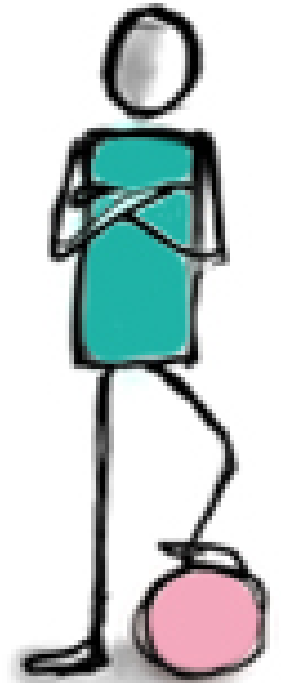


This is a collation of the individual 'year 1 implementation' documents that can be found at the end of each Unit of Work.

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

Each page contains the appropriate Progression Map Links for each sport and illustrates how the PE Planning objectives are linked to National Curriculum requirements.



Implementation Phase			
Year Group:	One	Unit:	Athletics

Prior Learning Required – Year Two Progression Maps Objectives:

- Travels with confidence and skill in a range of movements when using equipment.
- Shows understanding of the need for safety when tackling new challenges and considers and manages some risks.
- Runs skilfully and negotiates spaces successfully, adjusting speed or direction to avoid obstacles.
- Shows increasing control over an object, pushing, passing, throwing, catching, or kicking it.

<u>National Curriculum Links</u>	<ul style="list-style-type: none"> • 1a: Master basic movements including running, jumping, throwing, and catching, as well as developing balance, agility, and co-ordination, and begin to apply these in a range of activities. 	<u>Pillars of Progression</u>	<ul style="list-style-type: none"> • Development of Motor Competence and Fundamental Movement Skills. • Making safe decisions in contact with equipment and classmates
<u>Key Unit Objectives</u> (Key skills addressed to achieve success throughout the unit)	<ul style="list-style-type: none"> • Step 1: Move into space • Step 2: To throw underarm • Step 3: To land safely when jumping • Step 4: To run and jump on the balls of your feet • Step 5: To throw towards a target • Step 6: To play games using throwing accuracy 	<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"> • Evaluate successful and unsuccessful techniques. • Show understanding of the correct running technique. <p><u>Procedural Knowledge:</u></p> <ul style="list-style-type: none"> • Show good teamwork and sportsmanship when taking part in competitive throwing. • Develop the overarm throw technique, throwing accurately towards a target. • Practice the underarm throw technique, aiming towards a target showing increased control. • Show a basic level of control, coordination and consistency when running. • Explore and practice a variety of movements including running, jumping, and throwing techniques. • Experiment with different jumping techniques, showing control, coordination, and consistency throughout.
<u>Resources & Equipment</u>	<ul style="list-style-type: none"> • Beanbags • Cones • Balls 	<u>Key Vocabulary</u>	<ul style="list-style-type: none"> • Coordination • Movement • Aim • Throw • Landing • Teamwork • Measure • Target • Balance • Improve • Measure • jump

Implementation Phase			
Year Group:	One	Unit:	Badminton

Prior Learning Required – Year Two Progression Maps Objectives:

- Showing increased control when catching a ball.
- Shows increasing control over an object, pushing, passing, throwing, catching, or kicking it.
- Moves freely and with pleasure and confidence in a range of skilful ways.
- Able to respond to simple instructions, showing a good understanding of safety when using tools and equipment.

National Curriculum Links	<ul style="list-style-type: none"> • 1a: Master basic movements including running, jumping, throwing, and catching, as well as developing balance, agility, and co-ordination, and begin to apply these in a range of activities. • 1b: Participate in team games, developing simple tactics for attacking and defending. 	Pillars of Progression	<ul style="list-style-type: none"> • Development of Motor Competence and Fundamental Movement Skills. • Making safe decisions in contact with equipment and classmates.
Key Unit Objectives (Key skills addressed to achieve success throughout the unit)	<ul style="list-style-type: none"> • Step 1: Move into space. • Step 2: To control your body when moving. • Step 3: To control the shuttle with hands. • Step 4: To track the shuttle. • Step 5: To copy actions. • Step 6: To hit a shuttle with hands. 	Progression Map Links (Ensure pupils progress & move forward throughout their primary school years)	<p>Declarative Knowledge:</p> <ul style="list-style-type: none"> • Can watch and copy what they see and describe why they have copied that technique. <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> • Use different skills and movements, including aiming into space to try win games. • Can hit the shuttle varying height, speed and direction into space. • Can control and balance the shuttle with some control, with and without a racket. • Watch, track and catch a shuttle successfully, as well as throw it with control to a partner. • Move fluently, changing direction and speed.
Resources & Equipment	<ul style="list-style-type: none"> • Badminton rackets • Cones • Hoops • Shuttlecocks • Nets • Balloons 	Key Vocabulary	<ul style="list-style-type: none"> • Accuracy • Aim • Badminton • Balance • Ready • Direction • Game • Grip • Height • Movement • Racket • Space • Score • Safety • Shuttle • Speed • Swing • Teamwork • Control • Partner

