

Shoreham Village School

National Curriculum – Physical Education

EY – Physical Development

Physical Development Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives⁷. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Key stage 1

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.

Pupils should be taught to:

- 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
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

Key stage 2

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.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- 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

- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

PE PROVISION OVERVIEW:

	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
RECEPTION	BEAM TEAM GAMES DANCE	GAMES GYMNASTICS - Travelling	GAMES DANCE	GYM / APPARATUS - stretching and curling GAMES	BALL SKILLS GAMES	ATHLETICS BALL SKILLS
PALMER: YEAR 1/ YEAR 2	GAMES DANCE	GAMES GYMNASTICS	GAMES DANCE	GAMES GYMNASTICS	GAMES SWIMMING	ATHLETICS SWIMMING
MOORE: YEAR 3 / YEAR 4	GAMES DANCE	GAMES GYMNASTICS	GAMES DANCE	GAMES GYMNASTICS	GAMES SWIMMING OAA	ATHLETICS SWIMMING OAA
CAMERON YEAR 5/ YEAR 6	GAMES DANCE	GAMES GYMNASTICS	GAMES DANCE	GAMES GYMNASTICS	GAMES SWIMMING OAA	ATHLETICS SWIMMING OAA

PE Lesson focus and events timetable – 2022-2023

	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
PALMER: YEAR 1/ YEAR 2 ROTATION A	GAMES: Invasion Games DANCE	GAMES: Multi-skills GYMNASTICS	GAMES Fundamentals: Football DANCE	GAMES: Racket Games GYMNASTICS	GAMES: Rounders / cricket theme	Swimming ATHLETICS
PALMER: YEAR 1/ YEAR 2 ROTATION A	GAMES: BALL SKILLS DANCE	GAMES: Multi-skills GYMNASTICS	GAMES Fundamentals – Football DANCE	GAMES: Racket games GYMNASTICS	Swimming GAMES: CRICKET	Swimming ATHLETICS
PALMER EVENTS 2022-2023			Speed stacking Key steps Gym	Infant Agility	Infant Games	Rapid Fire Cricket Sports Day
MOORE: YEAR 3 / YEAR 4 ROTATION A	GAMES: Fundamentals – football DANCE	GAMES: BALL SKILLS – BASKETBALL /NETBALL GYMNASTICS	GAMES: HOCKEY DANCE	GAMES: TENNIS GYMNASTICS	Swimming GAMES: CRICKET OAA	Swimming ATHLETICS OAA
MOORE: YEAR 3 / YEAR 4 ROTATION B	GAMES: TAG RUGBY DANCE	GAMES: BALL SKILLS – BASKETBALL /NETBALL GYMNASTICS	GAMES: HOCKEY DANCE	GAMES: TENNIS GYMNASTICS	Swimming GAMES: CRICKET OAA	Swimming ATHLETICS OAA
MOORE EVENTS 2022-2023	Aqua-Splash Change 4 Life	Alternative Sports	Speed stacking Key steps Gym	Netball / Football Festival Year 3/4 Swimming Gala Schools Chance to Dance	Hockey – Year 3/4 Tennis – Year 3/4 Kwik Cricket – Year 3/4 Love to Dance	District Sports Sports Day Tri-golf Athletics Chance to Dance Cross-country
CAMERON YEAR 5/ YEAR 6 ROTATION A	GAMES: TAG RUGBY DANCE	GAMES: BALL SKILLS – BASKETBALL /NETBALL GYMNASTICS	GAMES: HOCKEY DANCE	GAMES: TENNIS GYMNASTICS	Swimming GAMES: CRICKET OAA	Swimming ATHLETICS OAA
CAMERON YEAR 5/ YEAR 6 ROTATION B	GAMES: TAG RUGBY DANCE	GAMES: BALL SKILLS – BASKETBALL /NETBALL GYMNASTICS	GAMES: HOCKEY DANCE	GAMES: TENNIS GYMNASTICS	Swimming GAMES: CRICKET OAA	Swimming ATHLETICS OAA

CAMERON EVENTS 2022-2023	Triathlon Tag Rugby Festival Triathlon Sports Leader Training. Netball coaching	Girls Football Handball Alternative Sports	Speed stacking Key steps Gym Dare to Believe – Paralympic Sports.	Netball / Football tournament Schools Chance to Dance WaterPolo	Hockey – Year 5/6 Tennis – Year 5/6 Girls Cricket Festival Love to Dance	Athletics Competition Tri Golf Cricket District Sports Sports Day Year 5/6 Swimming gala Chance to Dance Basketball Cross-country
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DANCE AND GYMNASTICS – ROTATION A AND B – VAL SABINS SCHEME OF WORK

	TERM 1	TERM 2	TERM 3	TERM 4
PALMER YEAR 1/2 ROTATION A	DANCE	GYMNASTICS – FLIGHT – BOUNCING, JUMPING AND LANDING (Year 1 – Unit D)	DANCE	GYMNASTICS – PATHWAYS, STRAIGHT, ZIG-ZAG AND CURVING (Year 2 – Unit I)
PALMER YEAR 1/2 ROTATION B	DANCE	GYMNASTICS – ROCKING AND ROLLING (Year 1 – unit F)	DANCE	GYMNASTICS – TURNING, SPINNING, TWISTING (Year 2 – Unit J)
MOORE YEAR 3/4 ROTATION A	DANCE – WHO AM I / LANGUAGE OF DANCE (Year 3 – Unit 1) -improvise freely -develop different ways of travelling -perform basic actions and dances clearly and fluently -work with a partner -observe themselves and others dancing	GYMNASTICS – STRETCHING, CURLING AND ARCHING (Year 3 – Unit L) -travel and jump fluently and hold balanced positions demonstrating a variety of stretched and curled shapes. -receive and transfer body weight safely in different situations and create a sequence with a partner -identify how the overall performance of a sequence can be improved -adapt and transfer skills safely onto more complex apparatus at every stage of learning	DANCE – THESE SHOES ARE MADE FOR WALKING (Year 4 – Unit 1) -respond to a range of stimuli -respond imaginatively to character and narrative - use simple motifs and movement patterns to structure dance phrases -repeat and remember dance phrases -structure a dance with a partner -describe and interpret dance using appropriate language.	GYMNASTICS – BALANCE LEADING INTO CHANGE OF FRONT OR DIRECTION (Year 4 – Unit R) -move into and from specific planned balances with an awareness of change of front - identify and use planned variations in direction -create a sequence with a partner on floor and apparatus to show changes of front and direction -observe and describe the movements of others using appropriate language

<p>MOORE YEAR 3/4</p> <p>ROTATION B</p>	<p>DANCE – THE ROMANS (based on Year 3 – Unit 2) -perform basic dance actions with greater control and fluency -copy and perform set steps -perform with a sense of phrasing, rhythmically and musically -select and apply appropriate movements for the dance idea -evaluate their own and others’ performances -create and structure a whole dance -observe each other dancing</p>	<p>GYMNASTICS – SYMMETRY AND ASYMMETRY (Year 3 – Unit M) -understand and identify symmetry and asymmetry -move and balance showing specific planned shapes and variations in speed and level - individually and in two’s be able to analyse and say why they like a sequence -adapt and transfer learned skills onto appropriate apparatus</p>	<p>DANCE – ENGLISH COUNTRY DANCES (Year 3/4 Country Dance Unit) -use simple movement patterns with a partner or in a group -perform basic actions and dances clearly and fluently -copy, refine and repeat dance phrases and dances -observe themselves and others dancing - recognise that dance is a good activity for health and well-being</p>	<p>GYMNASTICS – ROLLING (Year 4 – Unit S) -rotate and roll on different body parts -rotate and roll in different directions showing different shapes, sizes and speeds. -create a sequence with a partner on floor and apparatus using a variety of linking movements -observe the work of others and make judgements against given criteria</p>
<p>CAMERON YEAR 5/6</p> <p>ROTATION A</p>	<p>DANCE – THE WORLD OF SPORT / MIX AND MATCH (Year 6 – unit 1) -explore, improvise and combine movement ideas fluently and effectively. -perform with clear intention and meaning -perform set patterns with knowledge and understanding of meaning -work collaboratively in small and large groups - comment upon appropriate actions -value the contributions that dance makes to different cultures -prepare effectively for dancing</p>	<p>GYMNASTICS – BRIDGES (Year 5 – Unit T) -use balancing on different body parts to create bridge shapes both as individuals and with a partner -sustain concentration and practise to improve the quality and accuracy of their movements -work cooperatively with a partner and create a sequence showing planned variations in level, direction and shape -understand the compositional principles of sequencing and recognise when something is absent</p>	<p>DANCE – TUDOR –DANCES (Years 3-6) -perform set dances with control and expression -understand that dances reflect their cultural and historical context - compose within given rhythmic and spatial structures -work in smaller and larger groups to develop movements</p>	<p>GYMNASTICS – SYNCHRONISATION AND CANON (Year 6 – Unit Y) -travel rhythmically and develop timing with a partner or small group using synchronisation and canon -adapt and develop movements and skills and work cooperatively with a partner or small group -extend their understanding and use of levels, speeds and pathways -understand the compositional principles of sequencing and recognise when they are absent.</p>
<p>CAMERON YEAR 5/6</p> <p>ROTATION B</p>	<p>DANCE – CITY LIFE (Year 5 – unit 3) -respond to a range of stimuli and accompaniment -perform with expression to convey a variety of moods and feelings</p>	<p>GYMNASTICS – FLIGHT (Year 5 – Unit U) -understand and demonstrate the five basic jumps showing different shapes and directions in the air and show flight from feet and hands to feet</p>	<p>DANCE – FLIGHT FROM DANGER (Year 6 – Unit 4) -explore, improvise and combine movement ideas fluently and effectively - perform with expression and show clear understanding of the dance</p>	<p>GYMNASTICS – COUNTER BALANCE AND COUNTER TENSION (Year 6 – Unit A*) -understand and identify counter-balance and counter-tension</p>

