



Maybury Primary School  
PE Curriculum

*Being Physically Active*

## The PE Curriculum

Our aim is for children to develop physical competence and knowledge of movement and safety, and their ability to use these to perform in a wide range of activities associated with the development of an active and healthy lifestyle.

Our curriculum is designed so that children become more expert as they progress through the curriculum. As they do this, they accumulate and connect both substantive and disciplinary PE knowledge.

**Substantive knowledge:** This is based on deliberate practice and development of specific skills used that can be used in a variety of disciplines, sports and games. For example:

- Running, jumping, throwing and catching
- Tactics within a team game e.g. strategies for attacking and defending
- Being able to perform specific actions, balances and movements in line with year group expectations
- Being able to swim confidently and competently over 25 metres

In this school, we have chosen to teach this subject knowledge and explicit vocabulary through games, athletics, dance, gymnastics, outdoor & adventurous activities and swimming.

**Disciplinary knowledge:** This comes through opportunities for the children to choose and apply their own actions, balances, movements and skills. Once they have mastered the specific skills, they have the opportunities to apply these within sports and games. In this way, they have to choose different strategies and the best way to approach different challenges. As they move through school, their skills and knowledge around tactics become more complex and they have to work collaboratively to make decisions. There are many opportunities for the children to evaluate their performance and reflect on how they will improve next time.

We have identified three conceptually distinctive, but functionally connected, pillars of progression that develop competence to participate, that PE can be realistically accountable for to meet the aims of the national curriculum. These are:

- Motor competence (Hands)
- Rules, strategies and tactics (Head)
- Healthy participation (Heart)

Our PE curriculum is about developing key physical skills, cognitive development for decision making and developing a child's social and emotional wellbeing. Our PE curriculum is designed to ensure that children develop into thinking physical beings and doing physical beings, which impact on the behavioural change to equip them for lifelong participation. The core values of passion, self-belief, respect, honesty, determination and teamwork are developed and embedded across the PE curriculum.

| HEAD: The THINKING physical being   | HANDS: The DOING physical being  | HEART: The BEHAVIOURAL CHANGE physical being   |
|---|--|--|
| <ul style="list-style-type: none"> <li>• Decision maker</li> <li>• Devises strategies and tactics</li> <li>• Gains a deep understanding</li> <li>• Gains knowledge of how exercise and balanced diet positively affects the body</li> </ul> | <ul style="list-style-type: none"> <li>• Physically competent by gaining and building upon fundamental motor skills</li> <li>• Grows and develops</li> <li>• Physically active</li> <li>• Competitive</li> </ul> | <ul style="list-style-type: none"> <li>• Positively involved and engaged</li> <li>• Grows socially and emotionally</li> <li>• Seeks extra-curricular activities</li> <li>• Builds character and develops values</li> <li>• Leads a healthy and active lifestyle</li> </ul> |

**Planning:** Our PE curriculum is based on Complete PE, schemes of work developed with Tigers Trust and school game and is supplemented with a range of extra-curricular clubs including girls' and boys' football and netball.

**Inclusion:** Our curriculum is ambitious for all and strives to address inclusion and disadvantage in its intent and implementation. The curriculum at our school is planned, organised and taught in ways that are compatible with the Equality Act 2012 and the school's Equal Opportunities Policy. As a school, we take reasonable and necessary steps to ensure that all children can access a broad and balanced curriculum. This includes ensuring that the environment is accessible as well as lesson content. In some cases, we may consult with our SENDCo or external agencies for advice to meet the needs of some children to ensure that they are able to participate in all lessons across the curriculum. Wide varieties of strategies are used to ensure that teaching meets the needs of different groups of children, including those that are identified with special educational needs. These include:

- Using a range of resources appropriate to need
- Ensuring that tasks set are accessible to all and include scaffolding as appropriate
- 'Pre-loading' with identified children
- Using a range of groupings within the class to teach children and support them
- Recognising the dangers of stereotyping
- Targeted adult support which is adapted as necessary

**Assessment:** Curricular goals have been carefully constructed so that children's learning is progressive as they move through the school. Each unit of work builds on children's prior learning. The school has developed a progression adapted around Complete PE as well as schemes of work developed with Tigers Trust and school games. This responds to the national requirements for physical education. Within each unit of learning, children revisit existing knowledge and skills, then build upon, and extend them incrementally. In this manner, learning is consolidated and augmented, allowing for increasing physical confidence, while constantly being challenged to go further. If children are 'keeping up' with the programme of lessons, then they are achieving. Assessment for learning is used to address misconceptions and identify children who need support.



# Maybury Primary School

## **Long Term Plan: Teaching Unit Plan Overview**

## Long Term Plan: Teaching Unit Plan Overview

### EYFS – F1 and F2

|  | F1                            | PE Plan   | F2                            | PE Plan   |
|--|-------------------------------|---|-------------------------------|---|
| <b>Autumn 1</b><br><b>Ourselves/The Three Little Pigs</b>                      | Basic movement and team games | Balloons/plates<br>Bubbles<br>Ball skills<br>Musical statues with balloons<br>Yoga-Animal poses                       | Basic movement and team games | Ball skills<br>Beanbags<br>Ball team games<br>Yoga-Animal poses   |
| <b>Autumn 2</b><br><b>Celebrations/light and dark/Peace at Last</b>            | Dance                         | Firework dance - flags/streamers<br>Diwali dance<br>Yoga- Mike and Muttnik on The Moon   A Cosmic Kids Yoga Adventure | Dance                         | Firework dance - flags/streamers<br>Diwali dance<br>Yoga- Mike and Muttnik on The Moon   A Cosmic Kids Yoga Adventure                               |
| <b>Spring 1</b><br><b>Bears/We are going on a Bear Hunt</b>                    | Gymnastics                    | Bear Hunt<br>Travelling under<br>Travelling over<br>Ways of moving<br>Yoga-We are going on a bear Hunt (Cosmic Kids)  | Gymnastics                    | Bear Hunt<br>Travelling under<br>Travelling over<br>Travelling through<br>Direction/ways of moving<br>Balancing<br>Yoga-We are going on a bear Hunt |
| <b>Spring 2</b><br><b>Growing/Jack and the Beanstalk</b>                       | Gymnastics<br>Large apparatus | Travelling under<br>Travelling over<br>Climbing up and down<br>Yoga- Jack and the Beanstalk (Ironstone)               | Gymnastics<br>Large apparatus | Climbing up, down and along<br>Jumping<br>Sequencing movements  |
| <b>Summer 1</b><br><b>Farm/Three Billy Goats</b>                               | Dance                         | Animal movement<br>Old Macdonald<br>Yoga- animal smile and learn  | Dance                         | Animal movement<br>Old Macdonald<br>Yoga- animal smile and learn  |
| <b>Summer 2</b><br><b>Minibeasts/Seaside Hungry Caterpillar/The Train ride</b> | Basic movement and team games | Balloons<br>Bubbles<br>Ball skills<br>Yoga-hungry Caterpillar   | Basic movement and team games | Ball skills kicking<br>Team games<br>Yoga- Hungry Caterpillar   |

