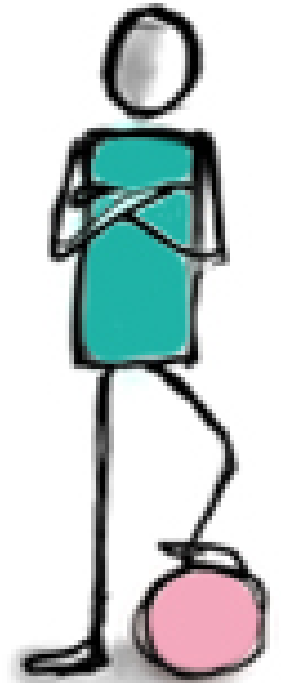


**This is a collation of the individual 'year 1 implementation' documents that can be found at the end of each Unit of Work.**

**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 – EYFS Progression Map 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.

<b>National Curriculum Links</b>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<b>Pillars of Progression</b>	<ul style="list-style-type: none"> <li>• Development of <b>Motor Competence</b> and <b>Fundamental Movement Skills</b>.</li> <li>• Making safe decisions in contact with equipment and classmates.</li> </ul>
<b>Key Unit Objectives</b> (Key skills addressed to achieve success throughout the unit)	<ul style="list-style-type: none"> <li>• Step 1: Move into space</li> <li>• Step 2: To throw underarm</li> <li>• Step 3: To land safely when jumping</li> <li>• Step 4: To run and jump on the balls of your feet</li> <li>• Step 5: To throw towards a target</li> <li>• Step 6: To play games using throwing accuracy</li> </ul>	<b>Progression Map Links</b> (Ensure pupils progress & move forward throughout their primary school years)	<p><b>Declarative Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Evaluate successful and unsuccessful techniques.</li> <li>• Show understanding of the correct running technique.</li> </ul> <p><b>Procedural Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Show good teamwork and sportsmanship when taking part in competitive throwing.</li> <li>• Develop the overarm throw technique, throwing accurately towards a target.</li> <li>• Practise the underarm throw technique, aiming towards a target showing increased control.</li> <li>• Show a basic level of control, coordination and consistency when running.</li> <li>• Explore and practise a variety of movements including running, jumping, and throwing techniques.</li> <li>• Experiment with different jumping techniques, showing control, coordination, and consistency throughout.</li> </ul>
<b>Resources &amp; Equipment</b>	<ul style="list-style-type: none"> <li>• Beanbags</li> <li>• Cones</li> <li>• Balls</li> </ul>	<b>Key Vocabulary</b>	<ul style="list-style-type: none"> <li>• Coordination</li> <li>• Movement</li> <li>• Aim</li> <li>• Throw</li> <li>• Landing</li> <li>• Teamwork</li> <li>• Measure</li> <li>• Target</li> <li>• Balance</li> <li>• Improve</li> <li>• Measure</li> <li>• jump</li> </ul>

Implementation Phase			
Year Group:	One	Unit:	Badminton
<p><b>Prior Learning Required – EYFS Progression Map Objectives:</b></p> <ul style="list-style-type: none"> <li>Showing increased control when catching a ball.</li> <li>Shows increasing control over an object, pushing, passing, throwing, catching, or kicking it.</li> <li>Moves freely and with pleasure and confidence in a range of skilful ways.</li> <li>Able to respond to simple instructions, showing a good understanding of safety when using tools and equipment.</li> </ul>			
<p><b>National Curriculum Links</b></p>	<ul style="list-style-type: none"> <li>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.</li> <li>1b: Participate in team games, developing simple tactics for attacking and defending.</li> </ul>	<p><b>Pillars of Progression</b></p> <ul style="list-style-type: none"> <li>Development of <b>Motor Competence</b> and <b>Fundamental Movement Skills.</b></li> <li>Making safe decisions in contact with equipment and classmates.</li> </ul>	
<p><b>Key Unit Objectives</b> (Key skills addressed to achieve success throughout the unit)</p>	<ul style="list-style-type: none"> <li>Step 1: Move into space.</li> <li>Step 2: To control your body when moving.</li> <li>Step 3: To control the shuttle with hands.</li> <li>Step 4: To track the shuttle.</li> <li>Step 5: To copy actions.</li> <li>Step 6: To hit a shuttle with hands.</li> </ul>	<p><b>Progression Map Links</b> (Ensure pupils progress &amp; move forward throughout their primary school years)</p>	<p><b>Declarative Knowledge:</b></p> <ul style="list-style-type: none"> <li>Can watch and copy what they see and describe why they have copied that technique.</li> </ul> <p><b>Procedural Knowledge:</b></p> <ul style="list-style-type: none"> <li>Use different skills and movements, including aiming into space to try win games.</li> <li>Can hit the shuttle varying height, speed and direction into space.</li> <li>Can control and balance the shuttle with some control, with and without a racket.</li> <li>Watch, track and catch a shuttle successfully, as well as throw it with control to a partner.</li> <li>Move fluently, changing direction and speed.</li> </ul>
<p><b>Resources &amp; Equipment</b></p>	<ul style="list-style-type: none"> <li>Badminton rackets</li> <li>Cones</li> <li>Hoops</li> <li>Shuttlecocks</li> <li>Nets</li> <li>Balloons</li> </ul>	<p><b>Key Vocabulary</b></p>	<ul style="list-style-type: none"> <li>Accuracy</li> <li>Aim</li> <li>Badminton</li> <li>Balance</li> <li>Ready</li> <li>Direction</li> <li>Game</li> <li>Grip</li> <li>Height</li> <li>Movement</li> <li>Racket</li> <li>Space</li> <li>Score</li> <li>Safety</li> <li>Shuttle</li> <li>Speed</li> <li>Swing</li> <li>Teamwork</li> <li>Control</li> <li>Partner</li> </ul>

