adventures activities Vehicles for learning OAA Orienteering Cooperative learning Problem solving Orienteering activities progression here	Main Idea: Learn how to act responsibly? Focus: Demonstrate using the problem solving cycle individually and as part of team Head (problem solving cycle) - Pupils demonstrate using the problem solving cycle to solve each activity  Hands - Use coordination skills and move my body effectively in problem solving situations - Able to move, run and climb over different obstacles and surfaces Heart - Work together in a team and rely on each other to complete the task. - Develop responsibility by completing your part of the task - Be positive and support others - Value others contribution to the team	Main Idea: Learn how to value others? Focus: Develop cooperation skills such as communication, reflection and collaboration skills Head (Group and individual reflection) - Reflect on what went well, and what the group could improve next time - Demonstrate the use of the problem solving cycle Hands - I am able to use fundamental movements - I can use speed and endurance when working within my group Heart (communication skills) - Develop skills that allow for comfortable and relaxed communication between group members - Share their ideas confidently with others - Listening to others' ideas - Value everyone's voice and do not interrupt when others are talking	Main Idea: Learn how to accept responsibility. Focus: Apply key orienteering skills (if using orienteering) showing respect, fair play, resilience and perseverance Head (Key Orienteering skills) - Orientate a map and identify your position on it, by using clues, buildings and terrain. - Navigate between control points marked on a unique orienteering map and decide on the best route to complete the course in the quickest time - Confidently identify and interpret the symbols used on an orienteering map. - Effectively 'thumb' a route on a map to know where you are on the map. Hands - Use speed and endurance to solve problems - Use coordination skills and move my body effectively in problem solving situations - Able to move, run and climb over different obstacles and surfaces Heart (respect, fair play, resilience and perseverance) - Respect others, teachers and equipment - Show fair play and good sporting behaviour - Show resilience and perseverance	Main idea: Develop leadership and take responsibility for own learning Focus: Apply more advanced orienteering skills (using compass/bearings) and develop leadership skills Head (More advanced orienteering skills and group reflection) Orienteering - Develop compass skills to aid with map setting and direction. - Develop skills such as reading scales, understanding colours and contours of a map Sport Education - Identify strengths of team members and utilise their strengths - Be able to assess how the group in working together - Being able to critically reflect on the development of the group and move forward - Plan and reflect on the roles given Hands Orienteering - Acknowledge that competitive orienteering requires endurance and speed. The team that completes the course in the quickest time wins. - Orienteering requires adequate aerobic fitness, it is an activity that requires constantly moving, running, jumping or climbing over different obstacles and surfaces - Effectively use observation skills
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				when at control points Sport Education - Use fundamental movements when performing in training and matches - Develop skills and fitness specific to particular sports - Use coordination skills and move my body effectively in training and matches <u>Heart (leadership and taking ownership of own learning)</u> - Develop leadership skills and be led by others - Participate enthusiastically and understand your role as part of a team - Take ownership and responsibility for their own learning - Be challenged through peer support, peer encouragement, and trust
Topic - FMS and HBPE Vehicles for learning Fundamental Movement Skills Health Based PE	Main Idea: Learn how to develop confidence? Focus: Develop and recognise key locomotor and stability skills. <u>Head</u> - Recognise that Fundamental Movement Skills are the building blocks of all sports, and are a key component of an active and healthy life. They are the basis for every movement we do every day. - Understand the difference between locomotive and manipulative skills <u>Hands</u>	Main Idea: Learn how FMS Focus: Develop and Understand the difference between locomotive, manipulative and stability skills, explaining why each one is important. <u>Head</u> - Understand the difference between locomotive, manipulative and stability skills, explaining why each one is important. - Developing basic movement skills is important for my health and ability to do everyday tasks now and as they get older. - Acknowledge that proficient movers are more willing to	Main Idea: Learn how to take risks? Focus:Develop an understanding of how the cardiovascular system respond to physical activity and the difference between anaerobic and aerobic exercise <u>Head</u> - Highlight the benefits of increased fitness on health and wellbeing of the body and mind - Develop an understanding of how the cardiovascular system respond to physical activity and the difference between anaerobic and aerobic exercise <u>Hands</u> - Are physically fit and can remain	Main idea: Learn how I can support others? Focus: Recognise the basic components of fitness and health to maintain an active healthy lifestyle <u>Head</u> - Evaluate the importance of warming up and cooling down - Become an informed mover – explain how and where to engage in physical activity, the effects of an active lifestyle and how to participate safely and effectively to achieve their

