



Heene Church of England Primary School

'Together in faith, we love, grow and learn.'



PHYSICAL EDUCATION

NATIONAL CURRICULUM REQUIREMENTS

Early Years – Development Matters early adopter – Physical Development

0-3 years : Fits themselves into spaces and moves around in them, starts kicking, throwing and catching balls, builds and explores a range of appropriate resources, walks, runs, climbs and jumps, uses stairs independently, spins, rolls, uses ropes and swings, uses a scooter or ride on trike, develops manipulation and control, use small and large gross motor skills to develop independence e.g. buttons and zips, shows an increasing desire to be independent e.g. attempting dressing and undressing.

3-4 years: Continue to develop their movement, balancing, riding and ball skills, goes up steps/stairs or climbs apparatus using alternate feet, skip, hop, stand on one leg or hold a pose, use large muscle movements to wave flags, ribbons or streamers, starts taking part in group activities which they make up for themselves or in teams, are increasingly able to use and remember sequences and patterns of movement which are related to music and rhythm, match their developing physical skills to tasks and activities e.g. deciding whether to walk, crawl or run across a plank depending on length and width, choose the right resources to carry out an activity, collaborate with others to manage large items, such as moving along a plank safely or carrying equipment, show a preference for a dominant hand, be increasingly independent when they dress and undress, make healthy choices about food, drink and activity.

Children in Reception: Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping and climbing, progress towards a more fluent style of moving, with developing control and grace, develop the overall body strength, coordination, balance and agility needed to engage successfully in further physical education sessions, develop their small motor skills so that they can use a range of resources competently, safely and confidently, use their core muscle strength to achieve good posture, combine different movements with ease and fluency, confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group, further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming, develop confidence, competence, precision and accuracy when engaging in activities that involve a ball, know and talk about the different factors that support their overall health and well-being, further develop the skills they need to manage school successfully e.g. turn taking.

ELG: Gross Motor Skills

Children at the expected level of development will:

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

ELG: Fine Motor Skills

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

Key Stage 1

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

Pupils should be taught to, amongst other things:

- 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 (**Gymnastics, Multiskills/Fitness, Ball skills/Games, Athletics**)
- participate in team games, developing simple tactics for attacking and defending (**Ball skills/Games**)
- perform dances using simple movement patterns. (**Dance**)

Key Stage 2

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

Pupils should be taught to, amongst other things:

- use running, jumping, throwing and catching in isolation and in combination (**Multiskills/Fitness, Ball skills/Games, Athletics**)
- 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 (**Ball skills/Games**)
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] (**Dance, Gymnastics, Multiskills/Fitness, Athletics**)
- perform dances using a range of movement patterns (**Dance**)
- take part in outdoor and adventurous activity challenges both individually and within a team (**OAA**)
- compare their performances with previous ones and demonstrate improvement to achieve their personal best. (**ALL ASPECTS OF PE**)

Swimming:

- 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.

<div> <div>KEY:</div> <div>Dance</div> <div>Gymnastics</div> <div>OAA</div> <div>Multiskills/Fitness</div> <div>Ball skills/Games</div> <div>Athletics</div> </div>							
COVERAGE OVERVIEW	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
AUTUMN TERM 1	Gaining independence Daily access to outdoor learning environment for developing gross and fine motor skills	Multiskills Skipping	Multiskills Ball skills	Multiskills Skipping/Fitness	Invasion Games Hockey Gymnastics (receiving body weight)	Swimming Invasion Games (Football)	Invasion Games Hockey Gymnastics (synchronisation and canon)
AUTUMN TERM 2	Gymnastics (introductory unit) Daily access to outdoor learning environment for developing gross and fine motor skills	Ball skills Dance (story based)	Gymnastics (parts high and low) Games Making	Invasion Games Gymnastics (stretch/arch/curl)	Invasion Games Football/Handball Fitness/Indoor Athletics	Swimming Fitness	Invasion Games Rugby Indoor Athletics
SPRING TERM 1	Dance (based on stories/rhyme) Daily access to outdoor learning environment for developing gross and fine motor skills	Games – throw, catch and aim Fitness	Dance (Ugly Bug Ball) Games (group)	Dance (African) OAA	Gymnastics (Flight) Ball Handling (basketball/rugby)	Dance (Bollywood or other gesture) OAA	Gymnastics (counter balance/tension) OAA
SPRING TERM 2	Beanbag/Ball Skills Daily access to outdoor learning environment for developing gross	Games – partner games Gymnastics (rocking + rolling)	Fitness Games (Racket skills)	Gymnastics (symmetry + asymmetry) Net, court and wall games (tennis/volleyball skills)	Dance (line dancing) OAA	Gymnastics (Bridges) Invasion Games (Netball)	Dance (Street) Fitness (outdoor)

	and fine motor skills						
SUMMER TERM 1	Athletics/Sports Day Games Skills (developing partner skills) Daily access to outdoor learning environment	Bat and ball skills Athletics/Sports Day	Athletics/Sports Day Striking and fielding games (acquiring skills)	Athletics/Sports Day Striking and fielding games (acquiring skills Beginning to score)	Athletics/Sports Day Net, court and wall games (volleyball)	Athletics/Sports Day Net, court and wall games (tennis)	Athletics/Sports Day Net, court and wall games (volleyball)
SUMMER TERM 2	Sports Day Practice Games Skills (developing partner skills) Daily access to outdoor learning environment	Athletics/Sports Day Gymnastics (apparatus)	Athletics/Sports Day Gymnastics (pathways/linking movements)	Athletics/Sports Day Creative games making	Athletics/Sports Day Striking and fielding games (modified versions cricket/rounders)	Athletics/Sports Day Striking and fielding games (cricket)	Athletics/Sports Day Striking and fielding games (rounders)

PROGRESSION OF SKILLS							
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Athletics	<ul style="list-style-type: none"> Revise and refine the fundamental movement skills they have already acquired and progress towards a more fluent style of moving, develop the overall body strength, coordination, balance and agility use their core muscle strength to achieve good posture, combine different movements with ease and fluency, know and talk about the different factors that support their overall health and well-being, further develop the skills they need to manage school successfully e.g. turn taking. 	NC OBJECTIVES TO MEET @ KS1: <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 		NC OBJECTIVES TO MEET @ KS2: use running, jumping, throwing and catching in isolation and in combination <ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] compare their performances with previous ones and demonstrate improvement to achieve their personal best. 			

