

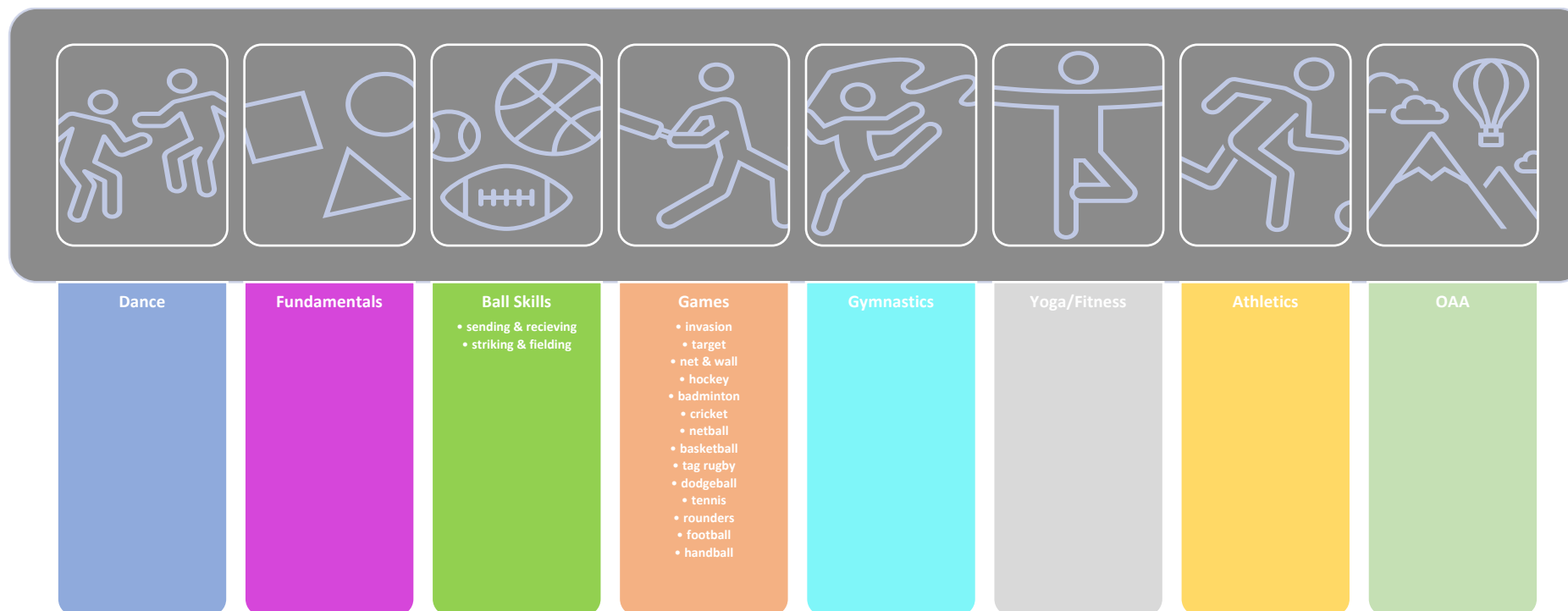
PE Curriculum Overview



“A caring community: Serious about learning”

Our Approach

We follow the Get Set for PE scheme from Y1 to Y6, which focuses on the 9 core aspects below to meet the needs of the **National Curriculum** expectations. In the EYFS our pupils experience **movement, interaction** and **engagement** through interleaved PE alongside independent practice in continuous provision,, which builds into our National Curriculum content from Yr 1 onwards. In our cyclical curriculum pupils develop their **declarative knowledge** across movement, rules, tactics, strategies, health & participation and develop an understanding of what it means to live a healthy and active lifestyle. Pupils are taught PE **every week** and there are additional swimming sessions **annually**. They have access to **extra-curricular provision** within and outside of the school day. In addition the specialist PE coaches who teach our KS2 lessons provide formative assessment through verbal feedback and photographs to the class teachers. In addition to all of this we offer a whole week of sport in the summer term.



Our Big Ideas

Our curriculum is designed to enable our children to work towards an understanding of the ‘big ideas’ in PE outlined below. This cumulative knowledge is developed over time through appropriate, age-related steps that enable pupils to develop a secure understanding.

By the time a child reaches Y6 we expect them to:

1. Develop skills in a broad range of physical activities and name a sport/activity that they enjoy taking part in.
2. Be physically active for sustained periods of time and engage in competitive sports/activities.
3. Understand the importance of leading a healthy and active life, explaining how exercise and diet affect the body.
4. Be able to use running, jumping, throwing and catching in isolation and in combination.
5. Explain the basic principles of attacking and defending within games.
6. Be able to perform dances using a range of movement patterns and comment on
7. Demonstrate flexibility, strength, technique, control and balance through gymnastics and athletics.
8. Swim competently over a distance of at least 25 metres using a range of strokes, whilst knowing how to perform safe self rescue in different water situations.
9. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
10. Understand how to work as part of a team showing cooperation, negotiation and compromise.