	- Develop locomotor skills involve moving the body in any direction from one point to another. Examples are crawling, walking, running, hopping, leaping, jumping, galloping, dodging and skipping - Develop stability skills involve balancing the body in stillness and in motion. Examples are static and dynamic balancing, rolling, landing, bending and stretching, twisting and turning, swinging, and climbing. <u>Heart</u> - Improve confidence when developing my movement skills - Listen to feedback from my teacher in order to improve my movement skills	participate in sport leading to higher self-esteem and self-confidence. <u>Hands</u> - Further develop manipulative skills which require controlling implements and objects such as balls, hoops, bats and ribbons by hand, foot, any other part of the body or with an object. Examples are throwing, catching, kicking, striking, bouncing and dribbling. - Further develop locomotor and stability skills aiding good movement and body control. <u>Heart</u> - Show resilience and perseverance even when some movements are difficult - Actively engage in group discussion	active for sustained periods to help promote your health and fitness. - Work for extended periods of time, both independently and with others, with limited guidance or support. - Develop flexibility of muscle and joints and understand the importance to wider sports activities and remaining physically active in life - Develop core stability and balance <u>Heart</u> - Show resilience and perseverance even when involved in activities - chosen physical activities through high - Develop levels of effort and individual challenge	personal goals - .Recognise the basic components of fitness and health to maintain an active healthy lifestyle - Develop an understanding of the main muscles groups and how they contributive to sport and physical activity <u>Hand</u> - Show basic fundamental movement skills, agility, coordination, speed and reaction time when participating in activities - Develop flexibility of muscle and joints and understand the importance to wider sports activities and remaining physically active in life - Develop endurance, power, strength and speed <u>Heart</u> - Develop an understanding of habitual movement in leading active lifestyles through regular participation in sport and/or physical activity - Develop an understand of motivated movement by demonstrating a positive attitude and perceived competence in
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Topic - Gymnastics/Parkour Vehicles for learning Gymnastics Parkour Taking Personal and Social Responsibility	Main Idea: Learn how to develop confidence? Focus: Perform fundamental movement skills with precision (shape, rolls, balances, partner work and basic jump shapes - tuck, straddle, pike, straight). <u>Head</u> - Know the importance of strength and flexibility for gymnastics, sport and physical activity. - Explain some safety principles when preparing for and during gymnastics. <u>Hands</u> - Perform actions, shapes and balances clearly, consistently and fluently, with good body tension and extension. - Select different single balances on apparatus, 1, 2, 3 and 4 - point balances - Perform partner balances (matching, mirroring, counter tension and counter balance) - Perform different jumps: Straight jump, tuck jump, jumping jack, star jump, straddle jump, pike jump, stag jump, straight jump half -term, straight jump full-turn, cat leap. <u>Heart</u> - Have resilience and perseverance even when some movements are difficult - Work effectively with a partner and can share my ideas	Main Idea: Learn how to link ideas? Focus: link actions and movements with fluency and precision (basic balances, including weight on hands, linking leading into sequences). <u>Head</u> - Plan and evaluate routines and performances. - Compare performances with previous ones and demonstrate improvement to achieve your personal best. <u>Hands - (Link actions, rolls,perform weight on hands, sequences)</u> - Travel and link actions: tiptoe, step, jump and hop, hopscotch, skipping, chassis steps and pivot. - Perform different rolls: Forward roll from standing, straddle forward roll, pike forward roll and tucked backward roll - Perform weight on hands exercises: Headstands / Handstands / Cartwheels - Plan a movement sequence and perform with precision, control and fluency, showing a wide range of actions including variations in speed, levels and directions. <u>Heart</u> - Develop confidence when performing in front of others - Listen to feedback from my teacher in order to improve my movement skills	Main Idea: Learn how to take risks? Focus: perform basic flight using a range of apparatus <u>Head</u> - Performers understand how the use of transitions and the selection of the appropriate transition can improve the routine. - Describe how the body reacts at different times and how this affects performance. <u>Hands (Vaults)</u> - Develop technique, control and complexity of part-weight partner balances - Perform different vaults: Hurdle step onto springboard, Squat on