

TWO YEAR ROLLING PROGRAMME CYCLE A & C 2022-23, 2024-25						
Year group/ Term	1	2	3	4	5	6
EYFS, 1 & 2	Health and Well-being (1) 1) LP: To introduce agility. 2) LP: To explore ways of being balanced and to understand why we need to be balanced when playing sport. 3) LP: To introduce coordination (hand eye coordination). 4) LP: To understand the importance of being 'agile'. 5) LP: To understand the importance of being balanced. 6) LP: To understand the importance of being coordinated.	Dance – 'The Zoo' (1) 1) LP: To control and co-ordinate their bodies to perform movements that represent big animals. 2) LP: To control and co-ordinate their bodies adding movements together which represent the actions of a small animal. 3) LP: To control and co-ordinate their bodies to perform a motif. 4) LP: To control and co-ordinate their bodies to perform a sequence with a partner. 5) LP: To respond to a rhythm performing a range of controlled movements that represent a big cat and a zookeeper. 6) LP: To explore the relationship between a zookeeper and a big cat, creating movement patterns.	Gymnastics – 'Body Parts' (1) 1) LP: To explore movements and balances using the 'big' parts of our bodies on the floor and on apparatus. 2) LP: To explore movements and balances using the 'small' parts of our bodies on the floor and on apparatus. 3) LP: To explore movements and balances on the floor and on apparatus. 4) LP: To explore the different theme words, ('big' and 'small' with 'narrow,' 'wide' or 'curled,') changing the combinations on different apparatus. 5) LP: To explore adding movement combinations together to create mini sequences. 6) LP: To adapt our mini sequences, exploring how we can make them more creative.	Dance – 'Explorers' (2) 1) LP: To respond to the stimulus using a range of different, controlled movements. 2) LP: To develop our character work, adding movements, expression and emotion to our motif. 3) LP: To develop our character work, adding movements, expression and emotion to our motif. 4) LP: To explore a variety of movements in a character (explorer and jungle animal) with a partner. 5) LP: To bring together their sequences exploring the relationship between the explorer and wild animal. 6) LP: To consolidate our learning from previous suggested sequences of learning performing a sequence with extended movements.	Gymnastics – external specialists	Forest School
	Ball Skills – Feet (1) 1) LP: To develop their understanding of the meaning of the word, 'control,' and why it is	Ball Skills – Feet (2) 1) LP: To develop dribbling using our feet in order to keep control and possession of the ball.	Ball Skills – Rackets, bats and balls (1) 1) LP: To explore moving the ball using	Ball Skills – Rackets, bats and balls (2) 1) LP: To be challenged to work with a partner and then against their	Locomotion – Jumping (1) 1) LP: To recap jumping, in different directions, at	Locomotion – Jumping (2) 1) LP: To consolidate jumping and to apply an

	important to keep the ball close to them. 2) LP: To develop using the inside and outside of their feet to dribble the ball. 3) LP: To apply their dribbling technique, keeping the ball away from their opponents. 4) LP: To begin to understand the consequences of what happens if they do not dribble into space, keeping the ball close to them. 5) LP: To begin to understand why we need to be accurate when kicking (passing) a ball. 6) LP: To be able to collaborate and work together in a team.	2) LP: To develop passing and receiving using our feet in order to keep possession of the ball. 3) LP: To combine dribbling, passing and receiving using our feet in order to keep possession of the ball. 4) LP: To develop dribbling using our feet in order to keep possession and score a point. 5) LP: To combine dribbling, passing and receiving using our feet, in order to keep possession and score a point. 6) LP: To apply their knowledge and understanding of dribbling, passing and receiving in order to keep possession as a team and score a point.	the racket, beginning an understanding of how and why we keep the ball close and controlled. 2) LP: To develop their ability to keep a ball controlled using a racket and to apply this understanding. 3) LP: to apply their understanding of why moving a ball into a space is so important to evade defenders. 4) LP: To understand why we need to aim at a target when hitting (pushing) the ball. 5) LP: To develop hitting (pushing) a ball using a racket accurately and developing their understanding of the importance of being accurate as they apply their skills. 6) LP: To apply their understanding of accuracy in a variety of games.	partner as they become opponents. 