Implementation Phase			
Year Group:	One	Unit:	Basketball

**Prior Learning Required - EYFS Progression Map 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.

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

Implementation Phase

<b>Year Group:</b>	One	<b>Unit:</b>	Cricket
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**Prior Learning Required - EYFS Progression Map 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.

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

Implementation Phase			
<b>Year Group:</b>	One	<b>Unit:</b>	Dance

<p><b>Prior Learning Required - EYFS Progression Map Objectives:</b></p> <ul style="list-style-type: none"> <li>• Explore and copy basic body actions and rhythms.</li> <li>• Negotiate space confidently, using appropriate strategies.</li> <li>• Use their bodies to respond to stories, topics, and music.</li> </ul>
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<p><u>National Curriculum Links</u></p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 1c: Perform dances using simple movement patterns.</li> </ul>	<p><u>Pillars of Progression</u></p>	<ul style="list-style-type: none"> <li>• Development of <b>Motor Competence</b> and <b>Fundamental Movement Skills</b>.</li> <li>• Making safe decisions in contact with equipment and classmates.</li> </ul>
<p><u>Key Unit Objectives</u> (Key skills addressed to achieve success throughout the unit)</p>	<ul style="list-style-type: none"> <li>• Step 1: To move changing direction and speed</li> <li>• Step 2: To move with control</li> <li>• Step 3: To work individually and with others</li> <li>• Step 4: To move to music showing expressive qualities of dance</li> <li>• Step 5: To create linked movement phrases</li> <li>• Step 6: To participate in a performance</li> </ul>	<p><u>Progression Map Links</u> (Ensure pupils progress &amp; move forward throughout their primary school years)</p>	<p><b>Declarative Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Describe what it feels like to breathe quickly during exercise.</li> <li>• Describe what they have done or seen others doing.</li> <li>• Understand why being active and playing games is good for you.</li> </ul> <p><b>Procedural Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Respond imaginatively to a range of stimuli.</li> <li>• Move confidently and safely in your own and general space, using changes of speed, level and direction.</li> <li>• Perform movement phrases using a range of different body actions and body parts – with control and accuracy.</li> <li>• Create linked movements, combining different ways of travelling, with beginnings, middles and ends.</li> </ul>
<p><u>Resources &amp; Equipment</u></p>	<ul style="list-style-type: none"> <li>• Hoops</li> <li>• Ribbons</li> <li>• Balls</li> <li>• Mats</li> <li>• Music player/ Music</li> </ul>	<p><u>Key Vocabulary</u></p>	<ul style="list-style-type: none"> <li>• Actions</li> <li>• Beat</li> <li>• Character</li> <li>• Copy</li> <li>• Count</li> <li>• Create</li> <li>• Dance</li> <li>• Direction</li> <li>• Imagination</li> <li>• Move</li> <li>• Performance</li> <li>• Position</li> </ul>