vault, Straddle on vault, Star jump off, Tuck jump off, Straddle jump off, Pike jump off, Squat through vault and Straddle over vault - Perform weight on hands exercises such as handstands, cartwheels and round-off using a lunge <u>Heart</u> - Develop a trusting and caring attitude towards classmates through group and partner work - Show responsibility and respect towards equipment, others and teachers	Main idea: Learn how I can support others? Focus: Working in a group, perform and evaluate a routine in action. <u>Head</u> - Plan group or partner performances and evaluate routines - I can adapt sequences to include a partner or a small group or group formations. - Begin to record their peers' performances, and evaluate these. <u>Hands - (Routines in action)</u> - Routines display by understanding how to advance moves by introducing rotation when using unique moves to link actions together, links are smooth and transitions between actions are fluid. - Performers have excellent extension of limbs, core body tension, height and confidence. - Performer's make their routines more aesthetically pleasing by using a mixture of cannon, unison, speed and height. <u>Heart</u> - Work comfortably as part of a team or pair and share observations - Develop a positive self-image by being comfortable in their level of performance
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	confidently with others			
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			Developed through Peer Coaching & Leadership <u>Head</u> - Understanding Parkour as an efficient movement discipline (traversing obstacles safely and effectively) - Basic risk assessment in movement & spotting hazards - Principles of peer coaching (clear communication, demonstrating, giving constructive feedback) - Learning how to break down movement sequences for others (step-by-step guidance) - Understanding momentum, weight transfer & landing mechanics to reduce injury risk <u>Hands</u> - Fundamental Parkour Movements: - Landing mechanics (soft landings, bending knees, distributing weight) - Rolling techniques (shoulder rolls for impact absorption) - Precision jumps (jumping to a set target with control) - Vaults (step-through, safety vault) - Wall runs (proper foot placement) - Balance & traversal (rail balancing, cat hangs) - Peer Coaching Applications: - Demonstrating correct techniques to a partner - Providing technical feedback based on success criteria <u>Heart</u> - Developing confidence through progressive challenge levels - Learning to give and receive feedback effectively - Building trust & teamwork through safe	Developed Through Taking Personal and Social Responsibility Model <u>Head</u> - Applying independent decision-making to movement challenges - Understanding self-coaching & self-assessment (reflecting on progression & setting movement goals) - Exploring how Parkour promotes resilience & adaptability in problem-solving - Learning to modify techniques to suit different environments - Advanced risk assessment (considering environmental factors, own fatigue levels, exit strategies) <u>Hands</u> - Advanced Parkour Movements: - Speed vaults & kong vaults - Tic-tac (wall-to-wall movements) - Climbing techniques (wall climbs, muscle-ups) - Combination moves (linking jumps, vaults, and landings smoothly) - Leadership in Parkour: - Taking responsibility for leading warm-ups & cool-downs - Organizing safe, progressive challenges for small groups <u>Heart</u> - Developing resilience (overcoming fear of failure & retrying challenges) - Taking ownership of progression through self-directed learning - Building mental discipline & patience through repetitive practice - Supporting others in their learning journey - Demonstrating leadership through guidance & encouragement
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			spotting and coaching - Taking responsibility for own and others' safety - Encouraging risk-taking in a controlled environment	
Topic - Net Games Vehicles for Learning (Pickleball) (Table Tennis) (Volleyball) (Badminton)	Main Idea: How to develop cooperative gameplay Focus: Explore different shots focusing on direction of the object <u>Head</u> - Rules: Apply basic rules of tennis whilst playing and officiating. - Scoring: Begin to keep score in matches	Main Idea: How can we resolve conflict? Focus: Developing depth and width in shots to push opponents backwards and forwards <u>Head</u> - Rules: Apply basic rules to pickleball whilst playing and officiating. - Sends the ball over the net and	Main Idea: How to develop perseverance? Focus: Set up an attack using shots to move an opponent into a court position that they are able to attack with a winning shot. <u>Head</u> SETTING UP AN ATTACK - Players build up shots to move an opponent into a court position that they are able to attack with a winning shot.	Main Idea: How to respect decisions from others. Focus: Defend space by using the 4R's (Read, Respond, React, Recover) <u>Head</u> - Read - predict where the ball is going - Respond - move to an appropriate position on the court