Athletics/ Sports Day	Experience of different running, jumping and throwing activities. <ul style="list-style-type: none"> • To use a good style for running • Take part in running and obstacle races • Balance objects and move with them • To take part in relays and games. 	Throw (over and underarm), run in a variety of ways, use different footwork patterns for jumping <ul style="list-style-type: none"> • To use/select different techniques and speeds for running • To throw using under and overarm techniques safely over distance and aim into targets • To jump in different ways and for distance • Explain what is successful and what they can do better 	Run in different ways (hurdles, obstacles, relays, agility, speed and distance), use different ways of jumping, throw safely (overarm). <ul style="list-style-type: none"> • Use different techniques and speeds to meet challenges for running, jumping and throwing • Throw with increasing accuracy and coordination over distance and into targets • Identify different throwing, running and jumping techniques beginning to know which is the best to use and when • Explain what is successful and what they can do better • Use bodies with greater control and coordination 	Use effective run, jump and throwing techniques. Throw different equipment for distance and increase accuracy, shuttle relay, standing long jump, 75m. <ul style="list-style-type: none"> • To know where to look when running • Run at different speeds and change direction • Use legs to aid throwing • Perform standing long jump • Know how to compete – show awareness of rules • Know how to receive a baton • Work as a team using appropriate pace for takeovers in relays • Use a standing start for races • Know different techniques for long and short distance running 	Run at different speeds using appropriate techniques, inc. relays and hurdles, throw overarm for distance and be able to long jump. Hurdles, Howler throw, 75m, 400m, Standing long jump, shuttle relay <ul style="list-style-type: none"> • Improve quality and consistency of run, jump and throw techniques • Describe how the body reacts to different types of activity • Describe and evaluate the effectiveness of performance • Observe and recognise aspects of performance that need improving • Understand the importance of warming up/cooling down 	Throw, run and jump in a variety of ways – evaluating their own and others’ performances and working on how improving their techniques Running long Jump, Shot put, discus, 100m, 600m, Hurdles, relays. <ul style="list-style-type: none"> • Run for a sustained period of time showing understanding of pacing • Improve their own and others techniques in each discipline • Demonstrate effective throwing techniques • Take part in relays using correct techniques for take overs and keeping the baton moving • Explore run ups for long jump and perform safely • Set goals to improve their own performance 	Participate in a variety of athletic activities and coach one another in these elements. Triple Jump, Javelin, Shot put, discus, 100m, 600m, Hurdles, relays. <ul style="list-style-type: none"> • to develop the consistency of their actions in a number of events • to increase the number of techniques they use • to evaluate their own and others’ work and suggest ways to improve it • to choose appropriate techniques for specific events • to adapt techniques for different events
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	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Ball skills/ Games	<ul style="list-style-type: none">Revise and refine the fundamental movement skills they have already acquiredprogress towards a more fluent style of moving,develop the overall body strength, coordination, balance and agilitydevelop their small motor skills so that they can use a range of resources competently, safely and confidently,develop overall body strength, balance, coordination and agility,develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming, develop confidence, competence, precision and accuracyfurther develop the skills they need to manage school successfully e.g. turn taking.	NC OBJECTIVES TO MEET @ KS1: 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 <ul style="list-style-type: none">participate in team games, developing simple tactics for attacking and defending		NC OBJECTIVES TO MEET @ KS2: use running, jumping, throwing and catching in isolation and in combination <ul style="list-style-type: none">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 defendingcompare their performances with previous ones and demonstrate improvement to achieve their personal best.			
Ball skills/ Invasion Games	<p>Beanbag/Ball Skills Move beanbags and various balls with hands and feet whilst using the space safely.</p> <ul style="list-style-type: none">To have a go at throwing, catching and kicking.To move with, balance and roll a ball.To use space safely, avoiding others.To explore what I can do with equipmentTo use my hands and feet to move equipmentTo collect a moving or still object <p>Games Skills (developing partner skills) Develop skills and partner work</p> <ul style="list-style-type: none">to use skills I have learnt in gamesto make up games using my own ideasto begin to play games with others	<p>Ball skills Send and receive balls in different ways, move to intercept and begin to play paired and target games.</p> <ul style="list-style-type: none">To send equipment in different ways e.g. underarm throwing, rolling, balancing, kicking and hitting skillsTo use a range of equipment in different waysTo dribble using hands and feetTo intercept, retrieve, catch, receive or stop a	<p>Ball skills Complete activities and play games using throwing, catching and aiming skills</p> <ul style="list-style-type: none">Throw, catch and bounce using 1 and 2 hands, when still and when on the moveBeat my own record to improve my performanceAim at a variety of targetsMake activities easier/harderMake up my own rules for games and score points	<p>Invasion Games Show consistency in their skills when moving, anticipate and react when playing games, understand simple rules and play in small game situations (up to 4v4)</p> <ul style="list-style-type: none">To roll/throw ball at target with accuracyDribble and control a ball whilst movingAnticipate the ball and be ready to catch/stopReact quickly when the ball has been receivedDevelop throwing/passing techniques	<p>Invasion Games – Hockey, football, handball, basketball, rugby Play small sided modified games of invasion games demonstrating accuracy of skills to control, dribble and pass the ball. Show a greater awareness of tactics and understand the roles of attack and defence. (up to 5v5)</p> <ul style="list-style-type: none">Play games demonstrating accuracy of skills to control, dribble and pass the ballFind ways of attacking successfully and communicate	<p>Invasion Games (Football, netball, basketball) Play 6 aside+ football + basketball games with knowledge and understanding of their roles within the game and netball following the rules for full games</p> <ul style="list-style-type: none">Demonstrate accuracy and consistency of skills to control, dribble, pass and shoot the ballidentify and use tactics to maintain possession as a team and make progress towards the opposition’s goal	<p>Invasion Games – Hockey Play mini games of hockey, following the rules, showing that they understand how to attack, defend and organise themselves to play.</p> <ul style="list-style-type: none">Develop techniques for defendingSelect and apply tactics for attack and defenceSelect and apply skills for practises and games showing consistency and accuracyOrganise themselves as a team and follow game rulesEvaluate the effectiveness