2) LP: To apply their developing accuracy skills when hitting a ball in a variety of competitive situations. 3) LP: To start to consider the application of power and their developing tactical thinking skills to eventually beat an opponent. 4) LP: To begin to understand how they can use their hitting (striking) skills to send the ball to space in order to win a game. 5) LP: To understand why in certain games, hitting into space is essential in order to score points against the opposing team. 6) LP: To refine their understanding of how they can use their hitting (striking) skills to send the ball to space in order to win a game.	different speeds and different levels. 2) LP: To recap how we jump applying the most effective technique using our head, arms and feet. 3) LP: To explore how jumping affects our bodies and apply their jumping skills during a circuit. 4) LP: To explore skipping. 5) LP: To apply our understanding of jumping and skipping into a game. 6) LP: To apply their knowledge of jumping into competitions.	effective jumping technique. 2) LP: To consolidate knowledge of how, where and why we jump in a game. 3) LP: To apply knowledge of how to jump and how to jump in combination, into their own ideas for linking jumps. 4) LP: To explore jumping using different combinations, jumping for distance and speeds. 5) LP: To develop jumping using different combinations, jumping for distance. 6) LP: To apply their knowledge of jumping into competitions.
KS2 – Cycle A 2022-23	Tennis (3) 1) LP: To introduce how we win a game of tennis, thinking about where and why we throw the ball on the court. 2) LP: To be introduced to how we can think one shot	Dance – ‘Wild Animals’ (3) 1) LP: To respond to different stimuli being able to sustain characters to add drama and emotion to the dance.	Gymnastics – external specialists	Dance – ‘Cats’ (4) 1) LP: To explore movement through improvisation, introducing unison and matching. 2) LP: To apply a canon into our movements when performing as	Athletics (3) 1) LP: To explore how we can use our bodies to make us run as fast as possible. 2) LP: To develop an understanding of how and why we need to accelerate at the start of a race.	Athletics – Throwing and Jumping (4) 1) LP: To explore the differences between throwing for accuracy and throwing for distance.

	ahead to create space for winning shots. 3) LP: To be introduced to mini ladder tournaments. 4) LP: To learn how to hold the racket safely and understand why it is important that they control the ball when playing a shot. 5) LP: To understand when and where to play the forehand shot in a mini game. 6) LP: To bring together the suggested sequence of learning into a level 1 tournament.	2) LP: To build on the character work adding drama and emotion to dance and to create motifs in pairs. 3) LP: To execute a wider variety of movements singly and in extended sequences, with a partner. To sustain their characters to add drama and emotion to their dance. 4) LP: To continue executing a wide variety of movements singly and in extended sequences, with a partner. 5) LP: To extend dance skills by using more complex actions. To develop movement vocabulary by introducing more advanced dance terms. 6) LP: To bring together the choreography from the suggested sequence of learning to create a final performance.		two contrasting characters. 3) LP: To create performances with two contrasting characters. 4) LP: To extend dance skills by using more complex interacting movements and actions and incorporate apparatus. 5) LP: To bring together pupils choreography from suggested sequence of learning part 4. 6) LP: To experience dancing like a 'cat' in a group performance. To create a performance which will include stage presence, timing, rhythm and sustaining character.	3) LP: To apply pupils' understanding and application of running for speed, when running as part of a team. 4) LP: To be introduced to a curved track and will start to understand simple changeover tactics. 5) LP: To explore the differences between throwing for accuracy and throwing for distance. 6) LP: To explore how we can use our bodies to jump as far as possible.	2) LP: To develop pupils' understanding of throwing for distance and how they can use their bodies to throw with greater distance. 3) LP: To throw a primary school shot put and how they can use their bodies to throw with greater distance. 4) LP: To throw a primary school discus and how they can use their bodies to throw with greater distance. 5) LP: To explore how we can use our bodies to jump as far as possible in one jump. 6) LP: To explore how we can use our bodies to jump as far as possible, using a combination of jumps, in particular hop, skip and jump.
