

Physical Education

Dance					
<p>EYFS</p> <p><i>Skills</i></p> <p>Actions: explore how my body moves. Copy basic body actions and rhythms.</p> <p>Dynamics: explore actions in response to music and an idea.</p> <p>Space: begin to explore pathways and the space around me and in relation to others.</p> <p>Performance: perform short phrases of movement in front of others.</p> <p><i>Knowledge</i></p> <p>Actions: understand that I can move my body in different ways to create interesting actions.</p> <p>Dynamics: understand that I can change my action to show an idea.</p> <p>Space: know that if I move into space it will help to keep me and others safe.</p> <p>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.</p>					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>NC Statement:</p> <p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Master basic movements including running, jumping, throwing and catching, as well as 		<p>NC Statement:</p> <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Develop flexibility, strength, technique, control and balance (for example, through athletics and gymnastics). 			

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developing balance, agility and co-ordination, and begin to apply these in a range of activities.					
<p><i>Skills</i> Actions: copy, remember and repeat actions to represent a theme. Create my own actions in relation to a theme.</p> <p>Dynamics: explore varying speeds to represent an idea.</p> <p>Space: explore pathways within my performance.</p> <p>Relationships: begin to explore actions and pathways with a partner.</p> <p>Performance: perform on my own and with others to an audience</p>	<p><i>Skills</i> Actions: accurately remember, repeat and link actions to express an idea. Dynamics: develop an understanding of dynamics.</p> <p>Space: develop the use of pathways and travelling actions to include levels.</p> <p>Relationships: explore working with a partner using unison, matching and mirroring.</p> <p>Performance: develop the use of facial expressions in my performance.</p>	<p><i>Skills</i> Actions: create actions in response to a stimulus individually and in groups.</p> <p>Dynamics: use dynamics effectively to express an idea.</p> <p>Space: use direction to transition between formations.</p> <p>Relationships: develop an understanding of formations.</p> <p>Performance: perform short, self-choreographed phrases showing an awareness of timing.</p>	<p><i>Skills</i> Actions: respond imaginatively to a range of stimuli related to character and narrative.</p> <p>Dynamics: change dynamics confidently within a performance to express changes in character.</p> <p>Space: confidently use changes in level, direction and pathway.</p> <p>Relationships: use action and reaction to represent an idea.</p> <p>Performance: perform complex dances that communicate narrative and character well, performing clearly and fluently.</p>	<p><i>Skills</i> Actions: choreograph dances by using, adapting and developing actions and steps from different dance styles.</p> <p>Dynamics: confidently use dynamics to express different dance styles.</p> <p>Space: confidently use direction and patterning to express different dance styles.</p> <p>Relationships: confidently use formations, canon and unison to express a dance idea.</p> <p>Performance: perform dances expressively, using a range of performance skills, showing accuracy and fluency.</p>	<p><i>Skills</i> Actions: show controlled movements which express emotion and feeling.</p> <p>Dynamics: explore, improvise and combine dynamics to express ideas fluently and effectively on my own, with a partner or in a small group.</p> <p>Space and Relationships: use a variety of compositional principles when creating my own dances.</p> <p>Performance: demonstrate a clear understanding of timing in relation to the music and other dancers throughout my performance.</p>

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<p><i>Knowledge</i> Actions: understand that actions can be sequenced to create a dance.</p> <p>Dynamics: understand that I can create fast and slow actions to show an idea.</p> <p>Space: understand that there are different directions and pathways within space.</p> <p>Relationships: understand that when dancing with a partner it is important to be aware of each other and keep in time.</p> <p>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.</p> <p>Strategy: know that if I use exaggerated actions it helps the audience to see them clearly.</p>	<p><i>Knowledge</i> Actions: know that sequencing actions in a particular order will help me to tell the story of my dance.</p> <p>Dynamics: understand that I can change the way I perform actions to show an idea.</p> <p>Space: know that I can use different directions, pathways and levels in my dance.</p> <p>Relationships: know that using counts of 8 will help me to stay in time with my partner and the music.</p> <p>Performance: know that using facial expressions helps to show the mood of my dance.</p> <p>Strategy: know that if I practice my dance my performance will improve.</p>	<p><i>Knowledge</i> 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.</p> <p>Dynamics: understand that all actions can be performed differently to help to show effect.</p> <p>Space: understand that I can use space to help my dance to flow.</p> <p>Relationships: understand that 'formation' means the same in dance as in other activities such as football, rugby and gymnastics.</p> <p>Performance: understand that I can use timing techniques such as canon and unison to create effect.</p>	<p><i>Knowledge</i> Actions: understand that some actions are better suited to a certain character, mood or idea than others.</p> <p>Dynamics: understand that some dynamics are better suited to a certain character, mood or idea than others.</p> <p>Space: understand that space can be used to express a certain character, mood or idea.</p> <p>Relationships: understand that some relationships are better suited to a certain character, mood or idea than others.</p> <p>Performance: know that being aware of other performers in my group will help us to move in time.</p> <p>Strategy: know that I can select from a range of</p>	<p><i>Knowledge</i> Actions: understand that different dance styles utilise selected actions to develop sequences in a specific style.</p> <p>Dynamics: understand that different dance styles utilise selected dynamics to express mood.</p> <p>Space: understand that space relates to where my body moves both on the floor and in the air.</p> <p>Relationships: understand that different dance styles utilise selected relationships to express mood.</p> <p>Performance: understand what makes a performance effective and know how to apply these principles to my own and others' work.</p> <p>Strategy: know that if I use dance principles it will</p>	<p><i>Knowledge</i> Actions: understand that actions can be improved with consideration to extension, shape and recognition of intent.</p> <p>Dynamics: understand that selecting a variety of dynamics in my performance can help to take the audience on a journey through my dance idea.</p> <p>Space and Relationships: know that combining space and relationships with a prop can help me to express my dance idea.</p> <p>Performance: understand how a leader can ensure our dance group performs together.</p> <p>Strategy: know that if I keep in character throughout, it will help me to express an</p>
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		Strategy: know that if I show sensitivity to the music, my performance will look more complete.	dance techniques to translate my idea.	help me to express an atmosphere or mood.	atmosphere or mood that can be interpreted by the audience.
Dance – Spring 1	Dance – Spring 1	Dance – Spring 1	Dance – Spring 1	Dance – Spring 1	Not taught this year due to Swimming recovery unit (Covid).

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Invasion Games (Invasion, Handball, Netball, Basketball, Football, Tag Rugby and Hockey)

EYFS

Skills

Sending & Receiving: explore sending and receiving 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.

Knowledge

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.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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developing balance, agility and co-ordination, and begin to apply these in a range of activities. <ul style="list-style-type: none"> • Participate in team games, developing simple tactics for attacking and defending. • Perform dances using simple movement patterns. 					
<i>Skills</i> Sending & Receiving: explore sending and receiving 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.	<i>Skills</i> Sending & Receiving: developing sending and receiving 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.	<i>Skills</i> Sending & Receiving : explore sending and receiving 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	<i>Skills</i> 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	<i>Skills</i> Sending & Receiving: develop control when sending and receiving 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	<i>Skills</i> Sending & Receiving : sending and receiving 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.

