



## Year 1

### Term 1 – Throwing and Catching

#### Key Vocabulary:

aim, catch, coordination, receive, roll, throw, track, two handed, underarm

#### Substantive Knowledge

##### Pupils will:

- define an underarm throw as one which the ball is thrown when the hand and arm are below the shoulder
- understand an underarm throw gives them control over where the object goes, over a short to medium distance
- discuss the technique of catching by watching an object move through the air and then moving their hands to meet it

#### Procedural Knowledge

##### Pupils will:

- track an object with their eyes and coordinate their hand movements to meet it effectively to be able to catch it
- position their hands correctly to ensure a secure catch
- catch an object when thrown by a partner, practising communication and coordination
- throw an object underarm over short to medium distances, improving their control and distance
- bounce a ball effectively, using the appropriate force and angle
- evaluate their own performance and that of their peers
- provide constructive feedback on technique, accuracy, and coordination helping them making improvements
- recognise their individual progress in throwing, catching and bouncing skills and adjusting their technique accordingly



## Year 2

### Term 1 – Dance

#### Key Vocabulary:

unison, canon, expression, freeze-frame, movement, travelling, speed, direction, spinning, teamwork, evaluate, twisting, rippling, bending, timing, level, perform, structure

#### Substantive Knowledge

##### Pupils will:

- discover to move in unison means to move in the same way at the same time
- recognise a movement in canon means to perform the same action one after each other

#### Procedural Knowledge

##### Pupils will:

- move in unison and canon with their peers in order to create dance sequences
- explore how different body parts can be used to represent various actions of a growing plant
- evaluate their own and their peers' dance performance, considering aspects like synchronisation, creativity and expression
- provide constructive feedback to help their peers improve their dance movements
- explore dancing at different speeds, from slow and graceful movements to quick and energetic ones
- coordinate their movements with others in a group, improving their teamwork skills
- translate well-known stories into dance movements, embodying characters and actions from the story
- practise their dances, rehearsing the sequence, timing, and positioning
- perform in front of an audience with growing confidence
- make adjustments and refinements to their dance routines based on feedback and rehearsal



## Year 2

### Term 1 – Throwing and Catching

#### Key Vocabulary:

bounce, catch, control, direction, overarm, underarm, receive, roll, target, throw, track

#### Substantive Knowledge

##### Pupils will:

- know rolling is a way of moving an object along the ground by allowing it to turn over
- identify basketball, netball and javelin as sports that need throwing skills
- recognise an overarm throw as a throw that gives more power than an underarm throw
- discover an underarm throw is used for accuracy, and an overarm throw is used for distance
- know catching is a way of getting hold of an object that has been thrown or dropped, usually when it is moving through the air

#### Procedural Knowledge

##### Pupils will:

- roll a ball accurately long the ground to a specified target
- bounce a ball with control, both to themselves and to a partner, using appropriate force and angle
- develop hand-eye coordination to track the flight of a ball and position their hands to make successful catches
- apply their throwing and catching skills to practical scenarios, working with teammates to achieve specific objectives
- self-assess their performance, identifying areas for improvement and making adjustments



## Year 3

### Term 1 – Dodgeball

#### Key Vocabulary:

block, catch, dodge, duck, invasion, sidestep, attack, defend, tactic

#### Substantive Knowledge

##### Pupils will:

- identify dodgeball as an invasion game played between two teams
- recognise a game of dodgeball is won by getting all members of the opposite team out
- know the rules of dodgeball to get an opponent out: if they get hit by a ball, if they move outside of the court boundaries or if a player catches a ball that has been thrown by a member of the opposite team
- define a tactic as an action or gameplan used in sport to help win games

#### Procedural Knowledge

##### Pupils will:

- throw a dodgeball using both underarm and overarm techniques, learning how to aim to increase accuracy and improve their chances of hitting an opponent
- catch a dodgeball safely and effectively, including using both hands, positioning their body and tracking the ball's trajectory
- develop hand-eye coordination to react quickly to incoming throws
- maintain spatial awareness to avoid being hit while also staying in bounds
- work as a team and communicate with teammates to coordinate their actions
- discuss team tactics such as defensive tactics to protect teammates and offensive tactic to eliminate opponents
- reflect on their own performance in dodgeball games, identifying areas for improvement