## Key Stage 1 and Key Stage 2

|    | Autumn   |                     | Spring  |                  | Summer   |                      |
|----|--|---------------------|---|------------------|--|----------------------|
| Y1 | <b>Health and Fitness:</b> Can they describe how their body feels before, during and after an activity?<br><b>Evaluating:</b> Can they talk about what they have done? Can they describe what other people did?<br><b>Acquiring and Developing skills:</b> Can they copy actions? Can they repeat actions and skills? Can they move with control and care?   |                     |   |                  |  |                      |
|    | Ball Skills: Feet and Hands<br>Locomotion: Running<br>Dance  |                     | Ball Skills: Bat and Ball<br>Gymnastics<br>Locomotion: Jumping<br>Dance |                  | Athletics<br>Attack and Defence<br>Team Building |                      |
| Y2 | <b>Health and Fitness:</b> Can they show how to exercise safely? Can they describe how their body feels during different activities? Can they explain what their body needs to keep healthy?<br><b>Evaluating:</b> Can they talk about what is different between what they did and what someone else did? Can they say how they could improve?<br><b>Acquiring and Developing skills:</b> Can they copy and remember actions? Can they repeat and explore actions with control and coordination?   |                     |   |                  |  |                      |
|    | Ball Skills: Feet and Hands<br>Locomotion: Running<br>Dance  |                     | Ball Skills: Bat and Ball<br>Gymnastics<br>Locomotion: Jumping<br>Dance |                  | Athletics<br>Attack and Defence<br>Team Building |                      |
|    | Autumn   |                     | Spring  |                  | Summer   |                      |
| Y3 | <b>Health and Fitness:</b> Can they explain why it is important to warm-up and cool-down? Can they identify some muscle groups used in gymnastic activities?<br><b>Evaluating:</b> Can they explain how their work is similar and different from that of others? With help, do they recognise how performances could be improved?<br><b>Acquiring and Developing skills:</b> Can they select and use the most appropriate skills, actions or ideas? Can they move and use actions with co-ordination and control?  |                     |   |                  |  |                      |
|    | Football<br>Gymnastics   | Game Sense<br>Dance | Running<br>OAA: Communication & Tactics                                 | Netball<br>Dance | Tennis<br>OAA: Problem Solving                   | Cricket<br>Athletics |
| Y4 | <b>Health and Fitness:</b> Can they explain why warming up is important? Can they explain why keeping fit is good for their health?<br><b>Evaluating:</b> Can they explain how their work is similar and different from that of others? Can they use their comparison to improve their work?<br><b>Acquiring and Developing skills:</b> Can they select and use the most appropriate skills, actions or ideas? Can they move and use actions with co-ordination and control? Can they make up their own small-sided game?  |                     |   |                  |  |                      |
|    | Football<br>Gymnastics   | Game Sense<br>Dance | Throwing/jumping<br>OAA: Communication & Tactics                        | Rugby<br>Dance   | Tennis<br>OAA: Orienteering                      | Cricket<br>Athletics |
|    | Autumn   |                     | Spring  |                  | Summer   |                      |
| Y5 | <b>Health and Fitness:</b> Can they explain some important safety principles when preparing for exercise? Can they explain what effect exercise has on their body? Can they explain why exercise is important?<br><b>Evaluating:</b> Can they compare and comment on skills, techniques and ideas that they and others have used? Can they use their observations to improve their work?<br><b>Acquiring and Developing skills:</b> Can they link skills, techniques and ideas and apply them accurately and appropriately? Do they show good control in their movements?                              |                     |   |                  |  |                      |
|    | Football<br>Gymnastics   | Game Sense<br>Dance | Running<br>OAA: Communication & Tactics                                 | Netball<br>Dance | Tennis<br>OAA: Problem Solving                   | Cricket<br>Athletics |
| Y6 | <b>Health and Fitness:</b> Can they explain how the body reacts to different kinds of exercise? Can they choose appropriate warm ups and cool downs? Can they explain why we need regular and safe exercise?<br><b>Evaluating:</b> Can they analyse and explain why they have used specific skills or techniques? Can they modify use of skills or techniques to improve their work? Can they create their own success criteria for evaluating?<br><b>Acquiring and Developing skills:</b> Do they apply their skills, techniques and ideas consistently? Do they show precision, control and fluency? |                     |   |                  |  |                      |
|    | Football<br>Gymnastics   | Game Sense<br>Dance | Running<br>OAA: Leadership  | Netball<br>Dance | Tennis<br>OAA: Orienteering                      | Cricket<br>Athletics |



# Maybury Primary School

**Progression in PE Knowledge, Understanding and Skills**

## Maybury Primary School: Being physically active



### Progression in PE Knowledge and Skills

|                                       |   |
|---------------------------------------|---|
| <b>EYFS Skills</b>                    | <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"><li>-Negotiate space and obstacles safely, with consideration for themselves and others</li><li>-Demonstrate strength, balance and coordination when playing</li><li>-Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</li></ul>  |
| <b>KS1 National Curriculum Skills</b> | <p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"><li>-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>-participate in team games, developing simple tactics for attacking and defending</li><li>-perform dances using simple movement patterns.</li></ul>   |
| <b>KS2 National Curriculum Skills</b> | <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"><li>-use running, jumping, throwing and catching in isolation and in combination</li><li>-play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li><li>-develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li><li>-perform dances using a range of movement patterns</li><li>-take part in outdoor and adventurous activity challenges both individually and within a team</li><li>-compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li></ul> <p>All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:</p> <ul style="list-style-type: none"><li>-swim competently, confidently and proficiently over a distance of at least 25 metres</li><li>-use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li><li>-perform safe self-rescue in different water-based situations.</li></ul> |





## EYFS: PE Knowledge and Skills Progression

|                    |                             |   |  |  |
|--------------------|-----------------------------|---|--|--|
| Gross Motor Skills | Basic movement & team games | <ul style="list-style-type: none"> <li>• <b>3 to 4</b></li> </ul> -Continue to develop their movement, balancing, riding (scooters, bikes and trikes) and ball skills.<br>-Go up steps and stairs, or climb up apparatus, using alternate feet.<br>-Skip, hop, stand on one leg and hold a pose for a game like musical statues.<br>-Use large-muscle movements to wave flags and streamers, paint and make marks.<br>-Start taking part in some group activities which they make up for themselves, or in teams. | <ul style="list-style-type: none"> <li>• <b>Children in Reception</b></li> </ul> -Combine different movements with ease and fluency.<br>-Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.<br>-Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.  | <ul style="list-style-type: none"> <li>• <b>ELG</b></li> </ul> Negotiate space and obstacles safely, with consideration for themselves and others;<br>Demonstrate strength, balance and coordination;<br>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.        |
|                    | Key Vocab                   | <i>Slithering, crawling, pulling, tip-toes, catching, throwing, catching, kicking, space, pace, fast, slow, jog, run, obstacles</i>   |  |  |
|                    | Gymnastics                  | <ul style="list-style-type: none"> <li>• <b>3 to 4</b></li> </ul> -Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and the width.   | <ul style="list-style-type: none"> <li>• <b>Children in Reception</b></li> </ul> -Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, hopping, skipping, and climbing.<br>-Progress towards a more fluent style of moving, with developing control and grace.<br>-Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with physical education sessions and other physical disciplines including gymnastics. | <ul style="list-style-type: none"> <li>• <b>ELG</b></li> </ul> Negotiate space and obstacles safely, with consideration for themselves and others;<br>Demonstrate strength, balance and coordination;<br>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.        |
|                    | Key Vocab                   | <i>Under, over, travel, climbing, balance, jump, bent knees, steady, egg roll, pencil roll, sequence, combine, movement, balance</i>  |  |  |
| Dance              |                             | <ul style="list-style-type: none"> <li>• <b>3 to 4</b></li> </ul> -Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.<br>-Movement to music - The Wiggles, Steady Beat, Sticky Kids   | <ul style="list-style-type: none"> <li>• <b>Children in Reception</b></li> </ul> -Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with physical education sessions and other physical disciplines including dance.<br>-Initiates combination to music<br>-Representing own ideas through dance   | <ul style="list-style-type: none"> <li>• <b>ELG</b></li> </ul> Negotiate space and obstacles safely, with consideration for themselves and others;<br>Demonstrate strength, balance and coordination;<br>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.        |
|                    | Key Vocab                   | <i>Up, down, side, sway, skip, side-step, movement, dance, movement, time, pace, sequence</i>   |  |  |
| Fine Motor Skills  |                             | <ul style="list-style-type: none"> <li>• <b>3 to 4</b></li> </ul> -Use one-handed tools and equipment, for example, making snips in paper with scissors.<br>-Use a comfortable grip with good control when holding pens and pencils.<br>-Start to eat independently and learning how to use a knife and fork.<br>-Show a preference for a dominant hand.<br>-Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.                                      | <ul style="list-style-type: none"> <li>• <b>Children in Reception</b></li> </ul> -Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils, for drawing and writing, paintbrushes, scissors, knives, forks and spoons.<br>-Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.<br>-Develop the foundations of a handwriting style which is fast, accurate and efficient.                 | <ul style="list-style-type: none"> <li>• <b>ELG</b></li> </ul> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;<br>use a range of small tools, including scissors, paint brushes and cutlery;<br>begin to show accuracy and care when drawing. |
|                    | Key Vocab                   | <i>Grip, control, snips, left, right, pencil, scissors, paintbrush, knife, fork, spoon, handwriting, formation, accurate</i>  |  |  |