(Tennis)	<u>Hands</u> - Develop the range of shots used in a variety of games. - In Tennis - develop basic forehand, backhand and volley shots - Rallying: use a variety of shots/tap ups to keep a continuous rally. Understand how to play different shots depending on if a rally is cooperative or competitive <u>Heart</u> - Engage fully in conditioned skill based practices and game situations - Be responsible and respectful of equipment, facilities, teacher and others	aim for accuracy towards an open space - Defends space by assuming ready position and by covering as much space as possible - <u>Hands</u> - Pickleball - Develop the range of shots used in a variety of games. - Flight reception: players track the ball with the eyes while moving in under it, reaching to make contact in front of the eyes - Footwork: know that using small, quick steps will allow me to adjust my stance to play a shot. <u>Heart</u> - Resolve conflicts or disagreements when officiating and scoring - Able to work independently and as part of a small group	- Move an opponent short, long, or side to side on the court and/or keep them out to one side while building the opportunity to hit a winner to the open court. - Use the entire court to place shots in the open spaces, away from the opponent. <u>Hands</u> Table Tennis - - Court positioning: Players anticipate the return shot and are in the best position to play the next shot. - Ball placement - placing shots into open spaces - Shots: start to develop the range of shots used in a variety of games. (Table Tennis - forehand, backhand, variation of top and back spin). - Begin to apply force, variation of speed/depth, spin and fakes in shot selection to win the point <u>Heart</u> - Actively engage in group discussion - Able to work independently and as part of a small group	- React - successfully send the object back - Recover - get ready for the next shot <u>Hands</u> Volleyball - - Shots: further develop the range of shots in Volleyball - pass, set, dig, spike, block, overarm serve. - Rallying: can use shots to keep a continuous rally. Apply different shots depending on if a rally is co-operative or competitive. - Footwork: demonstrate effective footwork patterns to move around the court. Using the appropriate footwork will help me to react to a ball quickly and give me time to prepare to play a shot <u>Heart</u> - Engage fully in conditioned skill based practices and game situations - Develop confidence and perseverance when learning new skills - Respect the decision of umpires
Topic - Dance	<u>Main Idea:</u> Learn how to build confidence performing in front of others? <u>Focus:</u> Develop a dance motif using Charatisation <u>Head</u> - Evaluate the importance of timing and counting within dance. - Highlight the benefits of dance	<u>Main Idea:</u> Learn how to celebrate successes (own and others) <u>Focus:</u> Understand and demonstrate dance terms; Cannon, change of level/formation, freeze frames, shaping and mirroring. <u>Head</u> - Replicate a short sequence of	<u>Main Idea:</u> Learn how to respect myself and others? <u>Focus:</u> Show accurate replication of movements using creativity, style and timing. <u>Head</u> -Identify strengths and weaknesses in your own work as well as others. -Communicate clearly and cooperatively	<u>Main Idea:</u> Learn how to plan and lead a routine? <u>Focus:</u> Choreograph, develop and refine a dance sequence to a set theme. <u>Head</u> -Evaluate and assess in order to improve. <u>Hands</u>