Implementation Phase			
<b>Year Group:</b>	One	<b>Unit:</b>	Dodgeball

<p><b>Prior Learning Required - EYFS Progression Map Objectives:</b></p> <ul style="list-style-type: none"> <li>• Showing increased control when catching a ball.</li> <li>• Shows increasing control over an object, pushing, passing, throwing, catching, or kicking it.</li> <li>• Moves freely and with pleasure and confidence in a range of skilful ways.</li> <li>• Able to respond to simple instructions, showing a good understanding of safety when using tools and equipment.</li> </ul>
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<p><u>National Curriculum Links</u></p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 1b: Participate in team games, developing simple tactics for attacking and defending.</li> </ul>	<p><u>Pillars of Progression</u></p>	<ul style="list-style-type: none"> <li>• Development of <b>Motor Competence</b> and <b>Fundamental Movement Skills</b>.</li> <li>• Making safe decisions in contact with equipment and classmates..</li> </ul>
<p><u>Key Unit Objectives</u> (Key skills addressed to achieve success throughout the unit)</p>	<ul style="list-style-type: none"> <li>• Step 1: To move in different ways.</li> <li>• Step 2: To roll a ball.</li> <li>• Step 3 To move the ball in different ways.</li> <li>• Step 4 To receive a ball successfully.</li> <li>• Step 5; To throw the ball overarm and underarm.</li> <li>• Step 6: To play games using skills learnt.</li> </ul>	<p><u>Progression Map Links</u> (Ensure pupils progress &amp; move forward throughout their primary school years)</p>	<p><u>Declarative Knowledge:</u></p> <ul style="list-style-type: none"> <li>• Understand and describe changes to their heart rate when playing a game.</li> <li>• Talk about and develop movement skills needed in games.</li> </ul> <p><u>Procedural Knowledge:</u></p> <ul style="list-style-type: none"> <li>• Show control of a ball with basic actions. Develop and practise ball handling skills.</li> <li>• Move the ball in different ways, Practising throwing using overarm and underarm techniques.</li> <li>• Roll a ball with some accuracy.</li> <li>• Recognise what is successful.</li> <li>• Develop fundamental movement skills, becoming increasing confident.</li> </ul>
<p><u>Resources &amp; Equipment</u></p>	<ul style="list-style-type: none"> <li>• Soft balls</li> <li>• Tennis balls</li> <li>• Large balls</li> <li>• Cones</li> <li>• Benches</li> <li>• Hoops</li> <li>• Marker spots</li> </ul>	<p><u>Key Vocabulary</u></p>	<ul style="list-style-type: none"> <li>• Accuracy</li> <li>• Aim</li> <li>• Ball Control</li> <li>• Bounce</li> <li>• Control</li> <li>• Hands ready</li> <li>• Heart</li> <li>• React</li> <li>• Roll</li> <li>• Rolling</li> <li>• Rules</li> <li>• Scoring</li> <li>• Smash</li> <li>• Success</li> <li>• Target</li> <li>• Teamwork</li> </ul>