YN	Pre-skills
	<ul style="list-style-type: none"> • Opportunities to use ride on toys • Opportunities to use a range of apparatus which promotes climbing • Opportunities to use a range of apparatus which promotes balance • Opportunities to use a range of balls and other equipment for throwing, catching and rolling • Opportunities to move to music • Opportunities to move energetically and get out of breath • Opportunities to move without apparatus in lots of different ways • Modelling of all gross motor skills by an adult
YR	
	<p style="text-align: center;">Developmental Movement Play</p> <ol style="list-style-type: none"> 1) To move forwards tummy, back, crawl 2) To move forwards and backwards tummy, back, crawl, rock, roll 3) To change direction forwards, backwards, left, right, tummy, back, crawl, roll, develop speed
	forwards, backwards, left, right, tummy, back, crawl, roll, rock, travel
	<p style="text-align: center;">Ball skills</p> <ol style="list-style-type: none"> 1) Aiming and rolling a ball forwards, working with a partner 2) Aiming a ball forwards and catching - big and small, working with a partner 3) Dribbling a ball stationary and moving forwards, aim and catch, working with a partner 4) Aiming and kicking a ball, forwards, around, working with a partner 5) Aiming and throwing, striking a ball, keeping score against partner
	aim, roll, throw, under-arm, forwards, partner, catch, dribble, kick, strike, practice, improve, score, around, equipment

	<p style="text-align: center;">Games</p> <ol style="list-style-type: none"> 1) over, under - own bodies, large ball, small ball (weaving) 2) tag - follow rules, safety (Cops and robbers) 3) placing, aiming, keeping score 4) in the city - explore speeds, directions, fast, slow, forwards, backwards, left, right
	<p>over, under, fast, slow, speed, forwards, backwards, left, right, rules, team, score, safely,</p>
	<p style="text-align: center;">Movement</p> <ol style="list-style-type: none"> 1) running and stopping, fast, slow (Gingerbread man) other movement (hop, skip, jump) 2) Moving like different animals fast, slow, run, trot, gallop, waddle, 3) Circuit training - sustain, build stamina (healthy movement)
	<p>run, stop, fast, slow, speed, instruction, space, hop, skip, jump, stamina, circuit, fitness, health</p>
	<p style="text-align: center;">Yoga</p> <ol style="list-style-type: none"> 1) Jack and the beanstalk
	<p>listen, copy, balance, still, shape, level,</p>
	<p style="text-align: center;">Dance & movement</p> <ol style="list-style-type: none"> 1) Vivaldi Autumn - express own ideas 2) Firework dance. Responding to music, copy, repeat and explore. Use props (Diwali) 3) Vivaldi Winter - express own ideas, move in time to music 4) Roots and shoots - Responding to music, copy, repeat and explore. Respond to partner 5) Vivaldi Winter - express own ideas, move in time to music, repeat and refine, evaluate 6) In the city - Responding to music, copy, repeat and remember. Respond to partner, evaluate

	listen, idea, express, prop, level, shape, space, change, improve, respond, copy, repeat, explore, evaluate, partner, remember, follow, in-time
	<p>Gym</p> <ol style="list-style-type: none"> 1) traveling forwards different body parts 2) combine traveling forwards and backwards different body parts with a balance 3) jumping safely forwards, sideways, backwards 4) sequence of travel, jump, travel, balance, forwards, sideways, backwards 5) fluency and confidence and wall bars (safely)
	forwards, backwards, left, right, direction, travel, body part, balance, jump, sequence, combine, improve, fluency, change, safely, apparatus
	<p>Athletics Blocked in Summer 2</p> <ol style="list-style-type: none"> 1) track events - running, relay, working as a team 2) track events - egg and spoon, quoit, beanbag, developing speed and coordination 3) Track events - obstacle, combining movements 4) field events - standing jump, throwing over arm (vortex), goal, keeping score, improving scores <p>In addition - learn the actions to Gummy Bear Zumba</p>
	run, relay, team, speed, distance, obstacle, jump, throw, over-arm, count, score, quoit, vortex, equipment, improve, remember, repeat, perform
	<p>Continuous Provision Enhancements</p> <ul style="list-style-type: none"> • Pupils have access to large outdoor equipment throughout the day an use trikes/bikes allows children to develop and refine balancing and riding skills. • Pupils consolidate taught skills, as described above independently through linked activities provided. • Snipping and cutting with scissors across a range of activities throughout the year within the craft area develops precision to cut around templates and along different lines. • Pupils develop using cutlery and cups within the role play area and during lunchtime, whilst also using one handed tools with precision and purpose. • Dough Disco is done daily to develop motor skills. • Self-care and hygiene are developed through daily routines and opportunities within the role play/small world areas to think about healthy and active life styles