	<ul style="list-style-type: none"> -develop movement phrases and simple motifs -practise dance in order to refine quality -demonstrate competence in actions and dynamics -comment on work in order to improve skills and performance 	<ul style="list-style-type: none"> -sustain concentration and practise to improve the precision and fluency of their movement -design and create a sequence using planned variations in levels, directions and pathways -transfer flight safely onto apparatus 	<ul style="list-style-type: none"> - demonstrate the ability to translate ideas into symbolic movement - show confidence in including personal responses in relation to observation 	<ul style="list-style-type: none"> -demonstrate counter-balance and counter-tension balances in two's to show changes in shape, level and body parts used and in contact -work in pairs to construct, practise, evaluate and improve the composition and quality of a sequence. -adapt and transfer a sequence onto apparatus.
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Progression throughout the school

	Dance	Gymnastics	Games Skills	Athletics	OAA	Swimming
	Dances to watch / Dancers/ Choreographers	Famous gymnasts and videos of their performances	Sports men and women from a range of sports including para sports.	Athletes and para-athletes		Famous swimmers; opportunity to watch some water polo and synchronised swimming.
Reception	<p>Know how to travel, jump and turn in different ways including:</p> <ul style="list-style-type: none"> -walking, running, sliding, crawling, galloping, skipping. -jumping, bouncing, hopping. -spinning, turning, rolling, spiralling, turning upside down. <p>Know how to stop with control and to hold a position of stillness.</p>	<p>Know how to travel over and through larger equipment in a number of ways: crawling, sliding, jumping, rolling, hopping.</p> <p>Know how to take turns on apparatus.</p> <p>Know how to perform a log roll on a mat.</p> <p>Know how to slide and walk along benches.</p>	<p>THROWING AND CATCHING:</p> <p>Know how to throw various small equipment eg: balls, scarves, beanbags, quoits.</p> <p>Begin to catch various equipment.</p> <p>Know they need to watch the piece of equipment to control it.</p> <p>Know how to begin to develop an underarm throw.</p>	<p>Know how to use their bodies to:</p> <ul style="list-style-type: none"> • Sprint 30m • Jump for height 5-9cm • Jump for distance 30-59cm • Leap hurdles 30m within 16-12secs • Overarm throw • Chest push • Run for longer distance 		

	<p>Know how to develop spatial awareness with their bodies, being able to move about a space without bumping into others and developing concepts such as – up, down, high, low, near, far, large, small.</p> <p>Know that different actions can be performed at different speeds eg: fast / slow.</p> <p>Know they can express ideas, emotions and moods through their movements, including mime and gesture.</p> <p>Know that they can show their ideas and work with others.</p>	<p>Know how to use large equipment safely.</p> <p>Know how to travel around, under, over and through balancing and climbing equipment.</p>	<p>STRIKING AND HITTING A BALL:</p> <p>Know how to hit a ball using hands, feet and bats.</p> <p>Know that a ball can be hit hard and hit softly.</p> <p>TRAVELLING WITH A BALL:</p> <p>Know how to travel forwards rolling a ball.</p> <p>Know how to travel with a ball using a foot to move the ball.</p> <p>USING SPACE:</p> <p>Know how to find a space to work in safely.</p> <p>ATTACKING AND DEFENDING:</p> <p>Know how to protect (defend) treasure without touching others.</p> <p>Know how to retrieve (attack) treasure without touching others.</p>		
Year 1	<p>Know how to respond to a range of stimuli.</p> <p>Know how to perform movement phrases using a range of different body parts.</p>	<p>Recognise and copy basic actions – travelling, rolling, jumping and staying still.</p>	<p>THROWING AND CATCHING A BALL:</p> <p>Know how to throw underarm and overarm.</p> <p>Know how to catch and bounce a ball.</p>	<p>Know how to use their bodies to:</p> <ul style="list-style-type: none"> • Sprint 30m within 9-6seconds • Jump for height10-14cm 	

	<p>Know how to copy and repeat actions and vary their speed.</p> <p>Know how to put a sequence of actions together to create a motif.</p> <p>Know how to begin to improvise independently to create a simple dance.</p> <p>Know how to explore, remember and repeat short dance phrases.</p>	<p>Know how to perform different body shapes at different levels, speed and directions.</p> <p>Know how to hold still shapes and simple balances with some control.</p> <p>Know how to perform a 2 footed jump landing safely.</p> <p>Know how to move around, under over and through different objects and equipment.</p> <p>To know how to do the following jumps: Straight jump, Tuck jump, Jumping Jack, Half turn jump, Cat spring.</p> <p>To know how to do the following rolls in a controlled manner: Log roll; Curled side roll; Teddy bear roll.</p>	<p>Use rolling skills in a game.</p> <p>Practise accurate throwing and consistent catching.</p> <p>STRIKING AND HITTING A BALL:</p> <p>Know how to use hitting skills in a game.</p> <p>Know how to hit a ball with a bat and with a foot using more skill and control.</p> <p>TRAVELLING WITH A BALL:</p> <p>Know how to travel with a ball in different ways.</p> <p>Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency.</p> <p>Know how to pass the ball to another player in a game.</p> <p>Use kicking skills in a game.</p> <p>USING SPACE:</p> <p>Know how to use different ways of</p>	<ul style="list-style-type: none"> • Jump for distance 60 – 89cm • Leap hurdles 30m within 11-8 secs • Overarm throw 10-19m • Chest push 3-4m • Run for longer distance 200m within 1:45-1:31 		
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			<p>travelling in different directions or pathways.</p> <p>Know how to run at different speeds.</p> <p>Begin to know how to use space in a game.</p> <p>ATTACKING AND DEFENDING: Know and begin to use the terms attacking and defending.</p> <p>Use simple defensive skills such as marking a player or defending a space.</p> <p>Use simple attacking skills such as dodging to get past a defender.</p>		
Year 2	<p>Know how to copy, remember and repeat actions to create a motif.</p> <p>Know how to perform movement phrases using a range of different body parts with control and accuracy.</p> <p>Know how to explore different speeds and levels of actions.</p> <p>Know how to put a sequence of actions</p>	<p>Know how to copy and explore and remember actions to link a number of gymnastic actions into own sequence.</p> <p>Know how to hold a still shape while balancing on different points of the body. Know how to jump in a variety of ways and land safely with increasing control.</p> <p>Know how to perform movement</p>	<p>THROWING AND CATCHING A BALL: Know how to throw different types of equipment in different ways, for accuracy and distance.</p> <p>Know how to throw, catch and bounce a ball with a partner.</p> <p>Use throwing and catching skills in a game.</p> <p>Know how to throw a ball for distance.</p>	<p>Know how to use their bodies to:</p> <ul style="list-style-type: none"> • Sprint 30m under 6 secs • Jump for height 15-19cm • Jump for distance 60 – 89cm • Leap hurdles 30m within 8 secs • Overarm throw 10-19m • Chest push 3-4m • Run for longer distance 200m under 1:30 	

