**“***Unlocking potential, inspiring success, celebrating diversity***”**

**Intent**

At Elmridge Primary School, we believe that Physical Education (PE) lays the foundations for health and wellbeing in later life. We work to develop fitness, social skills and positivity in every child, encouraging them every step of the way. We aim to build children’s knowledge through rich, motivational and inspiring learning experiences that provide them with the transferable skills they need to move into the world with integrity and confidence. We will develop lifelong learners who are knowledgeable and aware of their own well-being, social, emotional, physical and spiritual needs. Children are physically active and understand that physical activity is part of a healthy lifestyle. They develop skills to participate in a wide range of physical activities. Children enjoy and engage in competitive sports, games and cooperative physical activities in increasingly challenging situations through.

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| **Threads** | | |
| **International Learners**   * Diversity & Mutual Respect * Sustainability and Ecology * Community and collaboration | **Aspirational Leaders**   * Responsibility and respect * Creativity, innovation and curiosity * Confidence and resilience | **Literacy Champions**   * Love of reading and language * Confident, articulate speakers * Creative and adaptive authors |

**PE unit Overview**

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| Year Group | Autumn A | Autumn B | Spring A | Spring B | | Summer A | Summer B |
| Nursery  **Teacher Led** | **Fundamental skills**  **All About Me**  Children develop the skills of balancing, running, changing direction, jumping, hopping and travelling. They develop gross motor skills and learn how to stay safe using space, working independently and in pairs. | **Fundamental skills**  **Adventure**  Children learn principles of finding space, freezing, using and sharing equipment. They develop the skills of running, jumping and skipping. | **Gymnastics**  **Animals and Habitats**  Children explore basic movement, creating shapes, balances, and jumps and begin to develop rocking and rolling. They safely and perform basic skills on both floor and apparatus. They copy, create, remember and repeat short sequences beginning to use levels. | **Ball skills**  **Mini beasts**  Children develop rolling and receiving a ball, throwing to a target, bouncing and catching, dribbling with feet and kicking a ball. They develop their fine and gross motor skills through a range of game play using a variety of equipment alone and in pairs. | | **Games - Transport**  Children develop their understanding of playing games and further develop fundamental movement skills. They learn how to score and play by the rules, how to work with a partner and begin to understand what a team is, as well as learning how to behave when winning and losing. | **Dance - Journeys**  Children develop their expressive movement. They explore travelling movements, shapes and balances. They choose their own actions in response to a stimulus. They copy, repeat and remember actions. They are introduced to counting to help them keep in time. They perform to others and begin to provide simple feedback. |
| Reception | **Fundamental skills**  **Adventure**  Children learn principles of finding space, freezing, using and sharing equipment. They develop the skills of running, jumping and skipping.  **Teacher Led**  **Fundamental skills**  **Me and my Family**  Children learn basic principles of a PE lesson such as safely using space, stopping safely, using and sharing equipment and working individually, with a partner and group. They develop skills of running, jumping and skipping. Children play simple games and begin to understand and use rules.  **Sports coach** | **Fundamental skills**  **All About Me**  Children develop the skills of balancing, running, changing direction, jumping, hopping and travelling. They develop gross motor skills and learn how to stay safe using space, working independently and in pairs  **Teacher Led**  **Gymnastics**  **Traditional Tales**  Children explore basic movement, creating shapes, balances, and jumps and rolls. They safely and perform basic skills on both floor and apparatus. They copy, create, remember and repeat short sequences beginning to use levels. | **Dance - Journeys**  Children develop their expressive movement. They explore travelling movements, shapes and balances. They choose their own actions in response to a stimulus. They copy, repeat and remember actions. They are introduced to counting to help them keep in time. They perform to others and begin to provide simple feedback.  **Teacher Led**  **Fundamental skills**  **Places**  Children develop skills of balancing, running, hopping, jumping, travelling and changing direction. Children will develop fine and gross motor skills, through handling equipment. They will learn how to stay safe using space. They work independently and with a partner to complete tasks. | **Games - Transport**  Children develop their understanding of playing games and further develop fundamental movement skills. They learn how to score and play by the rules, how to work with a partner and begin to understand what a team is, as well as learning how to behave when winning and losing.  **Sports coach**  **Ball skills**  **Mini beasts**  Children develop rolling and receiving a ball, throwing to a target, bouncing and catching, dribbling with feet and kicking a ball. They develop their fine and gross motor skills through a range of game play using a variety of equipment alone and in pairs.  **Teacher Led** | | **Teacher Led**  **Gymnastics**  **Animals and Habitats**  Children explore basic movement, creating shapes, balances, and jumps and begin to develop rocking and rolling. They safely and perform basic skills on both floor and apparatus. They copy, create, remember and repeat short sequences beginning to use levels.  **Sports coach**  **Ball skills**  **Weather**  Children will develop fundamental ball skills such as throwing and catching, rolling a ball, using targets, dribbling with feet, kicking a ball, bouncing and catching a ball. They develop their fine and gross motor skills though a range of game play with balls. They work independently and with a partner developing decision making and using simple tactics.  **Sports coach** | **Dance – Places**  Children use space safely. They explore traveling actions, shapes and balances. They choose their own actions in response to a stimulus and are given the opportunity to copy, repeat and remember actions. They continue to use counting to help them keep in time. They perform to others and begin to provide simple feedback.  **Teacher Led**  **Games – The World**  Children learn and develop skills by playing a variety of games. They will also start to understand how to work as a team, take turns, keep the score, play against an opponent and play by the rules.  **Sports coach** |
| Year 1 | **Fundamental skills**  Pupils develop balancing, running, changing direction, jumping, hopping and skipping in isolation as well as in combination. Pupils identify areas of strength and areas for improvement. They work collaboratively with others.  **Teacher Led**  **Team Building**  Pupils develop communication, leadership and problem solving skills. They discuss and plan their ideas to get the most successful outcome.  **Sports coach** | **Ball skills**  Pupils develop throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball. Pupils work alone, in pairs and groups. Pupils explore their own ideas in response to tasks.  **Sports coach**  **Gymnastics**  Pupils use space safely and effectively on the floor and using low apparatus. Basic skills of jumping, rolling, balancing and travelling are used to create movement phrases. Pupils build short sequences and develop their confidence in performing. Pupils begin to understand the use of levels, directions and shapes when travelling and balancing.  **Teacher Led** | **Fitness**  Pupils develop their understanding of the benefits of exercise and a healthy lifestyle on their physical body, their mood and their overall health. They will work independently and collaboratively to complete challenges in which they persevere to achieve their personal best.  **Sports coach**  **Yoga**  Pupils learn about mindfulness and awareness. They begin to learn poses and techniques that will help them connect their mind and body. They improve wellbeing by building strength, flexibility and balance. The learning includes postures, breathing and meditation.  **Teacher Led** | **Sending and receiving**  Pupils develop throwing and catching, rolling, kicking, tracking and stopping a ball with a range of different sized balls. They will apply their skills individually and collaboratively and begin to organise and self-manage their own activities. They will understand the importance of abiding by the rules.  **Teacher Led**  **Target Games**  Pupils develop their aim using underarm and overarm. Pupils apply actios considering the size and distance of the challenge. They will apply their skills individually and collaboratively and begin to organise and self-manage their own activities. They will understand the importance of abiding by rules.  **Sports coach** | | **Athletics**  Pupils will develop running at different speeds, changing direction, jumping and throwing. Pupils engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently.  **Sports coach**  **Dance : Weather & Safari**  Pupils develop travelling actions, movement skills and balancing. They understand it is important to count to music They copy and repeat actions linking them to make short dance phrases. Pupils create ideas in relation to the theme. Pupils perform and also to provide feedback, beginning to use dance terminology.  **Teacher Led** | **Net and wall**  Pupils learn the importance of the ready position. They develop throwing, catching and racket skills, learning to track and hit a ball. They play against an opponent and over a net beginning to use rules and simple tactics. They are encouraged to demonstrate good sportsmanship and show respect towards others.  **Teacher Led**  **Striking and Fielding**  Pupils develop throwing and catching, stopping a rolling ball, retrieving a ball and striking a ball. They play one against one, against two, and against three. They learn how to score points and use simple tactics. They learn the rules of the games and use these to play fairly. They show respect towards others and develop communication skills.  **Sports coach** |
| Year 2 | **Fundamental skills**  Pupils develop balancing, running, changing direction, jumping, hopping and skipping, using a range of equipment. Pupils observe and identify areas of strength and areas for improvement. They work collaboratively with others.  **Teacher Led**  **Team Building**  Pupils develop communication, leadership and problem solving skills. They discuss and plan their ideas to get the most successful outcome.  **Sports coach** | **Ball skills**  Pupils develop throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball. Pupils work independently, in pairs and small groups.  **Sports coach**  **Dance**  **Rainforest & Jack Frost**  Pupils move to express and idea, mood, character or feeling. They develop travelling actions in relation to a stimulus with dynamics and expression. They use counts of 8 to keep in time with the music and a partner. Pupils will also explore pathways, levels, shapes, directions, speeds and timing. They work independently and with others to perform and provide feedback beginning to use key terminology.  **Teacher Led** | **Fitness**  Pupils participate in fitness activities developing agility, balance, co-ordination, speed and stamina. They will work independently, and collaboratively. They develop perseverance and show determination to work for longer periods.  **Sports coach**  **Gymnastics**  Pupils develop jumping, rolling, balancing and travelling individually and in combination to create short sequences and movement phrases on floor and apparatus. They develop an awareness of compositional devices. Pupils are given opportunities to provide feedback to others and recognise elements of high quality performance.  **Teacher Led** | **Sending and receiving**  Pupils develop throwing and catching, rolling, kicking, tracking and stopping a ball. They use equipment to send and receive range of different sized balls. They will apply their skills individually and collaboratively, and begin to organise and self-manage their own activities They apply their skills in different situations.  **Sports coach**  **Yoga**  Pupils learn about mindfulness and awareness. They begin to learn poses and techniques that will help them connect their mind and body. They improve wellbeing by building strength, flexibility and balance. Children create own poses.  **Teacher Led** | | **Athletics**  Pupils develop running at different speeds, jumping and throwing. Pupils measuring performance, competing to improve on their own score and against others. They work collaboratively and independently and learn how to improve by identifying areas of strength as well as areas to develop.  **Teacher Led**  **Net and Wall**  Pupils develop principles such as using the ready position to defend their space and sending the ball away from an opponent to maximise their chances of scoring. They will learn to play games honestly, abiding by the rules and showing respect towards their opponents and teammates.  **Sports coach** | **Invasion**  Pupils develop principles of defending and attacking. They develop sending and receiving with both feet and hands and dribbling with both feet and hands. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and learn to play to the rules.  **Sports coach**  **Striking and Fielding**  Pupils develop throwing and catching, tracking and retrieving a ball and striking a ball. They begin to self-manage small-sided games. Pupils learn how to score points and play to the rules. Pupils will begin to use skills, strategies and tactics to outwit the opposition.  **Teacher Led** |
| Year 3 | **Fundamental skills**  Pupils develop balancing, running, jumping, hopping and skipping. Pupils develop their ability to change direction with balance and control as well as how to accelerate and decelerate. Pupils observe and identify areas of strength and areas for development.  **Teacher Led**  **Gymnastics**  Pupils are introduced to ‘extension’ and ‘body tension.' They develop rolling, jumping and balancing. Pupils develop their sequence working collaboratively and using matching and contrasting actions that flow. Pupils develop confidence to perform, considering the quality and control of their actions.  **Sports coach** | **Ball skills**  Pupils explore a variety of throwing techniques and learn to select the appropriate throw for the situation. They develop catching with one and two hands as well as dribbling with feet and hands. They apply to small group games, taking on different roles and work both individually and with others.  **Teacher Led**  **Dance:**  **machines & country and western**  Pupils create dances in relation to stimuli. Pupils work individually, and collaboratively, sharing their ideas. They develop use of counting and rhythm and learn to use canon, unison, formation and levels in their dances. They perform to others and provide feedback using key terminology.  **Sports coach** | **Dodgeball**  Pupils improve throwing, dodging and catching. They apply simple tactics to the game to outwit their opponent. Pupils play games and are taught the importance of being honest following rules. Pupils are given opportunities to evaluate and improve on their own and others performances.  **Sports coach**  **Yoga**  Pupils learn mindfulness and body awareness. They learn yoga poses and techniques that will help them to connect their mind and body. They improve well-being by building strength, flexibility and balance, breathing and meditation. They create their own yoga flows.  **Teacher Led** | **Swimming**  Pupils develop swimming strokes on their front and on their back. They travel, float and submerge with increasing confidence. They use different kicking and arm actions. They develop personal survival skills and how to stay safe around water.  **Teacher Led**  **OAA**  Pupils develop problem solving skills in a range of challenges. They plan, solve, reflect and improve on strategies. They learn to be inclusive of others and work collaboratively Pupils learn to orientate a map, identify key symbols and follow routes.  **Sports coach** | | **Swimming**  Pupils develop swimming strokes on their front and on their back. They travel, float and submerge with increasing confidence. They use different kicking and arm actions. They develop personal survival skills and how to stay safe around water.  **Teacher Led**  **Athletics**  Pupils develop running, jumping and throwing techniques. They are set challenges for distance and time. Pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best. Pupils are also given opportunities to measure, time and record scores.  **Sports coach** | **Swimming**  Pupils develop swimming strokes on their front and on their back. They travel, float and submerge with increasing confidence. They use different kicking and arm actions. They develop personal survival skills and how to stay safe around water.  **Teacher Led**  **Rounders**  Pupils learn how to score points. They learn how to play in different fielding roles. They develop their throwing, catching and batting skills. In games activities, pupils use skills, strategies and tactics to outwit the opposition. Pupils work with others, play fairly demonstrating an understanding of the rules, and are respectful of opponents.  **Sports coach** |
| Year 4 | **Tag Rugby**  Pupils learn to keep possession of the ball using attacking skills. They will play uneven and even sided games, developing strategies and social skills to self-manage games. Pupils understand the importance of playing fairly and following rules. Pupils will think about how to use skills, strategies and tactics to outwit the opposition. They will learn how to evaluate their own and others’ performances and suggest improvements.  **Sports coach**  **Gymnastics**  Pupils create more complex sequences with a wider range of travelling actions and pathways. They develop inverted movements and explore ways to include apparatus. They work collaboratively and offer feedback. They develop performance skills considering the quality and control of their actions.  **Teacher Led** | **Football**  Pupils are encouraged to persevere when developing key skills defending, attacking, sending, receiving and dribbling a ball. They playing uneven and even sided games. They learn to work one on one and cooperatively, showing respect for their teammates, opposition and referee. Pupils will be given opportunities to select and apply tactics to outwit the opposition.  **Sports coach**  **Dance:**  **States of matter & the spy**  Pupils create characters and narrative through movement and dances in relation to stimuli. Pupils work individually, and collaboratively, sharing their ideas. And communicating feelings. They develop use of counting and rhythm and learn to use canon, unison, formation and levels in their dances. They perform to others and provide feedback using key terminology.  **Teacher Led** | **Netball**  Pupils are encouraged to persevere when developing key skills defending, attacking, throwing, catching and shooting. They learn a range of different passes and learn key rules of 5 aside.  **Sports coach**  **Yoga**  Pupils learn mindfulness and body awareness. They learn yoga poses and techniques that will help them to connect their mind and body. They improve well-being by building strength, flexibility and balance, breathing and meditation. They create their own yoga flows.  **Teacher Led** | **Hockey**  Pupils contribute to the game by helping keep possession, use simple attacking tactics using sending, receiving and dribbling a ball. They begin to think about defending and winning the ball. Pupils think about how to use skills, strategies and tactics to outwit the opposition. They understand the importance of playing fairly and keeping to the rules, supporting teammates and know why this behaviour is important.  **Teacher Led**  **Fitness**  Pupils take part in a range of fitness challenges testing and record their scores. They learn about fitness; speed, stamina, strength, coordination, balance and agility and work at their maximum improving fitness levels. They persevere when tired or facing challenge, supporting others to do the same. Pupils recognise areas for improvement and suggest targets.  **Sports coach** | | **Tennis**  Pupils develop key skills such as the ready position, racket control and hitting a ball. They learn how to score points and how to use skills, simple strategies and tactics to outwit the opposition. Pupils play games independently and are taught the importance of being honest whilst playing to the rules.  **Sports coach**  **Golf**  Pupils develop skills and apply them to striking, chipping, putting, and playing a short and long game. They will develop their coordination, accuracy, and control of movements.  **Teacher Led** | **Cricket**  Pupils learn how to strike the ball into space so that they can score runs. When fielding, they learn how to keep the batters’ scores low. Pupils think about how they use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.  **Sports coach**  **Athletics**  Pupils develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations. Pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best.  **Teacher Led** |
| Year 5 | **Hockey**  Pupils improve their defending and attacking skills playing even-sided games. They start to show control and fluency in dribbling, sending and receiving a ball under some pressure. They think about how to use tactics and collaborate with others to outwit their opposition. They comment on their own and other’s performances and suggest ways to improve. They recognise the importance of fair play and honesty while self managing games.  **Sports coach**  **Playground Leaders**  Pupils learn how to lead younger pupils in different games, supporting skill development and how to encourage fair play and following the rules.  **Teacher Led** | **Basketball**  Pupils develop defending, attacking, throwing, catching, dribbling and shooting. They use attacking skills to maintain possession and defending skills to gain possession.  They comment on their own and other’s performances and suggest ways to improve. They recognise the importance of fair play and honesty while self managing games.  **Teacher Led**  **Gymnastics**  Pupils create longer sequences individually, and collaboratively. They learn a wider range of actions such as cartwheels and handstands. They explore paired canon and synchronisation and matching and mirroring. They provide feedback to make improvements. They perform skills considering the quality and control of their actions.  **Sports coach** | **Dodgeball**  Pupils improve throwing, dodging and catching. They apply tactics to the game to outwit their opponent. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules. Pupils learn officiating skills when refereeing games and are given opportunities to evaluate and suggest improvements to their own and others’ performances.  **Sports coach**  **Dance:**  **Chinese Dance/ Rock & Roll**  Pupils gain awareness of cultural and historic dance influences. Pupils work individually, and collaboratively, sharing their ideas and communicating feelings. They develop use of counting and rhythm and use canon, unison, formation and levels in their dances. They perform and provide feedback using key terminology.  **Teacher Led** | **Fitness**  Pupils take part in a range of fitness challenges testing and record their scores. They learn about fitness; speed, stamina, strength, coordination, balance and agility and work at their maximum improving fitness levels. They persevere when tired or facing challenge, supporting others to do the same. Pupils recognise areas for improvement and suggest targets.  **Sports coach**  **Yoga**  Pupils learn mindfulness and body awareness. They learn yoga poses and techniques that will help them to connect their mind and body. They improve well-being by building strength, flexibility and balance, breathing and meditation. They create their own yoga flows and lead others.  **Teacher Led** | | **OAA**  Pupils develop teamwork skills working individually and collaboratively to solve problems. They are encouraged to be inclusive of others, share ideas to create strategies and plans to produce the best solution to a challenge. Pupils are also given the opportunity to lead groups and negotiate. Pupils learn to orientate and navigate using a map.  **Teacher Led**  **Badminton**  Pupils develop skills to play continuous rallies. They learn about the ready position, racket control, serving and hitting over a net and how to use these skills to make the game difficult for their opponent. They will understand the importance of abiding by rules and develop character and control through use of coping strategies in competition and take on the role of referee.  **Sports coach** | **Rounders**  Pupils fielding skills and understanding of when to use them such as throwing underarm and overarm, catching and retrieving a ball. They learn how to play the different roles and to apply tactics in these positions. In all. Pupils work collaboratively to organise and self-manage their own games. Pupils play with honesty and fair play when playing competitively.  **Teacher Led**  **Athletics**  Pupils develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations. Pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best and officiate.  **Sports coach** |
| Year 6 | **Tag Rugby**  Pupils build upon skills by developing understanding that when attacking, they support the ball carrier using width and drawing defence. When defending, pupils learn how to tag, how to track and slow down an opponent, working as a defensive unit.  **Sports coach**  **Gymnastics**  Pupils further develop compositional principles. They build trust for collaborative tasks. They use formation to improve aesthetics of performances  **Teacher Led** | **Football**  Pupils build upon skills by learning the basics of goal keeping and principles of attack and defence. They develop consistency of control and abide by rules and apply them fairly as referee.  **Sports coach**  **Dance:**  **Bhangra & 70s disco**  Pupils gain awareness of cultural and historic dance influences. Pupils work individually, and collaboratively, sharing their ideas and communicating feelings. They develop use of counting and rhythm and use canon, unison, formation and levels in their dances. They perform and provide feedback using key terminology.  **Teacher Led** | **Handball**  Pupils develop throwing, catching, dribbling, intercepting and shooting. Pupils maintain possession of the ball and create scoring opportunities in attack. They develop defending principles and work collaboratively to develop tactics, fair play and honesty whilst self-managing matches. They improve their ability to evaluate performance.  **Sports coach**  **Yoga**  Pupils learn mindfulness, body awareness, yoga poses and techniques to connect their mind and body. They improve well-being by building strength, flexibility and balance, breathing and meditation. They create their own yoga flows and lead others.  **Teacher Led** | | **Fitness**  Pupils complete fitness challenges testing and record their scores. They show fitness; speed, stamina, strength, coordination, balance and agility and determination to improve fitness levels. Pupils recognise areas for improvement and suggest targets.  **Sports coach**  **Golf**  Pupils use striking, chipping, putting and playing a short and long game. They develop coordination, accuracy and control. They understand the principles of golf and develop fluid movements that can be used in game situations. They will be confident in selecting the appropriate shot for the situation.  **Teacher Led** | **OAA**  Pupils use teamwork skills to solve problems. They are inclusive of others, share ideas to create strategies and plans to complete a challenge. They lead groups and negotiate. Pupils learn to orientate and navigate using a map.  **Sports coach**  **Badminton**  Pupils develop skills to play continuous rallies. They learn about the ready position, racket control, serving and hitting over a net and how to use these skills to make the game difficult for their opponent. They will understand the importance of abiding by rules and develop character and control through use of coping strategies in competition and take on the role of referee.  **Teacher Led** | **Cricket**  Pupils apply skills in game situation, playing in different positions. They apply strategies and tactics working in collaboration demonstrating an understanding of the rules and integrity  **Sports coach**  **Athletics**  Pupils develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations. Pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best and officiate.  **Teacher Led** |