- Children also participate in the Daily Mile

Y1

Autumn

Spring

Summer

	Fundamentals	Dance	Sending/Receiving	Gymnastics	Athletics	Target Games
Knowledge & Skills	<ul style="list-style-type: none"> To explore balance, stability and landing safely. To explore how the body moves differently when running at different speeds. To explore changing direction and dodging. To explore jumping, hopping and skipping actions. To explore co-ordination and combination jumps. To explore combination jumping and skipping in an individual rope. 	<ul style="list-style-type: none"> To use counts of 8 to move in time and make my dance look interesting. To explore pathways in my dance solo and then with a partner. To create my own dance using, actions, pathways and counts. To explore speeds and actions in our pirate inspired dance. To copy/create, remember and repeat/perform actions that represent the theme. 	<ul style="list-style-type: none"> To develop rolling and throwing a ball towards a target. To develop receiving a rolling ball and tracking skills. To be able to send and receive a ball with your feet. To develop throwing and catching skills over a short distance. To develop throwing and catching over a longer distance. To apply sending and receiving skills to small games. 	<ul style="list-style-type: none"> To explore travelling movements. To develop stability and control when performing balances. To develop technique and control when performing shape jumps. To develop technique in the barrel, straight and forward roll. To link gymnastic actions to create a sequence. 	<ul style="list-style-type: none"> To move at different speeds over varying distances. To develop balance. To develop agility and co-ordination. To explore hopping, jumping and leaping for distance. To develop throwing for distance. To develop throwing for accuracy 	<ul style="list-style-type: none"> To develop underarm throwing towards a target to develop throwing for accuracy. To develop underarm and overarm throwing for accuracy. To develop throwing for accuracy/distance using underarm and overarm. To select the correct technique for the situation. To develop throwing for accuracy and distance. To develop an understanding of target games and consider how much power to apply when aiming at a target. To understand how to score in different target games using overarm throwing. To develop understanding of different target games using the skill of kicking. To develop striking to a target and hitting a moving target. To select an appropriate skill to play a game.
Vocab	Fast, hop, slow, direction, land , safely	Counts, pose, level, slow , fast , balance	Copy, feel, listen , breathe , slowly, Defender , points, dribbling, attacker, score, partner,	Action, jump, roll, level, direction, speed, point, balance	Far, hop, aim, fast, slow, bend, improve, direction, travel	Points, throw, far, distance, score, partner Accurate, overarm, send, release, teammate, target, against, underarm,
Y2	Autumn		Spring		Summer	

	Fundamentals	Dance	Striking & Fielding	Gymnastics	Athletics	Net & Wall
Knowledge & Skills	<ul style="list-style-type: none"> To develop balance, stability and landing safely. To explore how the body moves differently when running at different speeds. To develop changing direction and dodging. To develop and explore jumping, hopping and skipping actions. To develop co-ordination and combining jumps. To develop combination jumping and skipping in an individual rope. 	<ul style="list-style-type: none"> To develop an understanding of dynamics and how they can show an idea. Use counts of 8 to help you stay in time with the music. To copy, remember and repeat actions using facial expressions to show different characters. To explore pathways and levels. To remember and rehearse our circus dance showing expression and character. To copy, repeat and create actions in response to a stimulus. To copy, create and perform actions considering dynamics. To create and perform using unison, mirroring and matching with a partner. 	<ul style="list-style-type: none"> To be able to track a rolling ball and collect it. To develop accuracy in underarm throwing and consistency in catching when fielding a ball. To develop accuracy with overarm throwing to send a ball over a greater distance and limit a batter's score. To develop striking for distance and accuracy. To develop decision making to get a batter out. To develop decision making when under pressure. 	<ul style="list-style-type: none"> To perform gymnastic shapes and link them together. To be able to use shapes to create balances. To be able to link travelling actions and balances using apparatus. To demonstrate different shapes, take off and landings when performing jumps. To develop rolling and sequence building. To develop sequence work on apparatus. 	<ul style="list-style-type: none"> To develop the sprinting action. To develop jumping for distance. To develop technique when jumping for height. To develop throwing for distance. To develop throwing for accuracy. To develop technique when taking part in an athletics carousel. 	<ul style="list-style-type: none"> To use the ready position to defend space on court. To develop returning a ball with hands. To play against a partner. To develop racket skills and use them to return a ball. To develop returning a ball using a racket. To play against an opponent using a racket.
Vocab	Dodge, speed, jog, steady, hurdle, sprint,	Mirror, action, pathway, direction, speed, timing,	Runs, send, teammate, received, fielder, runs, send, batter, teammate, received, bowler,	Link, pathway, straddle, sequence, speed, star, tuck, pike,	Sprint, jog, distance, height, take off, landing, overarm, underarm	Receive, quickly, trap, defend, return, collect, against,
Y3	Autumn		Spring		Summer	