	<p>together with clear beginning, middle and end.</p> <p>Know how to move in time to music using movements that show rhythm and control.</p>	<p>phrases using a range of different body parts.</p> <p>Use equipment in a variety of ways to create a sequence.</p> <p>Climb on and off equipment safely.</p> <p>To know how to do the following jumps: Straight jump, Tuck jump, Jumping Jack, Half turn jump, Cat spring, Cat spring with straddle.</p> <p>To know how to do the following rolls in a controlled manner: Log roll, Curled side roll, Teddy bear roll, Rocking for forward roll, Crouched forward roll.</p>	<p>Use hand-eye coordination to control a ball.</p> <p>Know to vary types of throw used depending on the situation.</p> <p>STRIKING AND HITTING A BALL:</p> <p>Know how to strike or hit a ball with increasing control.</p> <p>Know how to strike or hit a ball using a variety of equipment and body parts.</p> <p>Know some of the skills for playing striking and fielding games.</p> <p>Know that the position of the body is important to strike a ball accurately.</p> <p>TRAVELLING WITH A BALL:</p> <p>Know how to bounce and kick a ball whilst moving.</p> <p>Use kicking skills in a game.</p> <p>Use dribbling skills in a game.</p>			
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			<p>Know how to pass the ball in different ways.</p> <p>USING SPACE: Know how to use different ways of travelling at different speeds and following different pathways, directions or courses.</p> <p>Know to change speed and direction whilst running in a game.</p> <p>Begin to know to choose and use the best space in a game.</p> <p>ATTACKING AND DEFENDING: Know and begin to use and understand the terms attacking and defending.</p> <p>Use at least one technique to attack or defend to play a game successfully.</p>			
Year 3	<p>Know how to create motifs in response to different stimuli. Know how to begin to improvise and work cooperatively with a partner to create a simple dance.</p> <p>Know how to begin to compare and adapt movements and motifs</p>	<p>Know how to copy, explore and remember a variety of movements.</p> <p>Know how to work independently and with others to create a sequence using own ideas.</p>	<p>THROWING AND CATCHING A BALL: Know how to throw and catch with greater control and accuracy.</p> <p>Know that they need to practise the correct technique for catching a ball and use it in a game.</p>	<p>Know how to run at fast, medium and slow speeds, changing speed and direction.</p> <p>Know how to make up and repeat a short sequence of linked jumps.</p> <p>Know how to take part in a relay activity,</p>	<p>Know how to orientate themselves with increasing confidence and accurately around a short trail.</p> <p>Know how to identify and use effective communication to begin to work as a team.</p>	<p>Know how to swim 10m unaided in shallow water using one basic method.</p> <p>Know to kick legs from the hip and identify when this needs improvements.</p>

	<p>to create a larger sequence.</p> <p>Know how to use simple dance vocabulary to compare and improve work.</p> <p>Know how to perform with some awareness of rhythm and expression.</p>	<p>Know how to travel in a variety of ways and begin to develop good technique when travelling, balancing.</p> <p>Know how to describe own work using simple gymnastics vocabulary.</p> <p>Know how to begin to notice similarities and differences between sequences.</p> <p>Use turns whilst travelling in a variety of ways.</p> <p>Begin to show flexibility in movements.</p> <p>To know how to do the following jumps: Straight jump, Tuck jump, Jumping jack, Star jump, Straddle jump, Pike jump, Straight jump, half-turn, Cat leap.</p> <p>To know how to do the following rolls in a controlled manner: Crouched forward roll, Forward roll from standing,</p>	<p>Know how to perform a range of catching and gathering skills with control.</p> <p>Know how to catch with increasing control and accuracy.</p> <p>Know how to throw a ball in different ways (e.g. high, low, fast or slow).</p> <p>Know how to develop a safe and effective overarm bowl.</p> <p>STRIKING AND HITTING A BALL:</p> <p>Know successful hitting and striking skills.</p> <p>Know and develop a range of skills in striking (and fielding where appropriate).</p> <p>Know and practise the correct batting technique and use it in a game.</p> <p>Know how to strike the ball for distance</p> <p>TRAVELLING WITH A BALL:</p> <p>Know how to move with the ball in a variety of ways with some control.</p>	<p>remembering when to run and what to do.</p> <p>Know how to throw a variety of objects, changing my action depending on the object.</p> <p>Know how to use their bodies to:</p> <ul style="list-style-type: none"> • Sprint 50m within 17-14secs develop to 13-10secs • Jump for height 20-24cm • Jump for distance 90 - 119cm • Leap hurdles 60m within 25-18 secs develop to 17-14 secs • Overarm throw 20-29m • Chest push 34-6m • Run for longer distance 400m 3:30-2:31 develop to 2:30-2:01 	<p>To begin to know which equipment to choose that is appropriate for an activity.</p>	<p>Know how to put face in water and blow bubbles.</p> <p>Know how to enter and exit water safely and remain safe around water.</p> <p>Know and explain what dangers to identify around water</p>
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		Tucked backward roll.	<p>Use two different ways of moving with a ball in a game.</p> <p>Know how to pass the ball in two different ways in a game situation with some success.</p> <p>USING SPACE: Know to find a useful space and get into it to support teammates.</p> <p>ATTACKING AND DEFENDING: Know and use simple attacking and defending skills in a game.</p> <p>Use fielding skills to stop a ball from travelling past them.</p> <p>POSSESSION: Know how to keep and win back possession of the ball in a team game.</p>			
Year 4	<p>Know how to create characters and narratives in response to arrange of stimuli.</p> <p>Know how to Identify and repeat the movement patterns and actions of a chosen dance style.</p>	<p>Know how to link skills with control, technique, coordination and fluency using a range of directions and levels.</p> <p>Know how to begin to use gymnastics vocabulary to describe how to</p>	<p>THROWING AND CATCHING A BALL: Know how to develop different ways of throwing and catching. Know how to bounce pass a ball with hands on the ball correctly.</p> <p>Know how to do and when to do a one arm or two arm over-head throw</p>	<p>Know how to sprint over a short distance.</p> <p>Know how to throw in different ways and correct ways depending on the object being thrown.</p> <p>Know how to try to hit a target.</p>	<p>Know how to orientate themselves with accuracy around a short trail. Know how to create a short trail for others with a challenge.</p> <p>Know how to communicate clearly with other people in a team.</p>	<p>Know how to swim between 10m and 20m unaided in shallow water, using one basic method to achieve the distance.</p> <p>Know how to use floats to swim longer distances with a more controlled leg kick.</p>

	<p>Know how to compose a dance that reflects the chosen dance style, demonstrating an awareness of the music's rhythm.</p> <p>Know how to confidently improvise with a partner or on their own to compose longer dance sequences.</p> <p>Know how to demonstrate rhythm and spatial awareness.</p> <p>Know how to change parts of a dance as a result of self-evaluation.</p> <p>Know how to use simple dance vocabulary when comparing and improving work.</p>	<p>improve and refine performances.</p> <p>Know how to develop strength, technique and flexibility throughout performances.</p> <p>Know how to recognise how the position of their centre of gravity affects their balance.</p> <p>Know how to perform movements in canon and unison. Know how to create more complex sequences using various body shapes and equipment.</p> <p>To know how to do the following jumps: Straight jump, Tuck jump, Jumping jack, Star jump, Straddle jump, Pike jump, Straight jump half-turn, Straight jump full-turn, Cat leap, Cat leap half-turn.</p> <p>To know how to do the following rolls in a controlled manner: Forward roll from standing, Straddle forward roll, Tucked</p>	<p>depending on the size of the ball.</p> <p>Know how to dribble a ball and transition in to a pass.</p> <p>Know that different size and weights of balls need different catching techniques.</p> <p>STRIKING AND HITTING A BALL:</p> <p>Know how to hold and use a bat, racquet or stick (hockey) to hit a ball or shuttlecock with accuracy and control.</p> <p>Know how to accurately serve underarm.</p> <p>Know how to build a rally with a partner.</p> <p>Use at least two different shots in a game situation.</p> <p>Use hand-eye coordination to strike a moving and a stationary ball.</p> <p>TRAVELLING WITH A BALL:</p> <p>Know how to move with the ball using a range of techniques – bouncing; dribbling; 3-steps and</p>	<p>Know how to jump in different ways.</p> <p>Know how to combine running and jumping.</p> <p>Know how to run over a long distance.</p> <p>Know how to use their bodies to:</p> <ul style="list-style-type: none"> • Sprint 50m within 13-10secs develop to under 10secs • Jump for height 25-29cm • Jump for distance 120-149cm • Leap hurdles 60m within 17-14 secs develop to under 14secs • Overarm throw 20-29m develop to 30-34m • Chest push 4-6m develop to 6-8m • Run for longer distance 400m 2:30-2:01 develop to under 2mins 	<p>Know that they need to experience a range of roles within a team and identify the key skills required to succeed at each.</p> <p>Know how to create a simple plan of activity for others to follow and choose the appropriate equipment</p>	<p>Know how to join in all swimming activities confidently.</p> <p>Know how to put face under the water and blow bubbles (begin to do this whilst swimming).</p> <p>Explore how to move in and under water.</p> <p>Recognise how swimming affects breathing.</p> <p>Identify and describe differences between different leg and arm actions.</p> <p>Understand water can be dangerous and repeat what to do when in difficulty.</p>
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		backward roll, Backward roll to straddle.	<p>pass - showing control and fluency.</p> <p>Know how to pass the ball while travelling with increasing speed, accuracy and success in a game situation.</p> <p>USING SPACE: Know to make the best use of space to pass and receive the ball.</p> <p>ATTACKING AND DEFENDING: Know and use a range of attacking and defending skills and techniques in a game.</p> <p>Know and use fielding skills as an individual to prevent a player from scoring</p> <p>POSSESSION: Know how to occasionally contribute towards helping their team to keep and win back possession of the ball in a team game.</p>			
Year 5	Know how to demonstrate imagination and creativity in the movements they devise in response to stimuli.	<p>Know how to select ideas to compose specific sequences of movements, shapes and balances.</p> <p>Know how to identify and practise</p>	<p>THROWING AND CATCHING A BALL: Consolidate knowledge of different ways of throwing and catching, and know when each is appropriate in a game.</p>	<p>Know what can help improve the pace of running – arm action and focus.</p> <p>Know it is necessary to be controlled when</p>	<p>Know how to start to orientate themselves with increasing accuracy around a large trail.</p> <p>Know they need to use clear communication to</p>	<p>Know how to swim between 10m and 20m unaided in shallow water, using one stroke.</p> <p>Begin to swim 10m-15m unaided using a second stroke.</p>

