









Oak – UKS2
Milestone 3

Cycle A 2020-2021	Autumn		Spring		Summer (1 st half term)		Summer (2 nd half term)	
Breadth	Football	Dance	Gymnastics	Basketball	Athletics	Rounders	Swimming	Rounders
Knowledge categories	 GAMES	 DANCE	 GYMNASTICS	 GAMES	 ATHLETICS	 GAMES	 AQUATICS	 GAMES
Threshold concept	<p>By the end of the unit children will improve their defending and attacking during a competitive game. They will start to understand how tactical play can affect games and play even sided versions of football. They will begin to alter rules and equipment to suit different versions of the game.</p>	<p>By the end of the unit children will learn the key elements of a dance performance and the language to support this. They will combine movements to music and perform in front of others. They will choreograph a dance or parts of a dance independently or in a group and will develop fluency in movements, transitions and timings.</p>	<p>In this unit children use their knowledge of the compositional principles of gymnastics to link and combine actions. They will relate their work to partners and group work. They will develop a performance that shows an awareness of their audience.</p>	<p>In this unit children develop skilful attacking and team play. They learn how to work well as a team when attacking and explore a range of ways to defend. By the end of the unit the class will be aware of rules and tactics for the game and will have participated in a range of mini games.</p>	<p>Children will focus on developing their technical understanding of athletic activities they have previously learned. They will learn to set targets to improve their performance in a range of running, throwing and jumping activities.</p>	<p>In this unit children learn how to hit or strike the ball into spaces, so that they can score runs in different ways. When fielding, they learn how to work together to keep the batters scores down. By the end of the unit, they should be able to play full games of rounders and decide on the right positions for players in their team.</p>	<p>Pupils should by the end of KS2 be confident and competent swimmers. They should be able to at least swim 25m, without stopping, in both a front and back stroke. They need to be able to perform self-rescue and tread water for at least 30 seconds. Finally, they should be able to enter and exit a pool safely without using ladders.</p>	<p>In this unit children learn how to hit or strike the ball into spaces, so that they can score runs in different ways. When fielding, they learn how to work together to keep the batters scores down. By the end of the unit, they should be able to play full games of rounders and decide on the right positions for players in their team.</p>









<p>NC link</p>	<ul style="list-style-type: none"> • Use running, jumping, throwing and catching in isolation and in combination • Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending • Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<ul style="list-style-type: none"> • Develop flexibility, strength, technique, control and balance • Perform dances using a range of movement patterns • Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<ul style="list-style-type: none"> • Develop flexibility, strength, technique, control and balance • Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<ul style="list-style-type: none"> • Use running, jumping, throwing and catching in isolation and in combination • Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending • Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<ul style="list-style-type: none"> • Develop flexibility, strength, technique, control and balance • Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<ul style="list-style-type: none"> • Use running, jumping, throwing and catching in isolation and in combination • Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending • Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<ul style="list-style-type: none"> • Swim competently, confidently and proficiently over a distance of at least 25 metres • Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • Perform safe self-rescue in different water-based situations. • Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<ul style="list-style-type: none"> • Use running, jumping, throwing and catching in isolation and in combination • Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending • Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