	Swimming LP: To be able to swim a minimum distance of 25 metres unaided by the end of key stage 2.	Swimming LP: To be able to swim a minimum distance of 25 metres unaided by the end of key stage 2.	Games – dodgeball (3 & 4) 1) LP: To develop understanding and application of when, where and why we need to dodge, jump or duck to avoid a ball during a game. 2) LP: To develop understanding and	Games – tennis (4) 1) LP: To develop our understanding of how we can win a game of tennis. 2) LP: To learn how to use their racket to direct the ball towards a space to win a point. 3) LP: To understand when and where to play the backhand shot.	Games – cricket (3 & 4) 1) LP: To develop understanding of batting and fielding. 2) LP: To introduce bowling. 3) LP: To develop ways of stopping and returning the ball. 4) LP: To develop ways of retrieving and returning the	Forest School

			application of why we need to throw with accuracy but over an increased distance. 3) LP: To develop catching and understanding of why we need to catch during a game. 4) LP: To consolidate understanding and application of dodging, jumping and ducking into game situations. 5) LP: To combine understanding and application of dodging, catching and throwing into game situations. 6) LP: To apply their understanding of dodgeball into mini games.	4) LP: To develop the use of forehand and backhand shots applying these in game situations. 5) LP: To develop ability to use a racket by considering tactical play (creating space) to win a point. 6) LP: To bring together the suggested sequence of learning into a level 1 tournament.	ball to prevent the batters from scoring runs. 5) LP: To develop an understanding of how, where and why we need to strike the ball to score runs. 6) LP: To bring together the suggested sequence of learning into small games of pairs cricket.	
KS2 – Cycle C 2024-25	Games – Badminton (5) 1) LP: To develop our understanding of how we can win a game of badminton. 2) LP: To understand when and where to play the forehand shot. 3) LP: To understand when and where to play the backhand shot. 4) LP: To refine their understanding of when to apply the forehand and backhand in a game situation to win a point. 5) LP: To look at how players can control the game from the beginning (serve) by thinking about how and where to serve.	Dance – ‘Carnival’ (6) 1) LP: To create group movements selecting and applying choreography into a routine. 2) LP: To develop group movements selecting and applying choreography into a routine. 3) LP: To experience dances from different cultural traditions. 4) LP: To continue to experience dances from different cultural traditions. 5) LP: To review, describe and evaluate our dance performances. 6) LP: To review, describe and evaluate our dance performances.	Gymnastics – Counter Balance	Dance – ‘Titanic’ (6)	Athletics (5) 1) LP: To understand how to finish a sprinting race, maintaining their speed until they cross the line. 2) LP: To evaluate their own and others sprinting technique making suggestions on how they can improve their performance on the three different phases of a sprinting race; start, middle and finish. 3) LP: To evaluate their own and others sprinting technique making suggestions on how they can improve their performance to improve their personal best.	Athletics – Throwing and Jumping (6) 1) LP: To explore the differences between throwing for accuracy and throwing for distance. 2) LP: To throw a primary school javelin and how they can use their bodies to throw with greater distance. 3) LP: To learn how to throw a primary school shot put and how they can use their bodies to throw with greater distance. 4) LP: To learn how to throw a primary school discus and how they can use their bodies to throw with greater distance.