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			<p>opponent with some success.</p> <p>Defending: develop defending one on one and begin to intercept</p>	<p>intercepting a ball using one and two hands.</p>	<p>Attacking: confidently change direction to lose an opponent</p> <p>Defending: use a variety of defending skills (tracking, interception, jockeying) in game situations.</p>
<p><i>Knowledge</i></p> <p>Sending & Receiving: know to look at my partner before sending the ball.</p> <p>Dribbling: know that moving with a ball is called dribbling.</p> <p>Space: understand that being in a good space helps us to pass the ball.</p> <p>Attacking: know that being able to move away from a partner helps my team to pass me the ball.</p> <p>Defending: know that staying with a partner makes it more difficult for them to receive the ball.</p>	<p><i>Knowledge</i></p> <p>Sending & Receiving: know to control the ball before sending it.</p> <p>Dribbling: know that keeping my head up will help me to know where defenders are.</p> <p>Space: know that moving into space away from defenders helps me to pass and receive a ball.</p> <p>Attacking: know that when my team is in possession of the ball, I am an attacker and we can score.</p> <p>Defending: know that when my team is not in possession of the ball, I am</p>	<p><i>Knowledge</i></p> <p>Sending & Receiving: know that pointing my hand/foot/stick to my target on release will help me to send a ball accurately.</p> <p>Dribbling: know that dribbling is an attacking skill which helps us to move towards a goal or away from defenders.</p> <p>Space: know that by spreading out as a team we move the defenders away from each other.</p> <p>Attacking and defending: know my role as an attacker and defender.</p>	<p><i>Knowledge</i></p> <p>Sending & Receiving: know that cushioning a ball will help me to control it when receiving it.</p> <p>Dribbling: know that protecting the ball as I dribble will help me to maintain possession.</p> <p>Space: know that moving into space will help my team keep possession and score goals.</p> <p>Attacking: recognise when to pass and when to shoot.</p> <p>Defending: know when to mark and when to attempt to win the ball.</p>	<p><i>Knowledge</i></p> <p>Sending & Receiving: know that not having a defender between myself and a ball carrier enables me to sending and receiving with better control.</p> <p>Dribbling: know that dribbling in different directions will help to lose a defender.</p> <p>Space: know that by moving to space even if not receiving the ball will create space for a teammate.</p> <p>Tactics: understand the need for tactics and</p>	<p><i>Knowledge</i></p> <p>Sending & Receiving: understand and make quick decisions about when, how and who to pass to.</p> <p>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.</p> <p>Space: understand that transitioning quickly between attack and defence will help my team to maintain or gain possession.</p>

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<p>Tactics: know that tactics can help us when playing games. Rules: know that rules help us to play fairly.</p>	<p>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.</p> <p>Tactics: understand and apply simple tactics for attack and defence. Rules: know how to score points and follow simple rules.</p>	<p>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.</p> <p>Rules: know the rules of the game and begin to apply them.</p>	<p>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.</p> <p>Rules: know and understand the rules to be able to manage our own game.</p>	<p>identify when to use them in different situations.</p> <p>Rules: understand and apply rules in a variety of invasion games whilst playing and officiating.</p>	<p>Tactics: know how to create and apply a tactic for a specific situation or outcome.</p> <p>Rules: understand, apply and use rules consistently in a variety of invasion games whilst playing and officiating.</p>
<p>Invasion Games – Summer 1</p>	<p>Invasion Games – Summer 1</p>	<p>Basketball – Spring 1 Handball – Spring 2 Hockey – Spring 2</p>	<p>Netball – Autumn 2 Hockey – Spring 1 Football – Spring 2 Tag Rugby – Summer 1</p>	<p>Handball – Spring 1 Basketball – Spring 2 Hockey – Summer 1</p>	<p>Netball – Autumn 1 Hockey – Spring 1 Football – Spring 2 Tag Ruby – Summer 1</p>

Physical Education

Fundamental Movement Skills

EYFS

Skills

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.

Knowledge

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.

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<ul style="list-style-type: none"> Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. Participate in team games, developing simple tactics for attacking and defending. 		<ul style="list-style-type: none"> Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 			
<p><i>Skills</i></p> <p>Running: explore changing direction and dodging. Discover how the body moves at different speeds.</p> <p>Balancing: move with some control and balance. Explore stability and landing safely.</p> <p>Jumping: demonstrate control in take off and landing when jumping.</p> <p>Hopping: begin to explore hopping in different directions.</p> <p>Skipping: show co-ordination when turning a rope. Use rhythm to jump continuously in a French rope.</p>	<p><i>Skills</i></p> <p>Running: demonstrate balance when changing direction. Clearly show different speeds when running.</p> <p>Balancing: demonstrate balance when performing movements.</p> <p>Jumping: demonstrate jumping for distance, height and in different directions.</p> <p>Hopping: demonstrate hopping for distance, height and in different directions.</p> <p>Skipping: explore single and double bounce when jumping in a rope.</p>	<p><i>Skills</i></p> <p>Running: change direction. Show an increase and decrease in speed.</p> <p>Balancing: demonstrate balance when performing other fundamental skills.</p> <p>Jumping and Hopping: link jumping and hopping actions.</p> <p>Skipping: jump and turn a skipping rope.</p>	<p><i>Skills</i></p> <p>Running: change direction quickly under pressure. Demonstrate when and how to accelerate and decelerate.</p> <p>Balancing: demonstrate good balance and control when performing other fundamental skills.</p> <p>Jumping and Hopping: link hopping and jumping actions with other fundamental skills.</p> <p>Skipping: consistently skip in a rope.</p>	<p><i>Skills</i></p> <p>Running: demonstrate improved body posture and balance when changing direction. Accelerate and decelerate appropriately for the situation.</p> <p>Balancing: consistently demonstrate good balance when performing other fundamental skills.</p> <p>Jumping and Hopping: demonstrate good technique and co-ordination when linking jumps.</p> <p>Skipping: show a range of skills when skipping in a rope.</p>	<p><i>Skills</i></p> <p>Running: change direction with a fluent action. Transition smoothly between varying speeds.</p> <p>Balancing: show fluency and control when travelling, landing, stopping and changing direction.</p> <p>Jumping and Hopping: demonstrate good technique when jumping and hopping for distance and height. Fluently link jumps together.</p> <p>Skipping: consistently show a range of skills when skipping in a rope.</p>

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<p><i>Knowledge</i> 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.</p> <p>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.</p> <p>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.</p>	<p><i>Knowledge</i> 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.</p> <p>Balancing: understand that squeezing my muscles helps me to balance.</p> <p>Jumping: know that swinging my arms forwards will help me to jump further.</p> <p>Hopping: know that if I look straight ahead it will stop me falling over when I land.</p> <p>Skipping: know that I should swing opposite arm to leg to help me balance when skipping without a rope.</p>	<p><i>Knowledge</i> 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).</p> <p>Balancing: understand how balance helps us with everyday tasks.</p> <p>Jumping and Hopping: know that if I jump and land in quick succession, momentum will help me to jump further.</p> <p>Skipping: understand that I should turn the rope from my wrists with wide hands to create a gap to step through.</p>	<p><i>Knowledge</i> Running: understand that a change of direction and speed can help to get past or away from an opponent.</p> <p>Balancing: understand that I need to squeeze different muscles to help me to stay balanced in different activities.</p> <p>Jumping and Hopping: know that swinging my non-hopping foot helps to create momentum.</p> <p>Skipping: understand that keeping my chest up helps me to stay balanced.</p>	<p><i>Knowledge</i> Running: understand that to change direction, I push off my outside foot and turn my hips.</p> <p>Balancing: understand that balance is a skill used in many different activities and everyday life.</p> <p>Jumping and Hopping: understand that there are different techniques for different situations.</p> <p>Skipping: understand that people will have varying levels of skipping ability and that I can get better with practice.</p>	<p><i>Knowledge</i> Running: know that running develops stamina and speed and both can be improved by training over time.</p> <p>Balancing: know that balance underpins many skills in PE and everyday life and this feels different in different situations.</p> <p>Jumping and Hopping: understand when to jump for height or jump for distance in different activities and what to do to achieve this.</p> <p>Skipping: understand that skipping helps to develop co-ordination, stamina and balance.</p>
<p>Fundamentals – Autumn 1 Fitness – Autumn 1 Dance – Spring 1</p>	<p>Fundamentals – Autumn 1 Fitness – Autumn 1 Dance – Spring 1</p>	<p>Fundamentals – Autumn 1 Gymnastics – Autumn 2</p>	<p>Gymnastics – Autumn 2 Dance – Spring 1 Athletics – Summer 2</p>	<p>Fitness – Autumn 1 Gymnastics – Autumn 2 Dance – Spring 1</p>	<p>Gymnastics – Autumn 2 Athletics – Summer 2</p>

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Gymnastics – Spring 2 Athletics – Summer 2	Gymnastics – Spring 2 Athletics – Summer 2	Dance – Spring 1 Athletics – Summer 2		Athletics – Summer 2	
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Physical Education