<p>Milestone 3 (Knowledge)</p>	<ul style="list-style-type: none"> • Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). • Work with teammates in 	<ul style="list-style-type: none"> • Compose creative and imaginative dance sequences. • Perform expressively and hold a precise and strong body posture. • Perform and create complex sequences. 	<ul style="list-style-type: none"> • Create complex and well-executed sequences that include a full range of movements including: <ul style="list-style-type: none"> • travelling • balances • swinging 	<ul style="list-style-type: none"> • Choose and combine techniques in game situations (running, throwing, catching, passing, jumping etc.). • Work with teammates in order to gain points or possession. 	<ul style="list-style-type: none"> • Combine sprinting with low hurdles over 60 metres. • Choose the best place for running over a variety of distances. • Throw accurately and 	<ul style="list-style-type: none"> • Choose and combine techniques in game situations (running, throwing, catching, passing etc.). • Work with teammates in order to gain points. 	<ul style="list-style-type: none"> • Swim over 100 metres unaided. • Use breaststroke, front crawl and back stroke, ensuring that breathing is correct so as not to interrupt the 	<ul style="list-style-type: none"> • Choose and combine techniques in game situations (running, throwing, catching, passing etc.). • Work with teammates in order to gain

	<p>order to gain possession.</p> <ul style="list-style-type: none"> • Defend and attack tactically by anticipating the direction of play. • Choose the most appropriate tactics for a game. • Uphold the spirit of fair play and respect in all competitive situations. • Lead others when called upon and act as a good role model within a team. 	<ul style="list-style-type: none"> • Express an idea in original and imaginative ways. • Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece. • Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands). 	<ul style="list-style-type: none"> • springing • flight • vaults • inversions • rotations • bending, stretching, and twisting • gestures • linking skills. • Hold shapes that are strong, fluent and expressive. • Include in a sequence set pieces, choosing the most appropriate linking elements. • Vary speed, direction, level and body rotation during floor performances. • Practise and refine the gymnastic techniques used in performances (listed above). 	<ul style="list-style-type: none"> • Defend and attack tactically by anticipating the direction of play. • Choose the most appropriate tactics for a game. • Uphold the spirit of fair play and respect in all competitive situations. • Lead others when called upon and act as a good role model within a team. 	<p>refine performance by analysing technique and body shape.</p> <ul style="list-style-type: none"> • Show control in take-off and landings when jumping. • Compete with others and keep track of personal best performances, setting targets for improvement. 	<ul style="list-style-type: none"> • Strike a ball with accuracy. • Field, defend and attack tactically by anticipating the direction of play. • Choose the most appropriate tactics for a game. • Uphold the spirit of fair play and respect in all competitive situations. • Lead others when called upon and act as a good role model within a team. 	<p>pattern of swimming.</p> <ul style="list-style-type: none"> • Swim fluently with controlled strokes. • Turn efficiently at the end of a length. 	<p>points or possession.</p> <ul style="list-style-type: none"> • Strike a ball with accuracy. • Field, defend and attack tactically by anticipating the direction of play. • Choose the most appropriate tactics for a game. • Uphold the spirit of fair play and respect in all competitive situations. • Lead others when called upon and act as a good role model within a team.
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			<ul style="list-style-type: none"> • Demonstrate good kinaesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions). • Use equipment to vault and to swing (remaining upright). 					
Skills	<ul style="list-style-type: none"> • Pass, dribble and shoot effectively. • Defend and mark players. • Attack a goal. • Use space effectively. • Select different positions in a team. • Agree on rules to suit the equipment. • Work well as a team to keep possession of the ball. • Make decisions quickly when playing a game. • Change rules and tactics as necessary. • Comment on what has been done well and what can be improved. 	