**Objectives by Year Group (Development Matters / National Curriculum 2014)**

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| **EYFS NURSERY** | |
| Revise and refine the fundamental movement skills they have already acquired: rolling, walking, crawling, jumping, etc  Progress towards a more fluent style of moving, with developing control and grace.  Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.  Combine different movements with ease and fluency.  Skip, hop, stand on one leg and hold a pose for a game like musical statues.  Show a preference for a dominant hand.  Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions  Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. | |
| **EYFS Reception** | |
| Revise and refine the fundamental movement skills they have already acquired: rolling, walking, crawling, jumping, etc  Progress towards a more fluent style of moving, with developing control and grace.  Skip, hop, stand on one leg and hold a pose for a game like musical statues.  Show a preference for a dominant hand.  Combine different movements with ease and fluency.  Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions  Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. | |
| ELG | * Negotiate space and obstacles safely, with consideration for themselves and others; * Demonstrate strength, balance and coordination when playing; * Move energetically, such as running, jumping, dancing, hopping, skipping and climbing |

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| **Year 1** | | |
| Autumn  A | Team Building | 1A Master basic movements, developing balance, agility and co-ordination, and begin to apply these in a range of activities |
| Fundamental skills |
| Autumn B | Gymnastics |
| Ball skills |
| Spring  A | Fitness |
| Yoga |
| Spring  B | Sending & receiving |
| Target games | 1B  Participate in team games, developing simple tactics for attacking and defending |
| Summer  A | Athletics | 1A Master basic movements, developing balance, agility and co-ordination, and begin to apply these in a range of activities |
| Dance | 1C Perform dances using simple movement patterns. |
| Summer  B | Net and wall | 1A Master basic movements, developing balance, agility and co-ordination, and begin to apply these in a range of activities  1B  Participate in team games, developing simple tactics for attacking and defending |
| Striking & fielding |
| **Year 2** | | |
| Autumn  A | Team Building | 1A Master basic movements, developing balance, agility and co-ordination, and begin to apply these in a range of activities |
| Fundamental skills |
| Autumn B | Dance | 1C Perform dances using simple movement patterns. |
| Ball skills | 1A Master basic movements, developing balance, agility and co-ordination, and begin to apply these in a range of activities |
| Spring  A | Fitness |
| Gymnastics |
| Spring  B | Yoga |
| Sending & receiving |
| Summer  A | Athletics |
| Net and wall | 1B  Participate in team games, developing simple tactics for attacking and defending |
| Summer  B | Striking & fielding |
| Invasion |

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| **Year 3** | | |
| Autumn  A | Fundamentals | 1a    use running, jumping, throwing and catching in isolation and in combination |
| Gymnastics | 1c    develop flexibility, strength, technique, control and balance  1f    compare their performances with previous ones and demonstrate improvement to achieve their personal best. |
| Autumn B | Ball skills | 1a    use running, jumping, throwing and catching in isolation and in combination |
| Dance | 1d. Perform dances using a range of movement patterns  1f    compare their performances with previous ones and demonstrate improvement to achieve their personal best. |
| Spring  A | Dodgeball | 1b    play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending  1a    use running, jumping, throwing and catching in isolation and in combination |
| Yoga | 1f    compare their performances with previous ones and demonstrate improvement to achieve their personal best.  1c    develop flexibility, strength, technique, control and balance |
| Spring  B | Swimming | 1c    develop flexibility, strength, technique, control and balance  1f    compare their performances with previous ones and demonstrate improvement to achieve their personal best. |
| OAA | 1e    take part in outdoor and adventurous activity challenges both individually and within a team |
| Summer  A | Swimming | 1.2a    swim competently, confidently and proficiently over a distance of at least 25 metres  1.2b    use a range of strokes effectively  1.2c    perform safe self-rescue in different water-based situations. |
| Athletics | 1a    use running, jumping, throwing and catching in isolation and in combination  1f    compare their performances with previous ones and demonstrate improvement to achieve their personal best. |
| Summer  B | Swimming | 1.2a    swim competently, confidently and proficiently over a distance of at least 25 metres  1.2b    use a range of strokes effectively  1.2c    perform safe self-rescue in different water-based situations.1d. Perform dances using a range of movement patterns |
| Rounders | 1b    play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending  1a    use running, jumping, throwing and catching in isolation and in combination |