		<p>moving object</p> <ul style="list-style-type: none"> • To move in line to retrieve or receive a ball • To begin to play games in pairs and aim at targets • To describe what myself or others are doing <p><u>Games – partner games</u> Play games with a partner</p> <ul style="list-style-type: none"> • To change a game to make it easier or harder • To work with a partner using different equipment • Describe what I can see • Aim at a target and score goals with greater success • Use a range of skills with greater control • Play safely with an awareness of 	<p><u>Games (group)</u> Attack and defend, works as part of a team following rules, make up their own rules and use skills they have learnt to play them.</p> <ul style="list-style-type: none"> • Know how to defend a goal • Work as part of a team • Know rules for games • Invent own rules for own games • Play in different sized groups/teams • Use skills successfully from previous 	<ul style="list-style-type: none"> • Understand rules of simple games • Apply tactics and skills learnt in small game situations 	<p>to keep possession of the ball</p> <ul style="list-style-type: none"> • Intercept the ball • Make space in order to pass/set up goal scoring opportunities • Know the rules and play games fairly • Understand the need for attack and defence • Apply tactics and skills learnt in small game situations • Use a range of skills to keep possession and control of the ball • Use a range of skills and tactics to make space, create opportunities and progress towards goal • Weigh up options and make decisions when attacking and defending • Know how to deny space in games situations • Review successes and 	<ul style="list-style-type: none"> • dodge to get free with increasing success, signalling for ball and creating space • mark opponents and support each other in defence to deny space/goal scoring opportunities • evaluate their own and other team's performance considering why they were un/successful • Understand footwork rules in netball and basketball applying these in their play • Select appropriate passes showing understanding of which is best/when and make decisions quickly • Play modified versions of games leading to full play using positions and understanding 	<p>of their own and others games play and suggest ways of improving to be successful</p> <p><u>Invasion Games – Rugby</u> Play small versions of tag rugby using appropriate techniques and follow the rules</p> <ul style="list-style-type: none"> • To pass, carry and score tries using balance, agility and coordination • Understand and apply basic rules of tag rugby in games situations • Work as a team to support the player with the ball and to defend effectively • To play small sided games of tag rugby applying skills and tactics learnt • Identify strengths and areas for improvement when working in teams
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		<p>others and the need for rules</p> <p><u>Games – throw, catch and aim</u> Send and receive equipment in different ways, aim at a target or goal, move safely and actively in space, work with a partner to play simple games and understand how to make them easier/harder.</p> <ul style="list-style-type: none"> • To throw, catch and aim using different equipment • Use one hand to throw • Throw, roll, bounce and kick to aim, hit a target or score a goal • To move safely and actively in space • To work with a partner <p>To change rules to make a game or activity easier or harder</p>	<p>games learning</p> <p><u>Games Making</u> Work with others, show awareness of space and select appropriate equipment for activities.</p> <ul style="list-style-type: none"> • show awareness of space and others • roll, kick, throw, catch, aim and dribble with greater control • work with others in pairs and small groups • make choices about equipment, targets and space 	<p><u>Creative games making</u> Devise pair and group games showing creativity and understanding of rules</p> <ul style="list-style-type: none"> • To use a range of skills to play and create own games • Show understanding of how to play games and create rules • Keep possession and control of ball • Know how to use space and equipment • Work cooperatively to weigh up options and decide on rules/play games • Recognise players who play well and give some reasons why • Evaluate the success of games and recognise areas for improvement 	<p>identify areas for improvement when attacking and defending</p>	<p>which are attack/defence</p> <ul style="list-style-type: none"> • Dodge to get free with increasing success, signalling for the ball and creating space to progress up the court • Apply defensive skills of marking and intercepting in games situations • Learn correct shooting techniques 	
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			<p><u>Games (Racket skills)</u> Learn how to use a racket to steer, strike, aim and control a ball</p> <ul style="list-style-type: none"> • Roll, throw, strike and catch a ball with control • Aim into a range of targets • Play games over a net/rope • Work cooperatively with a partner • Know how to score and keep rules of games • Recognise good quality in performance • Understand the difference between competitive and cooperative play 	<p><u>Net, court and wall games (tennis/volleyball skills)</u> Learn skills needed to play modified versions of tennis and volleyball</p> <ul style="list-style-type: none"> • To use over net skills to play games • To cooperate in order to keep a rally going • Identify strengths and suggest ways to improve performance • Find space in order to move opponent around • Keep/make up rules for over net games • Use simple tactics to play games with success 	<p><u>Net, court and wall games (volleyball)</u> Start a ball and play over a net using their hands to lift the ball</p> <ul style="list-style-type: none"> • To improve hand/eye coordination, develop range and consistency of skills to play over the net games • To get ball into play using appropriate serves (underarm) • To play collaboratively, building up rallies and using skills accurately • To explore different shots to play competitively and make decisions about when/what shots to play to beat opponent • To keep, adapt and make rules for net games • To review successes and areas for improvement 	<p><u>Net, court and wall games (tennis)</u> Play games using the fundamental skills for tennis and understand the difference between competitive and cooperative play</p> <ul style="list-style-type: none"> • To identify, select and apply a range of shots for tennis • Use correct techniques for groundstrokes, volleys and serves • Play shots with increasing control, accuracy and consistency on the move • Explore tactics to beat an opponent • Play competitive games of singles and doubles scoring an following rules • Evaluate their own and others play suggesting areas for improvement 	<p><u>Net, court and wall games (volleyball)</u> Keep a rally in pairs, work in teams to play games fairly and begin to develop tactics</p> <ul style="list-style-type: none"> • Develop the range and consistency of their skills, dig, set, serve, spike, rally, set-up • Use and adapt rules, strategies and tactics, using knowledge of basic principles of attack and defence • play as a team in order to be successful • Recognise spaces on their opponent's court and try to hit into them • Evaluate performances, explain what needs improving in their own and others' work, and suggest possible improvements
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		<p><u>Bat and ball skills</u> Use a range of skills to participate in games: dribbling, weaving in and out, balancing, rolling, hitting, stopping, aiming, throwing and catching</p> <ul style="list-style-type: none"> • To steer a ball using a bat • To send and stop a ball using a bat • Balance a ball on a bat • Strike a ball using a bat • Score a goal or aim at a target • To retrieve or catch a ball that has been hit • Understand safety rules when using bats and balls 	<p><u>Striking and fielding games (acquiring skills)</u> Throw, catch, bowl, strike, field and play small striking and fielding games</p> <ul style="list-style-type: none"> • Use a range of equipment to strike, field and bowl with some control • React to situations within a game • Know how to score and keep the rules of a game 	<p><u>Striking and fielding games (acquiring skills beginning to score)</u> Acquire the skills needed to play striking and fielding games (cricket/rounders) and understand how to score in these games</p> <ul style="list-style-type: none"> • To know techniques and decide when to use under/overarm throws accurately • Play small versions of rounders/cricket – bowling and batting • Catch with cushioned hands • Retrieve a ball using effective techniques • Strike a ball for distance • Understand safe zones in games play • Use fielding skills to stop batter from scoring 	<p><u>Striking and fielding games (modified versions cricket/rounders)</u> Play modified smaller versions of cricket and rounders</p> <ul style="list-style-type: none"> • Develop and use a range of batting/fielding skills with increasing control • Identify areas of strength/weakness to improve performance • Strike a ball with intent into space • Throw/bowl (underarm) with greater accuracy • Understand how to position fielders to make it harder for the batter to score • Become familiar with simplified game rules in small sided situations • Describe what is successful in own/others play 	<p><u>Striking and fielding games (cricket)</u> Play modified games of cricket fairly using tactical skills for batting and fielding</p> <ul style="list-style-type: none"> • Bat and field with increasing success to score/prevent scoring • Use correct techniques for batting and fielding using them tactically • To make decisions that impact play (e.g. where to hit ball, when to run, where to throw the ball when fielding, positioning when fielding to put pressure on batters) • To know rules and play in a sporting manner • To evaluate performance successes and identify areas for improvement in their own and others play 	<p><u>Striking and fielding games (rounders)</u> Play rounders fairly and understand the rules, tactics and principles of play</p> <ul style="list-style-type: none"> • Develop the range and consistency of their skills • Field effectively to prevent scoring and get opponents out • Bat into space and play tactically to maximise their score whilst keeping 'in' • Follow rules for rounders and understand how to play the game successfully • Develop tactics and strategies to anticipate and respond to situations • Understand the concepts of striking/fielding games and make effective evaluations of strengths and weaknesses in performance
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	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Dance	<ul style="list-style-type: none"> Revise and refine fundamental movement skills and progress towards a more fluent style of moving develop overall body strength, coordination, balance and agility use core muscle strength to achieve good posture, combine different movements with ease and fluency, confidently and safely use a range of large and small apparatus alone and in a group know and talk about the different factors that support their overall health and well-being, 	NC OBJECTIVES TO MEET @ KS1: perform dances using simple movement patterns.		NC OBJECTIVES TO MEET @ KS2: develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] <ul style="list-style-type: none"> perform dances using a range of movement patterns compare their performances with previous ones and demonstrate improvement to achieve their personal best. 			
	<u>Dance (based on stories/rhyme)</u> Copy and/or create movement in response to music, build stories through movement, begin to move rhythmically and discuss actions. <ul style="list-style-type: none"> To use space safely (negotiate) Move my body in different ways Explore the high and low movements Copy simple movements and dances Begin to make up my own dance moves, using some of the steps I have learnt. 	<u>Dance (story based)</u> Move expressively trying to keep in time with the music/beat <ul style="list-style-type: none"> To perform dances using simple movement patterns. Move expressively responding to music/story in an imaginative way Dance with a partner Try to keep time with the music/beat Link and repeat 2 or more movements Choose correct movements to match words 	<u>Dance (Ugly Bug Ball)</u> Perform on their own and as part of a group. <ul style="list-style-type: none"> Move imaginatively in response to music/story in pairs or small groups Change speed and direction Link moves to create and perform a simple dance Improve my own performance by practising and refining my movements Observe and comment on others' performances 	<u>Dance (African)</u> Create a dance with others in time to music <ul style="list-style-type: none"> To count beat and keep time when dancing Change direction fluently Develop own steps while keeping rhythm Learn how to work cooperatively with others to create a dance Tell a story through dance using gestures Dance fluently with clarity of movement 	<u>Dance (line dancing)</u> Perform a line dance using appropriate movements and understanding of rhythm <ul style="list-style-type: none"> Perform a dance using a range of movement patterns in a set style Develop dance and performance skills Vary motifs and perform in unison and canon Communicate through dance showing fluency, control and expression of movement Describe, interpret and evaluate their own and others dances 	<u>Dance (Bollywood or other gesture)</u> Perform a dance in a Bollywood style using a variety of movement patterns and actions <ul style="list-style-type: none"> Develop dancing and performance skills Improvise showing an awareness of the music's rhythm and phrasing Apply key components to create dances (see vocabulary) Perform and evaluate their own and others work using tactful feedback and suggestions for improvement 	<u>Dance (Street)</u> Perform a group dance in the style of street dance <ul style="list-style-type: none"> Observe and understand the style of street dance using this to inform choreography Learn street dance moves and poses Show awareness of rhythm and phrasing when improvising Use expressive movements to create a partner/group street dance cooperating, adapting routines and performing Analyse their own and others' performances using peer and video feedback