## KS1: PE Knowledge and Skills Progression

### Games for Understanding

|  | Year 1   | Year 2  |
|--|--|---|
| <b>Hands: Motor Competence</b>             | <ul style="list-style-type: none"> <li>Be able to run and stay in a space</li> <li>Be able to change direction and speed to avoid defenders</li> </ul>                                       | <ul style="list-style-type: none"> <li>Be able to move between attack and defence as a game changes</li> <li>Be able to move into a space when attacking</li> <li>Be able to tag the opposition when defending</li> </ul>                   |
| <b>Head: Rules, Strategies and Tactics</b> | <ul style="list-style-type: none"> <li>Create and apply simple tactics for attacking and defending</li> <li>Begin to understand why rules are important in a game</li> </ul>                 | <ul style="list-style-type: none"> <li>Understand the consequences of breaking the rules</li> <li>Understand the consequences of not applying tactics successfully</li> <li>Understand the difference between attack and defence</li> </ul> |
| <b>Heart: Healthy Participation</b>        | <ul style="list-style-type: none"> <li>Collaborate with team members in a game</li> <li>Ensure that they play games fairly</li> <li>Play by the rules and keep the score honestly</li> </ul> | <ul style="list-style-type: none"> <li>Work with own team effectively</li> <li>Play by the rules and keep the score honestly</li> <li>Develop understanding of self-discipline</li> </ul>   |
| <b>Vocabulary</b>                          | Attacker, defender, space, rules, tactics, team  | Attacker, defender, space, tactics, transition, team  |
| <b>Curricular Goal</b>                     | Know how, where and why to attack and defend in a game   | Create simple defending and attacking tactics while continuing to develop an understanding of the transition from defence to attack   |

### Ball Skills: Feet, Hands

|  | Year 1  | Year 2   |
|--|---|--|
| <b>Hands: Motor Competence</b>             | <p>Feet:</p> <ul style="list-style-type: none"> <li>Move a ball with feet (dribble) using control</li> <li>Keep the ball close to them when dribbling</li> <li>Dibble with a ball using the inside and outsides of feet</li> <li>Kick (pass) a ball towards a target using the inside of the foot</li> </ul> <p>Hands:</p> <ul style="list-style-type: none"> <li>Send a ball towards a target (partners hands)</li> <li>Dibble (bounce) a ball with control with one hand and with two hands</li> <li>Bounce a ball keeping it away from defenders</li> <li>Roll (pass) a ball towards a target using their hands</li> <li>Stop a rolling ball with their hands</li> <li>Swing a bean bag (or ball) from low to high, stepping forwards as they release</li> <li>Throw a bean bag (or ball) with control</li> <li>Throw a bean bag towards a target using an underarm throw</li> <li>Use bodies (fingers, arms, feet) to aim beanbag when throwing a bean bag</li> </ul> | <p>Feet and Hands</p> <ul style="list-style-type: none"> <li>Dribble a ball with control (hands and feet)</li> <li>Keep a ball away from defenders (using hands and feet)</li> <li>Pass a ball towards a target (using their hands and feet)</li> <li>Pass the ball with control (using hands and feet)</li> </ul> <p>Hands only:</p> <ul style="list-style-type: none"> <li>Throw a ball towards a target (partner) using control</li> <li>Throw a ball towards a target using an underarm throw</li> <li>Throw a ball towards a target using an overarm throw</li> </ul> |
| <b>Head: Rules, Strategies and Tactics</b> | <ul style="list-style-type: none"> <li>Be able to concentrate as they focus on their partner, the target and the ball</li> </ul>  | <ul style="list-style-type: none"> <li>Look at team members when passing a ball in a game</li> <li>Know the difference between underarm and over arm throwing and know when to apply in a game</li> <li>Understand the consequences when mistakes are made in a game</li> </ul>  |

|                                     |   |  |
|-------------------------------------|---|--|
| <b>Heart: Healthy Participation</b> | <ul style="list-style-type: none"> <li>• Work well with others and play by the rules</li> <li>• Improve their own performance</li> <li>• Keep the score playing fairly</li> </ul>         | <ul style="list-style-type: none"> <li>• Listen to partner and team members and work collaboratively together</li> <li>• Strive to improve their own performance whilst playing fairly</li> </ul>                                    |
| <b>Vocabulary</b>                   | Attacker, defender, space, dribbling, passing, control, possession, dribbling, accuracy, power, batter, fielder, opponent, throwing, catching, rolling                                    | Attacker, defender, opponent, team, possession, space, dribbling, passing, chest pass  |
| <b>Curricular Goal</b>              | <p>Feet:<br/>Pass a ball by kicking to a partner with accuracy</p> <p>Hands:<br/>Send a ball (rolling/throwing) towards a target, applying the correct technique and aiming carefully</p> | <p>Feet:<br/>Be able to use dribbling, passing and receiving skills in order to keep possession and score a point</p> <p>Hands:<br/>Throw accurately underarm and begin to develop overarm throwing in order to beat an opponent</p> |

### Rackets, Bats and Balls

|  |  |  |
|--|--|--|
| <b>Hands: Motor Competence</b>             | <ul style="list-style-type: none"> <li>• Push/dribble ball around a space using a variety of rackets and balls</li> <li>• Push/hit ball towards a target</li> <li>• Push/hit ball using a variety of rackets and balls</li> <li>• Use more/less power to hit/push the ball further/nearer</li> </ul> | <ul style="list-style-type: none"> <li>• Use a bat to hit a ball with accuracy</li> <li>• Use a bat to hit a ball towards a target</li> <li>• Apply greater power to their batting shots when the target is further away</li> <li>• Hit a ball with a bat as it rebounds from the target</li> <li>• Throw/hit a ball into space</li> </ul> |
| <b>Head: Rules, Strategies and Tactics</b> | <ul style="list-style-type: none"> <li>• Know how to use aim and power in a game to be successful</li> </ul>   | <ul style="list-style-type: none"> <li>• Understand why it is so important to hit the ball into space</li> <li>• Identify space and hit ball accurately into it in a game</li> <li>• Use rackets safely</li> </ul>   |
| <b>Heart: Healthy Participation</b>        | <ul style="list-style-type: none"> <li>• Listen to others and work collaboratively together</li> <li>• Improve own performance even if they find it challenging</li> </ul>   | <ul style="list-style-type: none"> <li>• Work together to ensure everyone in the team or group is involved</li> <li>• Strive to improve and show a positive attitude in their learning</li> </ul>  |
| <b>Vocabulary</b>                          | Possession, control, attacker, defender, dribbling, accuracy, hitting, power   | Attacker, defender, opponent, accuracy, power, batting, fielder  |
| <b>Curricular Goal</b>                     | Be able to push/hit a ball towards a target, varying the power they apply based on the distance of the target  | Use a bat safely to strike/hit their ball into a space, directing the ball away from fielders  |