	<p>Use transitions to link motifs smoothly together.</p> <p>Improvise with confidence, still demonstrating fluency across the sequence.</p> <p>Ensure their actions fit the rhythm of the music. Modify parts of a sequence as a result of self and peer evaluation.</p> <p>Use more complex dance vocabulary to compare and improve work</p>	<p>symmetrical and asymmetrical body shapes.</p> <p>Use and refine flexibility, strength, balance and power.</p> <p>Know how to develop skills for movement including rolling, bridging and dynamic movement. Know how to perform and evaluate own and others sequences using gymnastics vocabulary.</p> <p>To be able to do the following jumps: Straight jump, Tuck jump, Jumping jack, Star jump, Straddle jump, Pike jump, Stag jump, Straight jump half-turn, Straight jump full-turn, Cat leap, Cat leap half-turn, Split leap.</p> <p>To be able to do the following rolls: Forward roll from standing, Straddle forward roll, Pike forward roll, Tucked backward roll,</p>	<p>STRIKING AND HITTING A BALL:</p> <p>Know how to use different techniques to hit a ball.</p> <p>Know how to identify and apply techniques for hitting a tennis ball.</p> <p>Begin to know when different shots are best used.</p> <p>Know and develop a backhand technique and use it in a game.</p> <p>Know and practise techniques for all strokes.</p> <p>Know how to play a tennis game using an overhead serve.</p> <p>TRAVELLING WITH A BALL:</p> <p>Know and use a variety of ways to dribble in a game with success.</p> <p>Know and use ball skills in various ways, and begin to link together.</p> <p>Know how to pass a ball with speed and accuracy using appropriate</p>	<p>taking off and landing in a jump.</p> <p>Know how to throw with accuracy.</p> <p>Know how to follow specific rules.</p> <p>Know how to use their bodies to:</p> <ul style="list-style-type: none"> • Sprint 75m within 20-16secs develop to 15-12secs • Jump for height 30-34cm • Jump for distance 150-179cm • Leap hurdles 60m within 25-18 secs develop to 17-14secs • Overarm throw 30-34m develop to 35+m • Chest push 6-8 m develop to 8+ • Run for longer distance 600m 5:00-3:31 develop to 3:30-2:31 	<p>effectively complete a particular role in a team.</p> <p>Know how to complete orienteering activities as part of a team and independently.</p> <p>Know how to create a plan of activity for others to follow and choose the appropriate equipment for a route that challenges others.</p>	<p>Know how to put face in water and breath correctly when swimming in one identifiable stroke.</p> <p>Know how to use a float to aid their swimming and confidence in deeper water.</p> <p>Know how to use a float to develop leg and arm techniques.</p> <p>Begin to explain how to keep safe whilst in water and what dangers should be identified.</p>
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		Backward roll to straddle.	<p>techniques in a game situation.</p> <p>USING SPACE: Know and demonstrate an increasing awareness of space.</p> <p>ATTACKING AND DEFENDING: Know and choose the best tactics for attacking and defending.</p> <p>Know how to shoot in a game.</p> <p>Know and use fielding skills as a team to prevent the opposition from scoring.</p> <p>POSSESSION: Know how to keep and win back possession of the ball effectively in a team game.</p>			
Year 6	<p>Know how to demonstrate strong and controlled movements throughout a dance sequence.</p> <p>Know how to combine flexibility, techniques and movements to create a fluent sequence.</p>	<p>Know how to create their own complex sequences involving the full range of actions and movements: balancing, traveling, holding shapes, jumping, leaping, swinging and stretching.</p> <p>Know how to demonstrate precise and controlled</p>	<p>THROWING AND CATCHING A BALL: Know how to throw and catch accurately and successfully under pressure in a game.</p> <p>STRIKING AND HITTING A BALL: Know how to hit a bowled ball over longer distances.</p>	<p>Know how to demonstrate stamina.</p> <p>Know how to use my skills in different situations.</p> <p>Know how to develop the consistency of their actions in a number of events.</p> <p>Know how to sustain pace over longer</p>	<p>Know how to orientate themselves with increasing accuracy around a large trail whilst under pressure</p> <p>Know how to use clear communication to effectively complete a particular role in a team.</p> <p>Know how to complete orienteering activities</p>	<p>Know how to swim 25m unaided in water using one basic method to achieve this distance.</p> <p>Know how to use two different strokes swimming on both front and back.</p> <p>Know how to control breathing.</p>

	<p>Know how to move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs.</p> <p>Know how to move rhythmically and confidently in dance sequences.</p> <p>Improvise with confidence, still demonstrating fluency across their sequence, ensuring transitions flow.</p> <p>Modify some elements of a sequence as a result of self and peer evaluation.</p> <p>Use complex dance vocabulary to compare and improve work.</p>	<p>placement of body parts in their actions, shapes and balances. Know how to confidently use equipment and incorporate into sequences.</p> <p>Know how to apply skills and techniques consistently, showing precision and control.</p> <p>Know how to develop strength, technique and flexibility throughout a performance.</p> <p>To be able to do the following jumps: Straight jump, Tuck jump, Jumping jack, Star jump, Straddle jump, Pike jump, Stag jump, Straight jump half-turn, Straight jump full-turn, Cat leap, Cat leap half-turn, Cat leap full-turn, Split leap, Stag leap.</p> <p>To be able to do the following rolls in a controlled manner: Forward roll from standing, Straddle forward roll, Pike forward roll, Dive</p>	<p>Use good hand-eye coordination to be able to direct a ball when striking or hitting.</p> <p>Know how to serve in order to start a game.</p> <p>TRAVELLING WITH A BALL: Know and show confidence in using ball skills in various ways in a game situation, and link these together effectively.</p> <p>Know how to choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move.</p> <p>USING SPACE: Know and demonstrate a good awareness of space.</p> <p>ATTACKING AND DEFENDING: Know how to think ahead and create a plan of attack or defence.</p> <p>Apply knowledge of skills for attacking and defending.</p>	<p>distances, e.g. sprint for seven seconds, run for one or two minutes.</p> <p>Know how to throw with greater control, accuracy and efficiency.</p> <p>Know how to perform a range of jumps showing power, control and consistency at both take off and landing.</p> <p>Know why some athletic activities can improve strength, power or stamina and explain how these can help their performance in other types of activity.</p> <p>Know how to use their bodies to:</p> <ul style="list-style-type: none"> • Sprint 75m within 20-16secs develop to 15-12secs • Jump for height 30 - 34cm • Jump for distance 150 -179cm • Leap hurdles 60m within 25 -18 secs develop to 17 - 14secs • Overarm throw 30 - 34m develop to 35+m • Chest push 6 - 8 m develop to 8+ 	<p>as part of a team and independently, identifying the quickest route.</p> <p>Know how to manage an orienteering event for others to compete in.</p>	<p>Swim confidently and fluently both on the surface and under the water.</p> <p>Explain how to remain safe in water and what do if you or someone nearby gets into difficulty.</p>
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		forward roll, Tucked backward roll, Backward roll to straddle. Backward roll to standing pike, Pike backward roll.	<p>Know how to work as a team to develop fielding strategies to prevent the opposition from scoring.</p> <p>POSSESSION: Know how to keep and win back possession of the ball effectively and in a variety of ways in a team game.</p>	<ul style="list-style-type: none"> • Run for longer distance 600m 5:00 - 3:31 develop to 3:30 -2:31 		
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Assessment