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Gymnastics	Gaining independence and gymnastics: <ul style="list-style-type: none"> Revise and refine the fundamental movement skills they have already acquired progress towards a more fluent style of moving, develop the overall body strength, coordination, balance and agility develop their small motor skills so that they can use a range of resources competently, safely and confidently, use their core muscle strength to achieve good posture, combine different movements with ease and fluency, confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group, know and talk about the different factors that support their overall health and well-being, further develop the skills they need to manage school successfully e.g. turn taking. 	NC OBJECTIVES TO MEET @ KS1: perform sequences using simple movement patterns.		NC OBJECTIVES TO MEET @ KS2: develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] <ul style="list-style-type: none"> perform sequences using a range of movement patterns compare their performances with previous ones and demonstrate improvement to achieve their personal best. 			
	<u>Gymnastics (introductory unit)</u> show some spatial awareness, control of their bodies when moving and balancing (showing und. Of how their bodies work), use apparatus safely and take turns successfully <ul style="list-style-type: none"> To move linking actions together To move with control of my body To know how to use my body to complete activities and actions To use my body to achieve good posture To begin to use a range of large and small apparatus alone and in a group To know and talk about health and well-being To further develop the skills they need to manage school successfully e.g. turn taking. ELG: Gross Motor Skills Children at the expected level of development will: - use space and be aware of obstacles	<u>Gymnastics (rocking + rolling)</u> Explore gymnastic vocabulary, movements and balances related to rocking and rolling <ul style="list-style-type: none"> Spin, rock, roll and turn on different body parts Explore different ways of rolling, jumping and travelling Plan and link moves together Adapt movements to apparatus Use basic control and 	<u>Gymnastics (parts high and low)</u> Perform a simple sequence with a partner showing control and variety in their actions. <ul style="list-style-type: none"> Plan and repeat simple actions Use a variety of travels and balances on different body parts Link 2 or more movements together Jump showing control Work with a partner to match and 	<u>Gymnastics (stretch/arch/curl)</u> Perform sequences – individually and with a partner that show a variety of shapes and compositional elements (speed, level, direction, matching, contrasting) <ul style="list-style-type: none"> To travel using a range of stretched, curled and arched shapes Join together 3+ contrasting moves Balance on different body parts showing a range of positions 	<u>Gymnastics (receiving body weight)</u> Perform a sequence showing clear body shapes, changes in dynamic and quality of movement in a controlled manner <ul style="list-style-type: none"> To perform actions, body shapes and balances with control Plan, perform and repeat sequences including changes in speed, level and direction Show clear shapes (clarity) and quality in movements 	<u>Gymnastics (Bridges)</u> Perform sequences that show variety in shape, direction and level and evaluate their own and other's performances <ul style="list-style-type: none"> To explore and link bridge shapes using a variety of rolls, jumps and travels To balance on different body parts and apparatus To sustain concentration and body tension throughout a sequence To compose and adapt 	<u>Gymnastics (synchronisation and canon)</u> To perform a group sequence showing synchronisation, canon, clarity, fluency and various compositional elements. Understand and demonstrate synchronised actions, shapes and balances <ul style="list-style-type: none"> Develop individual, paired and group sequences applying a range of compositional elements and apparatus Understand and demonstrate