Gymnastics					
<p>EYFS</p> <p><i>Skills</i></p> <p>Shapes: show contrast with my body including wide/narrow, straight/curved.</p> <p>Balances: explore shapes in stillness using different parts of my body.</p> <p>Rolls: explore rocking and rolling. Jumps: explore jumping safely.</p> <p><i>Knowledge</i></p> <p>Shapes: understand that I can make different shapes with my body.</p> <p>Balances: know that I should be still when holding a balance.</p> <p>Rolls: know that I can change my body shape to help me to roll.</p> <p>Jumps: know that bending my knees will help me to land safely.</p> <p>Strategy: know that if I hold a shape and count to five people will see it clearly.</p>					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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developing balance, agility and co-ordination, and begin to apply these in a range of activities.					
<p><i>Skills</i></p> <p>Shapes: explore basic shapes straight, tuck, straddle, pike.</p> <p>Balances: perform balances making my body tense, stretched and curled.</p> <p>Rolls: explore barrel, straight and forward roll progressions.</p> <p>Jumps: explore shape jumps including jumping off low apparatus.</p>	<p><i>Skills</i></p> <p>Shapes: explore using shapes in different gymnastic balances.</p> <p>Balances: remember, repeat and link combinations of gymnastic balances.</p> <p>Rolls: explore barrel, straight and forward roll and put into sequence work.</p> <p>Jumps: explore shape jumps and take off combinations.</p>	<p><i>Skills</i></p> <p>Shapes: explore matching and contrasting shapes.</p> <p>Balances: explore point and patch balances and transition smoothly into and out of them.</p> <p>Rolls: develop the straight, barrel, and forward roll.</p> <p>Jumps: develop stepping into shape jumps with control.</p>	<p><i>Skills</i></p> <p>Shapes: develop the range of shapes I use in my sequences. Inverted movements: develop strength in bridge and shoulder stand.</p> <p>Balances: develop control and fluency in individual and partner balances.</p> <p>Rolls: develop the straight, barrel, forward and straddle roll and perform them with increased control.</p> <p>Jumps: develop control in performing and landing rotation jumps.</p>	<p><i>Skills</i></p> <p>Shapes: perform shapes consistently and fluently linked with other gymnastic actions.</p> <p>Inverted movements: explore progressions of a cartwheel.</p> <p>Balances: explore symmetrical and asymmetrical balances.</p> <p>Rolls: develop control in the straight, barrel, forward, straddle and backward roll.</p> <p>Jumps: select a range of jumps to include in sequence work.</p>	<p><i>Skills</i></p> <p>Shapes: combine and perform gymnastic shapes more fluently and effectively.</p> <p>Inverted movements: develop control in progressions of a cartwheel and a headstand.</p> <p>Balances: explore counter balance and counter tension.</p> <p>Rolls: develop fluency and consistency in the straddle, forward and backward roll.</p> <p>Jumps: combine and perform a range of gymnastic jumps more fluently and effectively.</p>
<p><i>Knowledge</i></p> <p>Shapes: understand that I can improve my shapes by</p>	<p><i>Knowledge</i></p> <p>Shapes: know that some shapes link well together.</p>	<p><i>Knowledge</i></p> <p>Shapes: understand how to use body tension to</p>	<p><i>Knowledge</i></p> <p>Shapes: understand how shapes can be used to</p>	<p><i>Knowledge</i></p>	<p><i>Knowledge</i></p>

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<p>extending parts of my body.</p> <p>Balances: know that balances should be held for 5 seconds.</p> <p>Rolls: know that I can use different shapes to roll.</p> <p>Jumps: know that landing on the balls of my feet helps me to land with control.</p> <p>Strategy: know that if I use a starting and finishing position, people will know when my sequence has begun and when it has ended.</p>	<p>Balances: understand that squeezing my muscles helps me to balance.</p> <p>Rolls: understand that there are different teaching points for different rolls.</p> <p>Jumps: understand that looking forward will help me to land with control.</p> <p>Strategy: know that if I use shapes that link well together it will help my sequence to flow.</p>	<p>make my shapes look better.</p> <p>Balances: understand that I can make my balances look interesting by using different levels.</p> <p>Rolls: understand the safety considerations when performing more difficult rolls.</p> <p>Jumps: understand that I can change the take off and shape of my jumps to make them look interesting.</p> <p>Strategy: know that if I use different levels it will help to make my sequence look interesting.</p>	<p>improve my sequence.</p> <p>Inverted movements: know that inverted movements are actions in which my hips go above my head.</p> <p>Balances: know how to keep myself and others safe when performing partner balances.</p> <p>Rolls: understand that I can keep the shape of my roll using body tension.</p> <p>Jumps: know that I can control my landing by landing toes first, looking forwards and bending my knees.</p> <p>Strategy: know that if I use different directions it will help to make my sequence look interesting.</p>	<p>Shapes: understand that shapes underpin all other skills.</p> <p>Inverted movements: understand that sometimes I need to move slowly to gain control and other times I need to move quickly to build momentum.</p> <p>Balances: understand how to use contrasting balances to make my sequences look interesting.</p> <p>Rolls: understand that I need to work within my own capabilities and this may be different to others.</p> <p>Jumps: understand that I can use jumps to link actions and changing the shape of these will make my sequence look interesting.</p>	<p>Shapes: know which shapes to use for each skill.</p> <p>Inverted movements: understand that spreading my weight across a base of support will help me to balance.</p> <p>Balances: know where and when to apply force to maintain control and balance.</p> <p>Rolls: understand that I can use momentum to help me to roll and know where that momentum from.</p> <p>Jumps: understand that taking off from two feet will give me more height and therefore more time in the air.</p> <p>Strategy: know that if I use changes in formation it will help to make my sequence look interesting.</p>
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Physical Education



				Strategy: know that if I use different pathways it will help to make my sequence look interesting.	
Gymnastics – Spring 2	Gymnastics – Spring 2	Gymnastics – Autumn 2	Gymnastics – Autumn 2	Gymnastics – Autumn 2	Gymnastics – Autumn 2

Physical Education

OAA

EYFS

Skills

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.

Knowledge

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.

NC Statement:

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- Participate in team games, developing simple tactics for attacking and defending.

NC Statement:

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
- Take part in outdoor and adventurous activity challenges both individually and within a team.

Physical Education



Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><i>Skills</i></p> <p>Problem solving: suggest ideas in response to a task.</p> <p>Navigational skills: follow a path and lead others.</p> <p>Communication: communicate simple instructions and listen to others.</p>	<p><i>Skills</i></p> <p>Problem solving: begin to plan and apply strategies to overcome a challenge.</p> <p>Navigational skills: follow and create a simple diagram/map.</p> <p>Communication: work co-operatively with a partner and a small group.</p>	<p><i>Skills</i></p> <p>Problem solving: discuss how to follow trails and solve problems. Work with others to select appropriate equipment for the task.</p> <p>Navigational skills: identify where I am on a simple map. Use and begin to create simple maps and diagrams and follow a trail.</p> <p>Communication: follow and give instructions and accept other peoples' ideas</p>	<p><i>Skills</i></p> <p>Problem solving: plan independently and in small groups, implementing a strategy with increased success.</p> <p>Navigational skills: identify key symbols on a map and follow a route.</p> <p>Communication: confidently communicate ideas and listen to others</p>	<p><i>Skills</i></p> <p>Problem solving: explore tactical planning within a team to overcome increasingly challenging tasks.</p> <p>Navigational skills: develop navigational skills and map reading in increasingly challenging tasks.</p> <p>Communication: explore a variety of communication methods with increasing success.</p>	<p><i>Skills</i></p> <p>Problem solving: pool ideas within a group, selecting and applying the best method to solve a problem.</p> <p>Navigational skills: orientate a map efficiently to navigate around a course with multiple points.</p> <p>Communication: inclusively communicate with others, share job roles and lead when necessary.</p>
<p><i>Knowledge</i></p> <p>Problem solving: know that working collaboratively with others will help to solve challenges.</p> <p>Navigational skills: know that deciding which way to go before starting will help me.</p>	<p><i>Knowledge</i></p> <p>Problem solving: know that listening to each other's ideas might give us an idea we hadn't thought of.</p> <p>Navigational skills: understand that the map tells us what to do.</p>	<p><i>Knowledge</i></p> <p>Problem solving: know that trying ideas before deciding on a solution will help us to come up with the best idea.</p> <p>Navigational skills: know to hold the map so that the items on the map match up to the items that have been placed out.</p>	<p><i>Knowledge</i></p> <p>Problem solving: know that discussing the advantages and disadvantages of ideas will help to guide us to a conclusion about which idea to use.</p> <p>Navigational skills: understand how to use a key and use the cardinal</p>	<p><i>Knowledge</i></p> <p>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.</p> <p>Navigational skills: use a key to identify objects and locations.</p>	<p><i>Knowledge</i></p> <p>Problem solving: understand that being able to solve problems is an important life skill.</p> <p>Navigational skills: understand why having good navigational skills are important.</p>