Implementation Phase			
Year Group:	One	Unit:	Basketball

Prior Learning Required - EYFS Progression Maps Objectives:

- Showing increased control when catching a ball.
- Shows increasing control over an object, pushing, passing, throwing, catching, or kicking it.
- Moves freely and with pleasure and confidence in a range of skilful ways.
- Able to respond to simple instructions, showing a good understanding of safety when using tools and equipment.

National Curriculum Links	<ul style="list-style-type: none"> • 1a: Master basic movements including running, jumping, throwing, and catching, as well as developing balance, agility, and co-ordination, and begin to apply these in a range of activities. • 1b: Participate in team games, developing simple tactics for attacking and defending. 	Pillars of Progression	<ul style="list-style-type: none"> • Development of Motor Competence and Fundamental Movement Skills. • Making safe decisions in contact with equipment and classmates.
Key Unit Objectives (Key skills addressed to achieve success throughout the unit)	<ul style="list-style-type: none"> • Step 1: To roll, push and throw a ball. • Step 2: To successfully stop a ball. • Step 3: To control a ball with basic actions. • Step 4: To move to get in line and receive a ball. • Step 5: Begin to think about tactics in games. • Step 6: Play games using skills learnt. 	Progression Map Links (Ensure pupils progress & move forward throughout their primary school years)	<p>Declarative Knowledge:</p> <ul style="list-style-type: none"> • Understand the concept of moving to get in line with the ball to receive it. • Describe why being active and playing games is good for you. <p>Procedural Knowledge:</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, receiving, rolling, pushing, throwing and basic ball control. • Demonstrate a basic underarm throwing action with control and accuracy.
Resources & Equipment	<ul style="list-style-type: none"> • Beanbags • Small balls • Basketballs/ soft balls • Cones • Balls • Bibs • Hoops 	Key Vocabulary	<ul style="list-style-type: none"> • Aim • Throw & Catch • Describe • Pass • Ready • Ball Control • Close • Dribble • Roll • Skills • Bounce • Control • Explore • Swap • Teamwork

Implementation Phase			
Year Group:	One	Unit:	Cricket

<p>Prior Learning Required - EYFS Progression Maps Objectives:</p> <ul style="list-style-type: none"> Showing increased control when catching a ball. Shows increasing control over an object, pushing, passing, throwing, catching, or kicking it. Moves freely and with pleasure and confidence in a range of skilful ways. Able to respond to simple instructions, showing a good understanding of safety when using tools and equipment.

<p><u>National Curriculum Links</u></p>	<ul style="list-style-type: none"> 1a: Master basic movements including running, jumping, throwing, and catching, as well as developing balance, agility, and co-ordination, and begin to apply these in a range of activities. 1b: Participate in team games, developing simple tactics for attacking and defending. 	<p><u>Pillars of Progression</u></p>	<ul style="list-style-type: none"> Development of Motor Competence and Fundamental Movement Skills. Making safe decisions in contact with equipment and classmates.
<p><u>Key Unit Objectives</u> (Key skills addressed to achieve success throughout the unit)</p>	<ul style="list-style-type: none"> Step 1: To move in different ways. Step 2: To catch and stop a ball. Step 3: To strike a ball. Step 4: To recognise space. Step 5: To follow simple rules of the game. Step 6: To try and find ways to win games. 	<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"> Apply skills and tactics in simple games, including recognizing space and using it to your advantage. Understand why being active and playing games is good for you. <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> Move fluently, changing direction and speed, Show basic control of the ball, including when striking a ball. Successfully receive (catch/stop) a ball, understanding the concept of moving to get in line with the ball to receive it.
<p><u>Resources & Equipment</u></p>	<ul style="list-style-type: none"> Tennis Balls Hoops Marker Spots Cones Bats Wickets Beanbags Balls 	<p><u>Key Vocabulary</u></p>	<ul style="list-style-type: none"> Aim Backwards Ball Ball Control Bat Beanbag Bounce Catch Control Direction Batting Feeder Forwards Free Space Grip Left & right Stop Movement Rolling Run Safety Score Space