	<p>- be safe, thinking about themselves and others;</p> <p>- Demonstrate strength, balance and understand how their bodies work</p> <p>- Move energetically, run, jump, roll, hop, skip and climb.</p>	<p>coordination when travelling and still</p> <ul style="list-style-type: none"> Find and use space safely <p><u>Gymnastics (apparatus)</u> Use apparatus in different ways, explore different shapes when travelling, jumping, rolling and balancing, explore and discuss different levels, link movements from floor to apparatus.</p> <ul style="list-style-type: none"> Take off and land safely from apparatus Describe actions I see Copy and explore different body shapes Link actions and be able to repeat and perform them Use different levels Adapt movements safely to apparatus 	<p>mirror actions</p> <p>Perform a simple sequence with a partner</p> <p><u>Gymnastics (pathways/linking movements)</u> Perform a sequence with a partner showing a clear start/finish, fluency, jumps, balances, use of apparatus</p> <ul style="list-style-type: none"> Turn, spin and twist on different body parts, showing control and coordination Adapt work safely from the floor to apparatus Demonstrate a variety of rolls and spins on different body parts showing coordination and contrasts in speed Link together 3 movements showing contrasts in speed and level 	<ul style="list-style-type: none"> Adapt and transfer skills to apparatus Identify and perform matching shapes with a partner Compose and perform a short sequence showing changes in speed/level/direction <p><u>Gymnastics (symmetry + asymmetry)</u> Perform a sequence showing symmetrical and asymmetrical movements and balances with a partner</p> <ul style="list-style-type: none"> To know what symmetrical and asymmetrical mean Demonstrate balances showing the above on different body parts Perform on different levels Link smoothly different moves Perform a simple 	<p>(extension and tension)</p> <ul style="list-style-type: none"> Recognise criteria that can help improve performance Suggest ways to improve performance <p><u>Gymnastics (Flight)</u> Create a sequence that shows different dynamics: speed, level and direction</p> <ul style="list-style-type: none"> To demonstrate a variety of jumps (legs together/apart) and explore different levels of flight Explain what matching and contrasting mean, demonstrating these through their actions, balances and sequences Apply jumps to incorporate Apparatus into sequences showing fluidity of movement between transitions: movements, 	<p>sequences when working with a partner and using apparatus</p> <ul style="list-style-type: none"> To perform sequences showing variety including changes in direction and level To evaluate and improve their own and others' performances considering quality and fluidity of movements/balances 	<p>canon within sequences showing fluency and clarity of movements/balances</p> <ul style="list-style-type: none"> Vary dynamics – speed, level, direction and pathways to improve performance Create criteria to evaluate and suggest improvements for their own and others' performances Know and understand the importance of warming up for gymnastic activity and take responsibility for this <p><u>Gymnastics (counter balance/tension)</u> Perform a sequence involving counterbalance and counter tension with a partner</p> <ul style="list-style-type: none"> To select, combine and perform skills, actions and balances, including some
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			<ul style="list-style-type: none"> Show a variety of controlled turning jumps Understand that one part of the body must be fixed to create a twist 	<ul style="list-style-type: none"> matching sequence side by side Begin to evaluate each other's performances 	<ul style="list-style-type: none"> balances, rolls and jumps Use a range of compositional elements when creating and developing sequences i.e. changes in speed, level and direction To show knowledge and understanding of the basic principles of warming up and why it's important for good quality performance To evaluate and improve their own and others' performances considering quality and fluidity of movements/balances/jumps 		<ul style="list-style-type: none"> that are inverted Understand how performance and safety are improved when preparation is carried out properly To understand, select and apply a range of compositional principles to develop their own sequences To evaluate their own and others' strengths and weaknesses in a performance + suggest areas for improvement
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Multiskills/ Fitness	<ul style="list-style-type: none"> Revise and refine the fundamental movement skills they have already acquired progress towards a more fluent style of moving, develop the overall body strength, coordination, balance and agility develop their small motor skills so that they can use a range of resources competently, safely and confidently, use their core muscle strength to achieve good posture, 	NC OBJECTIVES TO MEET @ KS1: 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 OBJECTIVES TO MEET @ KS2: use running, jumping, throwing and catching in isolation and in combination <ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] take part in activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best. 			