	based movements focusing on flexibility and strength. - Learn a short motif and perform it back. <u>Hands</u> - Clap to the beat of the music keeping in time. - Travel in different ways to transition between movements. - Show specific characterisation with movements selected. - Perform movements at different 'Levels'. - Show accurate replication of movements taught. - Apply simple dance terms; Motif, Levels, canon, Unison, characterisation. <u>Heart</u> - Show respect for self and others. - Communicate effectively with those within my group.	motifs to include and develop in your own choreography. - Understand the importance of extension, tension and control (link to gymnastics). - Apply dynamics (fast/slow) to a beat of music <u>Hands</u> - Incorporate your body as a percussion instrument to enhance characterisation of dance (ie/ Haka) - Understand and demonstrate dance terms; Freeze frames, shaping, formation, mirroring. - Choreograph as a group a motif that can be developed and repeated using various dance techniques (as above) including transitions as a group. <u>Heart</u> - Accept and give feedback to myself and others in order to improve. - Persevere even when uncomfortable. - Work effectively within a group and listen to all ideas.	with others. <u>Hands</u> - Show accurate replication of movements using creativity, style and timing. - Create a sequence as a group using a range of dance criteria. - Understand and demonstrate the dance terminology: motif, canon, unison, levels, mirroring, transitions, formation, characterisation <u>Heart</u> - Show respect to myself and others. - Cooperate effectively with others in my dance group. - Have confidence in your own ability. - Persevere.	- Lead the class through an effective warm up and cool down. - Choreograph, develop and refine a dance sequence to a set theme. - Develop a story with a clear beginning, middle and end. <u>Heart</u> - Accept and give criticism in order to improve. - Work comfortably as an individual or as a group.
Topic - Striking and fielding Vehicles For Learning (Cricket) (Rounders) Stallball Danish Longball	Main Idea: How can I show patience in myself and others? Focus - Acquire and develop fielding skills and bowling techniques. <u>Head</u> - Develop basic shot selection - Straight stop it, Wide Whack it	Main Idea: I have the ability to act on feedback. Focus: Acquire and develop hitting skills that give control of the placement of the shot. <u>Head</u> - Use different techniques to hit different types of delivery into different areas - Deliver with increase pace &	Main Idea: How to show trust and care to others Focus - select striking and bowling tactics in relation to their opponent <u>Head</u> - Begin to judge length (cricket) & height (rounders) of delivery and apply appropriate skill - Bowling in cricket -introducing varying lengths and angles	Main Idea: How to guide and encourage others to success. Focus - Play structured games with agreed tactics and coherence to in-game decision making. <u>Head</u> - Striking Tactics: Using ball placement to manipulate the fielding team - Bowling Tactics: Evaluate the