Physical Education

<p>Communication: know that using short instructions will help my partner e.g. start/stop.</p> <p>Reflection: identify when I am successful and make basic observations about how to improve. Rules: know that rules help us to play fairly.</p>	<p>Communication: know to use encouraging words when speaking to a partner or group to help them to trust me.</p> <p>Reflection: verbalise when I am successful and areas that I could improve. Rules: know how to follow and apply simple rules.</p>	<p>Communication: know to take turns when giving ideas and not to interrupt each other.</p> <p>Reflection: reflect on when and why I am successful at solving challenges.</p> <p>Rules: know that using the rules honestly will help to keep myself and others safe.</p>	<p>points on a map to orientate it.</p> <p>Communication: understand that there are different types of communication and that I can communicate without talking.</p> <p>Reflection: with increased accuracy, critically reflect on when and why I am successful at solving challenges.</p> <p>Rules: understand the importance of working with integrity.</p>	<p>Communication: know to be descriptive but concise when giving instructions e.g. 'two steps to the left'.</p> <p>Reflection: reflect on when I am successful at solving challenges and alter my methods in order to improve.</p> <p>Rules: know that abiding by rules will enable my classmates to complete the course e.g. not moving controls.</p>	<p>Communication: know that good communication skills are key to solving problems and working effectively as a team.</p> <p>Reflection: with increasing accuracy, reflect on when and how I am successful at solving challenges and alter my methods in order to improve.</p> <p>Rules: understand the rules and think creatively to solve the challenge whilst abiding by the rules.</p>
Teambuilding - Spring 2	Teambuilding – Spring 2	OAA – Summer 1	Not taught this year due to curriculum cycle.	OAA – Spring 2	Not taught this year due to curriculum cycle.

Physical Education

Swimming

NC Statement:

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

In particular, pupils should be taught to:

- Swim competently, confidently and proficiently over a distance of at least 25 metres.
- Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke).
- Perform safe self-rescue in different water-based situations.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><i>Skills</i></p> <p>Strokes: can swim over a 10m distance with a buoyancy aid.</p> <p>Breathing: can submerge confidently in the water.</p> <p>Water Safety: become aware of water safety and explore floating on my front and back.</p>	<p><i>Skills</i></p> <p>Strokes: begin to use arms and legs together, more effectively across the water unaided.</p> <p>Breathing: begin to explore breathing in sync with my kicking action.</p> <p>Water Safety: demonstrate an awareness of water safety and float on my front and on my back.</p>	<p><i>Skills</i></p> <p>Strokes: explore technique for specific strokes to include head above water breaststroke, backstroke and front crawl.</p> <p>Breathing: begin to explore front crawl breathing technique.</p> <p>Water Safety: explore techniques for personal survival to include survival strokes such as sculling and treading water.</p>	<p><i>Skills</i></p> <p>Strokes: develop technique for specific strokes to include head above water breaststroke, backstroke and front crawl.</p> <p>Breathing: demonstrate improved breathing technique in front crawl.</p> <p>Water Safety: are comfortable with some personal survival techniques to include survival strokes such as sculling and treading water.</p>	<p><i>Skills</i></p> <p>Strokes: demonstrate increased technique in a range of strokes, swimming over a distance of 25m.</p> <p>Breathing: explore underwater breaststroke breathing technique over a distance of 25m.</p> <p>Water Safety: explore safety techniques to include the H.E.L.P and huddle positions.</p>	<p><i>Skills</i></p> <p>Strokes: identify my personal best in a range of strokes. Successfully select and apply my fastest stroke over a distance of 25m.</p> <p>Breathing: demonstrate a smooth and consistent breathing technique in a range of strokes over a distance of 25m.</p> <p>Water Safety: perform a variety of survival techniques.</p>
<p><i>Knowledge</i></p> <p>Strokes: understand that using cupped hands will help me to swim as the</p>	<p><i>Knowledge</i></p> <p>Strokes: understand that moving my arms quickly</p>	<p><i>Knowledge</i></p> <p>Strokes: know that lifting my hips will help me to</p>	<p><i>Knowledge</i></p> <p>Strokes: understand that keeping my legs together</p>	<p><i>Knowledge</i></p> <p>Strokes: understand that pulling harder through the water will enable me to</p>	<p><i>Knowledge</i></p> <p>Strokes: understand that making my body</p>

Physical Education

<p>water cannot escape between my fingers.</p> <p>Breathing: know that I need to take a big breath before submerging.</p> <p>Water Safety: understand that floating can help me to stay safe. Rules: know that walking on poolside helps to keep me safe.</p>	<p>will help me to pass through the water.</p> <p>Breathing: know that when I swim, I inhale through my mouth when my face is above water and exhale through my mouth or nose when my face is underwater.</p> <p>Water Safety: understand that floating uses less energy than swimming. Rules: know how to safely enter and exit the pool.</p>	<p>stay afloat whilst swimming.</p> <p>Breathing: know that turning my head to the side to breathe will allow me to swim with good technique.</p> <p>Water Safety: know that treading water enables me to keep upright and in the same space. Rules: know that the water should be clear of swimmers before entering.</p>	<p>for crawl helps me to stay straight in the water.</p> <p>Breathing: know that breathing out with a slow consistent breath enables me to swim for longer before needing another breath.</p> <p>Water Safety: know what to do if I fall in the water. Rules: understand the water safety rules.</p>	<p>travel the distance in fewer strokes and travel faster.</p> <p>Breathing: know that breathing every three strokes helps to balance my stroke and allows me to practice breathing on both sides.</p> <p>Water Safety: know that a group of people can huddle together to conserve body heat, support each other and provide a larger target for rescuers. Rules: understand rules in and around water.</p>	<p>streamlined helps me to glide through the water. Breathing: understand that the more I practice my breathing in the water, the more my heart and lungs can work effectively and aid my muscles with the ability to utilise oxygen when swimming.</p> <p>Water Safety: know which survival technique to use for the situation. Rules: understand that different environments have different rules to keep us safe around water.</p>
Not taught this year.	Not taught this year.	Not taught this year, (backlogged from Covid).	Not taught this year, (backlogged from Covid).	Spring and Summer terms.	Autumn Term.

Physical Education

Target Games (Target Games, Golf and Dodgeball)

EYFS

Skills

Throwing: explore throwing using a variety of equipment.

Catching: explore catching using a variety of equipment.

Knowledge

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.

NC Statement:

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.
- Participate in team games, developing simple tactics for attacking and defending.

NC Statement:

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- Use running, jumping, throwing and catching in isolation and in combination.

Physical Education



Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><i>Skills</i></p> <p>Throwing overarm: explore technique when throwing overarm towards a target.</p> <p>Throwing underarm: explore technique when throwing underarm towards a target.</p>	<p><i>Skills</i></p> <p>Throwing overarm: develop co-ordination and technique when throwing overarm towards a target.</p> <p>Throwing underarm: develop co-ordination and technique when throwing underarm towards a target.</p> <p>Striking: develop striking a ball with equipment with some consistency.</p>	<p><i>Skills</i></p> <p>Throwing: explore throwing at a moving target.</p> <p>Catching (dodgeball): begin to catch whilst on the move.</p> <p>Striking: begin to strike a ball with accuracy and balance.</p>	<p><i>Skills</i></p> <p>Throwing: throw with increasing accuracy at a target.</p> <p>Catching (dodgeball): catch with increasing consistency.</p> <p>Striking: strike a ball with increasing consistency.</p>	<p><i>Skills</i></p> <p>Throwing: demonstrate clear technique and accuracy when throwing at a target.</p> <p>Catching (dodgeball): demonstrate good technique and consistency in catching skills.</p> <p>Striking: develop a wider range of striking techniques and begin to use them under pressure.</p>	<p><i>Skills</i></p> <p>Throwing: throw with increasing control under pressure.</p> <p>Catching (dodgeball): catch with increasing control under pressure.</p> <p>Striking: use a variety of striking techniques with control and under pressure.</p>
<p><i>Knowledge</i></p> <p>Throwing: know which type of throw to use for distance and accuracy. Know that my body position will affect the accuracy of my throw.</p> <p>Tactics: know that tactics can help us when playing games.</p> <p>Rules: know that rules help us to play fairly.</p>	<p><i>Knowledge</i></p> <p>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.</p> <p>Striking: know to finish with my object/hand/foot pointing at my target.</p> <p>Tactics: understand and apply simple tactics.</p>	<p><i>Knowledge</i></p> <p>Throwing: know to throw slightly ahead of a moving target.</p> <p>Catching (dodgeball): know that beginning in a ready position will help me to react to the ball.</p> <p>Striking: know that using a bigger swing will give me more power.</p>	<p><i>Knowledge</i></p> <p>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.</p> <p>Catching (dodgeball): know that moving my feet to a ball and pulling it in to my chest will help me to catch more consistently.</p>	<p><i>Knowledge</i></p> <p>Throwing: know to aim low to make it difficult for an opponent to catch.</p> <p>Catching (dodgeball): know to stay towards the back of the court area to give me more time to catch.</p> <p>Striking: know that aligning my body and equipment before striking</p>	<p><i>Knowledge</i></p> <p>Throwing: know who to throw at and when to throw in order to get opponents out.</p> <p>Catching (dodgeball): know that I need to make quick decisions on if to catch or if to dodge the ball.</p> <p>Striking: know which skill to select for the situation.</p>