	<ul style="list-style-type: none"> combine different movements with ease and fluency, confidently and safely use a range of large and small apparatus further develop and refine a range of ball skills develop confidence, competence, precision and accuracy when engaging in activities that involve a ball, know and talk about the different factors that support their overall health and well-being, further develop the skills they need to manage school successfully e.g. turn taking. 						
Fitness/ Multi-skills/ Indoor Athletics/ Skipping	<p><u>Gaining independence</u></p> <p>Follow commands/instructions, move in different directions and in different ways, understand what space is, take turns and be given opportunities within the classroom setting e.g. when using costumes to show they can dress/undress</p> <p>BUILDING KEY VOCAB – as listed above and in lesson suggestions</p> <ul style="list-style-type: none"> To move in different ways and use/follow the correct words to do these skills To be able to listen and follow instructions To link and show movements that involve strength, balance and changes in direction. To use small motor skills so that I can use a range of resources To dress and undress myself on my own To use skills I need to manage school successfully e.g. turn taking. <p>ELG: Gross Motor Skills</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> Be able to safely in space avoiding others and equipment Be aware of others around me 	<p><u>Multiskills</u></p> <p>Show good techniques for running, balancing, agility and ball skills</p> <ul style="list-style-type: none"> To perform balances using different body parts To run using good technique To move in and out of different obstacles using different directions in a controlled way To aim, stop and guide an object To change direction quickly and with control <p><u>Skipping</u></p>	<p><u>Multiskills</u></p> <p>Perform a variety of movements, balances and activities in an appropriate manner according to the outcome required</p> <ul style="list-style-type: none"> To understand how to balance and how balance can be lost To move my body in a variety of ways inc. twisting and turning To know how to throw a ball at the right strength and speed for the activity To be able to copy a partner and repeat 	<p><u>Multiskills</u></p> <p>Use different technical terms and apply them to a range of skills and activities</p> <ul style="list-style-type: none"> To change centre of balance to different body parts Use hand and eye coordination to balance, carry and keep control of an object Use agility (change direction/height) and apply in games Focus and concentrate on skills learnt and apply them to games/activities Observe other's speed 	<p><u>Fitness/Indoor Athletics</u></p> <p>Perform the correct techniques for – speed bounce, standing long jump, vertical jump, shuttlecock throw, chest push, running including relay change overs.</p> <ul style="list-style-type: none"> Demonstrate correct techniques for activities Understand the need for warm up/cool down Recognise and describe the effects of exercise on their bodies Motivate themselves and others to participate Adapt targets to improve and self-assess 	<p><u>Fitness</u></p> <p>Understand why fitness is important for their health and well-being, develop their own skills and set themselves targets</p> <ul style="list-style-type: none"> Set targets for themselves and others Develop core strength Develop speed, stamina, control and power and know what these mean Understand why fitness is important and explain how it contributes to health and well being Perform skills and set up mini challenges 	<p><u>Indoor Athletics</u></p> <p>Perform correct techniques for all indoor athletics events, review and refine their techniques and record results accurately.</p> <ul style="list-style-type: none"> Compete as an individual as well as a member of a team Set own targets for personal performance and improvement Take on officiating and coaching roles Understand the need for and run own warm ups <p>Follow specific techniques for activities</p> <p><u>Outdoor Fitness</u></p> <p>Complete fitness activities and</p>

	<ul style="list-style-type: none"> Play games showing they understand strength, balance and how to move Run, jump, hop, skip. <p>Daily access to outdoor learning environment for developing gross and fine motor skills</p>	<p>Skip over a moving rope and work effectively with a partner</p> <ul style="list-style-type: none"> To skip using different foot patterns (hop, jump, step, skip) To work with a partner To use a skipping rope Skip on the spot and on the move <p>Fitness Complete circuits of activities showing balance, core strength, control, coordination, changes of direction and speed, awareness of others and describe what they are doing and how their body feels during and after exercise.</p> <ul style="list-style-type: none"> To balance and be aware of core strength To move with control and whilst changing direction showing 	<p>actions/balances</p> <ul style="list-style-type: none"> To change speed and direction <p>Fitness Complete circuits of fitness activities and learn about their impact on health and fitness including changes that occur in the their bodies during exercise</p> <ul style="list-style-type: none"> Recognise and describe changes that occur in my body during exercise Know how to increase my heart rate To move in a variety of ways coordinating my body and showing that I am agile by changing direction quickly To perform simple patterns of movement and balance with control 	<p>and keep pace by matching it</p> <p>Skipping + Fitness skip in different ways, develop their agility and coordination and understand what happens to their bodies when exercising</p> <ul style="list-style-type: none"> To explore different ways of skipping Skip with a partner Participate in large rope skipping to rhymes/songs Be aware of skipping rope safety Develop agility and coordination Raise heart rate and understand why/how it has been raised Review what I find easy/hard and why 			<p>understand their impact on their health, bodies and well-being</p> <ul style="list-style-type: none"> Compete as an individual as well as a member of a team Set own targets for personal performance and improvement Take on coaching roles Understand the need for and run own warm ups Follow specific techniques for activities
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		awareness of others <ul style="list-style-type: none"> To coordinate my arms and legs in different ways To complete a circuit of different activities To describe what myself and others are doing To describe how my body feels during and after exercise To know why it is important to be healthy and active 	<ul style="list-style-type: none"> Use correct techniques for activities Discover what I find easy/hard Improve my own performance /fitness over time 	Improve performance by evaluating and goal setting			
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
OAA		NC OBJECTIVES TO MEET @ KS1:		NC OBJECTIVES TO MEET @ KS2: use running, jumping, throwing and catching in isolation and in combination <ul style="list-style-type: none"> take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best. 			
	N/A	N/A	N/A	Complete different outdoor tasks that involve working in pairs and teams while experiencing different roles. <ul style="list-style-type: none"> respond to a challenge or problem they are set; 	Take part in outdoor and adventurous activity challenges both individually and within a team <ul style="list-style-type: none"> compare their performances with previous ones and demonstrate improvement 	Work as a team to complete challenges by coming up with plans, strategies, reviewing and improving. <ul style="list-style-type: none"> take part in outdoor and adventurous activity challenges 	Including residential Take part in within a team, taking turns in different roles and planning strategies, reviewing and improving their performance <ul style="list-style-type: none"> take part in outdoor and