### Locomotion: Jumping and Running

|                                | Year 1   | Year 2   |
|--------------------------------|--|--|
| <b>Hands: Motor Competence</b> | <ul style="list-style-type: none"> <li>• apply the correct technique for <b>jumping</b>: <ul style="list-style-type: none"> <li>○ jump into a space</li> <li>○ jump using arms</li> <li>○ jump bending knees</li> <li>○ keep head up when jumping</li> </ul> </li> <li>• explore the correct technique for <b>skipping</b>: <ul style="list-style-type: none"> <li>○ skip and stay in a space</li> <li>○ skip using arms</li> <li>○ skip bending knees</li> <li>○ keep head up when skipping</li> <li>○ skip with a step-hop action</li> </ul> </li> <li>• be able to <b>run</b> applying the correct technique: <ul style="list-style-type: none"> <li>○ run and stay in a space</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• <b>run</b> on the balls of feet</li> <li>• keep head up when <b>running</b></li> <li>• dodge with effective technique: <ul style="list-style-type: none"> <li>○ head up with a low body position</li> <li>○ bending knees</li> <li>○ planting one foot on the floor</li> <li>○ leaning body to one side and then moving quickly the other way</li> </ul> </li> <li>• consistently apply the correct technique for <b>jumping</b></li> <li>• <b>jump</b> using different combinations</li> <li>• <b>jump</b> for distance and speed</li> </ul> |

|  |  |  |
|--|--|--|
|  | <ul style="list-style-type: none"> <li>○ run using pumping arms</li> <li>○ run on the balls of feet</li> <li>○ keep head up when running</li> </ul>  |  |
| <b>Head: Rules, Strategies and Tactics</b> | <ul style="list-style-type: none"> <li>● jump into spaces to avoid defenders</li> <li>● understand why, when and where they need to jump in a game</li> <li>● understand where to run and why to run there in a game</li> </ul>  | <ul style="list-style-type: none"> <li>● understand how, where and why to dodge and apply to game situations</li> <li>● understand how, when and where to jump in a game</li> <li>● Apply imagination and creativity to jumping</li> </ul>   |
| <b>Heart: Healthy Participation</b>        | <ul style="list-style-type: none"> <li>● start to give and receive feedback concerning jumping technique</li> <li>● listen and play by the rules of the game</li> <li>● apply courage and honesty as play within the rules of the game</li> </ul>  | <ul style="list-style-type: none"> <li>● support team mates using gratitude and fairness</li> <li>● play by the rules and congratulate others</li> <li>● develop ability to give and receive feedback concerning jumping techniques</li> <li>● apply self-belief and honesty as play within the rules of the game</li> </ul> |
| Vocabulary                                 | Jumping, distance, space, speed, attack, defender, skipping, landing, acceleration, tagging  | Jumping, space, dodge, distance, attacker, defender, speed, landing  |
| <b>Curricular Goal</b>                     | Understand how and why we jump, using our head, arms and feet applying the correct jumping technique<br><br>Know how to run using different parts of the body  | Develop ability to apply jumping in games.<br><br>Know the roles of attacking and defending and start to understand when we defend while using dodging skills  |
| <b>Gymnastics</b>                          |  |  |
|  | Year 1   | Year 2   |
| <b>Hands: Motor Competence</b>             | Champion Gymnastics: 'Champion' refers to when pupils are being silent, pointing their fingers and toes and are still when they make a shape/balance   |  |
|  | <ul style="list-style-type: none"> <li>● develop balance, agility and co-ordination, and begin to apply these in a range of activities</li> <li>● move and balance using big and small body parts</li> <li>● make body curled, tense, stretched and relaxed</li> <li>● control body when travelling/ balancing</li> <li>● roll, curl, travel, balance in different ways</li> </ul> | <ul style="list-style-type: none"> <li>● Develop balance, agility and co-ordination, and begin to apply these in a range of activities.</li> <li>● Link movements and balances together on the floor and on apparatus</li> </ul>   |
| <b>Head: Rules, Strategies and Tactics</b> | <ul style="list-style-type: none"> <li>● Apply 'champion' gymnastics and start to link movements</li> <li>● begin to link a range of movements to develop a short routine</li> <li>● travel with confidence on floor and apparatus</li> </ul>  | <ul style="list-style-type: none"> <li>● apply champion gymnastics criteria on the floor and on apparatus</li> <li>● plan and perform a sequence of movements</li> <li>● think of more than one way to create a sequence which follows some 'rules'</li> <li>● improve sequence based on feedback</li> </ul>                 |
| <b>Heart: Healthy Participation</b>        | <ul style="list-style-type: none"> <li>● start to work as part of a team</li> <li>● talk about what happens to their bodies during exercise</li> <li>● explore what 'healthy' means</li> </ul>   | <ul style="list-style-type: none"> <li>● understand the importance of passion, self-belief, respect, honesty, determination and teamwork in PE</li> <li>● support each other and share apparatus</li> <li>● challenge themselves to try a range of movements and balances</li> </ul>   |
| Vocabulary                                 | 'Champion' gymnastics, wide, narrow, curled, big, small, interesting, linking  | 'Champion' gymnastics, linking, flow, transition, jump, roll, sequence   |
| <b>Curricular Goal</b>                     | Link movements together to develop a simple sequence<br>Apply 'champion'   | Perform a sequence on apparatus focused on: jumps, rolls and balances<br>Perform a sequence on apparatus while travelling along a chosen pathway   |

| Dance                                      |   |   |
|--|---|---|
|  | Year 1  | Year 2  |
|  | <ul style="list-style-type: none"> <li><b>Champion Dancers:</b> Champion dancers can move with control, respond to the rhythm and move in relation to the music</li> </ul>  |   |
| <b>Hands: Motor Competence</b>             | <ul style="list-style-type: none"> <li>Listen to the music and respond with actions</li> <li>Make big, clear actions and movements</li> <li>Add a series of actions together – including balances</li> <li>Move in relation to the music</li> </ul> | <ul style="list-style-type: none"> <li>Make actions big and clear</li> <li>Use whole bodies in movements</li> <li>Make movements flow</li> <li>Movements show a range of action, level and speed</li> </ul>   |
| <b>Head: Rules, Strategies and Tactics</b> | <ul style="list-style-type: none"> <li>Develop curiosity and imagination as demonstrate appropriate ideas for moving</li> </ul>   | <ul style="list-style-type: none"> <li>Create a range of movements linked to a variety of characters</li> <li>Make decisions about how to move in response to music</li> <li>Respond to different motifs in the music</li> </ul>  |
| <b>Heart: Healthy Participation</b>        | <ul style="list-style-type: none"> <li>Work well with others and ensure everyone is included</li> <li>Develop honesty when giving feedback to others describing their performances</li> </ul>   | <ul style="list-style-type: none"> <li>Work well with others and enjoy creating movements and sequences</li> <li>Develop courage and try their best when creating sequences</li> <li>Use honesty when giving feedback to others following their performances</li> </ul> |
| Vocabulary                                 | Beat, moving, control, rhythm, timing, sequence, opposite   | Control, rhythm, expression, emotion, choreography, unison, motif   |
| <b>Curricular Goal</b>                     | Respond to rhythm and patterns through movements  | Create and develop characters adding movements expression and emotion to their performance  |
| Team Building                              |   |   |
|  | Year 1  | Year 2  |
| <b>Hands: Motor Competence</b>             | <ul style="list-style-type: none"> <li>Use teamwork skills in pairs and in small teams to complete a small challenge</li> </ul>   | <ul style="list-style-type: none"> <li>Apply teamwork skills in pairs and small teams to complete challenges successfully</li> </ul>  |
| <b>Head: Rules, Strategies and Tactics</b> | <ul style="list-style-type: none"> <li>Begin to understand what makes an effective team</li> <li>Understand why everyone must be included in a team</li> <li>Start to create simple tactics</li> </ul>  | <ul style="list-style-type: none"> <li>Have a strong understanding of what makes an effective team</li> <li>Create and apply simple tactics</li> </ul>  |
| <b>Heart: Healthy Participation</b>        | <ul style="list-style-type: none"> <li>Work together with empathy and fairness to complete a challenge</li> <li>Try their hardest to complete a challenge</li> </ul>  | <ul style="list-style-type: none"> <li>Demonstrate fairness and respect when working together to complete a challenge</li> <li>Strive to complete a different challenges, adapting strategies and never giving up</li> </ul>  |
| Vocabulary                                 | Teamwork, inclusion, communication, cooperation, trust, team member, fairness   | Teamwork, inclusion, communication, cooperation, strategy, courage, motivation  |
| <b>Curricular Goal</b>                     | Use simple strategies to solve problems as part of a team   | Develop and apply simple strategies, ensuring that everyone is included and understands their role, to solve problems as part of a team   |