Physical Education

	<p>Rules: know how to score points and follow simple rules.</p>	<p>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.</p> <p>Rules: know the rules of the game and begin to apply them.</p>	<p>Striking: know that using a smooth action will help to increase accuracy.</p> <p>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.</p> <p>Rules: know and understand the rules to be able to manage our own game.</p>	<p>will help me to be balanced.</p> <p>Tactics: understand the need for tactics and identify when to use them in different situations.</p> <p>Rules: understand and apply rules in a variety of target games whilst playing and officiating.</p>	<p>Tactics: know how to create and apply a tactic for a specific situation or outcome.</p> <p>Rules: understand, apply and use rules consistently in a variety of target games whilst playing and officiating.</p>
Target Games – Spring 1	Target Games – Spring 1	Dodgeball – Autumn 2	Not taught this year due to curriculum cycle.	Dodgeball – Autumn 2	Dodgeball – Spring 1

Physical Education

Striking and Fielding (Striking and Fielding, Cricket and Rounders)

EYFS

Skills

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.

Knowledge

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.

NC Statement:

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.

NC Statement:

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- Use running, jumping, throwing and catching in isolation and in combination.

Physical Education

<ul style="list-style-type: none"> Participate in team games, developing simple tactics for attacking and defending. 					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><i>Skills</i></p> <p>Throwing overarm: explore technique when throwing overarm towards a target.</p> <p>Throwing underarm: explore technique when throwing underarm towards a target.</p>	<p><i>Skills</i></p> <p>Throwing overarm: develop co-ordination and technique when throwing overarm towards a target.</p> <p>Throwing underarm: develop co-ordination and technique when throwing underarm towards a target.</p> <p>Striking: develop striking a ball with equipment with some consistency.</p>	<p><i>Skills</i></p> <p>Throwing: explore throwing at a moving target.</p> <p>Catching (dodgeball): begin to catch whilst on the move.</p> <p>Striking: begin to strike a ball with accuracy and balance.</p>	<p><i>Skills</i></p> <p>Throwing: throw with increasing accuracy at a target.</p> <p>Catching (dodgeball): catch with increasing consistency.</p> <p>Striking: strike a ball with increasing consistency.</p>	<p><i>Skills</i></p> <p>Throwing: demonstrate clear technique and accuracy when throwing at a target.</p> <p>Catching (dodgeball): demonstrate good technique and consistency in catching skills.</p> <p>Striking: develop a wider range of striking techniques and begin to use them under pressure.</p>	<p><i>Skills</i></p> <p>Throwing: throw with increasing control under pressure.</p> <p>Catching (dodgeball): catch with increasing control under pressure.</p> <p>Striking: use a variety of striking techniques with control and under pressure.</p>
<p><i>Knowledge</i></p> <p>Throwing: know which type of throw to use for distance and accuracy. Know that my body position will affect the accuracy of my throw.</p> <p>Tactics: know that tactics can help us when playing games.</p>	<p><i>Knowledge</i></p> <p>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.</p> <p>Striking: know to finish with my object/hand/foot pointing at my target.</p>	<p><i>Knowledge</i></p> <p>Throwing: know to throw slightly ahead of a moving target.</p> <p>Catching (dodgeball): know that beginning in a ready position will help me to react to the ball.</p> <p>Striking: know that using a bigger swing will give me more power.</p>	<p><i>Knowledge</i></p> <p>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.</p> <p>Catching (dodgeball): know that moving my feet to a ball and pulling it in to my</p>	<p><i>Knowledge</i></p> <p>Throwing: know to aim low to make it difficult for an opponent to catch.</p> <p>Catching (dodgeball): know to stay towards the back of the court area to give me more time to catch.</p> <p>Striking: know that aligning my body and</p>	<p><i>Knowledge</i></p> <p>Throwing: know who to throw at and when to throw in order to get opponents out.</p> <p>Catching (dodgeball): know that I need to make quick decisions on if to catch or if to dodge the ball.</p>

Physical Education



Rules: know that rules help us to play fairly.	<p>Tactics: understand and apply simple tactics.</p> <p>Rules: know how to score points and follow simple rules.</p>	<p>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.</p> <p>Rules: know the rules of the game and begin to apply them.</p>	<p>chest will help me to catch more consistently.</p> <p>Striking: know that using a smooth action will help to increase accuracy.</p> <p>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.</p> <p>Rules: know and understand the rules to be able to manage our own game.</p>	<p>equipment before striking will help me to be balanced.</p> <p>Tactics: understand the need for tactics and identify when to use them in different situations.</p> <p>Rules: understand and apply rules in a variety of target games whilst playing and officiating.</p>	<p>Striking: know which skill to select for the situation.</p> <p>Tactics: know how to create and apply a tactic for a specific situation or outcome.</p> <p>Rules: understand, apply and use rules consistently in a variety of target games whilst playing and officiating.</p>
Striking and Fielding – Summer 2	Striking and Fielding – Summer 2	Cricket – Summer 2	Rounders – Summer 2	Cricket – Summer 2	Cricket – Summer 1 Rounders – Summer 2

Physical Education

Net and Wall Games (Net and Wall, Tennis, Volleyball and Badminton)

EYFS

Skills

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.

Knowledge

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.

NC Statement:

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co- operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.

NC Statement:

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- Use running, jumping, throwing and catching in isolation and in combination.
- Play competitive games, modified where appropriate (for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis), and apply basic principles suitable for attacking and defending.

Physical Education



Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><i>Skills</i></p> <p>Hitting: explore hitting a dropped ball with a racket.</p> <p>Feeding: throw a ball over a net to land into the court area.</p> <p>Rallying: explore sending a ball with hands and a racket.</p> <p>Footwork: use the ready position to move towards a ball.</p>	<p><i>Skills</i></p> <p>Hitting: develop hitting a dropped ball over a net.</p> <p>Feeding: accurately underarm throw over a net to a partner.</p> <p>Rallying: explore underarm rallying with a partner catching after one bounce.</p> <p>Footwork: consistently use the ready position to move towards a ball.</p>	<p><i>Skills</i></p> <p>Shots: explore returning a ball using shots such as the forehand and backhand.</p> <p>Rallying: explore rallying using a forehand.</p> <p>Footwork: consistently use and return to the ready position in between shots.</p>	<p><i>Skills</i></p> <p>Shots: demonstrate technique when using shots playing co-operatively and beginning to execute this competitively.</p> <p>Rallying: develop rallying using both forehand and backhand with increased technique.</p> <p>Footwork: begin to use appropriate footwork patterns to move around the court.</p>	<p><i>Skills</i></p> <p>Shots: develop the range of shots used in a variety of games.</p> <p>Serving: develop the range of serving techniques appropriate to the game.</p> <p>Rallying: use a variety of shots to keep a continuous rally.</p> <p>Footwork: demonstrate effective footwork patterns to move around the court.</p>	<p><i>Skills</i></p> <p>Shots: demonstrate increased success and technique in a variety of shots.</p> <p>Serving: serve accurately and consistently.</p> <p>Rallying: successfully apply a variety of shots to keep a continuous rally.</p> <p>Footwork: demonstrate a variety of footwork patterns relevant to the game I am playing.</p>
<p><i>Knowledge</i></p> <p>Hitting: know to use the centre of the racket for control.</p> <p>Feeding: know to use an underarm throw to feed to a partner.</p> <p>Rallying: know that throwing/hitting to my partner with not too much</p>	<p><i>Knowledge</i></p> <p>Hitting: know to watch the ball as it comes towards me to help me to prepare to hit it.</p> <p>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.</p>	<p><i>Knowledge</i></p> <p>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.</p> <p>Rallying: know that hitting towards my partner will help them to return the ball easier and keep the rally going.</p>	<p><i>Knowledge</i></p> <p>Shots: understand when to play a forehand and a backhand and why.</p> <p>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.</p>	<p><i>Knowledge</i></p> <p>Shots: know which skill to choose for the situation e.g. a volley if the ball is close to the net.</p> <p>Serving: know that serving is how to start a game or rally and use the rules applied to the activity for serving.</p>	<p><i>Knowledge</i></p> <p>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.</p> <p>Serving: begin to apply tactics when serving e.g. aiming to serve short on</p>