Knowledge & Skills	Fundamentals		Ball Skills		Basketball		Hockey		Athletics		OAA	
	<ul style="list-style-type: none"> To develop balancing and understand the importance of this skill. To understand how to change speed and be able to demonstrate good technique when running at different speeds. To demonstrate a change of speed and direction to outwit others. To develop technique and control when jumping, hopping and landing. To develop skipping with a rope. To apply fundamental skills to a variety of challenges. 		<ul style="list-style-type: none"> To develop confidence and accuracy when tracking a ball. To develop confidence and accuracy when tracking a ball. To explore and develop a variety of throwing techniques. To develop catching skills using one and two hands. To develop dribbling a ball with hands. To use tracking, sending and dribbling skills with feet. 		<ul style="list-style-type: none"> To develop the attacking skill of dribbling. To use protective dribbling against an opponent. To develop the bounce and chest pass and begin to recognise when to use them. To develop tracking and defending an opponent. To develop the technique for the set shot. To be able to apply the skills, rules and tactics you have learnt to a mini tournament. 		<ul style="list-style-type: none"> To develop sending the ball with a push pass. To develop receiving the ball. To develop dribbling using the reverse stick (Indian dribble). To develop moving into space after passing the ball. To use an open stick tackle to gain possession. To apply defending and attacking principles and skills in a hockey tournament. 		<ul style="list-style-type: none"> To develop the sprinting technique and improve on your personal best. To develop changeover in relay events. To develop jumping technique in a range of approaches and take off positions. To develop throwing for distance and accuracy. To develop throwing for distance in a pull throw. To develop officiating and performing skills. 		<ul style="list-style-type: none"> To develop co-operation and teamwork skills. To develop trust and team work. To involve all team members in an activity and work towards a collective goal. To develop trust whilst listening to others and following instructions. To be able to identify objects on a map, draw and follow a simple map. To draw a route using directions. To be able to orientate a map and navigate around a grid. 	
Vocab	Yoga		Dance		Fitness		Dodgeball		Tennis		Cricket	
	<ul style="list-style-type: none"> To explore yoga and mindfulness. To be able to copy and remember poses. To develop flexibility when holding poses. To develop balance whilst holding poses. To create yoga poses using a hoop. To create a yoga flow with a partner. 		<ul style="list-style-type: none"> To create actions in response to a stimulus and move in unison. To create actions to move in contact with a partner or interact with a partner. To select and link appropriate actions and dynamics. To remember, repeat and create actions to represent an idea. Share ideas of actions/dynamics to create a dance that shows a location. To use choreographing ideas to develop our dance. 		<ul style="list-style-type: none"> To develop an awareness of what your body is capable of. To develop speed and strength. To complete actions to develop co-ordination. To complete actions to develop agility. To complete actions to develop balance. To complete actions to develop stamina. 		<ul style="list-style-type: none"> To apply rules to a game situation. To develop throwing at a moving target. To use jumps, dodges and ducks to avoid being hit. To develop catching a dodgeball at different heights. To learn how to block using the ball. To understand the rules of dodgeball and use them to play in a tournament. 		<ul style="list-style-type: none"> To develop returning the ball using a forehand groundstroke. To develop returning the ball using a backhand groundstroke. To work cooperatively with a partner to keep a continuous rally. To develop the underarm serve and understand the rules of serving. To develop the volley and understand when to use it. To use a variety of strokes to outwit an opponent. 		<ul style="list-style-type: none"> To develop overarm throwing and catching. To develop underarm bowling. To learn how to grip the bat and develop batting technique. To be able to field a ball using a two handed pick up and a short barrier. To develop overarm bowling technique. To play apply skills learnt to mini cricket. 	
	Distance, technique, control, tension, coordination, rhythm	Copy, feel, listen, breathe, slowly	Track, receive, chest, shoulder, overhead, accurate	Flow, explore, create, perform, match, feedback, expression	Outwit, pivot, opposition, court, field, opponent, pitch, contact	Strength, distance, balance, control, accurately	Receiver, footwork, rebound, tracking, interception, mark, travelling, playing area	Receiver, rules, dodge, court, block,	Speed, power, strength, accurately, higher, pace, control, faster, further	Volley, tactics, co-operatively, footwork, continuously, set	Rules, navigate, grid, route, discuss, trust, plan,	Strike, grip, bowl, wicket keeper, batting, wicket, fielding
Y4	Autumn				Spring				Summer			

Knowledge & Skills	Tag Rugby		Football		Netball		Hockey		Athletics		Rounders	
	<ul style="list-style-type: none"> To develop throwing, catching and running with the ball. To develop an understanding of tagging rules. To begin to use the 'forward pass' and 'off side' rule. To dodge a defender and move into space when running towards the goal. To develop defending skills and use them in a game situation. To apply the rules and skills you have learnt and play in a tag rugby tournament. 	<ul style="list-style-type: none"> To accurately use a range of taught throwing techniques to throw to a target. To catch different sized objects with increasing consistency with one and two hands. To track the path of a ball that is not sent directly. To be able to dribble a ball with increasing control and coordination. To provide feedback using key terminology and understand how to improve. 	<ul style="list-style-type: none"> To move into space to keep possession and score goals. Recognise when to pass and when to shoot. Know when to mark and when to attempt to win the ball. Develop passing techniques appropriate to the game with increasing success. Catch a ball using one and two hands and receive a ball with feet/object with increasing success. Develop moving into space to help my team. Change direction to lose an opponent with some success. Develop defending one on one and begin to intercept. 	<ul style="list-style-type: none"> To develop sending the ball with a push pass. To develop receiving the ball. To develop dribbling using the reverse stick (Indian dribble). To develop moving into space after passing the ball. To use an open stick tackle to gain possession. To apply defending and attacking principles and skills in a hockey tournament. 	<ul style="list-style-type: none"> To develop stamina and an understanding of speed and pace in relation to distance. To develop power and speed in the sprinting technique. To develop technique when jumping for distance. To develop power and technique when throwing for distance. To develop a pull throw for distance and accuracy. To develop officiating and performing skills. 	<ul style="list-style-type: none"> To play different roles in a game and begin to think tactically about each role. To develop the bowling action and learn the rules. To run around the outside of the bases and make decisions about when to stop and when to run. To field a ball using a 2 handed pick up short barrier. To develop batting technique and an understanding of where to hit the ball. To apply skills and rules learnt to play rounders. 						
Vocab	Yoga		Gymnastics		Fitness		Hand Ball		Badminton		OAA	
	<ul style="list-style-type: none"> To copy and repeat yoga poses. To develop an awareness of strength when completing yoga poses. To develop an awareness of flexibility when completing yoga poses. To copy and remember actions linking them into a flow. To create a flow and teach it to a partner. To explore poses and create a yoga flow. 	<ul style="list-style-type: none"> To develop individual and partner balances. To develop control in performing and landing rotation jumps. To develop the straight, barrel, forward and straddle roll. To develop the straight, barrel, forward and straddle roll. To develop strength in inverted movements. To be able to create a partner sequence to include apparatus. 	<ul style="list-style-type: none"> To develop an awareness of what your body is capable of. To develop speed and strength. To complete actions to develop co-ordination. To complete actions to develop agility. To complete actions to develop balance. To complete actions to develop stamina. 	<ul style="list-style-type: none"> Develop passing techniques appropriate to the game with increasing success. Catch a ball using one and two hands. Develop moving into space to help own team. Change direction to lose an opponent. Develop defending one on one and begin to intercept. Recognise when to pass and when to shoot. Know when to mark and when to attempt to win the ball. 	<ul style="list-style-type: none"> To develop footwork and the forehand and backhand grip. To develop rallying and understand how to start a game. To develop a range of shots to keep a rally going. Learn how to score points and play in competitive games. To select and apply the appropriate skill to a game situation. To show respect, honesty and fair play when competing against an opponent. 	<ul style="list-style-type: none"> To develop co-operation and teamwork skills. To orientate a map and navigate around a grid. To develop trust and teamwork whilst listening to others and following instructions. To develop trust whilst listening to others and following instructions. To be able to identify objects on a map, draw and follow a simple map. To be able to orientate and navigate around a map and draw a route using directions. 						
	receiver, footwork, rebound, tracking, interception, mark, travelling, playing area	Focus, pose, position, create, flow, choose,	Release, select, control, consistently, technique, persevere	Quality, perform, inverted, technique, apparatus, extension,	Communicate, protect, opponent, align	strength, distance, balance, control, accurately	receiver, footwork, rebound, tracking, interception, mark, travelling, playing area	Stance, two-handed pick up, retrieve, technique, opposition	Power, stamina, officiate, perseverance, determination, accuracy, personal best	serve, accurately, track, racket, control, rally, opponent,	Stance, two-handed pick up, retrieve, technique, rounder, opposition, stumped	Leader, inclusive, effectively, orientate, symbol
Y5	Autumn				Spring				Summer			