<ul style="list-style-type: none"> • I can follow a pattern of music and count in time. • I can show expression in my dances and sensitivity to music. • I can ensure my movements are controlled. • I can show clarity, fluency, accuracy, and consistency in my movements. • I can plan and perform dances confidently. • I can compose motifs and plan dances collaboratively in groups. • I can use my knowledge of dance to adapt my skills to meet 	<ul style="list-style-type: none"> • Compose a sequence with a start, middle and end. • Perform fluidly with control and clarity of movement. • Combine gymnastic movements: balances, shapes and actions. • Work well as a small group. • Arrange apparatus appropriately and move it safely. • Use a range of apparatus and equipment in performances. • Explain what can be improved in my own performance. 	<ul style="list-style-type: none"> • Use a range of techniques to pass the ball. • Move into different positions to receive the ball. • Move to intercept the ball. • Dribble the ball with control and speed. • Explain the tactics used during the game. • Pass, dribble and shoot effectively. • Find a space to receive a pass. • Consistently catch/receive the ball. • Work well as a team to keep possession of the ball. 	<p>Running:</p> <ul style="list-style-type: none"> • Run over a long distance and keep pace and stamina. • Run accurately and with speed. • Work as a team to pass a baton efficiently. <p>Throwing:</p> <ul style="list-style-type: none"> • Perform a range of basic throws in isolation. • Accurately throw a range of equipment. • Select appropriate throws for height or distance. • Choose to run up. <p>Jumping:</p>	<ul style="list-style-type: none"> • Hit the ball into a target area. • Throw the ball to others. • Use an over arm throw to throw the ball long distances. • Catch accurately. • Catch with one hand. • Use different retrieving techniques. • Decide on the best position for fielders. • Discuss how to improve their performance. 	<ul style="list-style-type: none"> • Follow rules and instructions carefully. • Enter and exit the water safely (swivel into the pool/ use steps correctly) • Float on their front and back. • Swim for at least 25m using a front stroke. • Swim for at least 25m using a back stroke. • Perform self-rescue (treading water) for at least 30 seconds. 	<ul style="list-style-type: none"> • Hit the ball into a target area. • Throw the ball to others. • Use an over arm throw to throw the ball long distances. • Catch accurately. • Catch with one hand. • Use different retrieving techniques. • Decide on the best position for fielders. • Discuss how to improve their performance.

		the demands of a range of dance styles. <ul style="list-style-type: none"> I can organise my own warm-up and cool-downs. I can make imaginative suggestions on how to improve my own and other people's work. 		<ul style="list-style-type: none"> Agree on their own rules to suit the equipment. 	<ul style="list-style-type: none"> Put together a range of jumps (hop, step, jump) Choose to run up. Use suitable arm and leg actions to help propel myself. <p>Evaluating:</p> <ul style="list-style-type: none"> Keep a record of PB times Know what and how to improve Take advice from peers and coaches 			
Equipment	<ul style="list-style-type: none"> Footballs (size 4/5) Goals Bibs Cones Whistles 	<ul style="list-style-type: none"> Music Fabrics Costumes IPad/ videos to watch 	<ul style="list-style-type: none"> Mats Benches Trestle Tables Springboard Music 	<ul style="list-style-type: none"> balls (sizes 3 and 4) bibs or bands markers, cones and goals grid areas or mini pitches 	<ul style="list-style-type: none"> Cones Measuring tape/ meter rulers Stop watches Rubber hammer/ discus Foam javelins 	<ul style="list-style-type: none"> Markers, tees, wickets, bases and cones. A range of bats, balls and beanbags. Resource cards with rules and activities. 	Swimming pool	<ul style="list-style-type: none"> Markers, tees, wickets, bases and cones. A range of bats, balls and beanbags. Resource cards with rules and activities.
Key vocabulary	Possession, tactics, defending, attacking, techniques, pass, dribble and shoot. Striking, implement,	Fluidity, continuous, tempo, interpretation, expression, timing, beat Compose, creative, perform, accompaniment, demonstrate clarity, accuracy and consistency, style, precise and posture.	Control, accuracy, tension, flexibility, balance, stillness, link, fluidity, sequence, performance, practise, accuracy, speed, levels, posture, technique, flexibility, repetition, seamless, unison, canon, mirror, match, transitions, timing	Tactics, defending, attacking, techniques, pass, dribble and shoot. implement, rules, strategy.	Distance, balance, control, fluid, speed, endurance pace, energy, accuracy, techniques, combine, distance, compete, improve personal best, stamina.	Batting, fielding, bowling tactics, techniques, striking, rules, coordination, strategy.	Swim, unaided, basic stroke, movements, coordinate breathing, surface.	Batting, fielding, bowling tactics, techniques, striking, rules, coordination, strategy.