DANCE	GYMNASTICS	GAMES	ATHLETICS	OAA	SWIMMING

Skill and Assessment focus

Reception Knowledge Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Assessment Focus
Term 1: GAMES: Team Games	Parachute – collaborative work and following instructions	Circle games – collaborative work and following instructions	Circle Games	Circle Games	Circle Games	Circle Games	
Term 1: DANCE							
Term 2: GAMES: Improving Catching	Individual catching practice: 2- hand catch standing on 2 feet (b.bag) One hand catch on 2 feet (b.bag) Paired catching practice: Practice catching with a bean bag sitting down Practice catching with a bean bag whilst resting on knee's	Individual catching practice: One hand to the other catching (b.bag) Paired catching practice: Practice catching with a bean bag whilst standing	Individual catching practice: Two hand catch using a ball One hand catch using a ball Paired catching practice: Practice catching with a medium sized ball whilst sitting	Individual catching practice: One hand to the other catching a ball Paired catching practice: Practice catching with a medium sized ball whilst resting on knee's	Individual catching practice: Throw and catch 2 bean bags at the same time Paired catching practice: Practice catching with a medium sized ball whilst standing	Individual catching practice: Throw and catch 2 bean bags at the same time standing on one leg! Paired catching practice: Practice catching two bean bags at the same time whilst standing	
Term 2: GYMNASTICS							

Term 3: GAMES: Fundamentals - football	Observe current understanding and introduce football	Passing: Can roll a ball to another child to simulate a football pass (with Hands)	Receiving: Can control a moving ball from the ground to simulate receiving a football (with hands)	Dribbling: Can travel with a ball (with hands or feet)	Stealing and defending: Can effectively close another child down to steal a ball (with hands or feet)	Shooting and attacking: Can shoot the ball at a stationary object (with hands)	
Term 3: DANCE							
Term 4: GAMES - Racket games	Identify children's current understanding of the topic	Hit: Can roll a ball underarm accurately to another child	Return: Can stop and return a ball accurately using hands along the floor to another child	Serve: Can roll a ball underarm accurately to another child	Rally: Can send a ball backwards and forwards between a pair on the floor continuously.	Match Up: Play a net/wall match appropriate to the child's age	
Term 4: GYMNASTICS							
Term 5: GAMES: Games For Understanding	Taking Turns / spatial awareness – driving hoops	Keeping the Score	Understanding rules: Playing by the rules	Avoiding a defender	Preventing an attacker from scoring	Applying attacking and defending into a game	
Term 5: BALL SKILLS – Hands	Explore throwing	Explore throwing (underarm)	Explore throwing (overarm)	Explore rolling – ball / hoops	Explore stopping a ball (small ball)	Explore catching	
Term 6: ATHLETICS	Introduction: Identify children's current understanding of the topic	Running: Demonstrate the difference between running and walking	Jumping: Demonstrate the difference between jumping, hopping and skipping	Throwing: Throw different sized objects for distance	Team Races: Start and finish in a team race	Match Ups: Take part in an athletics event	
Term 6: BALL SKILLS	Review ball skills learnt already using hands and feet	ATTACKING AND DEFENDING: Know how to protect (defend) treasure without touching others.	Know how to retrieve (attack) treasure without touching others.	Match – Up Mini ball skills games using just a ball and feet	Match – Up Mini ball skills games using just a ball and hands	Match-Up Mini-ball skills game using bat and ball	

Year 1 Knowledge Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Assessment Focus
Term 1 GAMES: Invasion Games	Introduction: Identify children's current understanding of the topic	Dribbling: Dribble in different ways with control	Passing: Pass in different ways with accuracy	Receiving: Receive a ball in different ways away from the body	Shooting: Shoot in different ways with accuracy	Match Up: Compete (trying to win) in an invasion game	
Term 1 DANCE							
Term 2 GAMES: Multi-skills	Explore static balancing Understand the concept of bases	Aim a variety of large balls at equipment accurately Time running to intercept the path of a ball	Travel in different ways, showing clear transitions between movements Travel in different directions (side to side, up and down)	To practise agility, balance and co-ordination at a circuit station	Use a racket and bean bag to balance	Use a racket and bean bag to hit the beanbag	
Term 2 GYMNASTICS –							
Term 3 GAMES Fundamentals: Football	Observe current understanding and introduce football	Passing: Can throw a ball to another child to simulate a football pass (with Hands)	Receiving: Can control a moving ball from the air to simulate receiving a football (with hands)	Dribbling: Can travel in different directions with a ball (with hands or feet)	Stealing and Defending: Can react with their body anticipating the direction of the ball in order to intercept/steal (with hands or feet)	Shooting and Attacking: Can shoot the ball at a moving object (with hands)	
Term 3 DANCE:							
Term 4 GAMES: Racket Games	Identify children's current understanding of the topic	Hit: Can accurately throw a ball underarm with a bounce to another child	Return: Can catch a ball from a bounce and return it with a bounce accurately to another child	Serve: Can accurately throw a ball underarm with a bounce to another child	Rally: Can continue to send a ball back and forwards with a partner with a bounce between	Match Up: Play a net/wall match appropriate to the child's age	
TERM 4 GYMNASTICS –							

TERM 5 GAMES: Rounders / cricket theme	Show some different ways of hitting, throwing and striking a ball.	Play as a fielder and get the ball back to a STOP ZONE	Hit a ball or bean bag and move quickly to score a range of points (further distance scores more points)	Begin to follow some simple rules (carrying the bat, not over taking someone).	Learn the role of backstop.	Participate in team games, developing simple tactics for attacking and defending.	
TERM 5 SWIMMING							
TERM 6 ATHLETICS	Introduction: Identify children's current understanding of the topic	Running: Demonstrate the difference between running, jogging and walking	Jumping: Jump for distance and height	Throwing: Throw different sized objects for distance and height	Team Races: Take turns quickly in a team race	Match Ups: Take part effectively in an athletics event	
TERM 6 SWIMMING							

Year 2 Knowledge Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Assessment Focus
Term 1 GAMES: BALL SKILLS	Introduction: Identify children's current understanding of the topic	Dribbling: Dribble in different ways using left and right hands/feet	Passing: Pass in different ways with speed and accuracy	Receiving: Receive a ball from different heights and distances	Shooting: Shoot in different ways over different distances	Match Up: Compete showing effective ball control without pressure in an invasion game	
Term 1 DANCE							
Term 2 GAMES: Multi-skills	Explore balances on different body parts	Use a racket and sponge ball to balance Use a racket and sponge ball to bounce the ball up and down	Use a racket and sponge ball to bounce the ball off the ground	Time running to intercept the path of a ball successfully	To practise agility, balance and co-ordination at a circuit station	Use a variety of different sized balls to aim at equipment accurately Understand the importance of rules	
Term 2 GYMNASTICS –							

Term 3 GAMES Fundamentals - Football	Observe current understanding and introduce football	Passing: Can pass a ball to a non moving object or child (with feet)	Receiving: Can control a moving ball from the ground (with feet)	Dribbling: Can dribble a ball at different speeds, whilst changing direction (with feet)	Stealing and Defending: Can forcefully within the rules steal the ball from another players feet (with feet)	Shooting and attacking: Can shoot the ball at a stationary object (with feet)	
Term 3 DANCE							
Term 4 GAMES: Racket games	Identify children's current understanding of the topic	Hit: Can hit a ball with hands accurately along the floor to another child	Return: Can return a ball accurately hitting with hands along the floor (without stopping the ball)	Serve: Can accurately throw a ball overarm with a bounce to another child	Rally: Can continue a rally with a ball bounce from an overarm throw.	Match Up: Play a net/wall match appropriate to the child's age	
TERM 4 GYMNASTICS -							
TERM 5 GAMES: CRICKET	Observe current understanding and introduce a striking and fielding game	Fielding – intercepting the ball: Can intercept a moving ball from the floor with 1 hand whilst they are stationary	Fielding – returning the ball: Can perform a stationary under arm throw with accuracy	Batting: Can strike a bouncing ball towards a target	Bowling: Can under arm bowl a ball with accuracy most of the time	Match Up: Play a striking and fielding match appropriate to the children's ability	
TERM 5 SWIMMING							
TERM 6 ATHLETICS	Introduction: Identify children's current understanding of the topic	Running: Run demonstrating acceleration and deceleration	Jumping: Jump using arms and legs to give body swing	Throwing: Throw an object with accuracy	Team Races: Take turns swapping object in a team race	Match Ups: Compete (trying to win) in an athletics event	
TERM 6 SWIMMING							