Knowledge & Skills	Tag Rugby		Football		Basketball		Hockey		Athletics		Cricket	
	<ul style="list-style-type: none"> To develop attacking principles, understanding when to run and when to pass. To be able to use the 'forward pass' and 'offside' rules. To be able to play games using tagging rules. To develop dodging skills to lose a defender. To develop drawing defence and understanding when to pass. To be able to apply the rules and tactics you have learnt to play in a tag rugby tournament. 		<ul style="list-style-type: none"> Know that not having a defender between them and the ball carrier enables better sending/receiving. Know that dribbling in different directions will help to lose a defender. Know that by moving to space even if not receiving the ball will create space for a team mate. Dribble with some control under pressure. Use a variety of techniques to lose an opponent. Develop tracking/marking. 		<ul style="list-style-type: none"> To develop protective dribbling against an opponent. To move into and create space to support a teammate. To choose when to pass and when to dribble. To be able to track an opponent and use defensive techniques to win the ball. To develop technique to increase accuracy when scoring. To apply principles, rules and tactics to a game situation. 		<ul style="list-style-type: none"> To communicate with own team and move into space to keep possession/score. Be able to dribble, pass, receive and shoot the ball with some control under pressure. To use tracking, tackling and intercepting when playing in defence. To know own position and how to contribute when attacking/defending. Understand the rules and use most times fairly. Know there are different skills for different situations. 		<ul style="list-style-type: none"> To be able to apply different speeds over varying distances. To develop fluency and co-ordination when running for speed. To develop technique in relay changeovers. To develop technique and co-ordination in the triple jump. To develop throwing with force for longer distances. To develop throwing with greater control and technique. 		<ul style="list-style-type: none"> To develop throwing accuracy and catching skills under pressure. To develop placement of a ball into space. To develop consistency of catching to get opponents out. To develop overarm bowling technique and accuracy. To develop a variety of fielding techniques and use them within a game. To further develop fielding techniques and apply them to a game situation. 	
Vocab	Yoga		Dance		Fitness		Dodgeball		Tennis		OAA	
	<ul style="list-style-type: none"> Understand to apply force to maintain balance in a partner pose. Understand how to improve flexibility when moving with breath. Know the muscles used by name. Use breath to maintain balance within an individual and partner pose. Develop flexibility by connecting movement with breath. Demonstrate increased control and strength when in and transitioning between poses. 		<ul style="list-style-type: none"> To create a dance using a random structure and perform the actions showing quality and control. To understand how changing dynamics changes the appearance of the performance. To use relationships and space to change how a performance looks. To copy and repeat movements in the style of rock 'n' roll. To work with a partner to copy/repeat actions keeping in time with the music. To work collaboratively with a group to create a dance in the style of Rock 'n' Roll. 		<ul style="list-style-type: none"> To change own running technique to adapt different distances. To collect, record and analyse scores to identify areas with the most improvement. To work with others to organise, manage and record information at a station. To encourage and motivate others to work their best. To understand that there are different areas of fitness and how it helps. Understand the different components of fitness and the ways to test/develop them. 		<ul style="list-style-type: none"> To apply rules honestly and fairly to a game situation. To develop throwing at a moving target. To use timing, balance and agility to avoid being hit. To develop catching under pressure to get an opponent out. To select and apply tactics in the game. To develop officiating skills and referee a dodgeball game. 		<ul style="list-style-type: none"> To develop returning the ball using a forehand groundstroke. To develop returning the ball using a backhand groundstroke. To work cooperatively with a partner to keep a continuous rally. To develop the underarm serve and understand the rules of serving. To develop the volley and understand when to use it. To use a variety of strokes to outwit an opponent. 		<ul style="list-style-type: none"> To develop communication, negotiation and empathy whilst working in a team. To work as a team to solve problems, sharing ideas and collaborating with one another. To develop tactical planning and problem solving. To share ideas and work as a team to solve problems. To develop navigational skills and map reading. To use a key to identify objects and locations. 	
	Tactics, control, foul, support, pressure, obstruction, onside	Quality, develop, notice, high lunge, calm, fluidity	Tactics, offside, control, foul, support, pressure, obstruction, onside	Formation, posture, performance, canon, relationship	Consecutive, formation, consistently, conceding, dictate, turnover, contest, shut down	Generate force, continuous, measure, flexibility, analyse, record	Tactics, offside, control, foul, support, pressure, obstruction, onside	Communicate, opponent, tactics, pressure, fair Play	Technique, upsweep, rhythm, down sweep, flight, stride	Volley, tactics, co-operatively, footwork, continuously, set,	Overtake, pressure, tracking, backing up, outwit, support, tactics	Tactical, collaborate, control card, collective, orienteering, navigation
Y6	Autumn				Spring				Summer			