	6) LP: To bring together the suggested sequence of learning into a level 1 tournament.				4) LP: To develop an understanding of when and where the changeovers take place on a curved track. 5) LP: To learn how to throw a primary school shot put and how they can use their bodies to throw with greater distance. 6) LP: To explore and develop an understanding of how to hurdle safely, applying the correct technique.	5) LP: To explore how we can use our bodies to jump as far as possible in one jump. 6) LP: To explore how we can use our bodies to jump as far as possible, using a combination of jumps, in particular hop, skip and jump.
	Swimming LP: To be able to swim a minimum distance of 25 metres unaided by the end of key stage 2.	Swimming LP: To be able to swim a minimum distance of 25 metres unaided by the end of key stage 2.	Games – football (5&6) 1) LP: To consolidate ability to use passing, dribbling and moving skills to keep possession and score. 2) LP: To consolidate understanding of the rules (laws) of the game and how they can apply this knowledge to play in mini games. 3) LP: To understand that they are defending as soon as they lose possession of the ball. 4) LP: To consolidate understanding of attacking and defensive tactics. 5) LP: To consolidate understanding of	Games – badminton (6) 1) LP: To explore different forehand and backhand shots that can be played during a game. 2) LP: To consolidate understanding of when, where and why we can play different forehand and backhand shots during a game. 3) LP: To consolidate different ways of outwitting an opponent to score a point. 4) LP: To look at how the game changes when we play in pairs (doubles). 5) LP: To continue to refine ability to think tactically about which shot to play during a game, whilst playing with a partner. 6) LP: To bring together the suggested sequence of learning into a level 1 tournament.	Games – cricket (5&6) 1) LP: To consolidate understanding of batting. 2) LP: To consolidate knowledge, understanding and ability to effectively apply a range of fielding skills and tactics into mini games. 3) LP: To consolidate knowledge, understanding and ability to effectively apply a range of bowling skills and tactics into mini games. 4) LP: To create, understand and apply attacking tactics to the mini games. 5) LP: To create, understand and apply defensive tactics to the mini games.	Forest School

			attacking and defensive tactics. 6) LP: To bring together the suggested sequence of learning into a level 1 tournament		6) LP: To bring together the suggested sequence of learning into a mini game.	
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TWO YEAR ROLLING PROGRAMME CYCLE B & D 2023-24, 2025-26						
Year group/ Term	1	2	3	4	5	6
EYFS, 1 & 2	Gymnastics – Wide, Narrow, Curled (1) 1) LP: To explore movements and balances in a wide way on the floor and on apparatus. 2) LP: To explore movements and balances in a narrow way on the floor and on apparatus. 3) LP: To explore movements and balances in a curled way on the floor and on apparatus. 4) LP: To explore different ways of transitioning between each shape using apparatus. 5) LP: To explore combining wide, narrow and curled movements together. 6) LP: To link two movements together.	Dance – ‘Heroes’ (1) 1) LP: To create a range of controlled movements that represent a superhero. 2) LP: To extend their sequence whilst performing as their character. 3) LP: To extend their creativity as superheroes and explore movements that represent a superhero rescuing/saving, someone/something. 4) LP: To create a range of controlled movements that represent a villain. 5) LP: To respond to a rhythm performing a range of controlled movements that represent a superhero and villain.	Gymnastics – external specialist	Locomotion – Running (1) 1) LP: To explore running. 2) LP: To develop their running technique applying it into a game. 3) LP: To apply knowledge of how to run and where to run, while exploring running at different speeds. 4) LP: To apply the correct technique of running as fast as we can in a racing context. 5) LP: To apply understanding and application of running over a longer duration and as part of a team. 6) LP: To apply their understanding of running, applying it into a competitive game.	Ball Skills – Hands 2 (1) 1) LP: To develop dribbling in order to keep control and possession of the ball. 2) LP: To develop passing and receiving in order to keep possession of the ball. 3) LP: To combine dribbling, passing and receiving in order to keep possession of the ball. 4) LP: To develop dribbling in order to keep possession and score a point. 5) LP: To develop passing and receiving in order to keep possession and score a point. 6) LP: To combine dribbling, passing and receiving in order to keep possession and score a point.	Ball Skills – Hands 2 (2) 1) LP: To develop the execution of an underarm throw. 2) LP: To extend their understanding of why we need to be accurate when we throw. 3) LP: To work in a team, applying their understanding of underarm throwing and the basic principles of attack vs defence to win a game. 4) LP: To apply their understanding of underarm throwing to beat their opponent. 5) LP: To introduce overarm throwing, applying their understanding of overarm throwing to win a game. 6) LP: To bring together the suggested sequence of learning into mini games.