## KS2: PE Knowledge and Skills Progression

### Game Sense: Invasion Games Football, Netball, Tag Rugby

|  | Year 3  | Year 4   | Year 5  | Year 6  |
|--|---|--|---|---|
| <b>Hands: Motor Competence</b>             | <ul style="list-style-type: none"> <li>Develop passing and moving skills to outwit opponents and keep possession of the ball</li> </ul>   | <ul style="list-style-type: none"> <li>Apply a secure understanding of effective passing, moving and shooting</li> <li>Develop effective dribbling skills</li> </ul>   | <ul style="list-style-type: none"> <li>Pass, move, dribble and shoot accurately and consistently</li> <li>Switch fluidly between attack and defence as possession changes</li> </ul>  | <ul style="list-style-type: none"> <li>Use a refined understanding of attacking skills to score points against another team</li> <li>Use defensive skills to regain possession in a game</li> </ul>   |
| <b>Head: Rules, Strategies and Tactics</b> | <ul style="list-style-type: none"> <li>Understand where, when and why we pass and move in order to score points against another team</li> </ul>   | <ul style="list-style-type: none"> <li>Demonstrate a growing understanding of attack and defence</li> <li>Know where and when to attack and when to defend</li> </ul>  | <ul style="list-style-type: none"> <li>Apply a refined understanding of passing and moving</li> <li>Understand basic defensive strategies and tactics</li> </ul>  | <ul style="list-style-type: none"> <li>Create a range of attacking and defending tactics</li> <li>Effectively apply a range of attacking and defending tactics to games</li> </ul>  |
| <b>Heart: Healthy Participation</b>        | <ul style="list-style-type: none"> <li>Collaborate with others – including opponents – in order to develop respect and cooperation</li> <li>Apply skills showing with integrity developing confidence and self-motivation</li> </ul>  | <ul style="list-style-type: none"> <li>Collaborate with others and apply the rules of the game</li> <li>Strive to improve own performance and understanding</li> </ul>   | <ul style="list-style-type: none"> <li>Develop team work skills to encourage and support each other</li> <li>Develop understanding of basic defensive strategies and tactics</li> </ul>   | <ul style="list-style-type: none"> <li>Demonstrate a clear understanding of the role each team member will perform</li> <li>Ensure each team member is motivated</li> <li>Play by the rules and lead others by example</li> </ul>   |
| <b>Vocabulary</b>                          | Attacker, defender, space, possession, passing, control, shooting<br>Football: free kick, penalty<br>Netball: chest pass, footwork<br>Tag Rugby: Try, Tag, ball carrier   | Attacker, defender, dribbling, space, marking, control<br>Football: Drag back, goalkeeper<br>Netball: chest pass, footwork<br>Tag Rugby: Forward pass, offside   | Tactics, transition, counter attack, pressure, marking, tackle, referee, umpire<br>Football: Shadowing, Tracking back<br>Netball: Shoulder pass, bounce pass<br>Tag Rugby: Offside, outwit, loop pass, miss pass  | Tactics, transition, counter attack, pressure, marking, tackle, referee, umpire<br>Football: Through ball<br>Netball: Positions: Goal Keeper (GK), Goal Defence (GD), Centre (C), Goal Attack (GA), Goal Shooter (GS)<br>Tag Rugby: Knock on, advantage   |
| <b>Curricular Goal</b>                     | <p><b>Games Sense:</b> Be able to keep possession and eventually score in order to win a modified game</p> <p><b>Football:</b> Be able to keep possession and eventually score in order to win a modified game of football</p> <p><b>Netball:</b> Be able to keep possession and eventually score in order to win a modified game of netball</p> <p><b>Tag Rugby:</b> Understand where, when and why they need to create space when they are attacking in rugby</p> | <p><b>Games Sense:</b> Effectively use passing, moving and dribbling skills to create an attack that results in a shooting opportunity</p> <p><b>Football:</b> Effectively use passing, moving and dribbling skills in order to move the ball up the pitch, creating an attack that results in a shooting opportunity</p> <p><b>Netball:</b> Effectively use passing and moving skills in order to move the ball up the pitch, creating an attack that results in a shooting opportunity</p> <p><b>Tag Rugby:</b> Combine passing and moving to develop ways of creating space to beat an opponent to score a try.</p> | <p><b>Game Sense:</b> Develop tactics for both attacking and defending and switch fluidly between these as possession changes</p> <p><b>Football:</b> Develop tactics for both attacking and defending and switch fluidly between these as possession changes within a game of football</p> <p><b>Netball:</b> Develop tactics for both attacking and defending and apply these successfully within their team in a game of netball</p> <p><b>Tag Rugby:</b> Develop tactics for both attacking and defending and apply these successfully within their team in a game of rugby</p> | <p><b>Game Sense:</b> Consistently apply effective attacking &amp; defensive skills; create and apply tactics in games, adapting them as the situation changes in order to beat the opposition</p> <p><b>Football:</b> Consistently apply effective attacking and defending skills, applying decision making in order to keep possession or regain possession and score</p> <p><b>Netball:</b> Consistently apply a range of effective passes in order to keep possession and score; apply pressure when defending in order to regain possession quickly</p> <p><b>Tag Rugby:</b> As Game Sense</p> |

## Net Wall Games: Tennis

|  | Year 3   | Year 4   | Year 5   | Year 6  |
|--|--|--|--|---|
| <b>Hands: Motor Competence</b>             | <ul style="list-style-type: none"> <li>Throw/hit the ball into space on opponents side of court</li> <li>Adopt a ready position in order to return the ball</li> </ul>                                 | <ul style="list-style-type: none"> <li>Hit the ball into space on opponents side of the court</li> <li>Create space for the next shot which will win them the point</li> </ul> | <ul style="list-style-type: none"> <li>Execute a wide range of shots and play the ball into space</li> <li>Serve the ball accurately to start the game</li> </ul>                                | <ul style="list-style-type: none"> <li>Apply a refined understanding of playing forehand, backhand, serves and volleys into space in order to win points</li> </ul>     |
| <b>Head: Rules, Strategies and Tactics</b> | <ul style="list-style-type: none"> <li>Develop understanding of where/when and why we throw/hit the ball into spaces on opponents side of the court</li> </ul>   | <ul style="list-style-type: none"> <li>Apply an accurate understanding of where, when and why we hit the ball into spaces on opponents side of the court</li> </ul>            | <ul style="list-style-type: none"> <li>Understand where to serve and why</li> <li>Create, understand and apply tactics in games of tennis</li> </ul>   | <ul style="list-style-type: none"> <li>Be resourceful and apply problem solving skills by developing a range of tactics to apply to tennis games</li> </ul>             |
| <b>Heart: Healthy Participation</b>        | <ul style="list-style-type: none"> <li>Play fairly against others while keeping the score</li> <li>Show resilience and determination to enable growth in confidence and ability in the game</li> </ul> | <ul style="list-style-type: none"> <li>Collaborate with others applying the rules of the game</li> <li>Strive to improve own performance and understanding</li> </ul>          | <ul style="list-style-type: none"> <li>Use effective cooperation and communication skills when working with partner in a doubles game</li> <li>Always try their best even when losing</li> </ul> | <ul style="list-style-type: none"> <li>Communicate, collaborate and support a partner in a tennis game</li> <li>Play by the rules and lead others by example</li> </ul> |
| Vocabulary                                 | Outwit, space, return, recover<br>Baseline, forehand, rally, out   | Outwit, space, accuracy, power<br>Baseline, forehand, backhand, rally, out   | Tactics, space, outwit, accuracy<br>Forehand, backhand, volley, doubles, serve   | Tactics, space, outwit<br>Forehand, backhand, volley, doubles, serve  |
| <b>Curricular Goal</b>                     | Understand where and why we throw/hit the ball on the court and be able to play a basic forehand shot accurately   | Create space to win points and apply developing racket skills using forehand and backhand techniques   | Be able to serve accurately and to play a volley shot  | Consistently apply effective shot techniques, applying decision making as to which shot to make and where to aim in order to score a point                              |