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| **Year 4** | | |
| Autumn  A | Gymnastics | 1c    develop flexibility, strength, technique, control and balance  1f    compare their performances with previous ones and demonstrate improvement to achieve their personal best. |
| Tag rugby | 1b    play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending  1a    use running, jumping, throwing and catching in isolation and in combination |
| Autumn B | Dance | 1d. Perform dances using a range of movement patterns  1f    compare their performances with previous ones and demonstrate improvement to achieve their personal best. |
| Football | 1b    play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending 1a    use running, jumping, throwing and catching in isolation and in combination |
| Spring  A | Yoga | 1c    develop flexibility, strength, technique, control and balance  1f    compare their performances with previous ones and demonstrate improvement to achieve their personal best. |
| Netball | 1b    play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.  1a    use running, jumping, throwing and catching in isolation and in combination |
| Spring  B | Fitness | 1c    develop flexibility, strength, technique, control and balance  1f    compare their performances with previous ones and demonstrate improvement to achieve their personal best. |
| Hockey | 1b    play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending  1a    use running, jumping, throwing and catching in isolation and in combination |
| Summer  A | Tennis | 1f    compare their performances with previous ones and demonstrate improvement to achieve their personal best.  1b    play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending  1a    use running, jumping, throwing and catching in isolation and in combination |
| Golf |
| Summer  B | Athletics | 1a    use running, jumping, throwing and catching in isolation and in combination  1f    compare their performances with previous ones and demonstrate improvement to achieve their personal best. |
| Cricket | 1b    play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending  1a    use running, jumping, throwing and catching in isolation and in combination |

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| Autumn  A | Hockey | 1b    play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending  1a    use running, jumping, throwing and catching in isolation and in combination |
| Leadership |
| Autumn B | Basketball |
| Gymnastics | 1c    develop flexibility, strength, technique, control and balance  1f    compare their performances with previous ones and demonstrate improvement to achieve their personal best. |
| Spring  A | Dance | 1d. Perform dances using a range of movement patterns  1f    compare their performances with previous ones and demonstrate improvement to achieve their personal best. |
| Dodgeball | 1b    play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending principles suitable for attacking and defending  1a    use running, jumping, throwing and catching in isolation and in combination |
| Spring  B | Yoga | 1c    develop flexibility, strength, technique, control and balance  1f    compare their performances with previous ones and demonstrate improvement to achieve their personal best. |
| Fitness |
| Summer  A | OAA | 1e    take part in outdoor and adventurous activity challenges both individually and within a team |
| Badminton | 1b    play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending principles suitable for attacking and defending  1a    use running, jumping, throwing and catching in isolation and in combination |
| Summer  B | Rounders |
| Athletics | 1a    use running, jumping, throwing and catching in isolation and in combination  1f    compare their performances with previous ones and demonstrate improvement to achieve their personal best. |

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| **Year 5** |

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| **Year 6** | | |
| Autumn  A | Gymnastics | 1c    develop flexibility, strength, technique, control and balance  1f    compare their performances with previous ones and demonstrate improvement to achieve their personal best. |
| Tag rugby | 1b    play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending principles suitable for attacking and defending  1a    use running, jumping, throwing and catching in isolation and in combination |
| Autumn B | Dance | 1d. Perform dances using a range of movement patterns  1f    compare their performances with previous ones and demonstrate improvement to achieve their personal best. |
| Football | 1b    play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending principles suitable for attacking and defending  1a    use running, jumping, throwing and catching in isolation and in combination |
| Spring  A | Yoga | 1c    develop flexibility, strength, technique, control and balance  1f    compare their performances with previous ones and demonstrate improvement to achieve their personal best. |
| Handball | 1b    play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending principles suitable for attacking and defending  1a    use running, jumping, throwing and catching in isolation and in combination |
| Spring  B | Golf | 1b    play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending principles suitable for attacking and defending |
| Fitness | 1c    develop flexibility, strength, technique, control and balance  1f    compare their performances with previous ones and demonstrate improvement to achieve their personal best. |
| Summer  A | OAA | 1e    take part in outdoor and adventurous activity challenges both individually and within a team |
| Volleyball | 1b    play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending principles suitable for attacking and defending  1a    use running, jumping, throwing and catching in isolation and in combination |
| Summer  B | Cricket | 1b    play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending principles suitable for attacking and defending  1a    use running, jumping, throwing and catching in isolation and in combination |
| Athletics | 1c    develop flexibility, strength, technique, control and balance  1f    compare their performances with previous ones and demonstrate improvement to achieve their personal best. |