		6) LP: To respond to create movements that represent a real life hero.				
	Ball Skills – Hands 1 (1) 1) LP: To develop bouncing (dribbling). 2) LP: To explore and develop different ways of sending a ball (passing) using our hands. 3) LP: To develop different ways of sending a ball using our hands. 4) LP: To explore different ways of stopping a ball with our hands. 5) LP: To develop different ways of stopping a ball with our hands, preventing pupils from passing the ball. 6) LP: To use their prior knowledge to combine their sending and receiving skills to keep possession of the ball.	Ball Skills – Hands 1 (2) 1) LP: To understand how we throw a bean bag underarm and why. 2) LP: To develop throwing (underarm) a beanbag. 3) LP: To work in a team and apply the underarm throw in a competitive situation. 4) LP: To explore different ways of stopping a ball using our hands. 5) LP: To develop the ability to accurately roll a ball towards a target. 6) LP: To consolidate the ability to accurately roll a ball towards a target.	Dance – ‘Mr Candy’s Sweet Factory’ (2) 1) LP: To respond to the stimulus using a range of different, controlled movements showing expression. 2) LP: To respond to the stimulus (sweets) using a range of different and controlled movements. 3) LP: To develop our character work, adding movements, expression and emotion to create a motif. 4) LP: To create a sequence of movements that flow. 5) LP: To explore a variety of movements in character with a partner. 6) LP: To invent a brand new sweet and using movement in pairs, convey the type of sweet this is.	Attack v Defence – Games for Understanding (1) 1) LP: To understand the basic principles of attack. 2) LP: To apply simple attacking principles into a game situation. 3) LP: To understand the basic principles of defence. 4) LP: To apply simple defending principles into a game situation. 5) LP: To consolidate knowledge of how, where and why to attack in a game. 6) LP: To consolidate knowledge of how, where and why to defend in a game.	Attack v Defence – Games for Understanding (2) 1) LP: To develop their understanding of what 'attacking' means. 2) LP: To develop their understanding of what 'defending' means. 3) LP: To understand the transition from defence into attack. 4) LP: To create and understand simple attacking tactics applying them as a team into a game. 5) LP: To create and understand simple defending tactics applying them as a team into a game. LP: To create simple defending and attacking tactics applying them as a team into a game.	Locomotion – Dodging (2) 1) LP: To explore dodging and learn how to dodge effectively. 2) LP: To develop an understanding of why it is important in to dodge in games. 3) LP: To learn the roles of attacking and defending and start to understand when we attack and when we defend. 4) LP: To apply pupils' knowledge of how, where and why to dodge in game situations working as a team. 5) LP: To consolidate knowledge of how, where and why to dodge in game situations, working in teams. 6) LP: To apply knowledge of how where and why to dodge, into a level 1 competition.