Year 3 Knowledge Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Assessment Focus
Term 3 GAMES Fundamentals - football	Observe current understanding and introduce football	Passing: Can pass a ball to a moving child (with feet)	Receiving: Can control a moving ball from the ground when you are moving (with feet)	Dribbling: Can dribble a ball effectively around stationary objects (with feet)	Stealing and defending: Can mark a player who is off the ball to gain an advantage in a game	Shooting and attacking: Can shoot the ball at a moving object (with feet)	
Term 1 DANCE							
Term 1 GAMES: BASKETBALL	Introduction: Identify children's current understanding of the topic	Dribbling: Dribble in different ways changing speed	Passing: Pass in different ways over different distances with accuracy	Receiving: Receive a ball at different speeds	Shooting: Shoot in different ways at different speeds	Match Up: Compete showing effective ball control under pressure in an invasion game	
Term 2 GYMNASTICS –							
Term 2 GAMES: Hockey	Begin to show how to hold a hockey stick and which side to use.	Use a simple push pass to another team mate.	Dribble the ball keeping it close to me using the correct side of stick.	Show some signs of approaching a player to tackle and cause pressure.	Show some signs of approaching a player to tackle and cause pressure.	Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.	
Term 3 DANCE							
Term 4 GAMES: TENNIS	Identify children's current understanding of the topic	Hit: Can hit a ball with a racket accurately along the floor to another child	Return: Can return a ball with a racket accurately along the floor to another child	Serve: Can serve a ball with a racket accurately along the floor to another child	Rally: Can hit and return a ball with a racket in a continuous flow back and forward.	Match up: Play a net/wall match appropriate to the child's age	
TERM 4 GYMNASTICS							
TERM 5 GAMES: CRICKET	Observe current understanding and introduce a cricket game	Fielding – intercepting the ball: Can intercept a moving ball from the	Fielding – returning the ball: Can perform a moving pick up into an underarm throw	Batting: Can strike a ball that has been drop fed towards a target Stretching, curling, arching	Bowling: Can over arm bowl a ball from a stationary position	Match Up: Play a cricket match appropriate to the children's ability	

		floor with 2 hands whilst they are moving in different directions towards the ball					
TERM 5 SWIMMING							
TERM 5/6 OAA	Work cooperatively to solve group / paired challenges • Listen to and evaluate all ideas and suggestions • Contribute to the group discussion by speaking clearly and offer constructive suggestions	Explore different methods of communication (verbal / non-verbal) and decide which is most effective for you • Demonstrate a willingness to trust others and accept support	Give clear and concise instructions • Follow instructions and accept support from a partner (verbal / physical) • Recognise when your partner needs support	Plan the task carefully with each group member contributing their ideas • Work as a team to solve the problem • Explain how you solved the task	Demonstrate understanding of the concept of a basic map • Navigate your way around a simple orienteering course • Understand the term 'orientate or 'setting' a map	Design and create a route for others to follow • Follow a route using a simple map • Describe safety considerations when orienteering	
TERM 6 SWIMMING							
TERM 6 ATHLETICS	Introduction: Identify children's current understanding of the topic	Running: Demonstrate effective running for a short race and long race, showing a difference between them	Jumping: Jog into an effective jump	Throwing: Throw an object for distance with accuracy	Team Races: Take turns quickly swapping an object in a team race	Match Ups: Compete (trying to win) in various athletics events	

Year 4 Knowledge Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Assessment Focus
Term 1 GAMES: TAG RUGBY	Introduction: Introduce the game and observe current understanding	Passing: Can hold a rugby ball effectively whilst passing accurately	Receiving: Can receive a rugby ball effectively showing control (able to catch ready for the next move)	Evasive running: Can perform a side step to evade a moving defender	Defending Skills: Can steal another players tag effectively	Match Up: Can play a tag rugby match appropriate to children's ability	

Term 1 DANCE							
Term 2 GAMES: BASKETBALL	Take notes on current general ability of children to aid planning	Dribble in different ways changing speed and direction with control	Pass in different ways whilst moving	Receive a ball whilst moving	Shoot whilst moving	Compete making correct decisions in the invasion game	
Term 2 GYMNASTICS -							
Term 3 GAMES: HOCKEY	Sometimes change direction of travel by rotating and turning stick to support this.	Use a push pass to make a direct pass. Begin to use a slap pass (bringing stick back and causing more power).	Use speed to dribble the ball into space.	Maintain defence and keep the pressure until possession is gained.	Attempt to score inside a designated scoring area.	Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.	
Term 3 DANCE							
Term 4 GAMES: TENNIS	Identify children's current understanding of the topic	Hit: Can hit a ball with a racket accurately with a bounce to another child	Return: Can return a ball with a racket accurately to another child with a bounce	Serve: Can serve a ball underarm with a racket accurately with a bounce to another child	Rally: Can continue to hit and return with a partner from a serve	Match Up: Play a tennis match appropriate to the child's age	
TERM 4 GYMNASTICS –							
TERM 5 GAMES: CRICKET	Observe current understanding and introduce a cricket game	Fielding – intercepting the ball: Can intercept a moving ball from the floor with 1 hand whilst moving in different directions towards the ball	Fielding – returning the ball: Can perform a stationary overarm throw with accuracy	Batting: Can strike a ball that has been bowled	Bowling: Can over arm bowl a ball from a stationary position towards a target	Match Up: Play a cricket match appropriate to the children's ability	
TERM 5 SWIMMING							
TERM 5/6 OAA	Create symbols for use on an orienteering map and agree class symbols •	Complete a simple 'star' orienteering activity in pairs / groups • Record	Plan and undertake a journey from A to B around the school grounds • Draw a	Follow a journey planned by another group • Give thoughtful feedback	Undertake a planned journey off-site • Understand the	Plan carefully in groups and then work together to build a shelter from	

	Plot symbols onto a school map and agree on an accurate school map for class use • Demonstrate ability to operate safely in small groups when working outside	information accurately and neatly • Follow rules when completing a star orienteering activity	simple map of the route • Assess the potential risks associated with your journey and areas to avoid	that helps others improve their planning • Plan a simple journey off-site e.g. a local park or point of interest • Make a list of items you need to take on a journey and understand why they are important	potential hazards of the journey • Recognise the safety and environmental considerations (country code) that must be adhered to when undertaking a journey	the equipment provided • Describe 3 things to consider when planning where to build a shelter • Evaluate other groups shelters using agreed criteria	
TERM 6 SWIMMING							
TERM 6 ATHLETICS	Introduction: Identify children's current understanding of the topic	Running: Run with a full stride to achieve maximum speed	Jumping: Jog before hurdling over an object effectively	Throwing: Throw an object for distance and height with accuracy	Team Races: Take turns in a relay race by receiving an object from behind	Match Ups: Compete (trying to win) as part of a team	

Year 5 Knowledge Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Assessment Focus
Term 1 GAMES: Tag Rugby	Introduction: Introduce the game and observe current understanding	Passing: Can hold a rugby ball effectively whilst passing accurately over a long distance	Receiving: Can receive the ball effectively showing control over different distances	Evasive running: Can show agility to evade more than one defender	Defending Skills: Can steal another players tag effectively in a game situation	Match Up: Can play a tag rugby match appropriate to children's ability	
Term 1 DANCE							
Term 2 GAMES: BASKETBALL	Take notes on current general ability of children to aid planning	Dribble in different ways linking with passing and moving	Pass in the best way linking with dribbling and moving	Receive a ball linking with passing and moving	Shoot linking with moving and passing or dribbling	Compete and succeed individually in an invasion game (degree of success, noted by moments noticed within the invasion game environment)	

Term 2 GYMNASTICS -							
Term 3 GAMES: HOCKEY	Change direction and use the correct side of stick, sometimes using indian dribbling (alternating sides of stick while dribbling) to avoid defenders.	Choose between the two passes (push/slap) and explain simply why.	Make a direct pass while dribbling.	Begin to use stick to mark a player from the side line causing them difficulty.	Successfully score while in the scoring area.	Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.	
Term 3 DANCE							
Term 4 GAMES: TENNIS	Identify children's current understanding of the topic	Hit: Can hit a ball accurately with a racket over a net to another child	Return: Can return a ball with a racket accurately over a net to another child	Serve: Can serve a ball underarm accurately with a racket over a net to another child	Rally: Can serve and then continue play with a ball over the net starting to decide where to send it.	Play a tennis match appropriate to the child's age	
TERM 4 GYMNASTICS -							
TERM 5 GAMES: CRICKET	Observe current understanding and introduce a cricket game	Fielding – intercepting the ball: ball with 2 hands whilst moving in different directions towards the ball	Fielding – returning the ball: Can perform a moving pick up into an overarm throw	Batting: Can strike a ball that has been bowled towards a target	Bowling: Can over arm bowl a ball with a short approach	Match Up: Play a cricket match appropriate to the children's ability	
TERM 5 SWIMMING							
TERM 5/6 OAA	Demonstrate how to warm up and cool down safely for bouldering activities • Demonstrate an understanding of the safety considerations essential when bouldering I.E. 'spotting' • Practice finding and using appropriate hand and	Demonstrate effective footwork techniques • Use the correct terms to describe what they are doing • Evaluate the effectiveness of each of the techniques learned	Traverse across the wall using routes of varying difficulty • Provide constructive support and feedback to others • Apply previously learned skills to complete the tasks	Apply learned techniques to climb in the most efficient manner • Memorise moves learned from individual sections to successfully complete a longer continuous traverse • Improve own learning and performance through	Undertake a planned journey • Demonstrate understanding of the safety measures that have been considered and an understanding of the Country Code • Understand the benefits of using a	Undertake a planned journey • Demonstrate understanding of the safety measures that have been considered and an understanding of the Country Code • Understand the benefits of using a route card to include	