Knowledge & Skills	Tag Rugby		Football		Netball		Hockey		Athletics		Rounders	
		<ul style="list-style-type: none"> To develop attacking principles, understanding when to run and when to pass. To be able to use the 'forward pass' and 'offside' rules. To be able to play games using tagging rules. To develop dodging skills to lose a defender. To develop drawing defence and understanding when to pass. To be able to apply the rules and tactics you have learnt to play in a tag rugby tournament 	<ul style="list-style-type: none"> Send and receive consistently using a range of techniques with increasing control. Dribble consistently with increasing control under pressure. Confidently change direction to lose an opponent. Use a variety of defending skills-tracking, interception, jockeying. Understand and make quick decisions about when, how and who to pass to. Understand that transitioning quickly between attack and defence will help a team maintain or gain possession. 	<ul style="list-style-type: none"> To develop passing and moving. To be able to use the attacking principle of creating and using space. To be able to change direction and lose a defender. To be able to defend ball side and know when to go for interceptions. To develop the shooting action. To use and apply skills and tactics to small sided games. 	<ul style="list-style-type: none"> To communicate with own team and move into space to keep possession/score. Be able to dribble, pass, receive and shoot the ball with some control under pressure. To use tracking, tackling and intercepting when playing in defence. To know own position and how to contribute when attacking/defending. Understand the rules and use most times fairly. Know there are different skills for different situations. 	<ul style="list-style-type: none"> To be able to apply different speeds over varying distances. To develop fluency and co-ordination when running for speed. To develop technique in relay changeovers. To develop technique and co-ordination in the triple jump. To develop throwing with force for longer distances. To develop throwing with greater control and technique. 	<ul style="list-style-type: none"> To play different roles in a game and begin to think tactically about each role. To develop the bowling action and learn the rules. To run around the outside of the bases and make decisions about when to stop and when to run. To field a ball using a 2 handed pick up short barrier. To develop batting technique and an understanding of where to hit the ball. To apply skills and rules learnt to play rounders. 					
Vocab	Yoga		Gymnastics		Fitness		Handball		Badminton		OAA	
	<ul style="list-style-type: none"> Know where and when to apply force to maintain control and balance. Know which muscles require more practice to increase flexibility. be helpful for wellbeing. Link combinations of poses for balance with increased control in transition. Confidently transition from one pose to another Explore poses that challenge strength and work to maintain increased control and strength when in and transitioning between poses. 	<ul style="list-style-type: none"> To be able to develop the straddle, forward and backward roll. To develop counter balance and counter tension. To be able to perform inverted movements with control. To be able to perform the progressions of a headstand and a cartwheel. To be able to use flight from hands to travel over apparatus. To be able to create a group sequence using formations and apparatus. 	<ul style="list-style-type: none"> To develop an awareness of what your body is capable of. To develop speed and stamina. To develop strength using my own body weight. To develop co-ordination through skipping. To perform actions that develop agility. To develop control whilst balancing. 	<ul style="list-style-type: none"> Understand and make quick decisions about when, how and who to pass to. Understand that transitioning quickly between attack and defence will help a team maintain or gain possession. Know hoe to create and apply a tactic for a specific situation or outcome. Send and receive consistently using a range of techniques with increasing control under pressure. 	<ul style="list-style-type: none"> To further develop taught skills and use under some pressure. Identify where successful and what is needed to improve. Use feedback to develop skills. Be able to work cooperatively with other to manage a game. Understand the need for tactics and identify when to use them in different situations. Become more confident in application of the rules. 	<ul style="list-style-type: none"> To develop communication, negotiation and empathy whilst working in a team. To work as a team to solve problems, sharing ideas and collaborating with one another. To develop tactical planning and problem solving. To share ideas and work as a team to solve problems. To develop navigational skills and map reading. To use a key to identify objects and locations. 						
	Tactics, control, offside, foul, support, pressure, obstruction, onside	Salutation, collaboratively, transition, practice, aware, connected	Consecutive, formation, consistently, conceding, dictate, turnover, contest	formation, momentum, counter balance, fluently, tension, stability	Tactics, control, offside, foul, support, pressure, obstruction, onside,	Technique, agility, momentum, drive, rhythm, power,	Tactics, offside, control, foul, support, pressure, obstruction, onside	Consistently, formation, consecutive, send, receive, contest, dictate	Technique, upsweep, rhythm, down sweep, flight, stride	Volley, tactics, co-operatively, footwork, continuously, set	Stance, two-handed pick up, retrieve, technique, rounder, opposition, stumped	Tactical, collaborate, control card, collective, orienteering, navigation