Links to events	Inter-school competitions		Inter-school competitions	Sports day Cross country competitions Arthog	Interclass matches Inter-school competitions	Interclass matches Inter-school competitions
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Oak – UKS2 Milestone 3								
Cycle B 2021-2022	Autumn		Spring		Summer (1 st half term)		Summer (2 nd half term)	
Breadth	Netball	Gymnastics	Dance	Dodgeball	Athletics	Cricket	Swimming	Cricket
Knowledge categories	 GAMES	 GYMNASTICS	 DANCE	 GAMES	 ATHLETICS	 GAMES	 AQUATICS	 GAMES
Threshold concept	By the end of the unit children will improve their defending and attacking during a competitive game. They will start to understand how tactical play can affect games and play even sided versions of High 5 netball using the rules of the sport.	In this unit children use their knowledge of the compositional principles of gymnastics to link and combine actions. They will relate their work to partners and group work. They will develop a performance that shows an awareness of their audience.	By the end of the unit children will learn the key elements of a dance performance and the language to support this. They will combine movements to music and perform in front of others. They will choreograph a dance or parts of a dance independently or in a group and will develop fluency in movements, transitions and timings.	By the end of the unit children will improve their defending and attacking during a competitive game. They will start to understand how tactical play can affect games.	Children will focus on developing their technical understanding of athletic activity. They learn how to set targets and improve their performance in a range of running, jumping and throwing activities.	By the end of the unit children develop the range and quality of their skills and understanding. They learn how to play the different roles of bowler, wicketkeeper, backstop, fielder and batter. They will take part in a range of kwik cricket games.	Pupils should by the end of KS2 be confident and competent swimmers. They should be able to at least swim 25m, without stopping, in both a front and back stroke. They need to be able to perform self-rescue and tread water for at least 30 seconds. Finally, they should be able to enter and exit a pool safely without using ladders.	By the end of the unit children develop the range and quality of their skills and understanding. They learn how to play the different roles of bowler, wicketkeeper, backstop, fielder and batter. They will take part in a range of kwik cricket games.

NC link	<ul style="list-style-type: none"> • Use running, jumping, throwing and catching in isolation and in combination • Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending • Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<ul style="list-style-type: none"> • Develop flexibility, strength, technique, control and balance • Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<ul style="list-style-type: none"> • Develop flexibility, strength, technique, control and balance • Perform dances using a range of movement patterns • Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<ul style="list-style-type: none"> • Use running, jumping, throwing and catching in isolation and in combination • Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending • Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<ul style="list-style-type: none"> • Use running, jumping, throwing and catching in isolation and in combination • Develop flexibility, strength, technique, control and balance • Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<ul style="list-style-type: none"> • Use running, jumping, throwing and catching in isolation and in combination • Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending • Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<ul style="list-style-type: none"> • Swim competently, confidently and proficiently over a distance of at least 25 metres • Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • Perform safe self-rescue in different water-based situations. 	<ul style="list-style-type: none"> • Use running, jumping, throwing and catching in isolation and in combination • Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending • Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
Milestone 3 (Knowledge)	<ul style="list-style-type: none"> • Choose and combine techniques in game situations (running, throwing, catching, passing and jumping etc.). • Work with teammates in 	<ul style="list-style-type: none"> • Create complex and well-executed sequences that include a full range of movements including: <ul style="list-style-type: none"> • travelling • balances • swinging • springing 	<ul style="list-style-type: none"> • Compose creative and imaginative dance sequences. • Perform expressively and hold a precise and strong body posture. • Perform and create complex sequences. 	<ul style="list-style-type: none"> • Choose and combine techniques in game situations (running, throwing and catching etc.). • Work alone, or with teammates in order to gain points or possession. • Defend and attack tactically 	<ul style="list-style-type: none"> • Combine sprinting with low hurdles over 60 metres. • Choose the best place for running over a variety of distances. • Throw accurately and 	<ul style="list-style-type: none"> • Choose and combine techniques in game situations (running, throwing and catching etc.). • Work alone, or with teammates in order to gain points. 	<ul style="list-style-type: none"> • Swim over 100 metres unaided. • Use breaststroke, front crawl and back stroke, ensuring that breathing is correct so as not to interrupt the 	<ul style="list-style-type: none"> • Choose and combine techniques in game situations (running, throwing and catching etc.). • Work alone, or with teammates in order to gain points or possession.