- Develop delivering the ball with accuracy / consistency & with recognisable technique
- Understand Basic rules
 - Runs
 - How can batters get out?

Hands

- Develop Batting - grip, stance, back lift
- Develop an accurate bowling action
- When feilding - replicate moving into line with the ball and getting low
- When catching, develop appropriate technique for catching the ball (high and low catches, fingers pointing down or up dependant on height)
- Ground fielding: be able to pick up a ball and return it to a wicket or base

Heart

- Show resilience in difficult situations
- Be responsible for equipment, facilities and others; and have readiness to learn

- consistency
- Use appropriate fielding positions within a game to match a batters strengths

Hands

- Batting - Learn and recognise the similarities (weight transfer into the ball) & differences (cross bat / straight bat, play late, play early, played to different length deliveries)) between:
- Develop specific shots to cricket - Pull shot and front foot Drive
- Bowling in cricket - introduce a run up, keeping everything straight (arm, body, run-up and follow through)
- Throwing: Develop a range of underarm and overarm throwing skills which allow for quick retrieval Catching: Develop a range catching at various heights by getting your body and head in the correct position, watching the ball into your hands and using 'soft hands'. Fingers should be pointing down, up or sideways and never at the ball.

Heart

- Show cooperation and teamwork when playing as part of a team
- Can participate consistently and safely on a regular basis.

- In cricket and rounders - develop setting the field for a plan

Hands

Batting - judge the length of delivery and play the appropriate shot (from Y6) - develop different shots based on the principles to hit the ball into different areas

- ball hitting the stumps
 - stop it (use straight bat)
 - Into a gap (if possible)
- ball not hitting the stumps
 - Hit into a gap

- Bowling - Increase consistency & power through practice - emphasis on bowling straight.
- Follow through towards the target
- Front arm used to aim and develop power through leaning away.
- Bowling arm must be straight
- Bowlers will begin to experiment with disguise
- Changing pace & length (where the ball bounces)
- Introduce terms (Yorker, bouncer, good length)
- Feilding
- Throwing: retrieve and return to target with increasing accuracy throw to arrive above stumps and in to hands of wicketkeeper or fielder on a base
- Catching: Perform a range catching at various heights by getting your body and head in the correct position, watching the ball into your hands and using 'soft hands'. Develop one handed catching skills.

Heart

- Able to listen to feedback from my teacher and my peers in order to

- strengths and weakness of a batter to gain an advantage
- Fielding tactics: Predict where the batter will hit the ball depending on the ball being bowled
 - Positions - Understand fielding positions in cricket and rounders

Hands

- Batting
- Apply batting skills to respond to the bowler and hit the ball into space Within a game situation, start to develop an innings (defend the good straight ball - look to push for singles) Attack the ball that isn't going to hit the stumps by hitting it into a gap.

- Bowling
- Increase consistency & power through practice. Emphasis on Line & length. (Whilst adding variety to outwit the batsman)
- Deliver with increase pace & consistency - introducing disguise (i.e slower ball, cross seam, change of angle)

- Fielding
- Use speed, agility and coordination when fielding and catching.
- Demonstrate fielding in pairs and backing up

Heart

- Working together to solve problems and sharing responsibility.
- Show good sportsmanship, playing fairly and within the rules

			improve my striking and fielding skills - Show fair play and good sporting behaviour -	
Topic - Athletics Vehicles for Learning Athletics Quadkids (Sport Education Model) (Inquiry Based Learning) (Taking Personal and Social Responsibility) Further progression in technique/event s here	Main Idea: How can we learn from mistakes? Focus - Develop basic running, jumping and throwing techniques Quad kids and games based approached Head - Understand basic rules and regulations of sprinting, long jump and throwing - Recognise that different types of athletic events require different types of fitness, speed, power and endurance. Hands (Quad kids and more games based approached) <u>Sprinting</u> - Develop standing up start technique (stance, balance, reaction) - Develop running on the balls of your feet, using an arm and knee drive - Run through the finish line to maintain speed <u>Throwing for Distance</u> - Body weight is transferred is developed from back to front on release - On release, the object flies through 45 degrees created from the release arm <u>Jumping for Distance</u>	Main Idea: I can take on feedback Focus - Demonstration accurate sprinting, throwing and jumping techniques Quad kids and games based approached Head - Develop knowledge of the nature of athletic events and make effective evaluations of strength and weaknesses in their own and others performances. - Evaluate the use of body parts to gain an improvement in the replication of the technique Hands <u>Sprinting</u> - Develop standing up start technique (stance, balance, reaction) - Develop running on the balls of your feet, using an arm and knee drive - When performing are able to keep your head still and upper body relaxed - Run through the finish line to maintain speed <u>Throwing for Distance</u> - Body weight is transferred is developed from back to front on release - On release, the object flies through 45 degrees created from the release arm - Develop shoulder and hip rotation to	Main Idea: How to strive for a personal best? Rotation of athletics events: Javelin, Shot, Discuss, Long Jump, High Jump, Hurdles Focus - Develop more advanced athletics techniques such as hurdling, High Jump and three main throwing technique (push/shot, pull/Javelin and sling/Discuss) Head - Give appropriate feedback to peers when peer coaching - Performers will develop a basic understanding of rules for different events - Develop knowledge of the benefits of speed, endurance and power on the body to improve health and fitness Hands <u>Throwing for Distance</u> - Develop basic techniques in javelin, shot and discus - Apply the 3 principles of throwing to the 3 different throwing techniques (push, pull, sling) - Build on basic throwing technique (weight transfer, rotation, low to high release) <u>Jumping for Distance and Height</u> - Build on long jump technique (run up, take off, flight and landing)	Main Idea: How to take on responsibility to lead an activity? Focus: Continue with Year 7 Focus or develop a Sport Education athletics style by developing self guided competition) Head - Recognise that different events demand different abilities and be able to adapt their skills to the needs of the event. - Record times and distances for events - Performers will understand how to reflect on their own and others ability (i.e pace a race, throwing technique and jumping technique) . Hands - Continue mastery and technique in the various athletics events. - Demonstrate proficiency in fundamental athletics skills. - Apply tactical and strategic knowledge - Improve fitness levels. Heart - Work as part of team - Take on multiple roles such as