Implementation Phase			
Year Group:	One	Unit:	Dance

<p>Prior Learning Required - EYFS Progression Maps Objectives:</p> <ul style="list-style-type: none"> • Explore and copy basic body actions and rhythms. • Negotiate space confidently, using appropriate strategies. • Use their bodies to respond to stories, topics, and music.
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<p><u>National Curriculum Links</u></p>	<ul style="list-style-type: none"> • 1a: Master basic movements including running, jumping, throwing, and catching, as well as developing balance, agility, and co-ordination, and begin to apply these in a range of activities. • 1c: Perform dances using simple movement patterns. 	<p><u>Pillars of Progression</u></p>	<ul style="list-style-type: none"> • Development of Motor Competence and Fundamental Movement Skills. • Making safe decisions in contact with equipment and classmates.
<p><u>Key Unit Objectives</u> (Key skills addressed to achieve success throughout the unit)</p>	<ul style="list-style-type: none"> • Step 1: To move changing direction and speed • Step 2: To move with control • Step 3: To work individually and with others • Step 4: To move to music showing expressive qualities of dance • Step 5: To create linked movement phrases • Step 6: To participate in a performance 	<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"> • Describe what it feels like to breathe quickly during exercise. • Describe what they have done or seen others doing. • Understand why being active and playing games is good for you. <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.
<p><u>Resources & Equipment</u></p>	<ul style="list-style-type: none"> • Hoops • Ribbons • Balls • Mats • Music player/ Music 	<p><u>Key Vocabulary</u></p>	<ul style="list-style-type: none"> • Actions • Beat • Character • Copy • Count • Create • Dance • Direction • Imagination • Move • Performance • Position

Implementation Phase			
Year Group:	One	Unit:	Dodgeball

Prior Learning Required - EYFS Progression Maps Objectives:

- Showing increased control when catching a ball.
- Shows increasing control over an object, pushing, passing, throwing, catching, or kicking it.
- Moves freely and with pleasure and confidence in a range of skilful ways.
- Able to respond to simple instructions, showing a good understanding of safety when using tools and equipment.

National Curriculum Links	<ul style="list-style-type: none"> • 1a: Master basic movements including running, jumping, throwing, and catching, as well as developing balance, agility, and co-ordination, and begin to apply these in a range of activities. • 1b: Participate in team games, developing simple tactics for attacking and defending. 	Pillars of Progression	<ul style="list-style-type: none"> • Development of Motor Competence and Fundamental Movement Skills. • Making safe decisions in contact with equipment and classmates..
Key Unit Objectives (Key skills addressed to achieve success throughout the unit)	<ul style="list-style-type: none"> • Step 1: To move in different ways. • Step 2: To roll a ball. • Step 3 To move the ball in different ways. • Step 4 To receive a ball successfully. • Step 5; To throw the ball overarm and underarm. • Step 6: To play games using skills learnt. 	Progression Map Links (Ensure pupils progress & move forward throughout their primary school years)	<p>Declarative Knowledge:</p> <ul style="list-style-type: none"> • Understand and describe changes to their heart rate when playing a game. • Talk about and develop movement skills needed in games. <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> • Show control of a ball with basic actions. Develop and practise ball handling skills. • Move the ball in different ways, Practising throwing using overarm and underarm techniques. • Roll a ball with some accuracy. • Recognise what is successful. • Develop fundamental movement skills, becoming increasing confident.
Resources & Equipment	<ul style="list-style-type: none"> • Soft balls • Tennis balls • Large balls • Cones • Benches • Hoops • Marker spots 	Key Vocabulary	<ul style="list-style-type: none"> • Accuracy • Aim • Ball Control • Bounce • Control • Hands ready • Heart • React • Roll • Rolling • Rules • Scoring • Smash • Success • Target • Teamwork

Year Group:	One	Unit:	Fitness
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<p><u>Prior Learning Required – EYFS Progression Maps Objectives:</u></p> <ul style="list-style-type: none"> • Understand the benefits of regular exercise. • Improve speed, agility, balance, coordination., strength and physical fitness • Work well as a team to improve performance. • Solve challenges whilst on the move. • Demonstrate the correct jumping and landing techniques. • Work individually and cooperatively to perform a range of balances. • Apply skills learnt throughout the unit in a range of activities