## Striking/Fielding Games: Cricket

|  | Year 3   | Year 4   | Year 5  | Year 6  |
|--|--|--|---|---|
| <b>Hands: Motor Competence</b>             | <ul style="list-style-type: none"> <li>Develop throwing, catching and batting skills to outwit opponents and win the game</li> </ul>   | <ul style="list-style-type: none"> <li>Develop bowling, throwing, catching, stopping, retrieving and batting skills</li> <li>Use increasing accuracy to outwit opponents and win the game</li> </ul> | <ul style="list-style-type: none"> <li>Refine bowling, throwing, catching, stopping, retrieving and batting skills</li> <li>Apply skills with accuracy and consistency to outwit their opponents</li> </ul> | <ul style="list-style-type: none"> <li>Consolidate bowling, throwing, catching, stopping, retrieving and batting skills</li> <li>Apply skills with accuracy and consistency into mini games</li> </ul>                            |
| <b>Head: Rules, Strategies and Tactics</b> | <ul style="list-style-type: none"> <li>Demonstrate a growing understanding of the difference between attack (batting) and defence (fielding)</li> </ul>                        | <ul style="list-style-type: none"> <li>Apply an understanding of where, when and why we utilise our fielding skills to stop the batters using their batting skills to outwit the fielders</li> </ul> | <ul style="list-style-type: none"> <li>Create, apply and refine tactics for batting, bowling and fielding</li> <li>Reflect on tactics used and make necessary adaptations</li> </ul>                        | <ul style="list-style-type: none"> <li>Be resourceful and apply problem solving skills by developing a range of tactics to apply to game of cricket</li> </ul>  |
| <b>Heart: Healthy Participation</b>        | <ul style="list-style-type: none"> <li>Play fairly against others</li> <li>Show resilience and determination to enable growth in confidence and ability in the game</li> </ul> | <ul style="list-style-type: none"> <li>Strive to improve own performance and understanding</li> </ul>  | <ul style="list-style-type: none"> <li>Officiate in game based scenarios</li> <li>Start to lead own team and manage their games</li> <li>Always try their best, even when their team is losing</li> </ul>   | <ul style="list-style-type: none"> <li>Demonstrate a clear understanding of the role each team member will perform</li> <li>Ensure each team member is motivated</li> <li>Play by the rules and lead others by example</li> </ul> |
| Vocabulary                                 | Throwing, catching, outwit, strike<br>Batting, fielder, out  | Retrieving, bowling, strike<br>Batting, fielder, the long barrier  | Tactics, umpire, boundary<br>Four runs, six runs, over  | Tactics, bowling, run out<br>Wicket-keeper, no ball, wide, bye  |

|  |  |   |   |   |
|--|--|---|---|---|
| <b>Curricular Goal</b>                     | Use simple fielding skills to keep the batter's score as low as possible. Learn basic batting skills to outwit fielders and score as many runs as possible   | Demonstrate a range of more advanced fielding skills to keep the batter's score as low as possible. Develop batting skills to outwit fielders and score as many runs as possible  | Create and apply tactics for both batting and fielding (including bowling) and apply these successfully within their teams  | Effectively apply a range of fielding skills, batting skills and tactics into mini games  |
| <b>Gymnastics</b>                          |  |   |   |   |
|  | Year 3   | Year 4  | Year 5  | Year 6  |
|  | <ul style="list-style-type: none"> <li><b>Excellent Gymnastics:</b> 'Excellent' refers to when pupils are being silent, extending their fingers and toes and when they make a shape/balance are able to hold it still for at least 4 seconds</li> </ul>  |   |   |   |
| <b>Hands: Motor Competence</b>             | <ul style="list-style-type: none"> <li>Execute movements and balances at an 'excellent' standard</li> <li>Execute balances in a pair on apparatus</li> <li>Move and balance symmetrically</li> <li>Move with a silent body demonstrating control</li> <li>Move and balance asymmetrically</li> <li>Link movements and balances together</li> </ul> | <ul style="list-style-type: none"> <li>Perform excellent individual and pair bridge balances</li> <li>Execute movements over or under partner's bridge balance</li> <li>Use different levels, different connection points and different pieces of apparatus in developing sequence</li> <li>Link movements and balances together so that they flow</li> </ul> | <ul style="list-style-type: none"> <li>Rehearse sequences ensuring excellent gymnastics and interesting gymnastics applying flow</li> <li>Select challenging movements to travel to new piece of apparatus</li> <li>Demonstrate fluidity in performance</li> <li>Explore a variety of movements to ascertain the best moves to allow for flow and interesting challenging gymnastics to the sequence</li> <li>Include a change of level and speed within movements</li> </ul> | <ul style="list-style-type: none"> <li>Create a pair matching and mirroring sequence on apparatus</li> <li>Use a variety of apparatus in a matching and mirroring sequence</li> <li>Execute matching and mirroring sequence with fluidity and accuracy</li> <li>Include a change of level and speed within movements</li> </ul> |
| <b>Head: Rules, Strategies and Tactics</b> | <ul style="list-style-type: none"> <li>Understand why certain movements and balances are 'excellent'</li> <li>Create sequences in pairs</li> <li>Make adaptations to sequences as and when necessary</li> </ul>  | <ul style="list-style-type: none"> <li>Understand why certain movements and balances are 'excellent'</li> <li>Create sequences in pairs</li> <li>Make adaptations to sequences as and when necessary</li> </ul>   | <ul style="list-style-type: none"> <li>Use evaluation and reflection to recognise strengths and weaknesses in own sequences and find ways to improve them</li> </ul>  | <ul style="list-style-type: none"> <li>Identify strengths and weaknesses in their sequence and find ways to improve</li> </ul>  |
| <b>Heart: Healthy Participation</b>        | <ul style="list-style-type: none"> <li>Collaborate and cooperate with partner to work together to create sequences</li> <li>Share apparatus and space with partner</li> <li>Remain self-motivated to improve sequences even when they find it hard</li> </ul>  | <ul style="list-style-type: none"> <li>Collaborate and apply cooperation skills with partner to work together to create sequences and suggest ways to improve</li> <li>Remain self-motivated to improve sequences even when they find it hard</li> </ul>  | <ul style="list-style-type: none"> <li>Show respect when watching performances of others</li> <li>Show respect when giving feedback on ways to improve for others</li> <li>Apply integrity and self-discipline as perform sequences and receive feedback</li> <li>Work hard to improve own sequences</li> </ul>   | <ul style="list-style-type: none"> <li>Demonstrate respect and trust as give and receive constructive feedback in order to improve sequences and performances</li> <li>Consistently apply integrity and self-discipline as perform sequences and receive feedback</li> <li>Strive to improve sequences</li> </ul>               |
| <b>Vocabulary</b>                          | Linking, flow, extension, symmetrical, Asymmetrical  | Extension, control, bridge, levels, flow  | Flow, levels, counter balance, counter tension, unison, canon   | Flow, levels, matching, mirroring, unison, canon  |
| <b>Curricular Goals</b>                    | Create sequences starting with symmetrical balance on apparatus, moving out of it and travelling to a new piece of apparatus, ending in asymmetrical balances applying flow  | Create sequences combining movements and bridge balances in pairs, applying flow and challenging creativity   | Create sequences consistently and creatively applying flow and linking balances with movement   | Create a sequence of movements, bringing together a combination of both matching and mirroring movements executed with accuracy and using a range of apparatus  |