Our Disciplinary Knowledge Progression

Key Area	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<p>Master and use fundamental movement skills of running, jumping and throwing</p>	<p>ELG Physical Development - Gross Motor Skills:</p> <ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance, and coordination when playing. <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>	<ul style="list-style-type: none"> Attempt to run at different speeds showing an awareness of technique Begin to link running and jumping movements with some control Jump, leap and hop and choosing which allows them to jump the furthest Throw towards a target Show balance and co-ordination when running at different speeds Link running and jumping movements with some control Show hopping and jumping movements with some balance and control. Change technique to throw for distance 	<ul style="list-style-type: none"> Show balance, co-ordination and technique when running at different speeds, stopping with control Demonstrate how and when to speed up and slow down when running Link running, hopping, and jumping actions using different take offs and landing Link hopping and jumping actions with control Jump for distance and height with an awareness of technique, showing balance and control Throw a variety of objects, changing action for accuracy and distance Throw with some accuracy and power towards a target area 	<ul style="list-style-type: none"> Run at the appropriate speed over longer distances or for longer periods of time with a controlled running technique Show control at take-off and landing in more complex jumping activities Link running, jumping and hopping actions with greater control and co-ordination. Perform a range of more complex jumps showing some technique Perform jumps for height and distance using good technique Show accuracy, good technique and power when throwing for distance. 			
<p>Develop agility, coordination, flexibility, strength and control in a range of activities.</p>		<ul style="list-style-type: none"> Use co-ordination and perform actions with increased control when co-ordinating their body with and without equipment. Demonstrates balance and co-ordination when changing direction Shows control and balance when travelling at different speeds Drop and catch a ball after one bounce on the move Dribble a ball with two hands on the move 	<ul style="list-style-type: none"> Demonstrates good balance when performing when performing a range of fundamental skills Show balance when changing direction at speed in combination with other skills Can co-ordinate their bodies with increased consistency in a variety of activities Begin to co-ordinate their body at speed in response to a task. 	<ul style="list-style-type: none"> Demonstrates good balance, fluency and control when performing a range of fundamental skills such as travelling, landing stopping, and changing direction. Demonstrate improved body posture and speed when changing direction Change direction with a fluent action and can transition smoothly between varying speeds Can co-ordinate a range of body parts with a fluent action at a speed appropriate to the challenge. 			

<p>Perform a range of movement patterns.</p>		<ul style="list-style-type: none"> • Copy, remember and repeat a series of actions • Select from a range of actions in relation to a stimulus • Use pathways, levels, shapes, directions, speeds, and timing with guidance • Use mirroring and unison when completing actions with a partner • Show a character through actions, dynamics, and expression • Use counts with help to stay in time with the music. 	<ul style="list-style-type: none"> • Copy, remember and perform making adaptations through set choreography • Choreograph short dance phrases that communicate an idea individually, with a partner and in a group • Use actions and reactions to represent an idea – considering canon, unison, and formation • Match dynamic and expressive qualities to a range of ideas • Change dynamics to express changes in character or narrative • Use counts to keep in time with a partner and group and when choreographing short phrases. 	<ul style="list-style-type: none"> • Accurately copy and repeat set choreography in different styles of dance showing a good sense of timing • Perform dances fluently and confidently using appropriate dynamics to represent an idea • Choreograph phrases individually and with others, considering actions, dynamics, space, and relationships in response to a stimulus. • Work creatively and imaginatively to create longer dance phrases in relation to a theme – structuring it with consideration of actions, space, relationships, and dynamics • Improvise and combine dynamics demonstrating an awareness of the impact on performance • Use counts accurately when choreographing to improve timing with the music and the quality of the work
<p>Applying suitable attacking and defending principles and the fundamentals of catching across a range of team/ competitive games</p>		<ul style="list-style-type: none"> • Drop and catch a ball after one bounce on the move • Dribble a ball with two hands on the move • Move and dribble a ball with different parts of the foot, stopping it when required. • Throw and roll towards a target using different techniques with some accuracy • Kick towards a stationary target • Show balance when kicking towards a target 	<ul style="list-style-type: none"> • Dribble the ball with one hand with some control in a game situation • Link dribbling the ball with other actions with increasing control • Dribble a ball with feet with some control in game situations, including changing direction • Use a variety of throwing techniques with some success in game situations • Kick towards a partner/teammate 	<ul style="list-style-type: none"> • Use dribbling to change the direction of play with control under pressure • Dribble using a variety of techniques with some control when under increasing pressure • Use a variety of throwing techniques with some control under increasing pressure • Use fake passes to outwit an opponent • Select and apply the appropriate kicking technique with control under increasing pressure