<p><u>National Curriculum Links</u></p>	<ul style="list-style-type: none"> • 1a: Master basic movements including running, jumping, throwing, and catching, as well as developing balance, agility, and co-ordination, and begin to apply these in a range of activities. 	<p><u>Pillars of Progression</u></p>	<ul style="list-style-type: none"> • Development of Motor Competence and Fundamental Movement Skills. • Making safe decisions in contact with equipment and classmates.
<p><u>Key Unit Objectives</u> (Key skills addressed to achieve success throughout the unit)</p>	<ul style="list-style-type: none"> • Step 1: To move at speed, safely • Step 2: To change directions whilst moving at speed • Step 3: To jump two feet to two feet • Step 4: To jump one foot to the other • Step 5: To balance on apparatus and on the floor • Step 6: To play games in teams against others 	<p><u>Progression Map Links</u> (Ensure pupils progress & move forward throughout their primary school years)</p>	<p><u>Declarative Knowledge:</u></p> <ul style="list-style-type: none"> • Discuss healthy & unhealthy foods, and why eating well is good for you. • Understand the benefits of regular exercise. <p><u>Procedural Knowledge:</u></p> <ul style="list-style-type: none"> • Improve speed, agility and stamina • Develop the jumping technique safely and while moving at speed. • Improve and develop coordination, control and balance, and negotiate space. • Take turns in teams. • Explore and practice a variety of different movements and fitness techniques.
<p><u>Resources & Equipment</u></p>	<ul style="list-style-type: none"> • Cones • Mats • Bibs • Batons • Hoops • Hurdles • Ladders • Benches • Flat Markers • Beanbags 	<p><u>Key Vocabulary</u></p>	<ul style="list-style-type: none"> • Jump • Land • Space • Hurdle • Control • Balance • Forfeit • Movement • Stretch • Speed • Stamina • Balance

Year Group:	One	Unit:	Football
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<p><u>Prior Learning Required - EYFS Progression Maps Objectives:</u></p> <ul style="list-style-type: none"> • Showing increased control when catching a ball. • Shows increasing control over an object, pushing, passing, throwing, catching, or kicking it. • Moves freely and with pleasure and confidence in a range of skilful ways. • Able to respond to simple instructions, showing a good understanding of safety when using tools and equipment.
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<p><u>National Curriculum Links</u></p>	<ul style="list-style-type: none"> • 1a: Master basic movements including running, jumping, throwing, and catching, as well as developing balance, agility, and co-ordination, and begin to apply these in a range of activities. • 1b: Participate in team games, developing simple tactics for attacking and defending. 	<p><u>Pillars of Progression</u></p>	<ul style="list-style-type: none"> • Development of Motor Competence and Fundamental Movement Skills. • Making safe decisions in contact with equipment and classmates.
<p><u>Key Unit Objectives</u> (Key skills addressed to achieve success throughout the unit)</p>	<ul style="list-style-type: none"> • Step 1: To move into space. • Step 2: To move with and without a ball. • Step 3: To roll, kick, and carry a ball. • Step 4: To stop a ball. • Step 5: To change direction when moving. • Step 6: Use skills in 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"> • Describe what you have done, or seen others doing. • Describe what it feels like to breath quickly during exercise. <p><u>Procedural Knowledge:</u></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. 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.
<p><u>Resources & Equipment</u></p>	<ul style="list-style-type: none"> • Beanbags • Small balls • Footballs / soft balls • Cones 	<p><u>Key Vocabulary</u></p>	<ul style="list-style-type: none"> • Balls • Bibs • Hoops • Ball Control • Control • Coordination • Direction • Dribble • Movement • Partner • Rules • Space

Implementation Phase			
Year Group:	One	Unit:	Golf

<p>Prior Learning Required - EYFS Progression Maps Objectives:</p> <ul style="list-style-type: none"> Shows understanding of the need for safety when tackling new challenges and considers and manages some risks when using equipment. Can play in a group, extending and elaborating play ideas within the group. Begins to accept the needs of others and can take turns and share, sometimes with the support of others. Shows increasing control when throwing and catching a large ball.
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<p><u>National Curriculum Links</u></p>	<ul style="list-style-type: none"> 1a: Master basic movements including running, jumping, throwing, and catching, as well as developing balance, agility, and co-ordination, and begin to apply these in a range of activities. 	<p><u>Pillars of Progression</u></p>	<ul style="list-style-type: none"> Development of Motor Competence and Fundamental Movement Skills. Making safe decisions in contact with equipment and classmates.
<p><u>Key Unit Objectives</u> (Key skills addressed to achieve success throughout the unit)</p>	<ul style="list-style-type: none"> Step 1: To move without a ball. Step 2: To move with a ball. Step 3: To control a ball. Step 4: To hold/grip a golf club. Step 5: To control a ball with a racket/golf club. Step 6: To move a ball towards a target. 	<p><u>Progression Map Links</u> (Ensure pupils progress & move forward throughout their primary school years)</p>	<p>Declarative Knowledge:</p> <ul style="list-style-type: none"> Understand the importance of rules and follow instructions to complete a task. <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> Explore different ways of moving, with and without a ball, developing movement and coordination. Show increasing control when pushing, patting, throwing, and catching a ball. Send objects towards a target with increasing accuracy. Begin to apply the basic putting technique into games. Compete against others in modified golf games.
<p><u>Resources & Equipment</u></p>	<ul style="list-style-type: none"> Beanbags Small balls Football/ soft balls Cones Balls Bibs Hoops 	<p><u>Key Vocabulary</u></p>	<ul style="list-style-type: none"> Balance Close Closer Control Direction Experiment Improve Movements Space Steadily Stretching Skills Technique Tick Tock