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<p>power will help them to return the ball.</p> <p>Footwork: know that using a ready position will help me to move in any direction.</p> <p>Tactics: know that tactics can help us to be successful when playing games.</p> <p>Rules: know that rules help us to play fairly.</p>	<p>Rallying: know that sending the ball towards my partner will help me to keep a rally going.</p> <p>Footwork: know that using a ready position helps me to react quickly and return/catch a ball.</p> <p>Tactics: understand that applying simple tactics makes it difficult for my opponent.</p> <p>Rules: know how to score points and follow simple rules.</p>	<p>Footwork: know that moving to the middle of my court will enable me to cover the most space.</p> <p>Tactics: know that using simple tactics will help to achieve an outcome e.g. if we spread out, we can cover more space.</p> <p>Rules: know the rules of the game and begin to apply them.</p>	<p>Footwork: know that getting my feet in the right position will help me to balance before playing a shot.</p> <p>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.</p> <p>Rules: know and understand the rules to be able to manage our own game.</p>	<p>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.</p> <p>Footwork: know that using small, quick steps will allow me to adjust my stance to play a shot.</p> <p>Tactics: understand the need for tactics and identify when to use them in different situations.</p> <p>Rules: understand and apply rules in a variety of net and wall games whilst playing and officiating.</p>	<p>the first point and then long on the second point.</p> <p>Rallying: understand how to play different shots depending on if a rally is co-operative or competitive.</p> <p>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.</p> <p>Tactics: understand when to apply some tactics for attacking and/or defending.</p> <p>Rules: understand, apply and use rules consistently in a variety of net and wall games whilst playing and officiating.</p>
Net and Wall – Summer 1	Net and Wall – Summer 1	Tennis – Summer 1	Tennis – Summer 1	Tennis – Summer 1	Badminton – Spring 2

Physical Education



Athletics

EYFS

Skills

Running: explore running and stopping safely.

Jumping: explore jumping and hopping safely.

Throwing: explore throwing to a target.

Knowledge

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.

NC Statement:

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.

NC Statement:

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- Use running, jumping, throwing and catching in isolation and in combination.
- Develop flexibility, strength, technique, control and balance (for example, through athletics and gymnastics).

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Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><i>Skills</i> Running: explore running at different speeds.</p> <p>Jumping: develop balance whilst jumping and landing. Explore hopping, jumping and leaping for distance.</p> <p>Throwing: explore throwing for distance and accuracy.</p>	<p><i>Skills</i> Running: develop the sprinting action.</p> <p>Jumping: develop jumping, hopping and skipping actions. Explore safely jumping for distance and height.</p> <p>Throwing: develop overarm throwing for distance.</p>	<p><i>Skills</i> Running: develop the sprinting technique and apply it to relay events.</p> <p>Jumping: develop technique when jumping for distance in a range of approaches and take off positions.</p> <p>Throwing: explore the technique for a pull throw.</p>	<p><i>Skills</i> Running: develop an understanding of speed and pace in relation to distance. Develop power and speed in the sprinting technique.</p> <p>Jumping: develop technique when jumping for distance.</p> <p>Throwing: explore power and technique when throwing for distance in a pull and heave throw.</p>	<p><i>Skills</i> Running: apply fluency and co-ordination when running for speed in relay changeovers. Effectively apply speeds appropriate for the event.</p> <p>Jumping: explore technique and rhythm in the triple jump.</p> <p>Throwing: Develop technique and power in javelin and shot put.</p>	<p><i>Skills</i> Running: demonstrate a clear understanding of pace and use it to develop their own and others sprinting technique.</p> <p>Jumping: develop power, control and technique in the triple jump.</p> <p>Throwing: develop power, control and technique when throwing discus and shot put.</p>
<p><i>Knowledge</i> Running: understand that if I swing my arms it will help me to run faster.</p> <p>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.</p>	<p><i>Knowledge</i> Running: know that running on the balls of my feet, taking big steps and having elbows bent will help me to run faster.</p> <p>Jumping: know that swinging my arms forwards will help me to jump further.</p>	<p><i>Knowledge</i> 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 quick succession, the momentum will help me to jump further.</p>	<p><i>Knowledge</i> 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.</p>	<p><i>Knowledge</i> Running: understand that taking big consistent strides will help to create a rhythm that allows me to run faster. Understand that keeping a steady breath will help me when running longer distances.</p> <p>Jumping: know that if I drive my knees high and fast I can build power and</p>	<p><i>Knowledge</i> Running: understand that I need to prepare my body for running and know the muscle groups I will need to use.</p> <p>Jumping: understand that a run up builds speed and power and enables me to jump further.</p>

Physical Education

Ball Skills

EYFS

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.

Knowledge

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.

NC Statement:

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co- operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.

NC Statement:

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- Use running, jumping, throwing and catching in isolation and in combination.
- Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.

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- Participate in team games, developing simple tactics for attacking and defending.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><i>Skills</i></p> <p>Sending: roll and throw with some accuracy towards a target.</p> <p>Catching: begin to catch with two hands. Catch after a bounce.</p> <p>Tracking: track a ball being sent directly.</p> <p>Dribbling: explore dribbling with hands and feet.</p>	<p><i>Skills</i></p> <p>Sending: roll, throw and kick a ball to hit a target.</p> <p>Catching: develop catching a range of objects with two hands. Catch with and without a bounce.</p> <p>Tracking: consistently track and collect a ball being sent directly.</p> <p>Dribbling: explore dribbling with hands and feet with increasing control on the move.</p>	<p><i>Skills</i></p> <p>Sending: send a ball with accuracy and increasing consistency to a target.</p> <p>Catching: catch a range of objects with increasing consistency.</p> <p>Tracking: track a ball not sent directly.</p> <p>Dribbling: dribble a ball with hands and feet with control.</p>	<p><i>Skills</i></p> <p>Sending: accurately use a range of techniques to send a ball to a target.</p> <p>Catching: catch different sized objects with increasing consistency with one and two hands.</p> <p>Tracking: consistently track a ball sent directly and indirectly.</p> <p>Dribbling: dribble a ball with increasing control and co-ordination.</p>	<p><i>Skills</i></p> <p>Sending: demonstrate clear technique when sending a ball under pressure.</p> <p>Catching: demonstrate good technique under pressure.</p> <p>Tracking: demonstrate a range of techniques when tracking and collecting a ball.</p> <p>Dribbling: dribble with some control under pressure.</p>	<p><i>Skills</i></p> <p>Sending: show good technique when sending a ball with increasing control, accuracy and consistency under pressure.</p> <p>Catching: demonstrate increasing consistency of catching under pressure in a variety of game situations.</p> <p>Tracking: demonstrate a wider range of techniques when tracking a ball under pressure.</p> <p>Dribbling: dribble consistently using a range of techniques with increasing control under pressure.</p>
<p><i>Knowledge</i></p> <p>Sending: know to face my body towards my target</p>	<p><i>Knowledge</i></p> <p>Sending: know that stepping with opposite</p>	<p><i>Knowledge</i></p> <p>Sending: know that pointing my</p>	<p><i>Knowledge</i></p> <p>Sending: know that I can use a variety of ways to</p>	<p><i>Knowledge</i></p> <p>Sending: know that controlling a ball before</p>	<p><i>Knowledge</i></p> <p>Sending: understand and make quick decisions</p>