KS2 – Cycle B 2023-24	Games – netball (3) 1) LP: To introduce passing and receiving in order to keep possession of the ball. 2) LP: To use passing and moving skills to keep possession, developing this concept into mini game situations. 3) LP: To develop passing and moving, building up	Dance – ‘Weather’ (3) 1) LP: To respond to different stimuli being able to add drama and emotion to the dance. 2) LP: To continue to respond to different stimuli being able to add drama and emotion to the dance. 3) LP: To build on the thematic work in a	Games – tag rugby (3&4) 1) LP: To develop passing and moving to create space to beat an opponent and score a try. 2) LP: To understanding the knowledge of passing and moving applying this into 3v3 mini games.	Games – netball (4) 1) LP: To apply their passing and moving skills to keep possession, developing this concept into a mini game situation. 2) LP: To develop passing and creating space building up into mini games.	Games – hockey (3) 1) LP: To introduce dribbling in order to keep control and possession of the ball. 2) LP: To introduce passing and receiving in order to keep possession of the ball. 3) LP: To use prior knowledge and understanding of passing and dribbling, to create	Games – hockey (4) 1) LP: To refine dribbling in order to keep control and possession of the ball. 2) LP: To refine passing and receiving in order to keep possession of the ball. 3) LP: To understand not just how to shoot but where to shoot from and why. 4) LP: To develop passing and dribbling to create

	into mini games, where pupils explore the transition between attack and defence. 4) LP: To use prior learning of passing and moving, to move the ball up the court, creating an attack that results in a shot. 5) LP: To continue to develop understanding of where they shoot in terms of court position. 6) LP: To bring together the suggested sequence of learning into a level 1 tournament.	different context creating motifs. 4) LP: To execute a wider variety of movements in extended sequences, with a partner. 5) LP: To extend their dance skills by using more than one theme to create movements and actions forming longer sequences. 6) LP: To create a performance which will include; stage presence, timing, rhythm and sustaining character.	3) LP: To develop tagging and to explore different ways the defending team can prevent the attackers from scoring. 4) LP: To apply their understanding and knowledge from suggested sequence of learning part 3 into mini games. 5) LP: To combine passing and moving to develop ways of creating space to beat an opponent to score a try. 6) LP: To bring together the suggested sequence of learning into a level 1 tournament.	3) LP: To use their prior learning of passing and moving, to move the ball up the court, creating an attack that results in a shooting opportunity. 4) LP: To refine shooting technique and understanding of where they shoot. 5) LP: To understand the footwork rule and how they can be more effective with their feet to increase the speed and fluidity of their movements. 6) LP: To bring together the suggested sequence of learning into a level 1 tournament.	space whilst keeping possession. 4) LP: To develop passing, receiving and dribbling to create space when attacking. 5) LP: To introduce pupils to shooting. 6) LP: To bring together the suggested sequence of learning into a level 1 tournament.	space to create an attack that results in a shooting opportunity. 5) LP: To introduce pupils to the concept of defending and how this can be applied during a game to prevent attacking opportunities. 6) LP: To bring together the suggested sequence of learning into a level 1 tournament.
	Swimming LP: To be able to swim a minimum distance of 25 metres unaided by the end of key stage 2.	Swimming LP: To be able to swim a minimum distance of 25 metres unaided by the end of key stage 2.	Dance – ‘Space’ (4) 1) LP: To explore movement through improvisation, introducing unison and matching. 2) LP: To sustain their characters to add drama and emotion to the dance. 3) LP: To create performances with two contrasting characters. 4) LP: To extend dance skills by using more	Gymnastics – external specialist	Games – rounders (3&4) 1) LP: To develop the concept of batting and fielding. 2) LP: To develop fielding skills. 3) LP: To introduce batting. 4) LP: to develop batting skills and think about where we should hit the ball and why. 5) LP: To develop an understanding of basic	Forest School

			complex interacting movements and actions and incorporate apparatus. 5) LP: To bring together their choreography from suggested sequence of learning part 4. 6) LP: To bring the entire dance together and perform it.		tactics used when fielding. 6) LP: To bring together the suggested sequence of learning into small sided games.	