	foot holds • Develop trust with a partner in order to give and accept support			reflective thinking and actions • Persevere to overcome difficult challenges	route card to include distances, route description and compass bearings	distances, route description and compass bearings	
TERM 6 SWIMMING							
TERM 6 ATHLETICS	Introduction: Identify children's Current understanding of the topic	Running: Run a race showing an understanding of pacing the run	Jumping: Run before hurdling over an object effectively	Throwing: Throw an object using the whole body	Team Races: Take turns in a relay race by receiving an object from behind whilst moving forwards	Match Ups: Compete and succeed in an athletics event (degree of success, noted by positioning in events against those of similar physical development)	

Year 6 Knowledge Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Assessment Focus
Term 1 GAMES: Tag Rugby	Introduction: Introduce the game and observe current understanding	Passing: Can hold a rugby ball effectively whilst passing accurately on the move	Receiving: Can receive the ball effectively with control over different distances whilst moving	Evasive running: Can show agility to evade more than one defender whilst changing speed and direction	Defending Skills: Can effectively defend as part of a team	Match Up: Can play a tag rugby match appropriate to children's ability	
Term 1 DANCE							
Term 2 GAMES: BASKETBALL	Take notes on current general ability of children to aid planning	Dribble in different ways with control under pressure	Pass in the best way with speed and accuracy under pressure	Receive a ball under pressure linking with other skills	Shoot in different ways under pressure linking with other skills	Compete and succeed individually and as a team player in an invasion game (degree of success, noted by moments noticed within the invasion game environment)	
Term 2 GYMNASTICS:							

Term 3 GAMES: HOCKEY	Use speed, changing of direction and indian dribbling to advance towards team's goal.	Use a range of passes knowing which one depending on the distance of the pass.	Dribble and change direction by making a square pass (across the pitch) or straight pass (up/down the pitch).	Know when to defend and what defence skills could be used.	Seize an opportunity to score, sometimes quite quickly.	Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.	
Term 3 DANCE							
Term 4 GAMES: TENNIS	Identify children's current understanding of the topic	Can hit a ball accurately with a racket using one or both sides over a net to score in a match	Can return a ball accurately over a net to score in a match	Can serve a ball underarm / overarm accurately with a racket over a net to score in a match		Can serve a ball underarm accurately with a racket over a net to score in a match	
TERM 4 GYMNASTICS –							
TERM 5 GAMES: CRICKET	Observe current understanding and introduce a cricket game	Fielding – intercepting the ball: Can intercept an aerial ball with 2 hands whilst stationary	Fielding – returning the ball: Can select the appropriate method of returning the ball (overarm/underarm/rolling)	Batting: Can strike a ball that has been bowled in different directions	Bowling: Can over arm bowl a ball with a short approach with accuracy	Match Up: Play a cricket match appropriate to the children's ability	
TERM 5 SWIMMING							
TERM 5/6 OAA	Devise and implement practical solutions to given problems • Work collaboratively to ensure that the group arrives at an agreed decision • Evaluate the effectiveness of the decision making process and discuss	Work collaboratively to solve the problem • Generate ideas and express them to the group • Evaluate how effective your methods were	Develop expertise in the orienteering skills of orientating a map, following a course, and recognition of relevant map symbols • Successfully record information • Demonstrate an	Plan a short loop course for another pair to follow • Improve confidence in map reading and the transfer of information from map to ground • Provide advice and constructive feedback	Apply skills of orienteering including thumbing the map, route choice and symbol recognition • Plan the most efficient route so that the course is completed in the quickest time •	Develop map reading skills • Complete the orienteering course in the fastest time possible competing against a partner • Listen carefully to instructions	

	how it may be improved		understanding of the relationship between pacing and distance • Apply safety considerations when completing the practical task		Identify the key navigation skills required		
TERM 6 SWIMMING							
TERM 6 ATHLETICS	Introduction: Identify children's Current understanding of the topic	Running: Start and finish a race with technique	Jumping: Link hopping, skipping and jumping	Throwing: Throw an object demonstrating a follow through technique	Team Races: Take turns in a relay race by receiving an object from behind whilst running forwards	Match Ups: Compete and succeed in various athletics events (degree of success, noted by positioning in events against those of similar physical development)	

Physical Education Vocabulary

Please use the following when teaching Physical Education.

Early Years Physical Development Vocabulary

DANCE	GYMNASTICS		GAMES	ATHLETICS
Slithering	Forwards	Balance	Throw	Walk
Shuffling	Backwards	Tip toe	Catch	Jog
Rolling	Sideways	Big steps	Kick	Throw
Crawling	Bench	Small steps	Roll	Target
Walking	Mat	Squat	Partner	Jump
Running	Table	Climb	Aim	Run
Skipping	Roll	Reach up	space	Hop
Sliding	Long	Pull up	Target	Skip
Hopping	Slow		hoop	Fast

Control	On	Catch	Pass
Coordination	Off	2 hands	In pairs
Tall	Stretched	1 hand	Running
Crouch	Curled	Higher	Space
Bend	Tuck	Lower	Gallop
Balance	Body parts	Dribble	Direction
Straight up, down	Tall	control	1 foot to 2 feet
Curvy, soft	Small	Strike	Stop
Zigzag	Shape	Power	Slow
Flow	Hold	Force	Dodge
Loop the loop	Still	Aim	Freeze
	Jump	Goal!	Tag
	Hop	Avoid	
	Bounce	Speed	
	Travel	Around	
	Copy	In and out	

Key Stage 1 Physical Education Vocabulary

DANCE	GYMNASTICS		GAMES	ATHLETICS	OAA	SWIMMING
Travel	Place	bottom	Avoiding			
Stillness	Stretch	back	Tracking a ball			
Direction	Push	around	Rolling			
Space	Pull	through	Striking			
Beginning	Hop	extension	Overarm throw			
Middle	Skip	roll	Bouncing			
End	Step	copy	Catching			
Feelings	Spring	pathway	Free space			
Body parts	Crawl	along	Own space			
Levels	still	jump	Opposite			
Directions	slowly	land	Team			
	tall	balance				

Pathways Speed Rhythm	long wide narrow up down forwards high low elbows In front Speed Slow fast Shape Long Land Off High Low Stretch Point Balance	tension curved straight zig-zag shape over hang grip Twisted Curled Level Medium Backwards Sideways Forwards Zig zag Angular Under Through Behind Smooth Sequence Height	Rebound Follow Aiming Speed Direction Passing Controlling Shooting Scoring	Throw High Low Skip Aim Fast Slow Safely Step Bounce Jump Leap Hop Repeat Run Target Overarm Underarm Walking Jogging Accelerate Baton Relay Push Take off Landing Evaluate Improve		
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Lower Key Stage 2 Physical Education Vocabulary

DANCE	GYMNASTICS	GAMES	ATHLETICS	OAA	SWIMMING
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Space Repeat Dance Phrase Improvisation Character Gesture Repetition Action and reaction Myth Legend Costume Prop Pattern	Flow Explosive Symmetrical Asymmetrical Combination Evaluate Improve Stretch Refine Adapt Pathway Contrasting Curled Stretched Suppleness Strength Inverted Jump Land Over Under	90 degrees 180 degrees Leaving Approaching Balance Forwards Backwards Combine Rotation Against Towards Across Evaluate Improve Height Strength Suppleness Stamina Speed Level Wide Tucked Straight Twisted Constructive Points Twist Turn Safety Refine Away	Keep possession Keep the ball Scoring goals Keeping score Making space Pass/send/receive Dribble Dodge Travel with a ball Back up Support partner Make use of space Points Goals Rules Tactics Batting Fielding Bowler Wicket Tee Base Boundary Innings Rounder Backstop Court Target Net Defending Hitting Stance Offside Pitch	Sling Pull Distance Sprint Steady pace Accuracy Height Record Joints Rhythm Leading leg Measure Underarm Overarm Heart beat Pulse rate Jogging Walk Hurdles Landing Control Preferred Landing foot Time Stamina Obstacles Stance Diagonal Approach Speed Relay	Alphabet Parachute Communication Problem solving Map Route Key Symbol Control Control card Safety Listening Instructions thinking time solution Orientation route Co-operation Discussion Listen Compass Cardinal points Star orienteering Point to point – orienteering	Water Proficiently Strokes front crawl backstroke breaststroke butterfly safety self-rescue confidence distance
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			Forehand Backhand Volley Overhead Singles Doubles Rally			
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Upper Key Stage 2 Physical Education Vocabulary