## Athletics

|  | Year 3  | Year 4   | Year 5   | Year 6  |
|--|---|--|--|---|
| <b>Hands: Motor Competence</b>             | <p><b>Run</b> as far and as fast as possible using correct technique:</p> <ul style="list-style-type: none"> <li>• Head up and focused forwards</li> <li>• Pumping action with arms and elbows bent</li> <li>• Run with driving leg actions</li> <li>• Run on balls of feet so are light and springy</li> <li>• Run and stay in a lane</li> <li>• Be able to hold hands ready, palm upwards for a baton change</li> </ul> | <p><b>Run</b> as far and as fast as possible using correct technique:</p> <ul style="list-style-type: none"> <li>• Head up and focused forwards</li> <li>• Pumping action with arms and elbows bent</li> <li>• Run with driving leg actions</li> <li>• Run on balls of feet so are light and springy</li> <li>• Run and stay in a lane</li> <li>• Be able to hold hands ready, palm upwards for a baton change</li> <li>•</li> </ul> | <p><b>Run</b> as far and as fast as possible using correct technique:</p> <ul style="list-style-type: none"> <li>• Apply accurate head, arm and foot technique to make themselves quicker</li> </ul>   | <p><b>Run</b> as far and as fast as possible using correct technique:</p> <ul style="list-style-type: none"> <li>• Apply accurate head, arm and foot technique to make themselves quicker</li> </ul>  |
|  | <p><b>Standing long jump:</b></p> <ul style="list-style-type: none"> <li>• Jump swinging their arms</li> <li>• Bend legs when take off and land</li> <li>• Land on two feet and remain balanced</li> </ul>  | <p>Explore the correct technique for a standing triple <b>jump:</b></p> <ul style="list-style-type: none"> <li>• Jump swinging their arms</li> <li>• Bend legs when take off and land</li> <li>• Land on two feet and remain balanced</li> </ul>   | <p>Be able to successfully clear the <b>hurdles:</b></p> <ul style="list-style-type: none"> <li>• Look forward when clearing hurdle</li> <li>• Extend leading leg to successfully clear the hurdle</li> <li>• Push off to clear the hurdles</li> <li>• Bend trailing leg to clear hurdle</li> <li>• Change stride length to clear hurdle</li> <li>• Use accurate head, arm and foot technique (running) when clearing the hurdle</li> </ul>  | <p><b>Jumping</b> in competition:</p> <ul style="list-style-type: none"> <li>• Apply correct arm and leg technique to make themselves jump further</li> <li>• Perform a hop, skip and a jump in sequence linking them smoothly together</li> <li>• Select the correct foot to start with</li> </ul>                               |
|  | <p><b>Throwing:</b> accuracy v distance:</p> <ul style="list-style-type: none"> <li>• Execute an accurate under arm throw</li> <li>• Throw a bean bag for distance</li> <li>• Apply the correct stance when throwing</li> </ul>   | <p><b>Throwing</b> for distance:</p> <ul style="list-style-type: none"> <li>• Use correct technique to throw the javelin</li> <li>• Extend as they release in the throw</li> <li>• Transfer body weight throwing the javelin further</li> </ul>  | <p><b>Throwing</b> for distance:</p> <ul style="list-style-type: none"> <li>• Apply an accurate stance with a well-timed release to throw further</li> </ul>   | <p><b>Throwing</b> in competition:</p> <ul style="list-style-type: none"> <li>• Apply an accurate stance with a well-timed release to throw further</li> <li>•</li> </ul>   |
| <b>Head: Rules, Strategies and Tactics</b> | <ul style="list-style-type: none"> <li>• Apply an understanding of how to use correct technique for running fast</li> <li>• Understand how to run faster</li> <li>• Understand why we need to shorten our stride pattern to accelerate</li> <li>• Understand that with the correct technique, they can jump further than with the incorrect technique</li> </ul>  | <ul style="list-style-type: none"> <li>• Understand and apply tactics when running for distance</li> <li>• Understand the term 'pace'</li> <li>• Understand the consequences of sprinting in an endurance race for too long</li> <li>• Pace themselves over a distance without stopping</li> <li>• Understand that with the correct technique, they can jump further than with the incorrect technique</li> </ul>                    | <p>Understand why the correct technique in running is important:</p> <ul style="list-style-type: none"> <li>• Understand why we need to change our stride pattern during a race</li> <li>• Understand why we need to dip at the finish line</li> </ul> <p>Understand why the correct technique in hurdling is important:</p> <ul style="list-style-type: none"> <li>• Know how to apply accurate head, arm and foot technique when clearing a hurdle</li> <li>• Physically demonstrate how stride length changes in order to clear hurdle</li> </ul> | <ul style="list-style-type: none"> <li>• Be able to keep pace even when others are sprinting off</li> <li>• Apply effective running tactics to race</li> <li>• Be able to evaluate performance of peers</li> <li>• Understand that with the correct technique, they can jump further than with the incorrect technique</li> </ul> |

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| <b>Heart: Healthy Participation</b> | <ul style="list-style-type: none"> <li>Be able to collaborate and run in a team</li> <li>Be able to encourage others</li> <li>Continue to try to improve their own performance</li> </ul>   | <ul style="list-style-type: none"> <li>Be able to help others with ideas about how to improve their performance</li> <li>Strive to improve own performance</li> <li>Collaborate as a team and organise race tactics</li> </ul>   | <ul style="list-style-type: none"> <li>Consolidate ability to encourage and collaborate with others</li> <li>Consolidate ability to communicate developmental feedback, showing respect for others</li> <li>Show respect to others</li> <li>Manage own emotions when taking part in a competition</li> <li>Strive to improve own technique, ensuring they always apply maximum effort</li> </ul> | <ul style="list-style-type: none"> <li>Refine ability to encourage and collaborate with others</li> <li>Refine ability to communicate developmental feedback to others</li> <li>Show respect to others</li> <li>Remain positive even if not winning competitions</li> <li>Apply their best effort every time and lead others by example</li> </ul> |
| Vocabulary                          | Tactics, speed, acceleration, distance, accuracy, relay, change over  | Tactics, speed, distance, pace, power, stride pattern  | Tactics, speed, distance, evaluation, change over, personal best, lap.   | Tactics, teamwork, speed, distance, evaluation, false starts, events   |
| <b>Curricular Goal</b>              | <p><b>Athletics:</b> Begin to evaluate own physical activity performance and apply speed and distance to achieve personal best</p> <p><b>Running:</b> Use bodies to run as fast as possible using the correct technique both individually and in teams</p> <p><b>Jumping:</b> Be able to jump as far as possible using the correct technique</p> <p><b>Throwing:</b> Be able to show the difference between throwing accurately and throwing for distance</p> | <p><b>Athletics:</b> Evaluate own physical activity performance and apply pacing and distance to achieve personal best</p> <p><b>Running:</b> Develop own sprinting technique and be able to analyse own performance, comparing sprinting to running for distance and pacing</p> <p><b>Jumping:</b> Be able to use correct technique for triple jump</p> <p><b>Throwing:</b> Be able to throw a javelin with the correct technique over a distance</p> | <p><b>Athletics:</b> Effectively evaluate own and team physical activity and think about how they can improve to achieve their personal best</p> <p><b>Running:</b> Be able to sprint effectively, both individually and within a team</p> <p><b>Jumping:</b> Demonstrate technique for safe hurdling</p> <p><b>Throwing:</b> Demonstrate the correct technique for throwing a shot putt</p>     | <p><b>Athletics:</b> Consistently evaluate own and term performance effectively in competitions and suggest ways on how they can improve to achieve their personal best, individually and as a team</p> <p><b>Running, Jumping and Throwing:</b> Apply learning in different areas of athletics explored in series of competitions</p>             |

| <b>Dance</b>                               |   |   |  |  |
|--|---|---|--|--|
|  | Year 3  | Year 4  | Year 5   | Year 6   |
| <b>Hands: Motor Competence</b>             | <ul style="list-style-type: none"> <li>Create big and clear movements</li> <li>Perform with expression and emotion to tell a story through dance</li> </ul>           | <ul style="list-style-type: none"> <li>Perform with big, clear movements that flow</li> <li>Perform with expression and be able to stay in character</li> </ul>                       | <ul style="list-style-type: none"> <li>Perform accurately and convincingly in character with big bold actions</li> <li>Perform with flow showing clarity and fluency</li> <li>Perform with flow and include a change of level and dynamic</li> </ul> | <ul style="list-style-type: none"> <li>Perform choreographed movements and balances that incorporate emotion, expression and characterisation</li> <li>Execute movements and balances with accurate expression and emotion</li> </ul>                            |
| <b>Head: Rules, Strategies and Tactics</b> | <ul style="list-style-type: none"> <li>Understand what makes an 'excellent' dance</li> <li>Apply creativity when investigating a range of movement options</li> </ul> | <ul style="list-style-type: none"> <li>Refine ability to evaluate own and others' performances</li> <li>Problem solve and apply resourcefulness as they construct sequence</li> </ul> | <ul style="list-style-type: none"> <li>Consolidate ability to evaluate own and others' performances</li> <li>Apply effective decision making as construct their movements</li> </ul>   | <ul style="list-style-type: none"> <li>Make effective evaluations of an individual, pairs' or groups strengths and weaknesses.</li> <li>Reflect on own performances</li> <li>Create sequences that include stage presence, timing, rhythm and emotion</li> </ul> |