<b>Year Group:</b>	One	<b>Unit:</b>	Fitness
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<p><b><u>Prior Learning Required – EYFS Progression Map Objectives:</u></b></p> <ul style="list-style-type: none"> <li>• Understand the benefits of regular exercise.</li> <li>• Improve speed, agility, balance, coordination., strength and physical fitness</li> <li>• Work well as a team to improve performance.</li> <li>• Solve challenges whilst on the move.</li> <li>• Demonstrate the correct jumping and landing techniques.</li> <li>• Work individually and cooperatively to perform a range of balances.</li> <li>• Apply skills learnt throughout the unit in a range of activities</li> </ul>
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<p><b><u>National Curriculum Links</u></b></p>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<p><b><u>Pillars of Progression</u></b></p>	<ul style="list-style-type: none"> <li>• Development of <b>Motor Competence</b> and <b>Fundamental Movement Skills.</b></li> <li>• Making safe decisions in contact with equipment and classmates.</li> </ul>
<p><b><u>Key Unit Objectives</u></b> (Key skills addressed to achieve success throughout the unit)</p>	<ul style="list-style-type: none"> <li>• Step 1: To move at speed, safely</li> <li>• Step 2: To change directions whilst moving at speed</li> <li>• Step 3: To jump two feet to two feet</li> <li>• Step 4: To jump one foot to the other</li> <li>• Step 5: To balance on apparatus and on the floor</li> <li>• Step 6: To play games in teams against others</li> </ul>	<p><b><u>Progression Map Links</u></b> (Ensure pupils progress &amp; move forward throughout their primary school years)</p>	<p><b><u>Declarative Knowledge:</u></b></p> <ul style="list-style-type: none"> <li>• Discuss healthy &amp; unhealthy foods, and why eating well is good for you.</li> <li>• Understand the benefits of regular exercise.</li> </ul> <p><b><u>Procedural Knowledge:</u></b></p> <ul style="list-style-type: none"> <li>• Improve speed, agility and stamina</li> <li>• Develop the jumping technique safely and while moving at speed.</li> <li>• Improve and develop coordination, control and balance, and negotiate space.</li> <li>• Take turns in teams.</li> <li>• Explore and practise a variety of different movements and fitness techniques.</li> </ul>
<p><b><u>Resources &amp; Equipment</u></b></p>	<ul style="list-style-type: none"> <li>• Cones</li> <li>• Mats</li> <li>• Bibs</li> <li>• Batons</li> <li>• Hoops</li> <li>• Hurdles</li> <li>• Ladders</li> <li>• Benches</li> <li>• Flat Markers</li> <li>• Beanbags</li> </ul>	<p><b><u>Key Vocabulary</u></b></p>	<ul style="list-style-type: none"> <li>• Jump</li> <li>• Land</li> <li>• Space</li> <li>• Hurdle</li> <li>• Control</li> <li>• Balance</li> <li>• Forfeit</li> <li>• Movement</li> <li>• Stretch</li> <li>• Speed</li> <li>• Stamina</li> <li>• Balance</li> </ul>

<b>Year Group:</b>	One	<b>Unit:</b>	Football
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**Prior Learning Required - EYFS Progression Map 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.

<b><u>National Curriculum Links</u></b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 1b: Participate in team games, developing simple tactics for attacking and defending.</li> </ul>	<b><u>Pillars of Progression</u></b>	<ul style="list-style-type: none"> <li>• Development of <b>Motor Competence</b> and <b>Fundamental Movement Skills</b>.</li> <li>• Making safe decisions in contact with equipment and classmates.</li> </ul>
<b><u>Key Unit Objectives</u></b> (Key skills addressed to achieve success throughout the unit)	<ul style="list-style-type: none"> <li>• Step 1: To move into space.</li> <li>• Step 2: To move with and without a ball.</li> <li>• Step 3: To roll, kick, and carry a ball.</li> <li>• Step 4: To stop a ball.</li> <li>• Step 5: To change direction when moving.</li> <li>• Step 6: Use skills in games.</li> </ul>	<b><u>Progression Map Links</u></b> (Ensure pupils progress & move forward throughout their primary school years)	<p><b><u>Declarative Knowledge:</u></b></p> <ul style="list-style-type: none"> <li>• Describe what you have done, or seen others doing.</li> <li>• Describe what it feels like to breath quickly during exercise.</li> </ul> <p><b><u>Procedural Knowledge:</u></b></p> <ul style="list-style-type: none"> <li>• Explore different ways to use and move with a ball. Show control of a ball with basic actions.</li> <li>• Send/ pass a ball and successfully catch/stop a ball.</li> <li>• Move fluently, changing direction and speed. Develop fundamental movement skills, becoming increasingly confident and competent.</li> <li>• Use skills in different ways when playing games.</li> <li>• Recognise space in games and use it to your advantage.</li> </ul>
<b><u>Resources &amp; Equipment</u></b>	<ul style="list-style-type: none"> <li>• Beanbags</li> <li>• Small balls</li> <li>• Footballs / soft balls</li> <li>• Cones</li> </ul>	<b><u>Key Vocabulary</u></b>	<ul style="list-style-type: none"> <li>• Balls</li> <li>• Bibs</li> <li>• Hoops</li> </ul>
			<ul style="list-style-type: none"> <li>• Ball Control</li> <li>• Control</li> <li>• Coordination</li> <li>• Direction</li> <li>• Dribble</li> <li>• Movement</li> <li>• Partner</li> <li>• Rules</li> <li>• Space</li> </ul>