		<ul style="list-style-type: none"> • Catch objects passed to them with and without a bounce • Move to track a ball and stop it using feet with some limited success • Strike a ball using a racquet – when it is stationary and on the move • Run, stop and change direction with balance and control. • Recognise and move into space in relation to others to help score goals or limit others scoring • Use simple tactics – sometimes with guidance 	<ul style="list-style-type: none"> • with increasing success in game situations • Catch a ball passed to them using one and two hands with increasing success • Receive a ball sent to them using different parts of the foot when under pressure • Strike a ball with varying techniques with increasing accuracy • Change direction with increasing speed to lose an opponent • Create and use space with some success in game situations. • Use simple tactics to help their team score or gain possession 	<ul style="list-style-type: none"> • Catch and intercept a ball using one and two hands with increasing success in game situations • Receive a ball with consideration of the next move • Strike a ball using a wider range of skills to outwit an opponent and apply them with increasing control under pressure • Confidently change direction to successfully outwit an opponent. • Effectively create and use space for self and others to outwit an opponent • Understand the need for tactics and work collaboratively to create tactics within a team. • Evaluate the success of tactics used within a game.
<p>Take part in outdoor and adventurous activity challenges both individually and within a team</p>		<ul style="list-style-type: none"> • Follow instructions accurately • Work co-operatively with a partner and a small group taking turns and listening to each other • Understand the rules of the game and suggest ideas to solve simple tasks • Try different ideas to solve a task • Copy, follow and create simple maps/diagrams • Identify own and others' success • Understand when a challenge is solved successfully and begin to suggest ways to improve. 	<ul style="list-style-type: none"> • Accurately follow instructions given from a peer and give clear and usable instructions to a peer. • Work collaboratively with a partner and a small group, listening to and accepting others' ideas. • Confidently communicate ideas and listen to others before deciding on the best approach. • Plan and apply strategies to solve problems • Orientate and follow a diagram/map • Identify key symbols on a map and use a key to help navigate around a grid. • Reflect on when and why challenges are solved successfully and use others' success to help them improve. 	<ul style="list-style-type: none"> • Use clear and effective communication when working in a group and taking on different roles, even when under pressure. • Begin to lead others with confidence, providing clear instructions and showing consideration of all within a group. • Use critical thinking skills with others to form ideas and strategies, selecting and applying the best method to solve more complex problems. • Orientate a map confidently and efficiently, identifying key features to navigate around a course. • Explain why a particular strategy worked and alter methods to improve.

			<ul style="list-style-type: none"> • Watch, describe and evaluate the effectiveness of their team strategy, giving ideas for improvements. 	<ul style="list-style-type: none"> • Accurately reflect on when challenges have been solved successfully and suggest well thought out improvements.
<p>Swim competently, confidently, proficiently, and safely using a range of strokes</p>			<ul style="list-style-type: none"> • Confidently and consistently retrieve an object from the floor with the same breath • Begin to co-ordinate a smooth and consistent breathing technique with a range of strokes • Confidently with a fair level of technique, consistently co-ordinating the correct body parts in a range of strokes • Float on front and back using different shapes with increased control • Comfortably demonstrate sculling headfirst, feet first and treading water. 	<ul style="list-style-type: none"> • Confidently combine skills to retrieve an object from greater depth • Confidently co-ordinate a smooth and consistent breathing technique with a range of strokes • Confidently demonstrate good technique in a wider range of strokes over increased distances • Combine gliding and transitioning into an appropriate stroke with good control • Confidently link a variety of floating actions together demonstrating good technique and control • Select and apply the appropriate survival technique to the situation.
<p>Develop the social, emotional, and thinking skills to improve performance</p>		<ul style="list-style-type: none"> • Encourage others to keep trying • Talk to a partner about their ideas and take turns to listen to each other • Work with a partner and small group to play games and solve challenges • Show determination to continue working over a longer period • Show determination to complete the challenges and tasks set. • Explore skills independently before asking for help • Be confident to share ideas, contribute to class discussion and perform in front of others • Make decisions when presented 	<ul style="list-style-type: none"> • Encourage and motivate others to work to their personal best • Work with others to achieve a shared goal • Work with others to self-manage games • Persevere when finding a challenge difficult • Understand what their best looks like and work hard to achieve it. • Begin to use rules showing awareness of fairness and honesty • Pupils make quicker decisions when selecting and applying skills to a situation e.g. who to pass to and where to move. • Select and apply from a wider range of skills and actions in 	<ul style="list-style-type: none"> • Share ideas with others and work together to decide on the best approach to a task • Lead others and show consideration of all within a group • Communicate with others effectively • Understand what maximum effort feels like and show determination to achieve it. • Use different strategies to persevere to achieve personal best • Compete within the rules showing fair play and honesty when playing independently • Show confidence to attempt tasks and challenges outside of their comfort zone • Reflect and evaluate their

		<p>with a simple challenge e.g. move to an open space towards goal</p> <ul style="list-style-type: none"> • Begin to select and apply skills to use in a variety of differing situations. E.g. choose to use a balance on their bottom on a wider piece of apparatus • Provide feedback beginning to use key words from the lesson 	<p>response to a task</p> <ul style="list-style-type: none"> • Provide feedback using key terminology. 	<p>performances both as a group and as an individual and suggest areas for improvement</p> <ul style="list-style-type: none"> • Recognise and explain their thought process when playing games or completing tasks e.g. I moved here because my teammate was over there • Identify their own and others' strengths and areas for development providing sensitive feedback and can suggest ways to improve • Select and apply appropriate skills for the situation when under pressure.
--	--	--	---	---