Implementation Phase			
Year Group:	One	Unit:	Gymnastics

<p><u>Prior Learning Required - EYFS Progression Maps Objectives:</u></p> <ul style="list-style-type: none"> • Explore and copy basic body actions and rhythms. • Negotiate space confidently, using appropriate strategies. • Use their bodies to respond to stories, topics, and music.

<p><u>National Curriculum Links</u></p>	<ul style="list-style-type: none"> • 1a: Master basic movements including running, jumping, throwing, and catching, as well as developing balance, agility, and co-ordination, and begin to apply these in a range of activities. • 1c: Perform dances using simple movement patterns. 	<p><u>Pillars of Progression</u></p>	<ul style="list-style-type: none"> • Development of Motor Competence and Fundamental Movement Skills. • Making safe decisions in contact with equipment and classmates.
<p><u>Key Unit Objectives</u> (Key skills addressed to achieve success throughout the unit)</p>	<ul style="list-style-type: none"> • Step 1: To be able to perform 5 key shapes. • Step 2: To perform one shape after another. • Step 3: To balance using different parts of the body. • Step 4: To link movements. • Step 5: To use different pieces of equipment and apparatus. • Step 6: To participate in a performance. 	<p><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"> • Describe what you have done or seen others do. <p><u>Procedural Knowledge:</u></p> <ul style="list-style-type: none"> • Perform basic gymnastic actions, including travelling, rolling, jumping, and staying still. • Develop fundamental movement skills, becoming 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 agility, balance, and coordination.
<p><u>Resources & Equipment</u></p>	<ul style="list-style-type: none"> • Hoops • Ribbons • Mats • Beanbags • Apparatus • Marker spots 	<p><u>Key Vocabulary</u></p>	<ul style="list-style-type: none"> • Arch • Balance • Backwards • Direction • Straight • Dish • Explore • Forwards • High & Low • Travelling • Individual • Jump • Key Shape • Level • Tuck • Linking • Movement • Sequence • Shapes • Star

Implementation Phase			
Year Group:	One	Unit:	Handball

<p><u>Prior Learning Required - EYFS Progression Maps Objectives:</u></p> <ul style="list-style-type: none"> • Explore and copy basic body actions and rhythms. • Negotiate space confidently, using appropriate strategies. • Use their bodies to respond to stories, topics, and music.

<p><u>National Curriculum Links</u></p>	<ul style="list-style-type: none"> • 1a: Master basic movements including running, jumping, throwing, and catching, as well as developing balance, agility, and co-ordination, and begin to apply these in a range of activities. • 1b: Participate in team games, developing simple tactics for attacking and defending. 	<p><u>Pillars of Progression</u></p>	<ul style="list-style-type: none"> • Development of Motor Competence and Fundamental Movement Skills. • Making safe decisions in contact with equipment and classmates.
<p><u>Key Unit Objectives</u> (Key skills addressed to achieve success throughout the unit)</p>	<ul style="list-style-type: none"> • Step 1: To send a ball. • Step 2: To move in different directions. • Step 3: To shoot at a target. • Step 4: To know how to score. • Step 5: To move to make it difficult for opponents. • Step 6: To play safely. 	<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"> • Have simple plans that you know you can make work, e.g. where to stand to make it difficult for an opponent. • Identify what skills you need to practice. • Can describe what you have done or seen others do. <p><u>Procedural Knowledge:</u></p> <ul style="list-style-type: none"> • Move fluently, changing direction and speed easily and avoiding collisions. • Show control of the ball with basic actions – including sending a ball/equipment to a target. • Can shoot successfully at a goal or target. • Recognise space in games, using it to your advantage, and playing in a safe way.
<p><u>Resources & Equipment</u></p>	<ul style="list-style-type: none"> • Beanbags • Small balls • Handballs / soft balls • Cones • Balls • Bibs • Hoops 	<p><u>Key Vocabulary</u></p>	<ul style="list-style-type: none"> • Aim • Ball Control • Communication • Court • Space • Direction • Dribble • Goal • Speed • Movement • Pass • Target • Roll • Safety • Shoot

Implementation Phase			
Year Group:	One	Unit:	Hockey

<p><u>Prior Learning Required - EYFS Progression Maps Objectives:</u></p> <ul style="list-style-type: none"> • Explore and copy basic body actions and rhythms. • Negotiate space confidently, using appropriate strategies. • Use their bodies to respond to stories, topics, and music.