KS2 – Cycle D 2025-26	Games – netball (5) 1) LP: To use passing and moving skills. 2) LP: To use their prior learning of passing and moving, to move the ball up the court, creating an attack. 3) LP: To understand that their role changes and they become a defender as soon as they lose possession of the ball. 4) LP: To be introduced to Stinger netball. 5) LP: To allow pupils to explore other passing styles. 6) LP: To bring together the suggested sequence of learning into a level 1 tournament.	Dance – ‘The Circus’ (5) 1) LP: To explore the social divide and prejudices that existed in the 19th century through movement. 2) LP: To demonstrate a greater understanding of the prejudices in society in the 19th Century and portray this understanding through movement and characterisation. 3) LP: To create movements that represent a variety of different circus performers. 4) LP: To be able to distinguish between the different performers through clear movements and expression. 5) LP: To consolidate our performance utilising props and apparatus. 6) LP: To finalise and perform our circus routine.	Gymnastics – Matching and Mirroring	Dance – ‘Greeks’ (5) 2) LP: To work with a partner and use expressive vocabulary to enhance movement quality and dynamics. 3) LP: To learn to interpret and respond to music, creating dances using compositional principles. 4) LP: To create movement in pairs using improvisation, to select and choreograph ideas into a sequence. 5) LP: To extend dance skills by using more complex interacting movements and actions and incorporate apparatus. 6) LP: To experience dancing in an opening ceremony. To create a performance which will include stage presence, timing, rhythm and sustaining character. 7) LP: To complete the experience of dancing in an opening ceremony.	Games – hockey (5) 1) LP: To refine dribbling and passing skills, combining these skills together to create an attack. 2) LP: To build upon their prior learning of defending to create and apply basic defending tactics. 3) LP: To refine shooting, applying this into game situations. 4) LP: To apply their prior learning of passing and dribbling to create an attack that results in a successful shooting opportunity. 5) LP: To refine their defending (marking, tackling and blocking) skills applying defending tactics. 6) LP: To bring together the suggested sequence of learning into a level 1 tournament.	Games – hockey (6) 1) LP: To consolidate ability to use passing, dribbling and moving skills to keep possession and score. 2) LP: To apply their prior learning of passing, dribbling and moving, to keep possession and create an attack that results in a successful shot. 3) LP: To ensure they understand that they are defending as soon as they lose possession of the ball. 4) LP: To consolidate the understanding of attacking tactics, applying them into game situations. 5) LP: To consolidate the understanding of defensive tactics applying them to into game situations. 6) LP: To bring together the suggested sequence of learning into a level 1 tournament.

	Swimming LP: To be able to swim a minimum distance of 25 metres unaided by the end of key stage 2.	Swimming LP: To be able to swim a minimum distance of 25 metres unaided by the end of key stage 2.	Games – tag rugby, external specialist (5&6) 1) LP: To consolidate the ability to use passing and moving to create attacking opportunities to score a try. 2) LP: To consolidate defending. 3) LP: To consolidate understanding of attacking tactics, applying them into game situations. 4) LP: To consolidate the understanding of defensive tactics, applying them into game situations. 5) LP: To consolidate attacking and defending in games of tag rugby. 6) LP: To bring together the suggested sequence of learning into a level 1 tournament.	Games – netball (6) 1) LP: To consolidate the ability to use passing and moving skills to keep possession and score. 2) LP: To consolidate their understanding of the rules of the game. 3) LP: To ensure they fully understand that we are defending as soon as we lose possession of the ball. 4) LP: To consolidate their understanding of attacking and defending tactics applying them to Stinger netball games. 5) LP: To consolidate the use of other passing styles. 6) LP: To bring together the suggested sequence of learning into a level 1 tournament.	Games – rounders (5&6) 1) LP: To have a clear and accurate understanding of their roles and their team's roles when batting and fielding. 2) LP: To introduce the class to the full version of rounders. 3) LP: To consolidate fielding. 4) LP: To recap what happens if the batter misses the ball and to introduce what happens if the batter hits the ball backwards. 5) LP: To consider tactics which batters can apply during the game. 6) LP: To bring together all of the units of learning into a level 1 tournament.	Forest School