**PE Skill Progression by Year Group**

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| Fundamentals | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Running: explore running and stopping. Explore changing direction safely. Balancing: explore balancing whilst stationary and on the move. Jumping: begin to explore take off and landing safely. Hopping: explore hopping on both feet. Skipping: explore skipping as a travelling action. | Running: explore changing direction and dodging. Discover how the body moves at different speeds. Balancing: move with some control and balance. Explore stability and landing safely. Jumping: demonstrate control in take off and landing when jumping. Hopping: begin to explore hopping in different directions. Skipping: show co-ordination when turning a rope. Use rhythm to jump continuously in a French rope. | Running: demonstrate balance when changing direction. Clearly show different speeds when running. Balancing: demonstrate balance when performing movements. Jumping: demonstrate jumping for distance, height and in different directions. Hopping: demonstrate hopping for distance, height and in different directions. Skipping: explore single and double bounce when jumping in a rope. | Running: change direction. Show an increase and decrease in speed. Balancing: demonstrate balance when performing other fundamental skills. Jumping and hopping: link jumping and hopping actions. Skipping: jump and turn a skipping rope. | Running: change direction quickly under pressure. Demonstrate when and how to accelerate and decelerate. Balancing: demonstrate good balance and control when performing other fundamental skills. Jumping and hopping: link hopping and jumping actions with other fundamental skills. Skipping: consistently skip in a rope. | Running: demonstrate improved body posture and balance when changing direction. Accelerate and decelerate appropriately for the situation. Balancing: consistently demonstrate good balance when performing other fundamental skills. Jumping and hopping: demonstrate good technique and co-ordination when linking jumps. Skipping: show a range of skills when skipping in a rope. | Running: change direction with a fluent action. Transition smoothly between varying speeds. Balancing: show fluency and control when travelling, landing, stopping and changing direction. Jumping and hopping: demonstrate good technique when jumping and hopping for distance and height. Fluently link jumps together. Skipping: consistently show a range of skills when skipping in a rope. |
| Dance | Actions: explore how my body moves. Copy basic body actions and rhythms. Dynamics: explore actions in response to music and an idea. Space: begin to explore pathways and the space around me and in relation to others. Performance: perform short phrases of movement in front of others. | Actions: copy, remember and repeat actions to represent a theme. Create my own actions in relation to a theme. Dynamics: explore varying speeds to represent an idea. Space: explore pathways within my performance. Relationships: begin to explore actions and pathways with a partner. Performance: perform on my own and with others to an audience. | Actions: accurately remember, repeat and link actions to express an idea. Dynamics: develop an understanding of dynamics. Space: develop the use of pathways and travelling actions to include levels. Relationships: explore working with a partner using unison, matching and mirroring. Performance: develop the use of facial expressions in my performance.. | Actions: create actions in response to a stimulus individually and in groups. Dynamics: use dynamics effectively to express an idea. Space: use direction to transition between formations. Relationships: develop an understanding of formations. Performance: perform short, self-choreographed phrases showing an awareness of timing. | Actions: respond imaginatively to a range of stimuli related to character and narrative. Dynamics: change dynamics confidently within a performance to express changes in character. Space: confidently use changes in level, direction and pathway. Relationships: use action and reaction to represent an idea. Performance: perform complex dances that communicate narrative and character well, performing clearly and fluently. | Actions: choreograph dances by using, adapting and developing actions and steps from different dance styles. Dynamics: confidently use dynamics to express different dance styles. Space: confidently use direction and patterning to express different dance styles. Relationships: confidently use formations, canon and unison to express a dance idea. Performance: perform dances expressively, using a range of performance skills, showing accuracy and fluency. | Actions: show controlled movements which express emotion and feeling. Dynamics: explore, improvise and combine dynamics to express ideas fluently and effectively on my own, with a partner or in a small group. Space and relationships: use a variety of compositional principles when creating my own dances. Performance: demonstrate a clear understanding of timing in relation to the music and other dancers throughout my performance. |
| Gymnastics | Shapes: show contrast with my body including wide/narrow, straight/curved. Balances: explore shapes in stillness using different parts of my body. Rolls: explore rocking and rolling. Jumps: explore jumping safely. | Shapes: explore basic shapes straight, tuck, straddle, pike. Balances: perform balances making my body tense, stretched and curled. Rolls: explore barrel, straight and forward roll progressions. Jumps: explore shape jumps including jumping off low apparatus. | Shapes: explore using shapes in different gymnastic balances. Balances: remember, repeat and link combinations of gymnastic balances. Rolls: explore barrel, straight and forward roll and put into sequence work. Jumps: explore shape jumps and take off combinations. | Shapes: explore matching and contrasting shapes. Balances: explore point and patch balances and transition smoothly into and out of them. Rolls: develop the straight, barrel, and forward roll. Jumps: develop stepping into shape jumps with control. | Shapes: develop the range of shapes I use in my sequences. Inverted movements: develop strength in bridge and shoulder stand. Balances: develop control and fluency in individual and partner balances. Rolls: develop the straight, barrel, forward and straddle roll and perform them with increased control. Jumps: develop control in performing and landing rotation jumps. | Shapes: perform shapes consistently and fluently linked with other gymnastic actions. Inverted movements: explore progressions of a cartwheel. Balances: explore symmetrical and asymmetrical balances. Rolls: develop control in the straight, barrel, forward, straddle and backward roll. Jumps: select a range of jumps to include in sequence work. | Shapes: combine and perform gymnastic shapes more fluently and effectively. Inverted movements: develop control in progressions of a cartwheel and a headstand. Balances: explore counter balance and counter tension. Rolls: develop fluency and consistency in the straddle, forward and backward roll. Jumps: combine and perform a range of gymnastic jumps more fluently and effectively. |
| Athletics | Running: explore running and stopping safely. Jumping: explore jumping and hopping safely. Throwing: explore throwing to a target. | Running: explore running at different speeds. Jumping: develop balance whilst jumping and landing. Explore hopping, jumping and leaping for distance. Throwing: explore throwing for distance and accuracy | Running: develop the sprinting action. Jumping: develop jumping, hopping and skipping actions. Explore safely jumping for distance and height. Throwing: develop overarm throwing for distance. | Running: develop the sprinting technique and apply it to relay events. Jumping: develop technique when jumping for distance in a range of approaches and take off positions. Throwing: explore the technique for a pull throw | Running: develop an understanding of speed and pace in relation to distance. Develop power and speed in the sprinting technique. Jumping: develop technique when jumping for distance. Throwing: explore power and technique when throwing for distance in a pull and heave throw. | Running: apply fluency and co-ordination when running for speed in relay changeovers. Effectively apply speeds appropriate for the event. Jumping: explore technique and rhythm in the triple jump. Throwing: Develop technique and power in javelin and shot put. | Running: demonstrate a clear understanding of pace and use it to develop their own and others sprinting technique. Jumping: develop power, control and technique in the triple jump. Throwing: develop power, control and technique when throwing discus and shot put. |
| Ball skills | Sending: explore sending an object with hands and feet. Catching: explore catching to self and with a partner. Tracking: explore stopping a ball with hands and feet. Dribbling: explore dropping and catching with two hands and moving a ball with feet. | Sending: roll and throw with some accuracy towards a target. Catching: begin to catch with two hands. Catch after a bounce. Tracking: track a ball being sent directly. Dribbling: explore dribbling with hands and feet. | Sending: roll, throw and kick a ball to hit a target. Catching: develop catching a range of objects with two hands. Catch with and without a bounce. Tracking: consistently track and collect a ball being sent directly. Dribbling: explore dribbling with hands and feet with increasing control on the move. | Sending: send a ball with accuracy and increasing consistency to a target. Catching: catch a range of objects with increasing consistency. Tracking: track a ball not sent directly. Dribbling: dribble a ball with hands and feet with control. | Sending: accurately use a range of techniques to send a ball to a target. Catching: catch different sized objects with increasing consistency with one and two hands. Tracking: consistently track a ball sent directly and indirectly. Dribbling: dribble a ball with increasing control and co-ordination. | Sending: demonstrate clear technique when sending a ball under pressure. Catching: demonstrate good technique under pressure. Tracking: demonstrate a range of techniques when tracking and collecting a ball. Dribbling: dribble with some control under pressure. | Sending: show good technique when sending a ball with increasing control, accuracy and consistency under pressure. Catching: demonstrate increasing consistency of catching under pressure in a variety of game situations. Tracking: demonstrate a wider range of techniques when tracking a ball under pressure Dribbling: dribble consistently using a range of techniques with increasing control under pressure. |
| Fitness | Agility: change direction with a fluent action & transition smoothly between varying speeds. Balance: show fluency and control when travelling, landing, stopping and changing direction. Co-ordination: co-ordinate a range of body parts with a fluent action at a speed appropriate to the challenge. Speed: adapt running technique to meet the needs of the distance. Strength: complete body weight exercises for increased repetitions with control and fluency. Stamina: use my breath to increase my ability to move for sustained periods of time. | Agility: demonstrate improved body posture and speed when changing direction. Balance: change my body position to maintain a controlled centre of gravity. Co-ordination: demonstrate increased speed when co-ordinating my body. Speed: apply the best pace for a set distance or time. Strength: demonstrate increased technique in body weight exercises. Stamina: use a steady pace to be able to move for sustained periods of time. | Agility: show balance when changing direction at speed. Balance: show control whilst completing activities which challenge balance. Co-ordination: explore increased speed when co-ordinating my body. Speed: demonstrate improved sprinting technique. Strength: develop building strength in different muscle groups. Stamina: demonstrate using my breath to maintain my work rate. | Agility: show balance when changing direction. Balance: explore more complex activities which challenge balance. Co-ordination: co-ordinate my body with increased consistency in a variety of activities. Speed: explore sprinting technique. Strength: explore building strength in different muscle groups. Stamina: explore using my breath to increase my ability to work for longer periods of time. | Agility: show balance when changing direction at speed. Balance: show control whilst completing activities which challenge balance. Co-ordination: explore increased speed when co-ordinating my body. Speed: demonstrate improved sprinting technique. Strength: develop building strength in different muscle groups. Stamina: demonstrate using my breath to maintain my work rate. | Agility: demonstrate improved body posture and speed when changing direction. Balance: change my body position to maintain a controlled centre of gravity. Co-ordination: demonstrate increased speed when co-ordinating my body. Speed: apply the best pace for a set distance or time. Strength: demonstrate increased technique in body weight exercises. Stamina: use a steady pace to be able to move for sustained periods of time. | Agility: change direction with a fluent action and transition smoothly between varying speeds. Balance: show fluency and control when travelling, landing, stopping and changing direction. Co-ordination: co-ordinate a range of body parts with a fluent action at a speed appropriate to the challenge. Speed: adapt running technique to meet the needs of the distance. Strength: complete body weight exercises for increased repetitions with control and fluency. Stamina: use my breath to increase my ability to move for sustained periods of time. |
| Invasion | Sending & receiving: explore s&r with hands and feet using a variety of equipment. Dribbling: explore dropping and catching with two hands and moving a ball with their feet. Space: recognise their own space. Attacking & defending: explore changing direction and tagging games. | Sending & receiving: explore s&r with hands and feet to a partner. Dribbling: explore dribbling with hands and feet. Space: recognise good space when playing games. Attacking: explore changing direction to move away from a partner. Defending: explore tracking and moving to stay with a partner. | Sending & receiving: developing s&r with increased control. Dribbling: explore dribbling with hands and feet with increasing control on the move. Space: explore moving into space away from others. Attacking: developing moving into space away from defenders. Defending: explore staying close to other players to try and stop them getting the ball. | Sending & receiving: explore s&r abiding by the rules of the game. Dribbling: explore dribbling the ball abiding by the rules of the game under some pressure. Space: develop using space as a team. Attacking: develop movement skills to lose a defender. Explore shooting actions in a range of invasion games. Defending: develop tracking opponents to limit their scoring opportunities. | Sending & receiving: develop passing techniques appropriate to the game with increasing success. Catch a ball using one and two hands and receive a ball with feet/object with increasing success. Dribbling: link dribbling the ball with other actions and change direction whilst dribbling with some control. Space: develop moving into space to help my team. Attacking: change direction to lose an opponent with some success. Defending: develop defending one on one and begin to intercept. | Sending & receiving: develop control when s&r under pressure. Dribbling: dribble with some control under pressure. Space: explore moving to create space for themselves and others in their team. Attacking: use a variety of techniques to lose an opponent e.g. change of direction or speed. Defending: develop tracking and marking with increased success. Explore intercepting a ball using one and two hands. | Sending & receiving: s&r consistently using a range of techniques with increasing control under pressure. Dribbling: dribble consistently using a range of techniques with increasing control under pressure. Space: move to the correct space when transitioning from attack to defence or defence to attack and create and use space for self and others. Attacking: confidently change direction to lose an opponent Defending: use a variety of defending skills (tracking, interception, jockeying) in game situations. |
| Net and Wall | Hitting: explore hitting a ball with hands and pushing with a racket. Feeding and rallying: explore sending and tracking a ball with a partner. Footwork: explore changing direction, running and stopping. | Hitting: explore hitting a dropped ball with a racket. Feeding: throw a ball over a net to land into the court area. Rallying: explore sending a ball with hands and a racket. Footwork: use the ready position to move towards a ball. | Hitting: develop hitting a dropped ball over a net. Feeding: accurately underarm throw over a net to a partner. Rallying: explore underarm rallying with a partner catching after one bounce. Footwork: consistently use the ready position to move towards a ball. | Shots: explore returning a ball using shots such as the forehand and backhand. Rallying: explore rallying using a forehand. Footwork: consistently use and return to the ready position in between shots. | Shots: demonstrate technique when using shots playing co-operatively and beginning to execute this competitively. Rallying: develop rallying using both forehand and backhand with increased technique. Footwork: begin to use appropriate footwork patterns to move around the court. | Shots: develop the range of shots used in a variety of games. Serving: develop the range of serving techniques appropriate to the game. Rallying: use a variety of shots to keep a continuous rally. Footwork: demonstrate effective footwork patterns to move around the court | Shots: demonstrate increased success and technique in a variety of shots. Serving: serve accurately and consistently. Rallying: successfully apply a variety of shots to keep a continuous rally. Footwork: demonstrate a variety of footwork patterns relevant to the game I am playing. |
| OAA | Problem solving: explore activities where I have to make my own decisions. Navigational skills: explore moving in space and following a path. Communication: develop confidence in expressing myself. | Problem solving: suggest ideas in response to a task. Navigational skills: follow a path and lead others. Communication: communicate simple instructions and listen to others. | Problem solving: begin to plan and apply strategies to overcome a challenge. Navigational skills: follow and create a simple diagram/map. Communication: work co-operatively with a partner and a small group. | Problem solving: discuss how to follow trails and solve problems. Work with others to select appropriate equipment for the task. Navigational skills: identify where I am on a simple map. Use and begin to create simple maps and diagrams and follow a trail. Communication: follow and give instructions and accept other peoples' ideas. | Problem solving: plan independently and in small groups, implementing a strategy with increased success. Navigational skills: identify key symbols on a map and follow a route. Communication: confidently communicate ideas and listen to others. | Problem solving: explore tactical planning within a team to overcome increasingly challenging tasks. Navigational skills: develop navigational skills and map reading in increasingly challenging tasks. Communication: explore a variety of communication methods with increasing success. | Problem solving: pool ideas within a group, selecting and applying the best method to solve a problem. Navigational skills: orientate a map efficiently to navigate around a course with multiple points. Communication: inclusively communicate with others, share job roles and lead when necessary. |
| Striking and fielding | Striking: explore sending a ball to a partner. Fielding: explore tracking and stopping a rolling ball. Throwing and catching: explore rolling, throwing and catching using a variety of equipment. | Striking: explore striking a ball with their hand and equipment. Fielding: develop tracking and retrieving a ball. Throwing: explore technique when throwing over and underarm. Catching: develop co-ordination and technique when catching. | Striking: develop striking a ball with their hand and equipment with some consistency. Fielding: develop tracking a ball and decision making with the ball. Throwing: develop co-ordination and technique when throwing over and underarm. Catching: catch with two hands with some co-ordination and technique. | Striking: begin to strike a bowled ball after a bounce with different equipment. Fielding: explore bowling to a target and fielding skills to include a two-handed pick up. Throwing: use overarm and underarm throwing in game situations. Catching: catch with some consistency in game situations. | Striking: develop batting technique with a range of equipment. Fielding: develop bowling with some consistency, abiding by the rules of the game. Throwing: use overarm and underarm throwing with increased consistency in game situations. Catching: begin to catch with one and two hands with some consistency in game situations. | Striking: explore defensive and driving hitting techniques and directional batting. Fielding: develop over and underarm bowling technique. Develop long and short barrier and two handed pick up. Throwing: demonstrate good technique when using a variety of throws under pressure. Catching: explore catching skills (close/deep and wicket keeping) and apply these with some consistency in game situations. | Striking: strike a bowled ball with increasing accuracy and consistency. Fielding: use a wider range of fielding skills with increasing control under pressure. Throwing: consistently demonstrate good technique in throwing skills under pressure. Catching: consistently demonstrate good technique in catching skills under pressure. |
| Target games | Throwing: explore throwing using a variety of equipment. Catching: explore catching using a variety of equipment | Throwing overarm: explore technique when throwing overarm towards a target. Throwing underarm: explore technique when throwing underarm towards a target. | Throwing overarm: develop co-ordination and technique when throwing overarm towards a target. Throwing underarm: develop co-ordination and technique when throwing underarm towards a target. Striking: develop striking a ball with equipment with some consistency. | Throwing: explore throwing at a moving target. Catching (dodgeball): begin to catch whilst on the move. Striking: begin to strike a ball with accuracy and balance. | Throwing: throw with increasing accuracy at a target. Catching (dodgeball): catch with increasing consistency. Striking: strike a ball with increasing consistency. | Throwing: demonstrate clear technique and accuracy when throwing at a target. Catching (dodgeball): demonstrate good technique and consistency in catching skills. Striking: develop a wider range of striking techniques and begin to use them under pressure. | Throwing: throw with increasing control under pressure. Catching (dodgeball): catch with increasing control under pressure. Striking: use a variety of striking techniques with control and under pressure. |
| Yoga | Balance: explore shapes in stillness using different parts of my body. Flexibility: explore shapes and actions to stretch my body. Strength: explore taking weight on different body parts. Mindfulness: explore my own feelings in response to an activity or task. | Balance: perform balances and poses making my body tense, stretched and curled. Flexibility: explore poses and movements that challenge my flexibility. Strength: explore strength whilst transitioning from one pose to another. Mindfulness: recognise my own feelings in response to a task or activity. | Balance: remember, copy, and repeat sequences of linked poses. Flexibility: show increased awareness of extension in poses. Strength: demonstrate increased control in performing poses. Mindfulness: explore controlling my focus and sense of calm. | Balance: demonstrate increased control when in poses. Flexibility: explore poses and movement in relation to my breath. Strength: explore arm balances with some control. Mindfulness: develop my ability to stay still and keep my focus | Balance: explore using my breath to maintain balance within a pose. Flexibility: demonstrate increased extension in poses. Strength: demonstrate increased control and strength when in a pose. Mindfulness: engage with mindfulness activities with increased focus. | Balance: use my breath to maintain balance within an individual and partner pose. Flexibility: develop flexibility by connecting movement with breath. Strength: demonstrate increased control and strength when in and transitioning between poses. Mindfulness: explore methods I can use to control how I feel. | Balance: link combinations of poses for balance with increased control in transition. Flexibility: confidently transition from one pose to another showing extension connected to breath. Strength: explore poses that challenge my strength and work to maintain increased control and strength when in and transitioning between poses. Mindfulness: explore methods to control how I feel with some success. |