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|-------------------------------------|--|--|--|---|
| <b>Heart: Healthy Participation</b> | <ul style="list-style-type: none"> <li>• Work successfully with partner to execute their sequences in unison</li> <li>• Work successfully with group to execute sequences in unison</li> <li>• Strive to ensure their sequences are performed precisely and accurately showing self-motivation to want to improve</li> </ul> | <ul style="list-style-type: none"> <li>• Apply skills of communication and cooperation through working with others to execute sequences in canon and in unison</li> <li>• Strive to ensure sequences are executed to the highest standard</li> </ul> | <ul style="list-style-type: none"> <li>• Work successfully with others to execute their movements and group performances</li> <li>• Demonstrate resilience and responsibility by supporting others to improve and accepting feedback on their own performance</li> </ul> | <ul style="list-style-type: none"> <li>• Work successfully with others to execute sequences and group performances to tell stories</li> <li>• Demonstrate self-motivation and integrity taking pride in their work</li> </ul> |
| <b>Vocabulary</b>                   | Expression, creativity, emotion, rhythm, timing, stage presence, motif, character, choreography, interconnecting, character.   | Expression, creativity, emotion, rhythm, motif, choreography, character, interconnecting, character  | Expression, creativity, emotion, motif, character, unison  | Expression, creativity, emotion, motif, rhythm, choreography  |
| <b>Curricular Goals</b>             | Create a performance which includes stage presence, timing, rhythm and sustaining character  | Be able to explore movement through improvisation, introducing unison and matching while sustaining characters to add drama and emotion to the dance   | Use different choreographical skills to depict emotion and/or characterisation to tell a story/deliver a message   | Perform choreographed movements and balances that incorporate emotion, expression and characterisation  |

**Outdoor and Adventurous Activities:** Communication & Tactics, Orienteering, Problem Solving, Leadership

|  | Year 3  | Year 4   | Year 5  | Year 6  |
|--|---|--|---|---|
| <b>Hands: Motor Competence</b>             | <ul style="list-style-type: none"> <li>• Work within teams to complete the different problem solving challenges successfully</li> <li>• Develop ability to orientate a map, locate points and return to base as quickly as possible</li> <li>•</li> </ul> | <ul style="list-style-type: none"> <li>• Work within teams to find effective strategies and tactics in order to complete given problem solving challenges successfully</li> <li>• Apply developing ability to orientate a map, locate points and return to base as quickly as possible</li> <li>•</li> </ul> | <ul style="list-style-type: none"> <li>• Work within teams to refine effective strategies and tactics in order to complete problem solving challenges effectively</li> <li>• Consolidate developing ability to orientate a map, locate points and return to base as quickly as possible</li> <li>• Be able to pass, move and shoot accurately and consistently</li> <li>• Be able to switch between attack and defence as possession changes</li> </ul> | <ul style="list-style-type: none"> <li>• Work within a team to consolidate effective strategies and tactics to complete problem solving challenges successfully</li> <li>• Apply effective leadership skills to support and guide team members in order to play games and complete challenges</li> <li>• Refine developing ability to orientate a map, locate points and return to base as quickly as possible</li> <li>• Apply a refined understanding of passing and moving to score points against another team</li> </ul> |
| <b>Head: Rules, Strategies and Tactics</b> | <ul style="list-style-type: none"> <li>• Understand what makes an effective team</li> <li>• Understand the importance of their own role within a team</li> <li>• Understand how important team work is when completing challenges</li> </ul>              | <ul style="list-style-type: none"> <li>• Be able to apply ability to evaluate and improve strategies to solve problems</li> <li>• Apply a strong understanding of what makes an effective team</li> <li>• Understand how important team work is when completing challenges</li> </ul>                        | <ul style="list-style-type: none"> <li>• Be able to think tactically to complete challenges</li> <li>• Communicate ideas for completing challenges to team members</li> <li>• Know what makes an effective team and understand the importance of teamwork when completing challenges</li> </ul>   | <ul style="list-style-type: none"> <li>• Be able to think tactically to complete challenges</li> <li>• Create, evaluate and refine tactics to complete challenges</li> <li>• Know what makes an effective leader and be able to apply this to their work</li> <li>• Be able to effectively evaluate the leadership of others and give constructive feedback</li> </ul>  |

|                                     |  |   |  |  |
|-------------------------------------|--|---|--|--|
| <b>Heart: Healthy Participation</b> | <ul style="list-style-type: none"> <li>Learn how to collaborate and communication effectively by applying speaking and listening skills within teams</li> <li>Collaborate with team to develop respect and communication in order to successfully complete challenges</li> <li>Remain positive and try their best in every challenge</li> <li>Begin to show leadership attributes</li> </ul> | <ul style="list-style-type: none"> <li>Practise skills of collaboration and communication by applying speaking and listening skills within teams</li> <li>Collaborate with team to develop trust and communication in order to successfully complete challenges</li> <li>Apply integrity and determination when completing challenges</li> <li>Show leadership attributes and take responsibility for team members</li> </ul> | <ul style="list-style-type: none"> <li>Refine how to collaborate and communication effectively by applying speaking and listening skills within teams</li> <li>Encourage and collaborate with team members to successfully complete challenges</li> <li>Start to lead teams and manage games</li> <li>Control own emotions during challenges and take responsibility for team members</li> </ul> | <ul style="list-style-type: none"> <li>Consolidate how to collaborate and communicate effectively by applying both speaking and listening skills within teams</li> <li>Apply integrity and self-discipline when completing challenges</li> <li>Ensure that clear instructions are given to team members</li> <li>Encourage and motivate groups/teams to always do their best even when the challenge is difficult</li> <li>Play by the rules and lead others by example</li> </ul> |
| <b>Vocabulary</b>                   | Communication, tactics, teamwork, strategy, navigate<br>Attacker, defender, tag, orienteering, symbol, problem solving, communication  | Communication, tactics, teamwork, strategy, navigate<br>Responsibility, listening, trust, map, route, out of bounds, non-verbal communication, verbal communication   | Communication, tactics, teamwork, strategy<br>Adapt, motivation, cooperation, control point, scale, adapt, listening, support  | Communication, tactics, teamwork, strategy, leadership, cooperation, responsibility, navigate<br>Team member, space, task, equipment, people   |
| <b>Curricular Goals</b>             | OAA: Develop skills of collaboration and communication and work as a member of a team to complete challenges   | OAA: Apply skills of collaboration and communication to work as a member of a team to complete challenges   | <b>OAA:</b> Consolidate ability to communicate and collaborate with others and work as a team to complete challenges effectively   | <b>Leadership:</b> Identify and demonstrate the different attributes that make an effective leader<br><b>OAA:</b> Refine ability to collaborate and communicate with others, leading where necessary, while working as a team to complete challenges   |

## Swimming

|                             | Year 3 | Year 4   | Year 5   | Year 6   |
|-----------------------------|--------|--|--|--|
| <b>Knowledge and Skills</b> |        | <ul style="list-style-type: none"> <li>Swim competently, confidently and proficiently over a distance of at least 10 metres</li> </ul> | <ul style="list-style-type: none"> <li>Swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke</li> <li>Perform safe self-rescue in different water-based situations.</li> </ul> | <ul style="list-style-type: none"> <li>Swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke</li> <li>Perform safe self-rescue in different water-based situations.</li> </ul> |
| <b>Vocabulary</b>           |        | Swimming, front crawl, breaststroke, backstroke,   | Swimming, front crawl, breaststroke, backstroke,   | Swimming, front crawl, breaststroke, backstroke,   |