## Year 4

### Term 1 – Dodgeball

#### Key Vocabulary:

attack, defend, dribbling, feigning, interception, invasion, marking, possession, strategy

#### Substantive Knowledge

##### Pupils will:

- identify passing, dodging, intercepting, marking and dribbling as important skills in invasion games
- recognise basketball, football, rugby, hockey, American football, and handball as examples of invasion games

#### Procedural Knowledge

##### Pupils will:

- perform different types of passes, such as short passes, long passes, and overhead passes while passing accurately to a teammate
- evade opponents while in possession of the ball, using moves like feinting and side-stepping
- mark opponents closely to prevent them from receiving passes whilst positioning themselves to intercept the ball
- dribble the ball while running, using controlled touches to maintain possession
- acquire basic goalkeeping skills, including positioning, diving, and catching or blocking shots
- apply the basic skills learnt through the unit to contribute to their team's performance
- work as a team, communicating with teammates, and understanding each player's role in both attack and defence

- reflect on their performance in invasion games, identifying strengths and areas for improvement



## Year 5

### Term 1 – Circuit Training

#### Key Vocabulary:

agility, cardio, cool down, core, fitness, personal best, recovery, repetitions, stamina, strength, warm up

#### Substantive Knowledge

##### Pupils will:

- identify circuit training as a type of fitness training
- list the reasons to warm up: to reduce the chance of injury, to increase the heart rate and blood circulation, to prepare the mind for physical activity, to prepare the joints and muscles, to raise the temperature of the body
- know the importance of stretching before an activity to avoid stiff and sore muscles, increase flexibility and improve blood circulation
- list the reasons to cool down after a physical activity: to allow the heart rate, breathing and body temperature to return to normal and to avoid tired, stiff and sore muscles
- recognise the difference between speed and agility
- name an exercise to include in a circuit and recognise the benefit of including it

#### Procedural Knowledge

##### Pupils will:

- become familiar with setting up and organising exercise stations, including the equipment needed for each station
- use proper form and technique to maximise the effectiveness of each exercise and minimise the risk of injury
- track their performance during a circuit, including the number of repetitions or the duration of exercises at each station



- improve their personal best scores, encouraging self-assessment and self-improvement
- work together in teams, supporting and encouraging each other during circuit training
- understand the importance of listening to their bodies and avoiding overexertion or risky movements



## Year 5

### Term 1 – Basketball

#### Key Vocabulary:

attack, bounce pass, chest pass, court, crossover, defence, dodge, dribble, end line, intercept, overhead pass, pivot, possession, sideline, travelling

#### Substantive Knowledge

##### Pupils will:

- identify basketball as an invasion game played on a rectangular court between two teams of five players
- recognise the main objective of basketball is to shoot a basketball through the defender's hoop
- know you must dribble the ball with one hand when moving
- identify the bounce pass, chest pass and overhead pass as three types of passing that is allowed in basketball
- define pivoting as the act of keeping one foot on the floor while the other foot moves in a circular pathway

#### Procedural Knowledge

##### Pupils will:

- dribble the basketball using one hand while maintaining control and awareness of the game
- move the ball using the correct technique to complete a bounce, chest and overhead pass
- maintain balance whilst in possession of the basketball when changing direction or pivoting
- attack and defend against opponents, learning tactics and techniques to mark and shoot correctly





- develop an understanding of the flow of the game, including when to dribble, pass, shoot or defend
- develop trust in their teammates, learning to communicate with them using verbal and non-verbal cues



## Year 6

### Term 1 – Invasion Games

#### Key Vocabulary:

tactics, attack, block, defend, shadow, possession, dribble, intercept, marking

#### Substantive Knowledge

##### Pupils will:

- know Kabaddi is an invasion game originating from India that involved teams of seven
- understand the rules of Kabaddi

#### Procedural Knowledge

##### Pupils will:

- dribble a variety of different balls in different ways with increased control and speed
- use past techniques from different sports to shoot a ball correctly
- mark opponents effectively in different game scenarios
- take on roles such as team captain, making decisions on strategy and motivating teammates
- identify how their skills from previous invasion games learnt can be applied to Kabaddi
- develop attacking and defensive strategies to improve their team's chances of victory
- adapt their playstyle and decision-making based on the evolving game situations, including adapting to different opponents and strategies