				<ul style="list-style-type: none"> begin to work and behave safely; work increasingly cooperatively with others, discussing how to solve problems; recognise that different tasks make their body work in different ways; comment on how they went about tackling tasks – identify what was completed well and what different approaches could have been used describe their own and others' roles in activities take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate 	<p>to achieve their personal best.</p> <ul style="list-style-type: none"> use maps and diagrams to orientate themselves and to travel around a simple course; start to plan sensible responses to physical challenges or problems, talking and working with others in their group; realise that activities need thinking through, and recognise that planning is useful recognise some of the physical demands that activities make on them; identify parts of the work that were successful; respond to feedback on how to go about their work differently and learn from watching 	<p>both individually and within a team</p> <ul style="list-style-type: none"> compare their performances with previous ones and demonstrate improvement to achieve their personal best. To choose and perform skills and strategies effectively Find solutions to problems and challenges Plan, implement, adapt and refine strategies Work increasingly well in groups knowing roles and responsibilities Prepare physically and organisationally for tasks set Take into account safety Identify what they do well and suggest areas for improvement 	<p>adventurous activity challenges both individually and within a team</p> <ul style="list-style-type: none"> compare their performances with previous ones and demonstrate improvement to achieve their personal best. To choose and perform skills and strategies effectively Find solutions to problems and challenges Plan, implement, adapt and refine strategies Use compasses to navigate orienteering courses and set instructions Work increasingly well in groups knowing roles and responsibilities Prepare physically and organisationally for tasks set Take into account safety Identify what they do well
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				improvement to achieve their personal best.	others and use what they have seen to improve their own performance <ul style="list-style-type: none"> • use skills with control in problem-solving activities • prepare themselves effectively and follow safety procedures • use the repeated trials, courses and challenges to develop and change the approaches they use 		and suggest areas for improvement NB: this unit recaps and builds on the skills learnt in Y5
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VOCABULARY TO BE EDITED TO SHOW JUST THE NEW VOCAB INTRODUCED EACH YEAR – WORK IN PROGRESS!							
Activity Area	EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Dance	Dance: Quick, slow, small, large, sit, knell, stands, space, curl, stretch, tip toe, directions, tall, wide, narrow, swing, run, turn, jump, march, lie down, wiggle, roll, slide, tight, shape, bend, stamp, light,	Dance: Rhythm, beat, gesture, travel, link, direction, expression, timing, level, speed, flow, listen, repeat, perform, pathway, respond, match, copy, similar, different, partner work, stillness, movement.	Dance: Describe, movements, level, speed, explore, perform, listen, beat, time, counting, travel, respond, partner, copy, repeat, practise, flow, step patterns, direction, vary, shape, position, small group, phrase, sequence,	Dance: Beat, direction, timing, tempo, pivot, rhythm, count, performance, develop ideas, cooperate, formation, create, tell a story, canon, unison, steps, gesture, fluency.	Dance: Line dancing, create, explore, communicate through actions, respond to stimulus, formation, sequence, flexibility, emotion, core strength, agility, expression, motif, rhythm, phrase, improvise, space, dynamic, unison, canon, variation.	Dance: Indian/Bollywood dance, lotus, prayer, back point step, posture, gesture, balance, control, fluency, repeated movements, rhythm, phrasing, improvise, space, dynamics (level, speed, direction), sequence, flexibility, balance, coordination, muscular strength,	Dance: Street Dance, patterns, actions, observe, moves, poses, style, practise, feelings, expression, exaggerate, swagger, dip, bounce, side step, strut, heel dig, hug, nod, keep time, move to beat, rhythm, direction, phrase, awareness, improvise, freestyle, choreograph, routine, build on, cooperate, pathways,