	- Perform taking off on 1 foot and demonstrate landing with a 2 foot landing (feet together on landing) - During take off, bend knees and prepare arms creating forceful upwards drive, land on the front of you feet helping absorb impact with arms thrown forward to feet on landing Heart - Act responsibility to enable a safe environment for everyone - Develop confidence and perseverance when learning new skills	increase distance <u>Jumping for Distance</u> - Perform taking off on 1 foot and demonstrate landing with a 2 foot landing (feet together on landing) - During take off, bend knees and prepare arms creating forceful upwards drive, land on the front of you feet helping absorb impact with arms thrown forward to feet on landing - During run-up adopt good preparation and start to straighten legs into the take-off to achieve greater height followed by reaching up and knee drive when airborne. Relay - Develop push relay baton passing techniques Heart - Develop resilience understanding that making mistakes is part of learning - Work independently	- Develop High jump technique (approach, tack off, flight and landing) Heart - Develop resilience and perseverance - Act responsibility to enable a safe environment for everyone	player, coach, referee, and team captain. - Exhibit fair play, sportsmanship, and ethical decision-making in competition.
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Topic - Swimming Vehicle for learning - teaching personal and social responsibility	Main Idea: Learn how to developing water safety confidence and enjoyment Focus: Develop safety both in and outside the pool. Perform a streamline push and glide position and develop breathing techniques (front, back and underwater) Head - Understands the importance of swimming and how to be safe around different bodies of water. - Can explain what a streamline position is both prone and supine.	Main Idea: Learn how to develop persistence when practicing new techniques/drills to build efficiency. Focus: Demonstrate efficiency in technique of front crawl and breaststroke using body position, Legs, Arms, Breathing, and Timing (BLABT). Develop starts and turns. Head - Understands the importance of swimming and how to be safe around different bodies of water.	Main Idea: Learn how to develop personal responsibility and personal fitness Focus: Demonstrate backstroke efficiency. Develop speed and endurance training. Head Can recognise the 4 main strokes; butterfly, breaststroke, front crawl, backstroke. Actively coaching others in the class if not	Main Idea: Learn how to develop personal responsibility social responsibility through personal survival skills Focus: Develop an understanding of the survival stroke, HELP/float position, treading water and clothing survival. T Head - Explains the purpose of all personal survival skills (Treading Water,
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- Respects the pool safety rules.