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<p>when rolling and throwing underarm to help me to balance.</p> <p>Catching: know to watch the ball as it comes towards me.</p> <p>Tracking: know to move my feet to get in the line with the ball.</p> <p>Dribbling: know that moving with a ball is called dribbling.</p>	<p>foot to throwing arm will help me to balance.</p> <p>Catching: know to use wide fingers and pull the ball in to my chest to help to securely catch.</p> <p>Tracking: know that it is easier to move towards a ball to track it than chase it.</p> <p>Dribbling: know to keep my head up when dribbling to see space/opponents.</p>	<p>hand/foot/stick to my target on release will help me to send a ball accurately.</p> <p>Catching: know to move my feet to the ball.</p> <p>Tracking: know that using a ready position will help me to react to the ball.</p> <p>Dribbling: know that dribbling is an attacking skill used in games which helps us to move towards a goal or away from defenders.</p>	<p>send the ball and it may depend on the situation e.g. distance, speed, if there is a defender.</p> <p>Catching: know to adjust my hands to the height of the ball.</p> <p>Tracking: know that tracking a ball is an important skill used in games activities and be able to give examples of this.</p> <p>Dribbling: know that dribbling with soft hands/touches will help me to keep control.</p>	<p>sending it will allow me to send it accurately.</p> <p>Catching: understand when to use different types of catching.</p> <p>Tracking: know that tracking a ball will help me to collect/stop/receive it quickly and successfully.</p> <p>Dribbling: know that dribbling in different directions will help me to lose a defender in game situations.</p>	<p>about when, how and who to pass to.</p> <p>Catching: know how to catch a ball for different situations, considering trajectory, speed, height and size of the ball.</p> <p>Tracking: know how to track a ball for different situations, considering trajectory, speed, height and size of the ball.</p> <p>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.</p>
Ball Skills – Autumn 2	Ball Skills – Autumn 2	Dodgeball – Autumn 2 Basketball – Spring 1 Handball – Spring 2 Hockey – Spring 2 Cricket – Summer 2	Ball Skills – Autumn 1 Netball – Autumn 2 Hockey – Spring 1 Football – Spring 2 Tennis – Summer 1 Tag Rugby – Summer 1 Rounders – Summer 2	Dodgeball – Autumn 2 Handball – Spring 1 Basketball – Spring 2 Tennis – Summer 1 Hockey – Spring 1 Cricket – Summer 2	Netball – Autumn 1 Hockey – Spring 1 Dodgeball – Spring 1 Football – Spring 2 Tag Rugby – Summer 1 Cricket – Summer 1 Rounders – Summer 2

Physical Education

Fitness

EYFS

Skills

Agility: explore changing direction safely. Balance: explore balancing whilst stationary and on the move.

Co-ordination: explore moving different body parts together.

Speed: explore moving and stopping with control.

Strength: explore taking weight on different body parts. Stamina: explore moving for extended periods of time.

Knowledge

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.

NC Statement:

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination,

NC Statement:

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- Use running, jumping, throwing and catching in isolation and in combination.
- Develop flexibility, strength, technique, control and balance (for example, through athletics and gymnastics).

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and begin to apply these in a range of activities.					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><i>Skills</i> Agility: change direction whilst running.</p> <p>Balance: explore balancing in more challenging activities with some success.</p> <p>Co-ordination: explore co-ordination when using equipment.</p> <p>Speed: explore running at different speeds.</p> <p>Strength: explore exercises using my own body weight. Stamina: explore moving for longer periods of time and identify how it makes me feel.</p>	<p><i>Skills</i> Agility: demonstrate improved technique when changing direction on the move.</p> <p>Balance: demonstrate increased balance whilst travelling along and over equipment.</p> <p>Co-ordination: perform actions with increased control when co-ordinating my body with and without equipment.</p> <p>Speed: demonstrate running at different speeds.</p> <p>Strength: demonstrate increased control in body weight exercises.</p> <p>Stamina: show an ability to work for longer periods of time.</p>	<p><i>Skills</i> Agility: show balance when changing direction.</p> <p>Balance: explore more complex activities which challenge balance.</p> <p>Co-ordination: co-ordinate my body with increased consistency in a variety of activities.</p> <p>Speed: explore sprinting technique.</p> <p>: explore building strength in different muscle groups. Stamina: explore using my breath to increase my ability to work for longer periods of time.</p>	<p><i>Skills</i> Agility: show balance when changing direction at speed.</p> <p>Balance: show control whilst completing activities which challenge balance.</p> <p>Co-ordination: explore increased speed when co-ordinating my body. Speed: demonstrate improved sprinting technique.</p> <p>Strength: develop building strength in different muscle groups.</p> <p>Stamina: demonstrate using my breath to maintain my work rate.</p>	<p><i>Skills</i> Agility: demonstrate improved body posture and speed when changing direction.</p> <p>Balance: change my body position to maintain a controlled centre of gravity.</p> <p>Co-ordination: demonstrate increased speed when coordinating my body. Speed: apply the best pace for a set distance or time.</p> <p>Strength: demonstrate increased technique in body weight exercises.</p> <p>Stamina: use a steady pace to be able to move for sustained periods of time.</p>	<p><i>Skills</i> Agility: change direction with a fluent action and transition smoothly between varying speeds.</p> <p>Balance: show fluency and control when travelling, landing, stopping and changing direction.</p> <p>Co-ordination: co-ordinate a range of body parts with a fluent action at a speed appropriate to the challenge.</p> <p>Speed: adapt running technique to meet the needs of the distance.</p> <p>Strength: complete body weight exercises for increased repetitions with control and fluency.</p>

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					Stamina: use my breath to increase my ability to move for sustained periods of time.
<p><i>Knowledge</i> Agility: understand that bending my knees will help me to change direction.</p> <p>Balance: know that looking ahead will help me to balance.</p> <p>Co-ordination: know that using the opposite arm to leg at the same time helps me to perform skills such as running and throwing.</p> <p>Speed: understand that if I swing my arms it will help me to run faster.</p> <p>Strength: understand that exercise helps me to become stronger.</p> <p>Stamina: understand that when I move for a long</p>	<p><i>Knowledge</i> Agility: know using small quick steps helps me to change direction.</p> <p>Balance: understand that I can squeeze my muscles to help me to balance.</p> <p>Co-ordination: understand that some skills require me to move body parts at different times such as skipping.</p> <p>Speed: know that I take shorter steps to jog and bigger steps to run.</p> <p>Strength: know that strength helps us with everyday tasks such as carrying our school bag.</p>	<p><i>Knowledge</i> Agility: understand how agility helps us with everyday tasks.</p> <p>Balance: understand how balance helps us with everyday tasks.</p> <p>Co-ordination: understand how co-ordination helps us with everyday tasks.</p> <p>Speed: understand that leaning slightly forwards helps to increase speed. Leaning my body in the opposite direction to travel helps to slow down.</p> <p>Strength: know that when completing strength activities they need to be performed slowly and with control to help me to stay safe.</p>	<p><i>Knowledge</i> Agility: know that keeping my elbows bent when changing direction will help me to stay balanced.</p> <p>Balance: understand that I need to squeeze different muscles to help me to stay balanced in different activities.</p> <p>Co-ordination: understand that if I begin in a ready position I can react quicker.</p> <p>Speed: understand that a high knee drive, pumping my arms and running on the balls of my feet gives me power.</p> <p>Strength: understand that strength comes from different muscles and</p>	<p><i>Knowledge</i> Agility: understand that to change direction I push off my outside foot and turn my hips.</p> <p>Balance: understand that dynamic balances are harder than static balances as my centre of gravity changes.</p> <p>Co-ordination: understand that people will have varying levels of co-ordination and that I can get better with practice.</p> <p>Speed: understand that taking big consistent strides will help to create a rhythm that allows me to run faster.</p>	<p><i>Knowledge</i> Agility: understand that agility requires speed, strength, good balance and co-ordination.</p> <p>Balance: know where and when to apply force to maintain control and balance.</p> <p>Co-ordination: understand that co-ordination also requires good balance and know how to achieve this.</p> <p>Speed: know that speed can be improved by training and know which speed to select for the distance.</p> <p>Strength: understand that I can build up my</p>

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time it can make me feel hot and I breathe faster.	Stamina: know that I need to run slower if running for a long period of time.	Stamina: understand how stamina helps us in other life activities.	<p>know how I can improve my strength.</p> <p>Stamina: understand that I need to pace myself when running further or for a long period of time.</p>	<p>Strength: know the muscles I am using by name.</p> <p>Stamina: understand that keeping a steady breath will help me to move for longer periods of time.</p>	<p>strength by practicing in my own time.</p> <p>Stamina: know which exercises can develop stamina and understand that it can be improved by training over time.</p>
<p>Fundamentals – Autumn 1</p> <p>Fitness – Autumn 1</p> <p>Gymnastics – Spring 2</p> <p>Athletics – Summer 2</p>	<p>Fundamentals – Autumn 1</p> <p>Fitness – Autumn 1</p> <p>Gymnastics – Spring 2</p> <p>Athletics – Summer 2</p>	<p>Fundamentals – Autumn 1</p> <p>Gymnastics – Autumn 2</p> <p>Athletics – Summer 2</p>	<p>Fitness – Autumn 1</p> <p>Gymnastics – Autumn 2</p> <p>Yoga – Spring 2</p> <p>Athletics – Summer 2</p>	<p>Fitness – Autumn 1</p> <p>Gymnastics – Autumn 2</p> <p>Swimming – Autumn and Summer</p> <p>Athletics – Summer 2</p>	<p>Swimming – Autumn</p> <p>Athletics – Summer 2</p>

Physical Education

Yoga

EYFS

Skills

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.