**PE Knowledge Progression “Sticky Knowledge” by Year Group**

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| Fundamentals | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Running: know that I use big steps to run and small steps to stop. Know that moving into space away from others helps to keep me safe. Balancing: know that I can hold my arms out to help me to balance. Jumping: know that bending my knees will help me to land safely. Hopping: understand that i use one foot to hop. Skipping: know that if I hop then step that will help me to skip.. | Running: understand that bending my knees will help me to change direction. Understand that if I swing my arms it will help me to run faster. Balancing: know that looking ahead will help me to balance. Know that landing on my feet helps me to balance. Jumping: know that landing on the balls of my feet helps me to land with control. Hopping: know that I should hop with a soft bent knee. Skipping: know that I should use the opposite arm to leg when I skip. Know that jumping on the balls of my feet helps me to keep a consistent rhythm. | Running: know that putting weight into the front of my feet helps me to stop in a balanced position. Know that running on the balls of my feet, taking big steps and having elbows bent will help me to run faster. Balancing: understand that squeezing my muscles helps me to balance. Jumping: know that swinging my arms forwards will help me to jump further. Hopping: know that if I look straight ahead it will stop me falling over when I land. Skipping: know that I should swing opposite arm to leg to help me balance when skipping without a rope. | Running: understand that leaning slightly forwards helps to increase speed (acceleration). Leaning my body in the opposite direction to travel helps to slow down (deceleration). Understand how agility helps us with everyday tasks. Balancing: understand how balance helps us with everyday tasks. Jumping and hopping: know that if I jump and land in quick succession, momentum will help me to jump further. Skipping: understand that I should turn the rope from my wrists with wide hands to create a gap to step through. | Running: know that keeping my elbows bent when changing direction will help me to stay balanced. Balancing: understand that I need to squeeze different muscles to help me to stay balanced in different activities. Jumping and hopping: know that swinging my non-hopping foot helps to create momentum. Skipping: understand that keeping my chest up helps me to stay balanced. | Running: understand that to change direction, I push off my outside foot and turn my hips. Balancing: understand that balance is a skill used in many different activities and everyday life. Jumping and hopping: understand that there are different techniques for different situations. Skipping: understand that people will have varying levels of skipping ability and that I can get better with practice | Running: know that running develops stamina and speed and both can be improved by training over time. Understand that agility requires speed, strength, good balance and co-ordination. Balancing: know that balance underpins many skills in PE and everyday life and this feels different in different situations. Jumping and hopping: understand when to jump for height or jump for distance in different activities and what to do to achieve this. Skipping: understand that skipping helps to develop co-ordination, stamina and balance. |
| Athletics | Running: know that I use big steps to run and small steps to stop. Know that moving into space away from others helps to keep me safe. Jumping: know that bending my knees will help me to land safely. Throwing: understand that bigger targets are easier to hit. Rules: know that rules help us to stay safe. | Running: understand that if I swing my arms it will help me to run faster. Jumping: know that landing on the balls of my feet helps me to land with control. Understand that if I bend my knees it will help me to jump further. Throwing: know that stepping forward with my opposite foot to hand will help me to throw further. Rules: know that rules help us to play fairly. | Running: know that running on the balls of my feet, taking big steps and having elbows bent will help me to run faster. Jumping: know that swinging my arms forwards will help me to jump further. Throwing: know that I can throw in a straight line by pointing my throwing hand at my target as I let go of the object. Rules: know how to follow simple rules when working with others. | Running: understand that leaning slightly forwards helps to increase speed. Leaning my body in the opposite direction to travel helps to slow down. Jumping: know that if I jump and land in quickly it will help me to jump further. Throwing: understand that the speed of the movement helps to create power. Rules: know the rules of the event and begin to apply them. | Running: understand that I need to pace myself when running further or for a long period of time. Understand that a high knee drive, pumping my arms and running on the balls of my feet gives me power. Jumping: understand that transferring weight will help me to jump further. Throwing: understand that transferring weight will help me to throw further. Rules: know and understand the rules to be able to manage our own events. | Running: understand that taking big consistent strides will help to create a rhythm that allows me to runfaster. Understand that keeping a steady breath will help me when running longer distances. Jumping: know that if I drive my knees high and fast I can build power and therefore distance in my jumps. Throwing: know how to transfer my weight in different throws to increase the distance. Rules: understand and apply rules in a variety of events using official equipment. | Running: understand that I need to prepare my body for running and know the muscle groups I will need to use. Jumping: understand that a run up builds speed and power and enables me to jump further. Throwing: understand that I need to prepare my body for throwing and know the muscle groups I will need to use. Rules: understand and apply rules in events that pose an increased risk. |
| Ball skills | Sending: know to look at the target when sending a ball. Catching: know to have hands out ready to catch. Tracking: know to watch the ball as it comes towards me and scoop it with two hands. Dribbling: know that keeping the ball close will help with control. | Sending: know to face my body towards my target when rolling and throwing underarm to help me to balance. Catching: know to watch the ball as it comes towards me. Tracking: know to move my feet to get in the line with the ball. Dribbling: know that moving with a ball is called dribbling. | Sending: know that stepping with opposite foot to throwing arm will help me to balance. Catching: know to use wide fingers and pull the ball in to my chest to help to securely catch. Tracking: know that it is easier to move towards a ball to track it than chase it. Dribbling: know to keep my head up when dribbling to see space/opponents | Sending: know that pointing my hand/foot/stick to my target on release will help me to send a ball accurately. Catching: know to move my feet to the ball. Tracking: know that using a ready position will help me to react to the ball. Dribbling: know that dribbling is an attacking skill used in games which helps us to move towards a goal or away from defenders. | Sending: know that I can use a variety of ways to send the ball and it may depend on the situation e.g. distance, speed, if there is a defender. Catching: know to adjust my hands to the height of the ball. Tracking: know that tracking a ball is an important skill used in games activities and be able to give examples of this. Dribbling: know that dribbling with soft hands/touches will help me to keep control. | Sending: know that controlling a ball before sending it will allow me to send it accurately. Catching: understand when to use different types of catching. Tracking: know that tracking a ball will help me to collect/stop/receive it quickly and successfully. Dribbling: know that dribbling in different directions will help me to lose a defender in game situations. | Sending: understand and make quick decisions about when, how and who to pass to. Catching: know how to catch a ball for different situations, considering trajectory, speed, height and size of the ball. Tracking: know how to track a ball for different situations, considering trajectory, speed, height and size of the ball. Dribbling: choose the appropriate skill for the situation under pressure e.g. a V dribble in basketball to keep the ball away from a defender. |
| Dance | Actions: understand that I can move my body in different ways to create interesting actions. Dynamics: understand that I can change my action to show an idea. Space: know that if I move into space it will help to keep me and others safe. Performance: know that when watching others I sit quietly and clap at the end. Strategy: know that if I use lots of space, it helps to make my dance look interesting. | Actions: understand that actions can be sequenced to create a dance. Dynamics: understand that I can create fast and slow actions to show an idea. Space: understand that there are different directions and pathways within space. Relationships: understand that when dancing with a partner it is important to be aware of each other and keep in time. Performance: know that standing still at the start and at the end of the dance lets the audience know when I have started and when I have finished. Strategy: know that if I use exaggerated actions it helps the audience to see them clearly. | Actions: know that sequencing actions in a particular order will help me to tell the story of my dance. Dynamics: understand that I can change the way I perform actions to show an idea. Space: know that I can use different directions, pathways and levels in my dance. Relationships: know that using counts of 8 will help me to stay in time with my partner and the music. Performance: know that using facial expressions helps to show the mood of my dance. Strategy: know that if I practice my dance my performance will improve. | Actions: understand that sharing ideas with others enables my group to work collaboratively and try ideas before deciding on the best actions for our dance. Dynamics: understand that all actions can be performed differently to help to show effect. Space: understand that I can use space to help my dance to flow. Relationships: understand that 'formation' means the same in dance as in other activities such as football, rugby and gymnastics. Performance: understand that I can use timing techniques such as canon and unison to create effect. Strategy: know that if I show sensitivity to the music, my performance will look more complete. | Strategy: know that if I use dance principles it will help me to express an atmosphere or mood. Actions: understand that I can move my body in different ways to create interesting actions. Dynamics: understand that I can change my action to show an idea. Space: know that if I move into space it will help to keep me and others safe. Performance: know that when watching others I sit quietly and clap at the end. Strategy: know that if I use lots of space, it helps to make my dance look interesting. Actions: understand that some actions are better suited to a certain character, mood or idea than others. Dynamics: understand that some dynamics are better suited to a certain character, mood or idea than others. Space: understand that space can be used to express a certain character, mood or idea. Relationships: understand that some relationships are better suited to a certain character, mood or idea than others. Performance: know that being aware of other performers in my group will help us to move in time. Strategy: know that I can select from a range of dance techniques to translate my idea. | Actions: understand that different dance styles utilise selected actions to develop sequences in a specific style. Dynamics: understand that different dance styles utilise selected dynamics to express mood. Space: understand that space relates to where my body moves both on the floor and in the air. Relationships: understand that different dance styles utilise selected relationships to express mood. Performance: understand what makes a performance effective and know how to apply these principles to my own and others’ work. Strategy: know that if I use dance principles it will help me to express an atmosphere or mood. | Actions: understand that actions can be improved with consideration to extension, shape and recognition of intent. Dynamics: understand that selecting a variety of dynamics in my performance can help to take the audience on a journey through my dance idea. Space and relationships: know that combining space and relationships with a prop can help me to express my dance idea. Performance: understand how a leader can ensure our dance group performs together. Strategy: know that if I keep in character throughout, it will help me to express an atmosphere or mood that can be interpreted by the audience. |
| Fitness | Agility: know that moving into space away from others helps to keep me safe. Balance: know that I can hold my arms out to help me to balance. Co-ordination: know that moving my arms and legs at the same time helps me to walk, run and jump. Speed: know that I use big steps to run and small steps to stop. Strength: understand that I can hold my weight on different parts of my body. Stamina: understand that moving for a long time can make me feel tired. | Agility: understand that bending my knees will help me to change direction. Balance: know that looking ahead will help me to balance. Co-ordination: know that using the opposite arm to leg at the same time helps me to perform skills such as running and throwing. Speed: understand that if I swing my arms it will help me to run faster. Strength: understand that exercise helps me to become stronger. Stamina: understand that when I move for a long time it can make me feel hot and I breathe faster | Agility: know using small quick steps helps me to change direction. Balance: understand that I can squeeze my muscles to help me to balance. Co-ordination: understand that some skills require me to move body parts at different times such as skipping. Speed: know that I take shorter steps to jog and bigger steps to run. Strength: know that strength helps us with everyday tasks such as carrying our school bag. Stamina: know that I need to run slower if running for a long period of time. | Agility: understand how agility helps us with everyday tasks. Balance: understand how balance helps us with everyday tasks. Co-ordination: understand how co-ordination helps us with everyday tasks. Speed: understand that leaning slightly forwards helps to increase speed. Leaning my body in the opposite direction to travel helps to slow down. Strength: know that when completing strength activities they need to be performed slowly and with control to help me to stay safe. Stamina: understand how stamina helps us in other life activities. | Agility: know that keeping my elbows bent when changing direction will help me to stay balanced. Balance: understand that I need to squeeze different muscles to help me to stay balanced in different activities. Co-ordination: understand that if I begin in a ready position I can react quicker. Speed: understand that a high knee drive, pumping my arms and running on the balls of my feet gives me power. Strength: understand that strength comes from different muscles and know how I can improve my strength. Stamina: understand that I need to pace myself when running further or for a long period of time. | Agility: understand that to change direction I push off my outside foot and turn my hips. Balance: understand that dynamic balances are harder than static balances as my centre of gravity changes. Co-ordination: understand that people will have varying levels of co-ordination and that I can get better with practice. Speed: understand that taking big consistent strides will help to create a rhythm that allows me to run faster. Strength: know the muscles I am using by name. Stamina: understand that keeping a steady breath will help me to move for longer periods of time. | Agility: understand that agility requires speed, strength, good balance and co-ordination. Balance: know where and when to apply force to maintain control and balance. Co-ordination: understand that co-ordination also requires good balance and know how to achieve this. Speed: know that speed can be improved by training and know which speed to select for the distance. Strength: understand that I can build up my strength by practicing in my own time. Stamina: know which exercises can develop stamina and understand that it can be improved by training over time. |
| Gymnastics | Shapes: understand that I can make different shapes with my body. Balances: know that I should be still when holding a balance. Rolls: know that I can change my body shape to help me to roll. Jumps: know that bending my knees will help me to land safely. Strategy: know that if I hold a shape and count to five people will see it clearly. | Shapes: understand that I can improve my shapes by extending parts of my body. Balances: know that balances should be held for 5 seconds. Rolls: know that I can use different shapes to roll. Jumps: know that landing on the balls of my feet helps me to land with control. Strategy: know that if I use a starting and finishing position, people will know when my sequence has begun and when it has ended. | Shapes: know that some shapes link well together. Balances: understand that squeezing my muscles helps me to balance. Rolls: understand that there are different teaching points for different rolls. Jumps: understand that looking forward will help me to land with control. Strategy: know that if I use shapes that link well together it will help my sequence to flow. | Shapes: understand how to use body tension to make my shapes look better. Balances: understand that I can make my balances look interesting by using different levels. Rolls: understand the safety considerations when performing more difficult rolls. Jumps: understand that I can change the take off and shape of my jumps to make them look interesting. Strategy: know that if I use different levels it will help to make my sequence look interesting. | Shapes: understand how shapes can be used to improve my sequence. Inverted movements: know that inverted movements are actions in which my hips go above my head. Balances: know how to keep myself and others safe when performing partner balances. Rolls: understand that I can keep the shape of my roll using body tension. Jumps: know that I can control my landing by landing toes first, looking forwards and bending my knees. Strategy: know that if I use different directions it will help to make my sequence look interesting. | Shapes: understand that shapes underpin all other skills. Inverted movements: understand that sometimes I need to move slowly to gain control and other times I need to move quickly to build momentum. Balances: understand how to use contrasting balances to make my sequences look interesting. Rolls: understand that I need to work within my own capabilities and this may be different to others. Jumps: understand that I can use jumps to link actions and changing the shape of these will make my sequence look interesting. Strategy: know that if I use different pathways it will help to make my sequence look interesting. | Shapes: know which shapes to use for each skill. Inverted movements: understand that spreading my weight across a base of support will help me to balance. Balances: know where and when to apply force to maintain control and balance. Rolls: understand that I can use momentum to help me to roll and know where that momentum from. Jumps: understand that taking off from two feet will give me more height and therefore more time in the air. Strategy: know that if I use changes in formation it will help to make my sequence look interesting. |