<p><u>National Curriculum Links</u></p>	<ul style="list-style-type: none"> • 1a: Master basic movements including running, jumping, throwing, and catching, as well as developing balance, agility, and co-ordination, and begin to apply these in a range of activities. • 1b: Participate in team games, developing simple tactics for attacking and defending. 	<p><u>Pillars of Progression</u></p>	<ul style="list-style-type: none"> • Development of Motor Competence and Fundamental Movement Skills. • Making safe decisions in contact with equipment and classmates. 												
<p><u>Key Unit Objectives</u> (Key skills addressed to achieve success throughout the unit)</p>	<ul style="list-style-type: none"> • Step 1: To move fluently. • Step 2: To use equipment safely and correctly. • Step 3: To control a ball with hands. • Step 4: To hold a hockey stick correctly. • Step 5: To stop a ball using a hockey stick. • Step 6: To play 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"> • Recognise space in games and use it to your advantage. • Describe what you have done, or seen others doing. • Understand why being active and playing games is good for you. <p><u>Procedural Knowledge:</u></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. • Develop fundamental movement skills, becoming increasingly confident and competent, moving fluently, changing direction and speed. • Use skills in different ways when playing games. 												
<p><u>Resources & Equipment</u></p>	<ul style="list-style-type: none"> • Beanbags • Small balls • Hockey sticks • Cones • Bibs • Goals 	<p><u>Key Vocabulary</u></p>	<table border="0"> <tr> <td>Aim</td> <td>Direction</td> <td>Rules</td> </tr> <tr> <td>Balance</td> <td>Dribble</td> <td>Space</td> </tr> <tr> <td>Control</td> <td>Movement</td> <td>Speed</td> </tr> <tr> <td>Ball Control</td> <td>React</td> <td>Stick</td> </tr> </table>	Aim	Direction	Rules	Balance	Dribble	Space	Control	Movement	Speed	Ball Control	React	Stick
Aim	Direction	Rules													
Balance	Dribble	Space													
Control	Movement	Speed													
Ball Control	React	Stick													

Implementation Phase			
Year Group:	One	Unit:	Netball

Prior Learning Required - EYFS Progression Maps Objectives:

- Showing increased control when catching a ball.
- Shows increasing control over an object, pushing, passing, throwing, catching, or kicking it.
- Moves freely and with pleasure and confidence in a range of skilful ways.
- Able to respond to simple instructions, showing a good understanding of safety when using tools and equipment.

National Curriculum Links	<ul style="list-style-type: none"> • 1a: Master basic movements including running, jumping, throwing, and catching, as well as developing balance, agility, and co-ordination, and begin to apply these in a range of activities. • 1b: Participate in team games, developing simple tactics for attacking and defending. 	Pillars of Progression	<ul style="list-style-type: none"> • Development of Motor Competence and Fundamental Movement Skills. • Making safe decisions in contact with equipment and classmates.
Key Unit Objectives (Key skills addressed to achieve success throughout the unit)	<ul style="list-style-type: none"> • Step 1: To copy actions. • Step 2: To roll a ball. • Step 3: To throw and catch a ball. • Step 4: To bounce a ball. • Step 5: To move with a ball. • Step 6: To defend by blocking a target. 	Progression Map Links (Ensure pupils progress & move forward throughout their primary school years)	<p>Declarative Knowledge:</p> <ul style="list-style-type: none"> • Understand how to play in a safe way. • Describe why running and playing games is good for you. • Watch, copy and describe others play. <p>Procedural Knowledge:</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. • Move to defend a goal.
Resources & Equipment	<ul style="list-style-type: none"> • Balls (variety of sizes) • Marker spots • Bibs • Cones 	Key Vocabulary	<ul style="list-style-type: none"> • Aim • Aiming • Ball Control • Bounce • Close • Control • Copy • Explore • Gather • Ready • Roll • Score • Send • Shoot • Skills • Watch

Implementation Phase			
Year Group:	One	Unit:	Orienteering

Prior Learning Required - EYFS Progression Maps Objectives:

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

National Curriculum Links	<ul style="list-style-type: none"> • 1a: Master basic movements including running, jumping, throwing, and catching, as well as developing balance, agility, and co-ordination, and begin to apply these in a range of activities. • 1b: Participate in team games, developing simple tactics for attacking and defending. 	Pillars of Progression	<ul style="list-style-type: none"> • Development of Motor Competence and Fundamental Movement Skills. • Making safe decisions in contact with equipment and classmates.
Key Unit Objectives (Key skills addressed to achieve success throughout the unit)	<ul style="list-style-type: none"> • Step 1: To move in different ways. • Step 2: To work with other children in class. • Step 3: To begin to problem solve. • Step 4: To follow rules. • Step 5: To take turns. • Step 6: To understand basic features on a map. 	Progression Map Links (Ensure pupils progress & move forward throughout their primary school years)	<p>Declarative Knowledge:</p> <ul style="list-style-type: none"> • Introduction to a compass and directions (N, E, S, W.) • Understand how communication can help to solve problems with others. <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> • Move in different directions and a variety of different ways. • Work independently, as well as cooperatively in small groups. • Participate in games following rules and playing fairly. • Begin to plan how to solve problems. • Participate in competition with others, completing a simple orienteering event.
Resources & Equipment	<ul style="list-style-type: none"> • Hoops • Cones • Marker Spots 	Key Vocabulary	<ul style="list-style-type: none"> • Teamwork • Together • Compass • Map • Route • Directions • Safety • Orienteering • Problem solving • Challenge

Implementation Phase			
Year Group:	One	Unit:	Rounders

Prior Learning Required - EYFS Progression Maps Objectives:

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

<u>National Curriculum Links</u>	<ul style="list-style-type: none"> • 1a: Master basic movements including running, jumping, throwing, and catching, as well as developing balance, agility, and co-ordination, and begin to apply these in a range of activities. • 1b: Participate in team games, developing simple tactics for attacking and defending. 	<u>Pillars of Progression</u>	<ul style="list-style-type: none"> • Development of Motor Competence and Fundamental Movement Skills. • Making safe decisions in contact with equipment and classmates.
<u>Key Unit Objectives</u> (Key skills addressed to achieve success throughout the unit)	<ul style="list-style-type: none"> • Step 1: To move in different ways. • Step 2: To catch and stop a ball. • Step 3: To strike a ball. • Step 4: To recognise space. • Step 5: To follow simple rules of the game. • Step 6: To try and find ways to win games. 	<u>Progression Map Links</u> (Ensure pupils progress & move forward throughout their primary school years)	<p><u>Declarative Knowledge:</u></p> <ul style="list-style-type: none"> • Describe what you have done, or seen others doing. • Describe what it is like to breath quickly during exercise. Understand why being active and playing games is good for you. <p><u>Procedural Knowledge:</u></p> <ul style="list-style-type: none"> • Understand and follow simple rules for games and compete in physical activities both against self and against others. • Move fluently, changing direction and speed, • Show basic control of the ball, including when striking a ball. • 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.
<u>Resources & Equipment</u>	<ul style="list-style-type: none"> • Marker spots • Cones • Tennis Balls / small balls • Hoops • Footballs • Beanbags • Bats 	<u>Key Vocabulary</u>	<ul style="list-style-type: none"> • Aim • Catch • Coordination • Direction • Experiment • Movement • Roll • Rolling • Rules • Safety • Score • Send • Space • Target • Throw • Underarm

Implementation Phase			
Year Group:	One	Unit:	Tag Rugby

<p>Prior Learning Required - EYFS Progression Maps Objectives:</p> <ul style="list-style-type: none"> Shows increasing control when throwing and catching a large ball. Travels with confidence and skill in a range of movements when using equipment. Shows understanding of the need for safety when tackling new challenges and considers and manages some risks. Runs skilfully and negotiates spaces successfully, adjusting speed or direction to avoid obstacles.
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<p><u>National Curriculum Links</u></p>	<ul style="list-style-type: none"> 1a: Master basic movements including running, jumping, throwing, and catching, as well as developing balance, agility, and co-ordination, and begin to apply these in a range of activities. 1b: Participate in team games, developing simple tactics for attacking and defending. 	<p><u>Pillars of Progression</u></p>	<ul style="list-style-type: none"> Development of Motor Competence and Fundamental Movement Skills. Making safe decisions in contact with equipment and classmates.
<p><u>Key Unit Objectives</u> (Key skills addressed to achieve success throughout the unit)</p>	<ul style="list-style-type: none"> Step 1: To hold and move with a rugby ball. Step 2: To throw a rugby ball. Step 3: To catch a rugby ball. Step 4: To run with the ball. Step 5: To play tag games. Step 6: To simple games following the rules. 	<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 who the attackers and who the defenders are. Decide when to pass and when to run. <p><u>Procedural Knowledge:</u></p> <ul style="list-style-type: none"> Throw and catch a rugby ball to themselves and others. Improve movement skills whilst moving with the ball in two hands. Play simple tag rugby games understanding the rules of the game. Learn how to tag.
<p><u>Resources & Equipment</u></p>	<ul style="list-style-type: none"> Marker spots Cones Tennis Balls / small balls Hoops Footballs Beanbags Bats 	<p><u>Key Vocabulary</u></p>	<ul style="list-style-type: none"> Attack Belts Catch Defend Pass Run Space Target Throw Try