Implementation Phase			
<b>Year Group:</b>	One	<b>Unit:</b>	Golf

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

Implementation Phase			
<b>Year Group:</b>	One	<b>Unit:</b>	Gymnastics

<p><b><u>Prior Learning Required - EYFS Progression Map Objectives:</u></b></p> <ul style="list-style-type: none"> <li>• Explore and copy basic body actions and rhythms.</li> <li>• Negotiate space confidently, using appropriate strategies.</li> <li>• Use their bodies to respond to stories, topics, and music.</li> </ul>
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<p><b><u>National Curriculum Links</u></b></p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 1c: Perform dances using simple movement patterns.</li> </ul>	<p><b><u>Pillars of Progression</u></b></p>	<ul style="list-style-type: none"> <li>• Development of <b>Motor Competence</b> and <b>Fundamental Movement Skills</b>.</li> <li>• Making safe decisions in contact with equipment and classmates.</li> </ul>
<p><b><u>Key Unit Objectives</u></b> (Key skills addressed to achieve success throughout the unit)</p>	<ul style="list-style-type: none"> <li>• Step 1: To be able to perform 5 key shapes.</li> <li>• Step 2: To perform one shape after another.</li> <li>• Step 3: To balance using different parts of the body.</li> <li>• Step 4: To link movements.</li> <li>• Step 5: To use different pieces of equipment and apparatus.</li> <li>• Step 6: To participate in a performance.</li> </ul>	<p><b><u>Progression Map Links</u></b> (Ensure pupils progress &amp; move forward throughout their primary school years)</p>	<p><b><u>Declarative Knowledge:</u></b></p> <ul style="list-style-type: none"> <li>• Describe what you have done or seen others do.</li> </ul> <p><b><u>Procedural Knowledge:</u></b></p> <ul style="list-style-type: none"> <li>• Perform basic gymnastic actions, including travelling, rolling, jumping, and staying still.</li> <li>• Develop fundamental movement skills, becoming increasingly confident and competent, moving safely using changes of speed, level, and direction.</li> <li>• Combine different ways of travelling exploring a range of movements and shapes.</li> <li>• Create linked movement phrases with beginning, middle and ends.</li> <li>• Perform movement phrases using a range of different body actions and body parts.</li> <li>• Develop agility, balance, and coordination.</li> </ul>
<p><b><u>Resources &amp; Equipment</u></b></p>	<ul style="list-style-type: none"> <li>• Hoops</li> <li>• Ribbons</li> <li>• Mats</li> <li>• Beanbags</li> <li>• Apparatus</li> <li>• Marker spots</li> </ul>	<p><b><u>Key Vocabulary</u></b></p>	<ul style="list-style-type: none"> <li>• Arch</li> <li>• Balance</li> <li>• Backwards</li> <li>• Direction</li> <li>• Straight</li> <li>• Dish</li> <li>• Explore</li> <li>• Forwards</li> <li>• High &amp; Low</li> <li>• Travelling</li> <li>• Individual</li> <li>• Jump</li> <li>• Key Shape</li> <li>• Level</li> <li>• Tuck</li> <li>• Linking</li> <li>• Movement</li> <li>• Sequence</li> <li>• Shapes</li> <li>• Star</li> </ul>

Implementation Phase			
<b>Year Group:</b>	One	<b>Unit:</b>	Handball

**Prior Learning Required - EYFS Progression Map Objectives:**

- Explore and copy basic body actions and rhythms.
- Negotiate space confidently, using appropriate strategies.
- Use their bodies to respond to stories, topics, and music.