DANCE	GYMNASTICS		GAMES	ATHLETICS	OAA	SWIMMING
Dance style	Dynamics	Co-operate	Keeping possession	Sprint	Bearing	Water
Technique	Combination	Audience	Passing	Team	Compass	Proficiently
Formation	Contrasting	Elements	Dribbling	Distance	Direction	Strokes
Pattern	Control	Twist	Shooting	Measure	Control	front crawl
Rhythm	Mirroring	Obstacles	Shield ball	Height	Trail	backstroke
Variation	Matching	Aesthetically	Width	Target	Control card	breaststroke
Improvisation	Accurately	Criteria	Depth	Pacing	Blindfold	butterfly
Unison	Refine	Extension	Support	Rhythm	Problem solving	safety
Canon	Evaluate	Judgement	Marking	Obstacles	Planning	self-rescue
Action	Display	Tension	Covering	Leading leg	Communication	confidence
Reaction	Asymmetry	Inverted	Repossession	Hurdles	Discussion	Water Polo
Motif	Performance	Judge	Attackers	Throwing	Leadership	Synchronised Swimming
Phrase	Create	Dynamics	Defenders	Speed	Safety	Diving
Interpret	Symmetry	Combination	Dodge	Accuracy		Aquafit
	Refinements	Canon	Marking	Take off		Distance
	Assessment		Team play	Stamina		

Exploration	Suppleness Strength Cool down Warm up Muscles Joints Explore Rotation Spin Turn Shape Flight	Counter-tension Counter-balance Criteria Performance Imaginative Parallel Creativity Timing Landing Take-off	Batting Fielding Bowler Wicket Tee Base Boundary Innings Rounder Backstop Court Target Net Defending Hitting Stance Offside Pitch Forehand Backhand Volley Overhead Singles Doubles Rally	Time Projectory Release Performance Accuracy Take off Distance Target Time Position Measure Control Height Run up Hurdles		
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PE - Glossary and Topic Vocabulary Document

Please find below a bank of general terms with their associated definitions, use this to ensure you have accurate understanding of the terms that are commonly used when teaching the subject of PE – these terms have been selected as they will be commonly used in all year groups across the school.

Key Term	Definition
AGILITY	The ability to change the direction of the body in an efficient and effective manner. Pupils can be encouraged to develop their agility through travelling in large and small spaces in gymnastics and dance and in taking part in team games, fitness and other activities involving directional changes

ANALYSE	To examine the nature or structure of something, especially by separating it into its parts, in order to understand or explain it. Pupils should be able to use a variety of methods to analyse their own and others' performances in a range of different activities.
BALANCE	The ability to maintain equilibrium when stationary or moving (i.e. not to fall over) through the coordinated actions of our sensory functions (eyes, ears and the proprioceptive organs in our joints). Static Balance – The ability to retain the centre of mass above the base of support in a stationary position. Dynamic Balance – The ability to maintain balance with body movement. Pupils should be able to balance on two feet before attempting to balance on one foot, on other parts of the body or inverted.
COMPETITIVE SPORT	Competition refers to a contest for some prize, honour or advantage. Although pupils at KS1 and KS2 enjoy a competitive element in activities, the extent and type of competition needs to be age appropriate. KS1 pupils can take part in activities where they compete against their personal bests, which may be rewarded with positive feedback and praise. Pupils can also take part in simple games in groups of 2-4, where attitude and motivation as well as performance are acknowledged. Pupils at KS2 can also compete against their personal bests. KS2 pupils should also take part in differentiated partner and small group or modified games and activities. KS2 pupils may begin to take part in some of the mini versions of sports i.e. Quick Cricket, Red tennis etc. Pupils should also be encouraged to use competition as a way of peer and self-assessment.
CONFIDENT	To be certain about something or feeling sure of oneself and one's abilities. To promote confidence pupils should be appropriately challenged and praised for working to the best of their ability and making progress. In turn, this should motivate and encourage them to have a go and try new things. It is also important pupils feel confident in their teacher's knowledge and ability to support their learning.
CONTROL	To exercise restraint or direction over; dominate; command. Pupils from a young age should be encouraged to focus on controlling their movements. When travelling in a space pupils' attention should be drawn to spatial awareness and moving with control. When performing a sequence or balance, good control through sound body tension should be an expectation and when stopping, pupils should be taught to hold still.
CO-ORDINATION	The ability to control the movement of the body in co-operation with the body's sensory functions, e.g. catching a ball (ball, hand and eye co-ordination).
CORE MOVEMENT	The competency in motor skills and movement patterns needed to perform a variety of physical activities. There are a number of different types of skills: • Cognitive – or intellectual skills that require thought processes • Perceptual – involving interpretation of presented information • Motor – involving movement and muscle control • Perceptual motor – involving the thought, interpretation and movement skills Pupils will be at different levels in their development of core movement skills. Opportunities to develop and assess pupils' core movement skills should be the foundation to physical education.
FAIRNESS AND RESPECT	Fairness and respect within physical education can be demonstrated and developed as follows, by: Fairness <ul style="list-style-type: none"> • Taking turns • Sharing equipment and apparatus • Following rules and making up rules for games • Recognising and accommodating the different abilities of their peers • Sharing ideas and knowledge

	<ul style="list-style-type: none"> • Accepting anyone can take part regardless of their race, religion, gender or sex. <p>Respect</p> <ul style="list-style-type: none"> • Caring for equipment and apparatus • Keeping themselves and others safe i.e. when travelling in a space, moving equipment • Celebrating others' successes, including of opponents • Listening to teachers' instructions • Listening and responding to others' ideas • Understanding everyone has a right to take part regardless of ability • Recognising others' contributions
FITNESS	There are two main types of fitness, health-related and skill-related. In the NCPE, the term is used to refer to health-related fitness. This comprises five components (cardiovascular endurance, muscular strength, muscular endurance, flexibility and body composition). Personal fitness – Personal fitness is the composite level of these five components that an individual possesses at any point in time.
FLEXIBILITY	Flexibility, mobility and suppleness all refer to the range of limb movement around joints. In activities such as gymnastics and athletics pupils can draw on and develop their flexibility using the full range of movement in controlled, focused as well as in dynamic ways. Where possible, skills and positions demanding flexibility are best practised and refined statically (i.e. still) first, before being performed dynamically (i.e. moving).
STRATEGY	The intended or chosen plan to achieve a particular purpose; for example, in the physical education context, the plan to overcome an opponent in a game or to solve a problem in outdoor education.
STRENGTH	The ability of a muscle or muscle group to overcome a resistance. At KS1 and KS2, pupils can develop strength through taking their own body weight, balancing, climbing, hanging, swinging, jumping, skipping, running, or swimming etc.
TACTIC	The particular method used or selected to achieve something.
TECHNIQUE	A technique is the way of performing a skill. Players select different techniques for performing skills on the basis of: Their personal preference – which technique suits their level of skill or confidence The effectiveness of the technique – which technique gives them the most success The situation – which technique is best at a given time and place, and is within the rules.

ACCURACY	To hit a goal/target exactly. Free from mistakes.
AEROBIC	The work of the heart and lungs to use oxygen effectively
BEAT	The rhythm of music
CIRCUIT	A series of exercises, moving round from one to the other
CORE	The muscles around the middle of your body
CORE STRENGTH	Strong muscles at the centre of your body, keep you stable.

DIRECTION	The way in which you travel.
DRIBBLE	To move along in repeated bounces, kicks or pushes.
FOREHAND / BACKHAND	To strike an object with the palm facing forwards or backwards
HEART-RATE	How often your heart beats in a time period. (1min)
IMPROVISE	To perform without planning or practice
MOBILITY	How easy it is to move around.
OVERARM / UNDERARM	Throwing an object under the shoulder or over the shoulder.
PACE	The rate of movement
POSTURE	The way you hold your body.
RALLY	To repeatedly hit an object between two or more people
RHYTHM	Movement marked by the repetition of sound.
SEQUENCE	A pattern where one thing follows another
STAMINA	Being able to keep effort going for a long time
STRIKE	To hit an object.
SYMMETRY	When both sides of something are balanced in form, size, etc
TARGET	An object/mark that you aim something at.
TEMPO	The speed at which music/an activity takes place
TIMING	Being able to adjust your pace to create the most useful result
TRAVELLING	Moving around an area.