| Invasion games | Sending & receiving: know to look at the target when sending a ball and watch the ball to receive it. Dribbling: know that keeping the ball close will help with control. Space: know that being in a space gives me room to play. Attacking & defending: know that there are different roles in games. Tactics: make simple decisions in response to a task. Rules: know that rules help us to stay safe. | Sending & receiving: know to look at my partner before sending the ball. Dribbling: know that moving with a ball is called dribbling. Space: understand that being in a good space helps us to pass the ball. Attacking: know that being able to move away from a partner helps my team to pass me the ball. Defending: know that staying with a partner makes it more difficult for them to receive the ball. Tactics: know that tactics can help us when playing games. Rules: know that rules help us to play fairly. | Sending & receiving: know to control the ball before sending it. Dribbling: know that keeping my head up will help me to know where defenders are. Space: know that moving into space away from defenders helps me to pass and receive a ball. Attacking: know that when my team is in possession of the ball, I am an attacker and we can score. Defending: know that when my team is not in possession of the ball, I am a defender and we need to try to get the ball. Know that standing between the ball and the attacker will help me to stop them from getting the ball. Tactics: understand and apply simple tactics for attack and defence. Rules: know how to score points and follow simple rules. | Sending & receiving: know that pointing my hand/foot/stick to my target on release will help me to send a ball accurately. Dribbling: know that dribbling is an attacking skill which helps us to move towards a goal or away from defenders. Space: know that by spreading out as a team we move the defenders away from each other. Attacking and defending: know my role as an attacker and defender. Tactics: know that using simple tactics will help my team to achieve an outcome e.g. we will each mark a player to help us to gain possession. Rules: know the rules of the game and begin to apply them. | Sending & receiving: know that cushioning a ball will help me to control it when receiving it. Dribbling: know that protecting the ball as I dribble will help me to maintain possession. Space: know that moving into space will help my team keep possession and score goals. Attacking: recognise when to pass and when to shoot. Defending: know when to mark and when to attempt to win the ball. Tactics: know that applying attacking tactics will help to maintain possession and score goals. Know that applying defending tactics will help to deny space, gain possession and stop goals. Rules: know and understand the rules to be able to manage our own game. | Sending & receiving: know that not having a defender between myself and a ball carrier enables me to s&r with better control. Dribbling: know that dribbling in different directions will help to lose a defender. Space: know that by moving to space even if not receiving the ball will create space for a teammate. Tactics: understand the need for tactics and identify when to use them in different situations. Rules: understand and apply rules in a variety of invasion games whilst playing and officiating. | Sending & receiving: understand and make quick decisions about when, how and who to pass to. Dribbling: choose the appropriate skill for the situation under pressure e.g. a V dribble in basketball to keep the ball away from a defender. Space: understand that transitioning quickly between attack and defence will help my team to maintain or gain possession. Tactics: know how to create and apply a tactic for a specific situation or outcome. Rules: understand, apply and use rules consistently in a variety of invasion games whilst playing and officiating. |
| Net and wall games | Hitting: know to point my hand/object at my target when hitting a ball. Feeding and rallying: know to look at the target when sending a ball and watch the ball to receive it. Footwork: know to use big steps to run and small steps to stop. Tactics: make simple decisions in response to a task. Rules: know that rules help us to stay safe. | Hitting: know to use the centre of the racket for control. Feeding: know to use an underarm throw to feed to a partner. Rallying: know that throwing/hitting to my partner with not too much power will help them to return the ball. Footwork: know that using a ready position will help me to move in any direction. Tactics: know that tactics can help us to be successful when playing games. Rules: know that rules help us to play fairly. | Hitting: know to watch the ball as it comes towards me to help me to prepare to hit it. Feeding: know to place enough power on a ball to let it bounce once but not too much so that my partner can't return it. Rallying: know that sending the ball towards my partner will help me to keep a rally going. Footwork: know that using a ready position helps me to react quickly and return/catch a ball. Tactics: understand that applying simple tactics makes it difficult for my opponent. Rules: know how to score points and follow simple rules. | Shots: know that pointing the racket face/my hand where I want the ball to go and turning my body will help me to hit accurately. Rallying: know that hitting towards my partner will help them to return the ball easier and keep the rally going. Footwork: know that moving to the middle of my court will enable me to cover the most space. Tactics: know that using simple tactics will help to achieve an outcome e.g. if we spread out, we can cover more space. Rules: know the rules of the game and begin to apply them. | Shots: understand when to play a forehand and a backhand and why. Rallying: know that moving my feet to the ball will help me to hit in a more balanced position therefore increasing the accuracy of my shot. Footwork: know that getting my feet in the right position will help me to balance before playing a shot. Tactics: know that applying attacking tactics will help me to score points and create space. Know that applying defending tactics will help me to deny space, return a ball and limit points. Rules: know and understand the rules to be able to manage our own game. | Shots: know which skill to choose for the situation e.g. a volley if the ball is close to the net. Serving: know that serving is how to start a game or rally and use the rules applied to the activity for serving. Rallying: know that playing the appropriate shot will help to keep the rally going. Know that control is more important than power to keep a rally going. Footwork: know that using small, quick steps will allow me to adjust my stance to play a shot. Tactics: understand the need for tactics and identify when to use them in different situations. Rules: understand and apply rules in a variety of net and wall games whilst playing and officiating. | Shots: understand the appropriate skill for the situation under pressure e.g.choosing to play the ball short over the net if I have just moved my opponent to the back of the court. Serving: begin to apply tactics when serving e.g. aiming to serve short on the first point and then long on the second point. Rallying: understand how to play different shots depending on if a rally is co-operative or competitive. Footwork: know that using the appropriate footwork will help me to react to a ball quickly and give me time to prepare to play a shot. Tactics: understand when to apply some tactics for attacking and/or defending. Rules: understand, apply and use rules consistently in a variety of net and wall games whilst playing and officiating |
| OAA | Problem solving: make simple decisions in response to a task. Navigational skills: know that moving into space away from others will help me to stay safe. Know to leave a gap when following a path will help me to stay safe. Communication: know that talking with a partner will help me to solve challenges e.g. 'let's go to the green hoop next'. Reflection: begin to identify when I am successful. Rules: know that rules help us to stay safe. | Problem solving: know that working collaboratively with others will help to solve challenges. Navigational skills: know that deciding which way to go before starting will help me. Communication: know that using short instructions will help my partner e.g. start/stop. Reflection: identify when I am successful and make basic observations about how to improve. Rules: know that rules help us to play fairly. | Problem solving: know that listening to each other's ideas might give us an idea we hadn't thought of. Navigational skills: understand that the map tells us what to do. Communication: know to use encouraging words when speaking to a partner or group to help them to trust me. Reflection: verbalise when I am successful and areas that I could improve. Rules: know how to follow and apply simple rules. | Problem solving: know that trying ideas before deciding on a solution will help us to come up with the best idea. Navigational skills: know to hold the map so that the items on the map match up to the items that have been placed out. Communication: know to take turns when giving ideas and not to interrupt each other. Reflection: reflect on when and why I am successful at solving challenges. Rules: know that using the rules honestly will help to keep myself and others safe. | Problem solving: know that discussing the advantages and disadvantages of ideas will help to guide us to a conclusion about which idea to use. Navigational skills: understand how to use a key and use the cardinal points on a map to orientate it. Communication: understand that there are different types of communication and that I can communicate without talking. Reflection: with increased accuracy, critically reflect on when and why I am successful at solving challenges. Rules: understand the importance of working with integrity. | Problem solving: recognise that there may be more than one way to solve a challenge and that trial and error may help to guide me to the best solution. Navigational skills: use a key to identify objects and locations. Communication: know to be descriptive but concise when giving instructions e.g. 'two steps to the left'. Reflection: reflect on when I am successful at solving challenges and alter my methods in order to improve. Rules: know that abiding by rules will enable my classmates to complete the course e.g. not moving controls. | Problem solving: understand that being able to solve problems is an important life skill. Navigational skills: understand why having good navigational skills are important. Communication: know that good communication skills are key to solving problems and working effectively as a team. Reflection: with increasing accuracy, reflect on when and how I am successful at solving challenges and alter my methods in order to improve. Rules: understand the rules and think creatively to solve the challenge whilst abiding by the rules. |
| Striking and fielding | Striking: know to point my hand at my target when striking a ball. Fielding: know to scoop a ball with two hands. Throwing and catching: know to point my hand at my target when throwing. Know to have hands out ready to catch. Tactics: make simple decisions in response to a task. Rules: know that rules help us to stay safe. | Striking: understand that the harder I strike, the further the ball will travel. Fielding: know that throwing the ball back is quicker than running with it. Throwing: know which type of throw to use to throw over longer distances. Catching: know to watch the ball as it comes towards me. Tactics: know that tactics can help us when playing games. Rules: know that rules help us to play fairly. | Striking: understand the role of a batter. Know that striking quickly will increase the power. Fielding: understand that there are different roles within a fielding team. Know to move towards the ball to collect it to limit a batter's points. Throwing: know that stepping with opposite foot to throwing arm will help me to balance. Catching: know to use wide fingers and pull the ball in to my chest to help me to securely catch. Tactics: understand and apply simple tactics for attack (batting) and defence (fielding). Rules: know how to score points and follow simple rules. | Striking: know that striking to space away from fielders will help me to score. Fielding: know to look at where a batter is before deciding what to do. Know to communicate with teammates before throwing them a ball. Throwing: know that overarm throwing is used for long distances and underarm throwing for shorter distances. Catching: know to move my feet to the ball. Tactics: know that using simple tactics will help my team to achieve an outcome e.g. we will spread out to deny space. Rules: know the rules of the game and begin to apply them. | Striking: know that using the centre of the bat will provide the most control and accuracy. Fielding: know that it easier to field a ball that is coming towards me rather than away so set up accordingly. Throwing: understand that being balanced before throwing will help to improve the accuracy of the throw. Catching: know to track the ball as it is thrown to help to improve the consistency of catching. Tactics: know that applying attacking tactics will help to score points and avoid getting out. Know that applying defending tactics will help to deny space, get opponents out and limit points. Rules: know and understand the rules to be able to manage our own game. | Striking: understand that stance is important to allow me to be balanced as I hit. Fielding: know that backing up a fielder as a ball is being thrown will help to increase the chances of fielding successfully. Throwing: understand where to throw the ball in relation to where a batter is. Catching: understand when to use a close catch technique or deep catch technique. Tactics: understand the need for tactics and identify when to use them in different situations. Rules: understand and apply rules in a variety of striking and fielding games whilst playing and officiating | Striking: understand that the momentum and power for striking a ball comes from legs as well as arms. Fielding: know which fielding action to apply for the situation. Throwing and catching: consistently make good decisions on who to throw to and when to throw in order to get batters out. Know that accuracy, speed and consistency of throwing and catching will help to limit a batter's score. Tactics: understand and apply some tactics in the game as a batter, bowler and fielder. Rules: understand, apply and use rules consistently in a variety of striking and fielding games whilst playing and officiating. |
| Target games | Throwing: know to point my hand at my target when throwing. Catching: know to have hands out ready to catch. Tactics: make simple decisions in response to a task. Rules: know that rules help us to stay safe. | Throwing: know which type of throw to use for distance and accuracy. Know that my body position will affect the accuracy of my throw. Tactics: know that tactics can help us when playing games. Rules: know that rules help us to play fairly. | Throwing: know that stepping with opposite foot to throwing arm will help you to balance. Know that moving my arm quicker will give me more power. Striking: know to finish with my object/hand pointing at my target. Tactics: understand and apply simple tactics. Rules: know how to score points and follow simple rules. | Throwing: know to throw slightly ahead of a moving target. Catching (dodgeball): know that beginning in a ready position will help me to react to the ball. Striking: know that using a bigger swing will give me more power. Tactics: know that using simple tactics will help my team to achieve an outcome e.g. spread out so that we are harder to aim for. Rules: know the rules of the game and begin to apply them. | Throwing: know that one handed throws are used for speed and accuracy. Know that keeping my elbow high and stepping with my opposite foot will help to increase the power. Catching (dodgeball): know that moving my feet to a ball and pulling it in to my chest will help me to catch more consistently. Striking: know that using a smooth action will help to increase accuracy. Tactics: know that applying attacking tactics will help me to score points and get opponents out. Know that applying defending tactics will help me to stay in the game. Rules: know and understand the rules to be able to manage our own game | Throwing: know to aim low to make it difficult for an opponent to catch. Catching (dodgeball): know to stay towards the back of the court area to give me more time to catch. Striking: know that aligning my body and equipment before striking will help me to be balanced. Tactics: understand the need for tactics and identify when to use them in different situations. Rules: understand and apply rules in a variety of target games whilst playing and officiating | Throwing: know who to throw at and when to throw in order to get opponents out. Catching (dodgeball): know that I need to make quick decisions on if to catch or if to dodge the ball. Striking: know which skill to select for the situation. Tactics: know how to create and apply a tactic for a specific situation or outcome. Rules: understand, apply and use rules consistently in a variety of target games whilst playing and officiating. |
| Yoga | Balance: know that it is easier to balance using more parts of my body than fewer parts. Flexibility: know that I can make my body longer by reaching out with my arms and legs. Strength: understand that I can hold my weight on different parts of my body. Mindfulness: understand how movement makes me feel. | Balance: know that if I focus on something still it will help me to balance. Flexibility: know that yoga helps to improve flexibility which we need in everyday tasks. Strength: know that I can use my strength to move slowly and with control. Mindfulness: understand that yoga can make me feel happy. | Balance: understand that I can squeeze my muscles to help me to balance. Flexibility: know that flexibility helps us to stretch our muscles and increase the movement in our joints. Strength: know that strength helps us with everyday tasks such as carrying our school bag. Mindfulness: understand that I can use yoga to make me feel calm. | Balance: understand that if I use the whole of the body part in contact with the floor, it will help me to balance. Flexibility: know that if I move as I breathe out I can stretch a little bit further. Strength: understand that I need to use different muscles for different poses. Mindfulness: know that I can use my breath to focus. | Balance: understand that if I move with my breath it will help me to balance. Flexibility: understand which body parts I am trying to extend in different poses. Strength: understand that people have different levels of strength. Mindfulness: understand that mindfulness is a personal journey. | Balance: understand that I need to apply force to maintain balance in a partner pose. Flexibility: understand that I can improve my flexibility when moving with my breath. Strength: know the muscles I am using by name. Mindfulness: understand that there are different techniques I can use to control how I feel. | Balance: know where and when to apply force to maintain control and balance. Flexibility: know which of my muscles require more practice to increase my flexibility. Strength: understand that I can build up my strength by practicing in my own time. Mindfulness: identify times in my everyday life when mindfulness activities would be helpful for my wellbeing. |