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

Implementation Phase			
<b>Year Group:</b>	One	<b>Unit:</b>	Hockey

<p><b><u>Prior Learning Required - EYFS Progression Map Objectives:</u></b></p> <ul style="list-style-type: none"> <li>• Explore and copy basic body actions and rhythms.</li> <li>• Negotiate space confidently, using appropriate strategies.</li> <li>• Use their bodies to respond to stories, topics, and music.</li> </ul>
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<p><b><u>National Curriculum Links</u></b></p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 1b: Participate in team games, developing simple tactics for attacking and defending.</li> </ul>	<p><b><u>Pillars of Progression</u></b></p>	<ul style="list-style-type: none"> <li>• Development of <b>Motor Competence</b> and <b>Fundamental Movement Skills</b>.</li> <li>• Making safe decisions in contact with equipment and classmates.</li> </ul>
<p><b><u>Key Unit Objectives</u></b> (Key skills addressed to achieve success throughout the unit)</p>	<ul style="list-style-type: none"> <li>• Step 1: To move fluently.</li> <li>• Step 2: To use equipment safely and correctly.</li> <li>• Step 3: To control a ball with hands.</li> <li>• Step 4: To hold a hockey stick correctly.</li> <li>• Step 5: To stop a ball using a hockey stick.</li> <li>• Step 6: To play games.</li> </ul>	<p><b><u>Progression Map Links</u></b> (Ensure pupils progress &amp; move forward throughout their primary school years)</p>	<p><b><u>Declarative Knowledge:</u></b></p> <ul style="list-style-type: none"> <li>• Recognise space in games and use it to your advantage.</li> <li>• Describe what you have done, or seen others doing.</li> <li>• Understand why being active and playing games is good for you.</li> </ul> <p><b><u>Procedural Knowledge:</u></b></p> <ul style="list-style-type: none"> <li>• Explore different ways to use and move with a ball. Show control of a ball with basic actions.</li> <li>• Send/ pass a ball and successfully catch/stop a ball.</li> <li>• Develop fundamental movement skills, becoming increasingly confident and competent, moving fluently, changing direction and speed.</li> <li>• Use skills in different ways when playing games.</li> </ul>
<p><b><u>Resources &amp; Equipment</u></b></p>	<ul style="list-style-type: none"> <li>• Beanbags</li> <li>• Small balls</li> <li>• Hockey sticks</li> <li>• Cones</li> <li>• Bibs</li> <li>• Goals</li> </ul>	<p><b><u>Key Vocabulary</u></b></p>	<ul style="list-style-type: none"> <li>• Aim</li> <li>• Balance</li> <li>• Control</li> <li>• Ball Control</li> <li>• Direction</li> <li>• Dribble</li> <li>• Movement</li> <li>• React</li> <li>• Rules</li> <li>• Space</li> <li>• Speed</li> <li>• Stick</li> </ul>

Implementation Phase			
<b>Year Group:</b>	One	<b>Unit:</b>	Netball

<p><b>Prior Learning Required - EYFS Progression Map Objectives:</b></p> <ul style="list-style-type: none"> <li>• Showing increased control when catching a ball.</li> <li>• Shows increasing control over an object, pushing, passing, throwing, catching, or kicking it.</li> <li>• Moves freely and with pleasure and confidence in a range of skilful ways.</li> <li>• Able to respond to simple instructions, showing a good understanding of safety when using tools and equipment.</li> </ul>
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<p><u>National Curriculum Links</u></p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 1b: Participate in team games, developing simple tactics for attacking and defending.</li> </ul>	<p><u>Pillars of Progression</u></p>	<ul style="list-style-type: none"> <li>• Development of <b>Motor Competence</b> and <b>Fundamental Movement Skills.</b></li> <li>• Making safe decisions in contact with equipment and classmates.</li> </ul>																
<p><u>Key Unit Objectives</u> (Key skills addressed to achieve success throughout the unit)</p>	<ul style="list-style-type: none"> <li>• Step 1: To copy actions.</li> <li>• Step 2: To roll a ball.</li> <li>• Step 3: To throw and catch a ball.</li> <li>• Step 4: To bounce a ball.</li> <li>• Step 5: To move with a ball.</li> <li>• Step 6: To defend by blocking a target.</li> </ul>	<p><u>Progression Map Links</u> (Ensure pupils progress &amp; move forward throughout their primary school years)</p>	<p><b>Declarative Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Understand how to play in a safe way.</li> <li>• Describe why running and playing games is good for you.</li> <li>• Watch, copy and describe others play.</li> </ul> <p><b>Procedural Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Explore different ways to use, move and send the ball.</li> <li>• Develop skills such as sending an object to a target, catching, and gathering, rolling and basic ball control.</li> <li>• Move to defend a goal.</li> </ul>																
<p><u>Resources &amp; Equipment</u></p>	<ul style="list-style-type: none"> <li>• Balls (variety of sizes)</li> <li>• Marker spots</li> <li>• Bibs</li> <li>• Cones</li> </ul>	<p><u>Key Vocabulary</u></p>	<table border="0"> <tr> <td>• Aim</td> <td>• Close</td> <td>• Gather</td> <td>• Send</td> </tr> <tr> <td>• Aiming</td> <td>• Control</td> <td>• Ready</td> <td>• Shoot</td> </tr> <tr> <td>• Ball Control</td> <td>• Copy</td> <td>• Roll</td> <td>• Skills</td> </tr> <tr> <td>• Bounce</td> <td>• Explore</td> <td>• Score</td> <td>• Watch</td> </tr> </table>	• Aim	• Close	• Gather	• Send	• Aiming	• Control	• Ready	• Shoot	• Ball Control	• Copy	• Roll	• Skills	• Bounce	• Explore	• Score	• Watch
• Aim	• Close	• Gather	• Send																
• Aiming	• Control	• Ready	• Shoot																
• Ball Control	• Copy	• Roll	• Skills																
• Bounce	• Explore	• Score	• Watch																