Knowledge

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.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>NC Statement: Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co- operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, 		<p>NC Statement: Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Develop flexibility, strength, technique, control and balance (for example, through athletics and gymnastics). 			

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and begin to apply these in a range of activities.					
<p><i>Skills</i></p> <p>Balance: perform balances and poses making my body tense, stretched and curled.</p> <p>Flexibility: explore poses and movements that challenge my flexibility.</p> <p>Strength: explore strength whilst transitioning from one pose to another.</p> <p>Mindfulness: recognise my own feelings in response to a task or activity.</p>	<p><i>Skills</i></p> <p>Balance: remember, copy, and repeat sequences of linked poses.</p> <p>Flexibility: show increased awareness of extension in poses.</p> <p>Strength: demonstrate increased control in performing poses.</p> <p>Mindfulness: explore controlling my focus and sense of calm.</p>	<p><i>Skills</i></p> <p>Balance: demonstrate increased control when in poses.</p> <p>Flexibility: explore poses and movement in relation to my breath.</p> <p>Strength: explore arm balances with some control.</p> <p>Mindfulness: develop my ability to stay still and keep my focus.</p>	<p><i>Skills</i></p> <p>Balance: explore using my breath to maintain balance within a pose.</p> <p>Flexibility: demonstrate increased extension in poses.</p> <p>Strength: demonstrate increased control and strength when in a pose.</p> <p>Mindfulness: engage with mindfulness activities with increased focus.</p>	<p><i>Skills</i></p> <p>Balance: use my breath to maintain balance within an individual and partner pose.</p> <p>Flexibility: develop flexibility by connecting movement with breath.</p> <p>Strength: demonstrate increased control and strength when in and transitioning between poses.</p> <p>Mindfulness: explore methods I can use to control how I feel.</p>	<p><i>Skills</i></p> <p>Balance: link combinations of poses for balance with increased control in transition.</p> <p>Flexibility: confidently transition from one pose to another showing extension connected to breath.</p> <p>Strength: explore poses that challenge my strength and work to maintain increased control and strength when in and transitioning between poses.</p> <p>Mindfulness: explore methods to control how I feel with some success.</p>
<p><i>Knowledge</i></p> <p>Balance: know that if I focus on something still it will help me to balance.</p>	<p><i>Knowledge</i></p> <p>Balance: understand that I can squeeze my muscles to help me to balance.</p>	<p><i>Knowledge</i></p> <p>Balance: understand that if I use the whole of the body part in contact with</p>	<p><i>Knowledge</i></p> <p>Balance: understand that if I move with my breath it will help me to balance.</p>	<p><i>Knowledge</i></p> <p>Balance: understand that I need to apply force to</p>	<p><i>Knowledge</i></p> <p>Balance: know where and when to apply force to maintain control and</p>

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<p>Flexibility: know that yoga helps to improve flexibility which we need in everyday tasks.</p> <p>Strength: know that I can use my strength to move slowly and with control.</p> <p>Mindfulness: understand that yoga can make me feel happy.</p>	<p>Flexibility: know that flexibility helps us to stretch our muscles and increase the movement in our joints.</p> <p>Strength: know that strength helps us with everyday tasks such as carrying our school bag.</p> <p>Mindfulness: understand that I can use yoga to make me feel calm.</p>	<p>the floor, it will help me to balance.</p> <p>Flexibility: know that if I move as I breathe out I can stretch a little bit further.</p> <p>Strength: understand that I need to use different muscles for different poses.</p> <p>Mindfulness: know that I can use my breath to focus.</p>	<p>Flexibility: understand which body parts I am trying to extend in different poses.</p> <p>Strength: understand that people have different levels of strength.</p> <p>Mindfulness: understand that mindfulness is a personal journey.</p>	<p>maintain balance in a partner pose.</p> <p>Flexibility: understand that I can improve my flexibility when moving with my breath.</p> <p>Strength: know the muscles I am using by name.</p> <p>Mindfulness: understand that there are different techniques I can use to control how I feel.</p>	<p>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.</p>
Not taught this year.	Not taught this year.	Not taught this year.	Yoga – Spring 2	Not taught this year.	Not taught this year.

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SET (social, emotional and thinking)					
EYFS					
Social - Take turns. Learn to share equipment with others. Share their ideas with others. Emotional – Try again if they are not successful. Practise skills independently. Confident to try new tasks and challenges. Thinking – begin to identify personal success. Choose won movement and actions in response to simple tasks. Begin to provide simple feedback saying what they liked ot thought was good about someone else’s performance.					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
NC statements Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co- operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to: <ul style="list-style-type: none"> • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement patterns 		NC statements Pupils should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. <ul style="list-style-type: none"> • compare their performances with previous ones and demonstrate improvement to achieve their personal best 			
<u>Social</u> Encourage others to keep trying		<u>Social</u> Encourage and motivate others to work to their personal best.		<u>Social</u> Share ideas with others and work together to decide on the best approach to a task.	

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<p>Talk to a partner about their ideas and take turns to listen to each other Work with a partner and small group to play games and solve challenges</p> <p><u>Emotional</u> Show determination to continue working over a longer period of time. Determined to complete the challenges and tasks set. Explore skills independently before asking for help Confident to share ideas, contribute to class discussion and perform in front of others.</p> <p><u>Thinking</u> Make decisions when presented with a simple challenge e.g move to an open space towards a goal. Begin to select and apply skills to use in a variety of different situations. E.g. choose to use a balance on their bottom on a wider piece of apparatus. Provide feedback beginning to use key words from the lesson.</p>	<p>Work with others to achieve a shared goal. Work with others to self-manage games.</p> <p><u>Emotional</u> Persevere when finding a challenge difficult. Understand what their best looks like and they work hard to achieve it. Begin to use rules showing awareness of fairness and honesty. Show and awareness of how other people feel.</p> <p><u>Thinking</u> Pupils make quicker decision when selecting and applying skills to a situation e.g. who to pass to and where to move. Select and apply from a wider range of skills and actions in response to a task. Provide feedback using key terminology and vocabulary.</p>	<p>Lead others and show consideration of including all within a group Communicate with others clearly and effectively.</p> <p><u>Emotional</u> Understand what maximum effort looks and feels like and show determination to achieve it. Use different strategies to persevere to achieve a personal best. Compete within the rules showing fair play and honestly when playing independently. Confident to attempt tasks and challenges outside of their comfort zone.</p> <p><u>Thinking.</u> Reflect and evaluate their performances both as a group and as an individual and suggest areas for improvement. Recognise and explain their thought process when playing games of completing tasks e.g. I moved here because my teammate was over there. Identify their own and others strengths and areas for development providing sensitive feedback and can suggest ways to improve. Select and apply appropriate skills for the situation when under pressure.</p>
<p>Know how to feedback and share ideas in a respectful and considerate way, and how this impacts on other children's feeling and emotions.</p>	<p>Know why we have game rules and why we have a point scoring system in different sports. i.e. football, basketball, rugby.</p>	<p>Know that being a good leader means including everyone and ensuring the best communication between them and their peers.</p> <p>Know how to be effective in self-evaluation and that it is a tool that is used to improve performance.</p>

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Know that being a 'good sportsman' means being those who are watching a sport or event, treat everyone involved with respect.

Know that perseverance means continuing to try to complete or master something even though it is challenging and difficult.

Know how to self-manage small group games by implementing rules and sportsmanship values.

Know how to have empathy and understanding for those who have SEND needs or other learning needs which means they are unable to perform in the same way as their peers.

These elements are embedded throughout all units of work and all skills throughout the primary age phase, from foundation to year 6.