**PE Lesson Sequence – enquiry**

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| **Autumn A** | | | | | | | |
| **NURSERY** | **RECEPTION** | **YEAR 1** | **YEAR 2** | **YEAR 3** | **YEAR 4** | **YEAR 5** | **YEAR 6** |
| **Get Ready**  1. How do we move safely?  2. How do we stop with control?  3. How do we use equipment safely?  4. How do we follow a path?  5. What is cooperation?  6. Can I copy and lead? | **Get Ready**  1. How do we move safely?  2. How do we stop with control?  3. How do we use equipment safely?  4. How do we follow a path?  5. What is cooperation?  6. Can I copy and lead?  **Get Steady**  1. Can I move safely?  2. Can I follow instructions?  3. How do we stop with equipment?  4. What is teamwork?  5. Why is taking turns important?  6. Can I work cooperatively? | **Fundamental Skills**  1. How do we land safely?  2.Does the body move differently at different speeds?  3. What is dodging?  4. Can I jump, hop and skip?  5. Can I combine jumps?  6. Can I skip with a rope? | **Fundamental Skills**  1.How does the body move differently at different speeds?  2. Can I dodge and change direction?  3. Can I balance and land with control?  4. Can I jump, hop and skip with control?  5. Can I combine movement skills?  6. Can I use an individual skipping rope with different skips and jumps? | **Fundamental Skills**  1. Why is balance important?  2. What is good running technique?  3. What is agility?  4. How do we control jumps, hops and landings?  5. Can I skip with a rope in different ways?  6. What are fundamental skills? | **Invasion**  1. How do we pass and move with the ball in tag rugby?  2. How do we defend in tag rugby?  3. What is the offside rule?  4. How do we dodge a defender?  5. How do we track to defend?  6 can I apply what I know in a competitive game of tag rugby? | **Invasion**  1. How do I dribble to beat a defender when playing hockey?  2. How do we pass under pressure?  3. Pass or dribble?  4. Why is space important?  5. What makes a good defender?  6 can I apply what I know in a competitive hockey tournament? | **Invasion**  1. Pass or run when playing tag rugby?  2. Can I follow the offside rule?  3. What is the tagging rule?  4. How do I lose a defender?  5. What is drawing the defence?  6 can I apply what I know in a competitive tag rugby game? |
| **Team Building**  **1**. Can I work collaboratively to solve a problem?  2. Can I work as a team?  3. What is good communication?  4. Can I communicate effectively?  5. Why is it important to plan for a challenge?  6. Can I solve a challenge as part of a team? | **Team Building**  1. Can I follow instructions and work collaboratively?  2. Can I communicate and cooperate within a team?  3. Can i work with a team to plan an approach to a problem?  4. How do we build trust?  5. Can I solve problems as part of a team?  6. How do we create a map? | **Gymnastics**  1. What are points and patches balances?  2. Can I step into shape jumps?  3. What is a barrel roll?  4. How do transition out of a balance?  5. What are matching and contrasting shapes?  6. Can I apply and create a sequence with a partner and hoop? | **Gymnastics**  1. How do we balance with a partner?  2. How do we control landings after rotation?  3. What is a straddle roll?  4. How can we link rolls?  5. What are inverted movements?  6. Can I apply and create a paired sequence with apparatus? | **Leadership**  1. What qualities do leaders need?  2. How do we pick teas fairly?  3. How do we ensure positive behaviour?  4. How do we lead a warm up?  5. How do we plan an activity?  6. How do we encourage others? | **Gymnastics**  1. How do we perform a backwards roll?  2. What is counter balance and tension?  3. How do we control inverted movements?  4. How do we perform headstands and cartwheels?  5. What is flight?  6. Can I apply and create a group sequence with apparatus? |
| **Autumn B** | | | | | | | |
| **NURSERY** | **RECEPTION** | **YEAR 1** | **YEAR 2** | **YEAR 3** | **YEAR 4** | **YEAR 5** | **YEAR 6** |
| **1st Fundamental Skills**  1. Can I move safely?  2. Can I follow instructions?  3. How do we stop with equipment?  4. What is teamwork?  5. Why is taking turns important?  6. Can I work cooperatively? | **1st Fundamental Skills**  1. Can I move safely?  2. Can I follow instructions?  3. How do we stop with equipment?  4. What is teamwork?  5. Why is taking turns important?  6. Can I work cooperatively? | **Ball Skills**  1. What is dribbling with our hands?  2. How do we roll a ball?  3. How do we aim at a target?  4. Can I catch with 2 hands?  5. What is dribbling with our feet?  6. How do I track a ball coming towards me? | **Ball Skills**  1. Can I roll a ball at a target?  2. How do we stop a rolling ball?  3. How do we control the ball when dribbling with our feet?  4. How do we control kicking a ball?  5. How do we control throwing and catching?  6. How do we control the ball when dribbling with our hands? | **Ball Skills**  1. What is collecting?  2. What is tracking?  3. Can I dribble with control?  4. How do we catch with 1 hand?  5. Can we throw in different ways?  6. How do we track with our feet? | **Invasion**  1. How do we use dribbling to attack in football?  2. How do we change direction whilst dribbling?  3. When do we use different passes?  4. Can I attack towards the goal?  5. How do we defend to delay an opponent?  6 can I apply what I know in a competitive game of football? | **Invasion**  1. How do we use dribbling in basketball?  2. How do we move into space?  3. Pass or dribble?  4. Can I defend tactically?  5. How do we shoot accurately?  6 can I apply what I know in a competitive game of basketball? | **Invasion**  1. How do maintain possession when dribbling in football?  2. How do maintain control under pressure?  3. Pass or dribble?  4. How do we create space?  5. How do we defend tactically?  6 can I apply what I know in a competitive football tournament? |
| **Gymnastics**  1. Can I make shapes with my body?  2. Can I make shapes on apparatus?  3. Can we take weight on different body parts?  4. How do we land safely?  5. What is rocking and rolling?  6. What is a sequence? | **Gymnastics**  1. What is travelling?  2. What are linking shapes?  3. How do we control a balance?  4. What are shape jumps?  5. What is a forward roll?  6. Can I make a sequence? | **Dance**  1. Can I remember a simple sequence?  2. What are dynamics?  3. How do counts help timing?  4. How do facial expressions help in dance?  5. What are levels?  6. can I perform a dance applying what I have learned? | **Dance**  1. What is unison?  2. What is moving in contact?  3. How do we link actions with dynamics?  4. How can movement represent an idea?  5. Can I create a dance that shows a location?  6. Can I use choreography ideas to develop my dance? | **Dance**  1. How do we use changes of space?  2. Can we create action to match a theme?  3. Can I use matching and mirroring?  4. Can I create a dance that shows a theme?  5. What is canon?  6. Can I use create a phrase as part of a class dance? | **Gymnastics**  1. What are symmetrical and asymmetrical balances?  2. Can I improve different rills?  3. Can I travel in canon and synchronisation?  4. can I perform progressions of inverted movements?  Can I mirror and match on apparatus?  5. Can I create a partner sequence on apparatus?  6. Can I apply and create a paired sequence with apparatus? | **Dance**  1. Can I copy and repeat?  2. Can we collaboratively develop a dance idea?  3. Can I change dynamic in response to stimulus?  4. What is bhangra?  5. Can we perform a bhangra dance?  6. Can I choreograph a bhangra dance? |
| **Spring A** | | | | | | | |
| **NURSERY** | **RECEPTION** | **YEAR 1** | **YEAR 2** | **YEAR 3** | **YEAR 4** | **YEAR 5** | **YEAR 6** |
| **Gymnastics**  1. Can I make shapes with my body?  2. Can I make shapes on apparatus?  3. Can we take weight on different body parts?  4. How do we land safely?  5. What is rocking and rolling?  6. What is a sequence? | **Ball Skills**  1. Can I roll a ball?  2. Can I stop a ball rolling?  3. Can I throw a ball?  4. Can I bounce a ball?  5. Can I dribble a ball?  6. Can I kick a ball? | **Fitness**  1. How does exercise make us feel?  2. How does exercise help my health?  3. How does exercise change my breathing?  4. How does exercise help my brain?  5. How does exercise help my muscles?  6. Why is daily exercise important? | **Fitness**  1. How do we run for longer?  2. How does timing help skipping?  3. How does coordination help skipping?  4. How do we develop stamina?  5. How do we develop strength?  6. How do we develop agility? | **Invasion**  1. What are the rules of dodgeball?  2. How do we hit a moving target?  3. How do we avoid being hit?  4. Can I develop catching skill?  5. What is blocking?  6 can I apply what I know in a competitive game of dodgeball? | **Invasion**  1. What is the footwork rule in netball?  2. What are the 3 netball passes?  3. How do we lose a defender?  4. How do we win the ball?  5. How do we shoot?  6 can I apply what I know in a competitive game of netball? | **Invasion**  1. Can I apply the rules of dodgeball honestly?  2. Can I hit a moving target?  3. Can I apply a range of skills to avoid being hit?  4. can I catch under pressure?  5. Can I apply tactics?  6 How do we referee a game? | **Invasion**  1. What is a good handball pass?  2. How do we move away from defenders?  3. How do prevent opponents scoring?  4. How do we score a goal?  5. How do we gain possession?  6 can I apply what I know in a competitive handball tournament? |
| **Dance**  1. Can I move different body parts?  2. Can I repeat moves?  3. Can I move at different levels  4. Can I perform a pattern?  5. Can I copy and repeat confidently?  6. Can I copy, link and repeat confidently? | **Yoga**  1. What is yoga?  2. Can I remember poses?  3. What is flexibility?  4. How can I balance in a pose?  5. Can I create a pose?  6. What is yoga flow? | **Gymnastics**  1. How do we link shapes?  2. How do we use shapes to create balances?  3. How do we link shapes and balances?  4. How do we take off?  5. Can I sequence rolls?  6. Can I make a sequence on apparatus? | **Yoga**  1. How do we connect breathing and movement?  2. Can I learn new poses?  3. What is gratitude?  4. What is summer flow?  5. What is individual flow?  6. Can I develop arm balances? | **Yoga**  1. How do we connect breathing and movement?  2. Can I develop poses?  3. Can I repeat a yoga flow?  4. Can I develop flexibility?  5. What is wellbeing?  6. Can I develop strength through arm balances? | **Dance**  1. What is random structure?  2. How do dynamics effect appearance?  3. How do relationships and space effect the look?  4. What is rock & roll?  5. Can I choreograph a rock and roll dance?  6. Can I perform and develop a dance? | **Yoga**  1. Can I develop flexibility in sun salutation flow?  2. Can I develop strength?  3. Can I create my own flow with good technique?  4. Can I develop balance?  5. Can I create a paired yoga flow?  6. Can I create a yoga flow to challenge myself? |
| **Spring B** | | | | | | | |
| **NURSERY** | **RECEPTION** | **YEAR 1** | **YEAR 2** | **YEAR 3** | **YEAR 4** | **YEAR 5** | **YEAR 6** |
| **Ball Skills**  1. Can I roll a ball?  2. Can I stop a ball rolling?  3. Can I throw a ball?  4. Can I bounce a ball?  5. Can I dribble a ball?  6. Can I kick a ball? | **Games**  1. Can I run and stop safely?  2. How do I keep score?  3. Can I take different roles in a game?  4. How do you play tag?  5. Can I take turns?  6. What makes a good team? | **Sending & Receiving**  1. Can I roll and throw at a target?  2. What is tracking?  3. How do we send and retrieve with our feet?  4. How do we throw and catch over short distances?  5. How do we throw and catch over longer distances?  6. Can I throw and catch in a game? | **Sending & Receiving**  1. Can I roll accurately at a target?  2. Can I track & receive a ball?  3. Can I send and retrieve with my feet?  4. Can I improve my catching?  5. Can I improve my throwing technique?  6. How do we send and receive with a racket? | **Swimming**  External provision.  Trafford Schools | **Invasion**  1. How do we send and retrieve the ball?  2. How do we dribble?  3. How do we beat a defender?  4. How do we gain possession?  5. How do we find space?  6 can I apply what I know in a competitive hockey game? | **Yoga**  1. Can I develop flexibility in sun salutation flow?  2. Can I develop strength?  3. Can I create my own flow with good technique?  4. Can I develop balance?  5. Can I create a paired yoga flow?  6. Can I create a yoga flow to challenge myself? | **Target Games**  1. Can I improve my putting in golf?  2. Can I accurately aim over short distances?  3. Can I select shots for a short golf game?  4. Can I select shots for a long golf game?  5. can I select shots for different situations?  6. Can I design and play a course? |
| **Fundamental Skills**  1. How do we balance?  2. Can I run and stop with control?  3. Can I change direction safely?  4. How do we jump higher?  5. can I hop with control?  6. Can I travel with equipment? | **Target Games**  1. What is underarm?  2. Can I throw with accuracy?  3. What is overarm?  4. When do we use underarm and overarm?  5. can I select the correct throw for a target?  6. Can I develop accuracy over distance? | **Yoga**  1. What is yoga?  2. Can I remember poses?  3. What is flexibility?  4. How can I balance in a pose?  5. Can I create a pose?  6. What is yoga flow? | **OAA**  1. Can I cooperate in a team?  2. Can I develop trust?  3. How can we be inclusive?  4. can I work as a team to follow instructions?  5. How do we read a simple map?  6. How do I orientate a map? | **Fitness**  1. What are the different areas of fitness?  2. How do we develop strength and speed?  3. How do we develop coordination?  4. Can I develop agility?  5. Can I develop balance?  6. Can I develop stamina? | **Fitness**  1. What is my body able to do?  2. Can I develop speed and stamina?  3. How do we use body weight to develop strength?  4. Can I develop coordination?  5. Can I develop agility?  6. Can I balance with control? | **Fitness**  1. Can I improve what my body able to do?  2. Can I develop speed and stamina?  3. Can I use body weight to develop strength?  4. Can I further develop coordination?  5. Can I further develop agility?  6. Can I balance with greater control? |
| **Summer A** | | | | | | | |
| **NURSERY** | **RECEPTION** | **YEAR 1** | **YEAR 2** | **YEAR 3** | **YEAR 4** | **YEAR 5** | **YEAR 6** |
| **Dance**  1. Can I move different body parts?  2. Can I repeat moves?  3. Can I move at different levels  4. Can I perform a pattern?  5. Can I copy and repeat confidently?  6. Can I copy, link and repeat confidently? | **Ball Skills**  1. Can I roll and track a ball?  2. Can I throw at a target?  3. Can I dribble with my hands?  4. Can I throw and catch with a partner?  5. Can I dribble with my feet?  6. Can I kick a ball at a target? | **Athletics**  1. Can I move at different speeds?  2. Can I develop balance?  3. Can I develop coordination?  4. How do we jump for distance?  5. How do we throw for distance?  6. can I develop accuracy when throwing? | **Athletics**  1. What does good sprinting look like?  2. How do we jump for distance?  3. How do we jump for height?  4. How do we throw for distance?  5. How do we throw for accuracy?  6. Can I apply my skills in a carousel? | **Athletics**  1. Can I develop my sprinting?  2. How do we changeover in a relay?  3. What is a good jumping take off?  4. How do we throw for distance and accuracy?  5. What is a pull throw?  6. Can I officiate fairly? | **Target Games**  1. How do we hit a ball with a club in golf?  2. How do we aim with a club?  3. How do we hit a ball a short distance?  4 How do we hit a ball a longer distance?  5-6. How do we play a short game? | **OAA**  1. Can I negotiate in a team?  2. Can I use strong communication and negotiation to solve challenges?  3. Can I develop planning skills?  4. can I work as a team effectively?  5. Can I read a map?  6. Can I use a key to follow a route? | **OAA**  1. Can I develop trust and awareness of safety?  2. Can I collaborate to solve challenges?  3. Can I develop tactical planning skills?  4. can I work as a team to determine the best approach?  5. Can I develop navigational skills?  6. Can I identify objects and locations? |
| **Gymnastics**  1. Can I create a short sequence?  2. Can I balance on apparatus?  3. Can I jump from height?  4.Can I rock and roll?  5. Can I travel over apparatus?  6. Can I create a short sequence with apparatus? | **Dance**  1. Can I move in time?  2. Can I use pathways?  3. Can I create a dance with counts?  4. Can I remember and repeat actions?  5. Can I perform aa sequence?  6. can I create my own moves? | **Net and Wall**  1. What is ready position?  2. Can I return a ball with hands?  3. Can I play with a partner?  4. Can I use a racket to return a ball?  5. can I return a ball accurately?  6. Can I play against an opponent? | **Swimming**  External provision.  Trafford Schools | **Net and Wall**  1. What is forearm in tennis?  2. how do we return a ball with forearm?  3. What is backhand?  4. What is a rally?  5. How do we outwit an opponent?  6. Can I play fairly against an opponent? | **Net and Wall**  1. What is good backhand grip in badminton?  2.how do we start a game of badminton?  3. How can we change shot to sustain a ralley?  4. How do we score in a competitive game?  5. Can I play tactically?  6. Can I play fairly against an opponent? | **Net and Wall**  1. What is volley in volleyball?  2.What is a set shot?  3. What is a dig?  4. How do we sustain a rally?  5. What are the rules of serving?  6. Can I apply skills in a volleyball tournament? |
| **Summer B** | | | | | | | |
| **NURSERY** | **RECEPTION** | **YEAR 1** | **YEAR 2** | **YEAR 3** | **YEAR 4** | **YEAR 5** | **YEAR 6** |
| **Games**  1. Can I run and stop safely?  2. How do I keep score?  3. Can I take different roles in a game?  4. How do you play tag?  5. Can I take turns?  6. What makes a good team? | **Dance**  1. Can I copy and repeat a move?  2. Can I repeat moves at different levels?  3. Can I move with a prop?  4. Can I show my ideas with movement?  5. Can I move in time to music?  6. What is a count? | **Net and Wall**  1. How do we defend space?  2. Can play with a partner?  3. How do I hit with a racket?  4. Can I play with a racket and ball?  5. can I return a ball with a rackety?  6. Can I hit a ball over a net? | **Invasion**  1. What is possession?  2. What is attacking?  3. What is defending?  4. How do we gain possession?  5. What is marking?  6 What are attacking and defending tactics? | **Striking and Fielding**  1. What throws are used in rounders?  2. How do we bowl?  3. How do we bat?  4. How do we field?  5. Can I play different roles?  6. Can I compete in a rounders game? | **Athletics**  1. Can I apply different speeds?  2. Can I develop fluency when running?  3. Can I change over in a relay?  4. What is a triple jump?  5. How do we throw further?  6. Can I compete fairly? | **Athletics**  1. Can I apply different speeds?  2. Can I develop fluency when running?  3. Can I change over in a relay?  4. What is a triple jump?  5. How do we throw further?  6. Can I compete fairly? | **Athletics**  1. Can I develop my own and others sprinting?  2. Can I set pace?  3. Can I develop my triple jump?  4. How do we develop power in a distance throw?  5. How do we throw with force and accuracy?  6. Can I compete and officiate fairly? |
| **Games**  1. Can I aim and throw?  2. How do I play tag?  3. Can I play against a partner?  4. can I hit a ball?  5. Can I follow the rules?  6. Can I play with a team? | **Striking and Fielding**  1. How do we throw and catch?  2. How do we throw overarm?  3. How do we hit a ball?  4. How do we collect a ball?  5. how do we get a batter out?  6. How do we score points? | **Striking and Fielding**  1. How do we track and collect a ball?  2. How do we catch and throw when fielding?  3. How do we bowl?  4. How do we score points?  5. how do we get a batter out?  6. What are the rules of play? | **Swimming**  External provision.  Trafford Schools | **Striking and Fielding**  1. What throws are used in cricket?  2. How do we bowl?  3. How do we bat?  4. How do we field?  5. Can I play different roles?  6. Can I compete in a cricket game? | **Striking and Fielding**  1. What is good throwing and catching for rounders?  2. What is a good bowl?  3. What is a good strike?  4. What is good fielding?  5. Can I apply tactics in rounders?  6. Can I compete in a rounders tournament? | **Striking and Fielding**  1. What is good throwing and catching for cricket?  2. What is a good bowl?  3. What is a good strike?  4. What is good fielding?  5. Can I apply tactics in cricket?  6. Can I compete in a cricket tournament? |