Implementation Phase			
<b>Year Group:</b>	One	<b>Unit:</b>	Orienteering

<p><b>Prior Learning Required - EYFS Progression Map Objectives:</b></p> <ul style="list-style-type: none"> <li>• Can play in a group.</li> <li>• Begins to accept the needs of others and can take turns and share, sometimes with the support of others.</li> <li>• Keeps play going by responding to what others are saying or doing.</li> <li>• Runs skilfully and negotiates spaces successfully, adjusting speed or direction to avoid obstacles.</li> </ul>
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<p><u>National Curriculum Links</u></p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 1b: Participate in team games, developing simple tactics for attacking and defending.</li> </ul>	<p><u>Pillars of Progression</u></p>	<ul style="list-style-type: none"> <li>• Development of <b>Motor Competence</b> and <b>Fundamental Movement Skills</b>.</li> <li>• Making safe decisions in contact with equipment and classmates.</li> </ul>
<p><u>Key Unit Objectives</u> (Key skills addressed to achieve success throughout the unit)</p>	<ul style="list-style-type: none"> <li>• Step 1: To move in different ways.</li> <li>• Step 2: To work with other children in class.</li> <li>• Step 3: To begin to problem solve.</li> <li>• Step 4: To follow rules.</li> <li>• Step 5: To take turns.</li> <li>• Step 6: To understand basic features on a map.</li> </ul>	<p><u>Progression Map Links</u> (Ensure pupils progress &amp; move forward throughout their primary school years)</p>	<p><b>Declarative Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Introduction to a compass and directions (N, E, S, W.).</li> <li>• Understand how communication can help to solve problems with others.</li> </ul> <p><b>Procedural Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Move in different directions and a variety of different ways.</li> <li>• Work independently, as well as cooperatively in small groups.</li> <li>• Participate in games following rules and playing fairly.</li> <li>• Begin to plan how to solve problems.</li> <li>• Participate in competition with others, completing a simple orienteering event.</li> </ul>
<p><u>Resources &amp; Equipment</u></p>	<ul style="list-style-type: none"> <li>• Hoops</li> <li>• Cones</li> <li>• Marker Spots</li> </ul>	<p><u>Key Vocabulary</u></p>	<ul style="list-style-type: none"> <li>• Teamwork</li> <li>• Together</li> <li>• Compass</li> <li>• Map</li> <li>• Route</li> <li>• Directions</li> <li>• Safety</li> <li>• Orienteering</li> <li>• Problem solving</li> <li>• Challenge</li> </ul>