	<p>order to gain points.</p> <ul style="list-style-type: none"> • Defend and attack tactically by anticipating the direction of play. • Choose the most appropriate tactics for a game. • Uphold the spirit of fair play and respect in all competitive situations. • Lead others when called upon and act as a good role model within a team. 	<ul style="list-style-type: none"> • flight • vaults • inversions • rotations • bending, stretching and twisting • gestures • linking skills. • Hold shapes that are strong, fluent and expressive. • Include in a sequence set pieces, choosing the most appropriate linking elements. • Vary speed, direction, level and body rotation during floor performances. • Practise and refine the gymnastic techniques used in performances (listed above). • Demonstrate good kinaesthetic 	<ul style="list-style-type: none"> • Express an idea in original and imaginative ways. • Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece. • Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands). 	<p>by anticipating the direction of play.</p> <ul style="list-style-type: none"> • Choose the most appropriate tactics for a game. • Uphold the spirit of fair play and respect in all competitive situations. • Lead others when called upon and act as a good role model within a team. 	<p>refine performance by analysing technique and body shape.</p> <ul style="list-style-type: none"> • Show control in take-off and landings when jumping. • Compete with others and keep track of personal best performances, setting targets for improvement. 	<ul style="list-style-type: none"> • Strike a bowled ball with accuracy. • Field, defend and attack tactically by anticipating the direction of play. • Choose the most appropriate tactics for a game. • Uphold the spirit of fair play and respect in all competitive situations. • Lead others when called upon and act as a good role model within a team. 	<p>pattern of swimming.</p> <ul style="list-style-type: none"> • Swim fluently with controlled strokes. • Turn efficiently at the end of a length. 	<ul style="list-style-type: none"> • Strike a bowled ball with accuracy. • Field, defend and attack tactically by anticipating the direction of play. • Choose the most appropriate tactics for a game. • Uphold the spirit of fair play and respect in all competitive situations. • Lead others when called upon and act as a good role model within a team.
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		<p>awareness (placement and alignment of body parts is usually good in well-rehearsed actions).</p> <ul style="list-style-type: none"> • Use equipment to vault and to swing (remaining upright). 						
<p>Skills</p>	<ul style="list-style-type: none"> • Select and use a range of different passes when playing competitive games. (Bounce, chest and shoulder) • Move quickly into different positions. • Outwit my opponent and dodge past them using different techniques. • Receive the ball with two hands. • Land steadily on two feet. • Keep my landing foot on the ground when the ball is in my hands. • Pivot on one foot. • Move to intercept the ball 	<ul style="list-style-type: none"> • Compose a sequence with a start, middle and end. • Perform fluidly with control and clarity of movement. • Combine gymnastic movements: balances, shapes and actions. • Work well as a small group. • Arrange apparatus appropriately and move it safely. • Use a range of apparatus and equipment in performances. • Explain what can be improved in my own performance. 	<ul style="list-style-type: none"> • I can follow a pattern of music and count in time. • I can show expression in my dances and sensitivity to music. • I can ensure my movements are controlled. • I can show clarity, fluency, accuracy, and consistency in my movements. • I can plan and perform dances confidently. • I can compose motifs and plan dances creatively and collaboratively in groups. • I can use my knowledge of dance to adapt my skills to meet the demands of a range of dance styles. 	