Hands

- Can perform a strong front crawl and back crawl kick with or without a float in a standalone practice.
- Is able to demonstrate a front crawl arm pull with elbow breaking the waters surface first.
- Is able to demonstrate a back crawl arm action whilst remaining streamline.
- Can *attempt* a recognisable front crawl swim without a float whilst *attempting* side breathing.
- Is able to demonstrate a back crawl swim with continuous arm action whilst maintaining alignment.
- Is able to show the basic fundamentals of breathing in the water. Consistent exhales with nose and mouth in the water. Head in a neutral “down” position.
- Can perform a prone streamline position as a stand alone practice.

Heart

- Develop persistence when practicing new techniques/drills.
- Supporting others who are perhaps struggling by giving them words of encouragement.
- Being able to take on constructive criticism and action the feedback given.
- Respectful of other swimmers' space.

- Can explain good “lane etiquette”.
- Is able to recognise 3 different strokes by their correct name.
- Can detail what a streamline position is and why it is important to maintain when swimming.

Hands

- Is able to swim at least 2 lengths of both front crawl and back crawl without stopping mid length.
- Can perform a push and glide at the beginning of every swim whether on the front or the back.
- Can demonstrate more technical arm pulls when swimming backstroke; thumb exits the water first, little finger enters the water. Arms brush past ear and brush past leg. Continuous action at a consistent speed.
- Can demonstrate more technical arm pulls when swimming front crawl; elbow breaking the waters surface, hands entering the water with fingers together during recovery phase, extending and then pulling back during the underwater phase.
- Can *attempt* full stroke breaststroke.
- Is able to show the basic fundamentals of breathing in the water. Consistent exhales with nose and mouth in the water. Head in a neutral “down” position.

Heart

- Using courage to swim in water that is considered out of their depth.
- Being respectful of others especially when swimming in lanes.
- Showing resilience when tired.

able to swim.

Understand rules and regulations for different strokes. *

Shows an understanding of how streamlining affects swimming efficiency - considering the concept of 'drag' on the body.

Is able to distinguish the difference between how to swim a sprint compared to a longer distance swim (technical changes*).

Hands

Can swim front crawl continuously for at least 2 lengths using correct arm and legs technique with continuous side breathing. Further develop swimming techniques in breaststroke* and backstroke . Breathing is consistent and rhythmic and the head remains in a neutral position. Is able to demonstrate a backstroke start and a front crawl start.

Heart

Show respect and responsibility when engaging in water safety and swimming. Develop resilience, persisting to overcome barriers, striving for your personal best. Supporting peers with group tasks by offering appropriate feedback and peer assessment.

Float/HELP Position, Survival Stroke, Clothing Survival) and **justifies** when each should be used.

- **Understands** how to conserve heat and energy in the water, specifically considering the concept of **heat loss** and its impact on survival time.
- **Analyzes** complex scenarios (e.g., cold water, injury, group safety) and **constructs a sequenced strategy** using multiple survival techniques.
- **Articulates** the theory behind **clothing inflation** and how it increases buoyancy.

Hands

- Performs the Survival Stroke over a distance using an efficient and sustainable technique to minimize energy expenditure.
- Demonstrates the HELP and Huddle positions, maintaining them for a sustained period while remaining calm and conserving heat.
- Successfully executes a survival sequence, linking multiple skills smoothly (e.g., entry $\rightarrow$ Treading Water $\rightarrow$ Signalling $\rightarrow$ Float $\rightarrow$ Survival Swim).
- Safely performs the clothing survival technique, including entry and effective clothing inflation for buoyancy.

Heart

Develops resilience by maintaining continuous effort and focus during challenging survival tasks (e.g., treading water for an extended period). **Shows personal responsibility** by consistently following all

				safety procedures and ensuring their own technique is effective before moving on. Demonstrates social responsibility by actively communicating with peers and taking the initiative to lead a simulated survival scenario, ensuring the safety and calmness of the group. Supports peers by offering appropriate verbal feedback and practical assistance during skill practice and group tasks.
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