Implementation Phase			
<b>Year Group:</b>	One	<b>Unit:</b>	Rounders

<p><b><u>Prior Learning Required - EYFS Progression Map Objectives:</u></b></p> <ul style="list-style-type: none"> <li>• Can play in a group.</li> <li>• Begins to accept the needs of others and can take turns and share, sometimes with the support of others.</li> <li>• Keeps play going by responding to what others are saying or doing.</li> <li>• Runs skilfully and negotiates spaces successfully, adjusting speed or direction to avoid obstacles.</li> </ul>
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<p><b><u>National Curriculum Links</u></b></p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 1b: Participate in team games, developing simple tactics for attacking and defending.</li> </ul>	<p><b><u>Pillars of Progression</u></b></p>	<ul style="list-style-type: none"> <li>• Development of <b>Motor Competence</b> and <b>Fundamental Movement Skills</b>.</li> <li>• Making safe decisions in contact with equipment and classmates.</li> </ul>
<p><b><u>Key Unit Objectives</u></b> (Key skills addressed to achieve success throughout the unit)</p>	<ul style="list-style-type: none"> <li>• Step 1: To move in different ways.</li> <li>• Step 2: To catch and stop a ball.</li> <li>• Step 3: To strike a ball.</li> <li>• Step 4: To recognise space.</li> <li>• Step 5: To follow simple rules of the game.</li> <li>• Step 6: To try and find ways to win games.</li> </ul>	<p><b><u>Progression Map Links</u></b> (Ensure pupils progress &amp; move forward throughout their primary school years)</p>	<p><b><u>Declarative Knowledge:</u></b></p> <ul style="list-style-type: none"> <li>• Describe what you have done, or seen others doing.</li> <li>• Describe what it is like to breath quickly during exercise. Understand why being active and playing games is good for you.</li> </ul> <p><b><u>Procedural Knowledge:</u></b></p> <ul style="list-style-type: none"> <li>• Understand and follow simple rules for games and compete in physical activities both against self and against others.</li> <li>• Move fluently, changing direction and speed,</li> <li>• Show basic control of the ball, including when striking a ball.</li> <li>• Successfully receive (catch/stop) a ball, understanding the concept of moving to get in line with the ball to receive it.</li> <li>• Apply skills and tactics in simple games, including recognizing space and using it to your advantage.</li> </ul>
<p><b><u>Resources &amp; Equipment</u></b></p>	<ul style="list-style-type: none"> <li>• Marker spots</li> <li>• Cones</li> <li>• Tennis Balls / small balls</li> <li>• Hoops</li> <li>• Footballs</li> <li>• Beanbags</li> <li>• Bats</li> </ul>	<p><b><u>Key Vocabulary</u></b></p>	<ul style="list-style-type: none"> <li>• Aim</li> <li>• Catch</li> <li>• Coordination</li> <li>• Direction</li> <li>• Experiment</li> <li>• Movement</li> <li>• Roll</li> <li>• Rolling</li> <li>• Rules</li> <li>• Safety</li> <li>• Score</li> <li>• Send</li> <li>• Space</li> <li>• Target</li> <li>• Throw</li> <li>• Underarm</li> </ul>

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

<b>Year Group:</b>	One	<b>Unit:</b>	Tennis
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<p><b>Prior Learning Required - EYFS Progression Map Objectives:</b></p> <ul style="list-style-type: none"> <li>• Begins to accept the needs of others and can take turns and share, sometimes with the support of others.</li> <li>• Showing increased control when catching a ball.</li> <li>• Shows increasing control over an object, pushing, passing, throwing, catching, or kicking it.</li> <li>• Moves freely and with pleasure and confidence in a range of skilful ways.</li> <li>• Able to respond to simple instructions, showing a good understanding of safety when using tools and equipment.</li> </ul>
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<p><b>National Curriculum Links</b></p>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<p><b>Pillars of Progression</b></p>	<ul style="list-style-type: none"> <li>• Development of <b>Motor Competence</b> and <b>Fundamental Movement Skills.</b></li> <li>• Making safe decisions in contact with equipment and classmates.</li> </ul>
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<p><b>Key Unit Objectives</b> (Key skills addressed to achieve success throughout the unit)</p>	<ul style="list-style-type: none"> <li>• Step 1: Move into space.</li> <li>• Step 2: To control your body when moving.</li> <li>• Step 3: To control the tennis ball with hands.</li> <li>• Step 4: To track different size balls.</li> <li>• Step 5: To copy actions.</li> <li>• Step 6: To hit a ball with hands.</li> </ul>	<p><b>Progression Map Links</b> (Ensure pupils progress &amp; move forward throughout their primary school years)</p>	<p><b>Declarative Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Describe what you have seen others doing.</li> <li>• Understand why being active is good for you.</li> </ul>
			<p><b>Procedural Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Engage in cooperative physical activities.</li> <li>• Explore different ways to use and move with the ball – showing control with simple actions and basic control when striking a ball.</li> <li>• 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.</li> <li>• Move fluently, changing direction and speed.</li> </ul>

<p><b>Resources &amp; Equipment</b></p>	<ul style="list-style-type: none"> <li>• Tennis balls</li> <li>• Tennis rackets</li> <li>• Hoops</li> <li>• Nets</li> </ul>	<p><b>Key Vocabulary</b></p>	<ul style="list-style-type: none"> <li>• Aim</li> <li>• Aiming</li> <li>• Balance</li> <li>• Ball Control</li> <li>• Bounce</li> <li>• Move</li> <li>• Control</li> <li>• Experiment</li> <li>• Racket</li> <li>• Receive</li> <li>• Roll</li> <li>• Score</li> <li>• Send</li> <li>• Swing</li> <li>• Throw</li> <li>• Underarm</li> </ul>
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Implementation Phase			
Year Group:	One	Unit:	Volleyball

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