<ul style="list-style-type: none"> • To understand, choose and apply a range of tactics and strategies for defence and attack • Throw the ball accurately at the opposition • To use these tactics and strategies more consistently in similar games • To develop their ability to choose and use simple tactics and strategies in different situations 	<ul style="list-style-type: none"> • I can jump taking off and land on appropriate feet/ I am controlled when taking off and landing a jump. • I can link jumping activities with some fluency control and consistency. • I can choose the best way to go further. • I can combine running and jumping. • I can perform a range of throws in isolation. • I can accurately throw a range of equipment. • I can select appropriate throws for height and distance. 	<ul style="list-style-type: none"> • Use a range of techniques to hit the ball. • Hit the ball into a target area. • Make runs between the wickets / bases. • Catch a ball when the batter has hit it. • Move into different positions to receive the ball. • Bowl a ball accurately. • Select appropriate fielding positions. • Use tactics to outwit opponents. • Understand the scoring system for cricket and can explain it to others 	<ul style="list-style-type: none"> • Follow rules and instructions carefully. • Enter and exit the water safely (swivel into the pool/ use steps correctly) • Float on their front and back. • Swim for at least 25m using a front stroke. • Swim for at least 25m using a back stroke. • Perform self-rescue (treading water) for at least 30 seconds. 	<ul style="list-style-type: none"> • Use a range of techniques to hit the ball. • Hit the ball into a target area. • Make runs between the wickets / bases. • Catch a ball when the batter has hit it. • Move into different positions to receive the ball. • Bowl a ball accurately. • Select appropriate fielding positions. • Use tactics to outwit opponents. • Understand the scoring system for cricket and can explain it to others

	<p>from an opponent.</p> <ul style="list-style-type: none"> • Shoot accurately to score a goal. • Explain tactics and what could have been improved in their performance. 		<ul style="list-style-type: none"> • I can organise my own warm-up and cool-downs. • I can make imaginative suggestions on how to improve my own and other people's work. 		<ul style="list-style-type: none"> • I can hit a target distance. • I can measure my own targets and set goals for improvement. 			
Equipment	<ul style="list-style-type: none"> • balls (High 5 Netballs size 4) • hoops • bibs • markers, cones and goals • grid areas or mini-pitches 	<ul style="list-style-type: none"> • Mats • Benches • Trestle Tables • Spring board • Music 	<ul style="list-style-type: none"> • Music • Fabrics • Costumes • iPads/ videos to watch 	<ul style="list-style-type: none"> •dodgeballs •bibs •cones •floor tape 	<ul style="list-style-type: none"> • Markers (cones, hoops, pegs) • Measuring tapes 	<ul style="list-style-type: none"> • markers, wickets, bases and cones • bats and balls • a range of bats, balls and beanbags • resource cards with rules, score cards and activities 	Swimming pool	<ul style="list-style-type: none"> • markers, wickets, bases and cones • bats and balls • a range of bats, balls and beanbags • resource cards with rules, score cards and activities
Key vocabulary	Possession, tactics, defending, attacking, techniques, pass, shoot, rules, strategy, power, marking, spatial awareness, reactions	Control, accuracy, mirror, opposite, tension, support, steady, creativity, explore, invent, adapt, movement, flow, fluid, performance, precision, poise, elegance, height, power, transitions, timing	Fluidity, continuous, tempo, interpretation, expression, timing, beat Compose, creative, perform, accompaniment, demonstrate clarity, accuracy and consistency, style, precise and posture	Possession, field, tactics, defending, attacking, techniques, rules, strategy, technique, power, spatial awareness, agility, pressure, reactions	Distance, balance, control, fluid, speed, endurance pace, energy, accuracy, techniques, combine, distance, compete, improve personal best, stamina.	Field, tactics, defending, attacking, techniques, striking, implement, rules, umpire, strategy, control, power, agility, reactions	Swim, unaided, basic stroke, movements, coordinate breathing, surface.	Field, defending, attacking, techniques, striking, implement, rules, umpire, strategy, control, power, spatial awareness, agility, press, reactions
Links to events	Inter-school competitions			Inter-school competitions	Sports day Cross country competitions Arthog	Inter-school competitions		Inter-school competitions