Year Group:	One	Unit:	Tennis
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<p><u>Prior Learning Required - EYFS Progression Maps Objectives:</u></p> <ul style="list-style-type: none"> • Begins to accept the needs of others and can take turns and share, sometimes with the support of others. • Showing increased control when catching a ball. • Shows increasing control over an object, pushing, passing, throwing, catching, or kicking it. • Moves freely and with pleasure and confidence in a range of skilful ways. • Able to respond to simple instructions, showing a good understanding of safety when using tools and equipment.
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<p><u>National Curriculum Links</u></p>	<ul style="list-style-type: none"> • 1a: Master basic movements including running, jumping, throwing, and catching, as well as developing balance, agility, and co-ordination, and begin to apply these in a range of activities. 	<p><u>Pillars of Progression</u></p>	<ul style="list-style-type: none"> • Development of Motor Competence and Fundamental Movement Skills. • Making safe decisions in contact with equipment and classmates.
<p><u>Key Unit Objectives</u> (Key skills addressed to achieve success throughout the unit)</p>	<ul style="list-style-type: none"> • Step 1: Move into space. • Step 2: To control your body when moving. • Step 3: To control the tennis ball with hands. • Step 4: To track different size balls. • Step 5: To copy actions. • Step 6: To hit a ball with hands. 	<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"> • Describe what you have seen others doing. • Understand why being active is good for you. <p><u>Procedural Knowledge:</u></p> <ul style="list-style-type: none"> • Engage in cooperative physical activities. • Explore different ways to use and move with the ball – showing control with simple actions and basic control when striking a ball. • Catch/stop and send/pass a ball – developing technique of throwing and receiving. Understand the concept of moving to get in line with a ball to receive it. • Move fluently, changing direction and speed.
<p><u>Resources & Equipment</u></p>	<ul style="list-style-type: none"> • Tennis balls • Tennis rackets • Hoops • Nets 	<p><u>Key Vocabulary</u></p>	<ul style="list-style-type: none"> • Aim • Aiming • Balance • Ball Control • Bounce • Move • Control • Experiment • Racket • Receive • Roll • Score • Send • Swing • Throw • Underarm

Implementation Phase			
Year Group:	One	Unit:	Volleyball

<p>Prior Learning Required - EYFS Progression Maps Objectives:</p> <ul style="list-style-type: none"> Shows understanding of the need for safety when tackling new challenges and considers and manages some risks when using equipment. Can play in a group, extending and elaborating play ideas within the group. Begins to accept the needs of others and can take turns and share, sometimes with the support of others. Shows increasing control when throwing and catching a large ball.
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<p><u>National Curriculum Links</u></p>	<ul style="list-style-type: none"> 1a: Master basic movements including running, jumping, throwing, and catching, as well as developing balance, agility, and co-ordination, and begin to apply these in a range of activities. 1b: Participate in team games, developing simple tactics for attacking and defending. 	<p><u>Pillars of Progression</u></p>	<ul style="list-style-type: none"> Development of Motor Competence and Fundamental Movement Skills. Making safe decisions in contact with equipment and classmates.
<p><u>Key Unit Objectives</u> (Key skills addressed to achieve success throughout the unit)</p>	<ul style="list-style-type: none"> Step 1: Move into space. Step 2: To control your body when moving. Step 3: To control the ball with hands. Step 4: To track the ball in the air. Step 5: To copy actions. Step 6: To hit a ball with hands. 	<p><u>Progression Map Links</u> (Ensure pupils progress & move forward throughout their primary school years)</p>	<p>Declarative Knowledge:</p> <ul style="list-style-type: none"> Understand how to play in a safe way and why being active and playing games is good for you. Describe what they have done or seen others doing. Change the way they use skills in response to their opponent's actions. Understand, follow, and apply skills and tactics in simple games. <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> Show control of a ball with basic actions and explore different ways to use and move with a ball. Send a ball in different ways e.g. throwing, pushing, rolling. Successfully received (catch/stop) a ball and understand the concept of moving to get in line with a ball to receive it.
<p><u>Resources & Equipment</u></p>	<ul style="list-style-type: none"> Volleyballs Cones Marker spots Small balls Hoops Soft balls Bibs Beanbags 	<p><u>Key Vocabulary</u></p>	<ul style="list-style-type: none"> Accuracy Aim Beanbag Bounce Catch Close Control Count Gather Roll Score Send Space Throw Watch Point Ready Rules Direction Breathing