**PE Key Vocabulary**

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| **ATHLETICS** | | | | | | |
| **EYFS** | **YEAR 1** | **YEAR 2** | **YEAR 3** | **YEAR 4** | **YEAR 5** | **YEAR 6** |
| Push Stop  Space Forwards  Safely Backwards  Jump Balance | Far Hop Aim  Fast Slow bend  Improve Travel  Direction | Sprint jog  Distance height  Take off landing  Overarm underarm | Speed power  Strength accurately  Higher faster  Further pace  control | Power stamina  Officiate accuracy  Perseverance  Determination  Personal best | Technique  Downsweep  Unsweep  Flight stride  Rhythm force | Rotation compete  Trajectory  Momentum  Continuous pace  Transfer of weight |
| **BALL SKILLS** | | | | | | |
| Run stop throw  Roll kick catch  Space team | Direction far  Balance aim  Safely send | Overarm collect  Underarm target  Distance dribble | Track shoulder  Receive overhead  Chest accurate | Consistently release  Technique select  Persevere control |  | |
| **DANCE** | | | | | | |
| Forwards move  Backwards copy  Sideways shape  Around travel  safely | Balance slow  Counts fast  Level  pose | Direction action  Mirror speed  Pathway timing | Expression match  Feedback flow  Perform create  explore | Reaction  Represent  Dynamics  Unison  control | Performance  Relationship  Formation  Posture  canon | Choreograph  Phrase connect  Contrast  Structure  fluently |
| **FITNESS** | | | | | | |
| Push Stop  Space Balance  Safely Jump | Exercise heart  Body lungs  mood | Strong pace  Speed jog  Steady race  sprint | Accurately control  Strength balance  distance | Technique healthy  Coordination muscle  Progress stamina | Technique power  Momentum drive  Rhythm agility | Generate force  Measure analyse  Continuous record  flexibility |
| **FUNDAMENTAL SKILLS** | | | | | | |
| Run Stop  Space Balance  Skip Jump | Direction hop  Safely fast  Land slow | Dodge jog  Hurdle sprint  Steady speed | Distance control  Technique tension  Coordination rhythm | Moment transfer  Decelerate pace  Accelerate stability |  | |
| **GYMNASTICS** | | | | | | |
| Forwards move  Backwards copy  Sideways shape  Travel safely  Around over  Rock space | Direction jump  Balance roll  Action level  Speed point | Pathway tuck  Sequence star  Straddle pike  Speed link | Interesting flow  Contrasting control  Matching create  explore | Apparatus perform  Technique quality  Extension  inverted | Symmetrical  Asymmetrical  Synchronisation  Progression  Aesthetics canon  rotation | Counter balance  Counter tension  Formation  Momentum  Fluently  Stability |
| **INVASION** | | | | | | |
| Forwards pass  Backwards tag  balance shape  team safely | Defender points  Attacker score  Dribbling partner | Receive goal  Possession dodge  Teammate send  Bounce pass  Chest pass | Interception mark  Travelling footwork  Receiver tracking  Playing area rebound | Opposition pivot  Opponent court  Contact field  Outwit pitch | Obstruction foul  Pressure control  Support tactics  Offside onside | Consecutive dictate  Consistently contest  Conceding turnover  Formation  Shut down |
| **NET AND WALL** | | | | | | |
| Forwards catch  Backwards throw  bounce space  team safely | Position score  Underarm net  Partner points | Receive collect  Defend trap  Return against | Accurately rally  Opponent track  Control serve  racket | Receiver outwit  Backhand court  forehand | Footwork set  Cooperatively volley  Continuously tactics  dig | Forecourt deep  Defensive backcourt  Consecutive  Consistently  Attacking |
| **OAA** | | | | | | |
| Safely space  Follow path  Listen team  Travel share | Cooperate lead  Instructions solve  teamwork | Communicate map  Successful support  direction | Navigate rules  Discuss grid  Route trust  plan | Effectively symbol  Inclusive leader  orientate | Collaborate tactical  Orienteering collective  Control card  navigation | Critical thinking  Strategy  Boundaries  Cooperatively |
| **STRIKING AND FIELDING** | | | | | | |
| Forwards run  Backwards pass  around space  team roll safely | Points catch  Score throw  Target hit | Fielder batter  Teammates send  Bowler runs | Wicket keeper post  Fielding batter  Rounder strike  Backstop bowler | Two handed pick up  Short barrier stance  Technique opposition  Stumped retrieve | Backing up tactics  Outwit overtake  Tracking support | Obstruction drive hit  Defensive hit  Consistently  Consecutive |
| **TARGET GAMES** | | | | | | |
| Balance safely  Space team  Pass aim | Distance score  Partner throw  Points far | Underarm against  Overarm release  Teammate target | Receiver block  Dodge rules  Drive putt  Course court | Communicate swing  Chipping align  Opponent protect | Officiate tactics  Pressure power  Hole par  Fair play | Sportsmanship  Tournament  Hazard bunker  Outwit consistently |
| **YOGA** | | | | | | |
| Shape move  Travel safely  Still space | Breathe copy  Listen feel | Position focus  Pose flow  Create choose | Flexibility balance  Technique relax  Strength link | Grounded stable  Gratitude wellbeing  Mindfulness control | High lunge quality  Fluidity notice  Develop calm | Salutation aware  Collaboratively  Transition practice  connected |
| **SWIMMING** | | | | | | |
| Year 3 | Backstroke crawl front stroke breast stroke sculling submersion float gliding survival  Buoyancy stroke exhale inhale | | | | | |

**PE Enrichment Opportunities**

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| --- | --- | --- | --- |
| Year Group | Autumn | Spring | Summer |
| EYFS | Multi-skills club | Gymnastics club | Dance club  Football club  Sports day |
| Year 1 | Multi-skills club | Dance club  Gymnastics club | Dance club  Football club  Sports day |
| Year 2 |  | Dance club  Gymnastics club | Dance club  Football club  Sports day |
| Year 3 | Cross country club  Dodgeball club  Gymnastics club | Dance club  Hockey club  Multi-sports club | Forest school  Football club  Cricket club  Athletics club  Sports day |
| Year 4 | Dance club  Cross country club  Football club  Dodgeball club  Gymnastics club | Dance club  Football club  Hockey club  Multi-sports club  OAA residential | Forest school  Cricket club  Athletics club  Football club  Sports day |
| Year 5 | Dance club  Cross country club  Football club  Dodgeball club  Gymnastics club | Dance club  Football club  Hockey club  Multi-sports club | Forest school  Cricket club  Athletics club  Football club  Sports day  Bright Futures sports festival  Alderley Edge trip - hike |
| Year 6 | Dance club  Cross country club  Football club  Dodgeball club  Gymnastics club | Dance club  Football club  Hockey club  Multi-sports club | Forest school  Cricket club  Athletics club  Football club  Sports day  Bright Futures sports festival |
| All cohorts throughout the year | Tennis club Local area walk Classroom PE PE reading curriculum  Daily mile Walk to school week National School Sports Week  Playground leaders Active family resources Walk to school week  TSSP sports festival Get set for life Community club links / guest visits | | |