	heavy, creep, under, over, around, through, actions, spin, high, low, balance		opposite, together, independent, review, reflect, perfect, start, finish.			timing, expression, emotion, motif, variation, reflect style of dance, unison, canon, beat, collaboration, sections/phrases, performance, evaluate, suggest, tactful vocabulary	transition, fluency, plan, perfect, perform, analyse, feedback.
Gymnastics	Gymnastics: Freeze, walk, space, shape, towards, away from, small, big, stretch, body parts, same, different, travel, bounce, hop, sit, stand, kneel, high, low, swing, land, tip-toe, squat, wave, slide, crawl, step, over, under, along, forwards, backwards, sideways, curl, roll, quick, slow, jump.	Gymnastics: Travel, roll (teddy bear, log, egg, forwards), link, sequence, level, tension, posture, speed, direction, flow, control, jump, tuck, pike, straddle, straight, shape, copy, remember, repeat, start, finish, body parts (large, small), position, slide, action, under, over, along, through, on, off, around. Gymnastics: Travel, direction, space, speed, level, body parts, pathways, copy, remember, repeat, forwards, backwards, sideways, link, roll, balance, jump, take off, land, sequence, start, finish, create, same, different, partner, apparatus,	Gymnastics: Parts high/low, level, point, patch, pathways, quick, slow, turn, spin, twist, shapes, tuck, pike, straddle, straight, star, match (same), mirror (opposite), travel, roll, flow, start, finish, balance, tension, repeat, remember, pair, individual, apparatus, perform. Gymnastics: Tension, balance, core, repeat, remember, shapes, match, mirror, shoulder stand, pair, individual, support, apparatus, point, patch, link, roll, jump, travel, lead into, away from, smoothly, change, speed, direction, pathway, over, under, along,	Gymnastics: Curl, stretch, arch, forwards/backwards roll, egg roll, log roll, tuck/pike/straddle jump, smooth transition, individual, partner, transfer (weight), improve, adapt, level, speed, direction, high/medium/low positions, taking weight on different body parts, explore, movement, balance, side by side, match, mirror, copy, practise, contrast, perform, observe. Gymnastics: Symmetrical, asymmetrical, travel, balance, stretch, tall, narrow, wide, roll, cartwheel, star jump, apparatus, level, speed, direction, spin, contrast, link (smoothly), clear	Gymnastics: Receiving body weight, jump (turning, star, tuck, scissor), space, land (knees bent) cushioned, pathways, patches, body parts, travel, actions, link, swing, balance (extension and tension), fluidity of movements, body shape, control, cat leap, cartwheel, compact, twist, perform, consistent, sequence, level, direction, quality, contrast, clarity of movement, improve. Gymnastics: Flight, stillness, spring, explosion, leap, cat leap, gallop, stride, bunny hop, cartwheel, star jump, hop jump, scissor jump, tuck jump, straight jump, turning jump, straddle jump, one foot, 2 feet, push, swing, take off, land (cushioned), balance, control, distance, height,	Gymnastics: Bridge, arch, curl, body parts, body shapes, wide, narrow, direction, level, points, patches, balance, hold, stillness, quality, control, extension, tension, travel, stretch, fluently, turn, roll, high, low, variety, support, smooth, continuous, sequence, compose, adapt, start/end positions, pathways, develop, transition, jump, matching, contrasting, cooperate, evaluate, improve, feedback.	Gymnastics: Synchronisation, canon, travels, jumps, rolls, variety, combine, perform, side by side, start/finish together, face to face, direction, level, speed, pathways, actions, shapes, fluent, transition, apparatus, sequence, consecutive movements, partner relationships, together, apart, matching, one after other, experiment, choose, apply, compositional elements, rhythm, group sequence, timing, perform, refine, evaluate, feedback. Gymnastics: Counter balance, counter tension, body tension, core, extension, arch, lean, push, pull, grip, trust, dynamics – level, speed, direction, pathways, compositional elements, sequence, balance, explosive movement, match, mirror,

		adapt, slide, over, under, across, along, through, cooperate, floor work.	across, through, towards, hold, sequence, follow, beside, compose, practise, perform.	beginning and end, stillness, observe, identify, evaluate, together, apart (legs/arms).	direction, level, speed, legs together/apart, sink down, transition, fluidity, matching, contrasting, variety of rolls, apparatus, experiment, adapt, pathways, body tension, extension, create, develop, evaluate, improve.		synchronised, canon, fluidity, evaluate, improve, variation.
Ball skills Invasion Games Net/court wall Games S+F Games	<p>Ball skills: Steer, close, feet, hands, directions, stop, look, fast/quick, slow, run, pull into chest, roll, throw, catch, bounce, skip, jump, hop, high, big hands, carry, pat, push, balance, inside, outside, kick, swing, release (let go), body parts.</p> <p>Games: Receive, bat, ball, control, hoop, quoit, beanbag, target, roll, throw, aim, catch, push, steer, skip, run, jump, hop, directions, pat, balance, swing, land, bounce.</p>	<p>Ball skills: Bounce, throw, catch, movement, send, receive, travel, dribble, steer, kick, stop, roll, left, right, accurate, challenge, easier, harder, one hand, two hands, walk, run, balance, hit, pat, tap, in front, up, down, pull into chest, copy, control, cooperate, coordination, target, aim.</p> <p>Games: send, receive, underarm, overarm, throw, catch, roll, pass, react, accurate, aim, point, target, bounce, direction, opposite, travel, release, balance, weight, trap, stop, move, fair play, rules.</p>	<p>Ball skills: Throw, catch, send, receive, control, move, hands, roll, catch, retrieve, watch, target, aim, react, bring in to chest, pass, bounce, underarm, overarm, opposite, technique, distance, out in front, different heights (catching), balance, one hand, two hands, improve.</p> <p>Games: Dribble, trap, kick, move, pass, accurate, control., close, side of foot, tap, coordination, consistent, roll, aim, hit, bounce, bat, ball, sideways, opposite, problem/challenge, easier, harder, hoopla, variety,</p>	<p>Invasion Games: Awareness, tactics, defend, attack, position, movement, control, dribble, throw, pass, catch, moving towards ball, prepare, gather, receive, anticipate, react, underarm, overarm, technique, aim, follow, skills, accuracy, power.</p> <p>Games: Dominant, non-dominant hand, hand tennis, cooperate, successful, aim, rally, move, into space, target, net, pat, bounce, hit, throw, catch, feed, underarm, doubles, team, dig, serve, overhead, opponent, rules, volleyball, tennis.</p> <p>S+F Games: Accuracy, underarm, overarm,</p>	<p>Invasion Games: Hockey, football, pass (push pass hockey), kick, strike, receive, dribble (close to foot/stick), pass, control, change direction/speed, accuracy, dominant/non-dominant, in step of foot, tactics, attack, defend, opposition, gain/maintain possession, stop, trap, make space, intercept, signal, tackle, small sided games: 2v2, 3v3, 4v4, 3v1, 3v2, 2v4, throw in, safety, end zone, goal.</p> <p>Ball handling: Netball, basketball, rugby, possession, rules, attack, defend, control, pass (overhead, chest, bounce, shoulder), hand position(s), receive, pull into chest, dribble, signal, move into space, intercept, success,</p>	<p>Invasion 1: Football, dribble, pass, shoot, instep, laces, strike, header, dominant, non-dominant, control, follow, intercept, receive, trap, attacker, defender, mark, dodge, wrong foot, fake, outwit opponent, step over, maintain possession, supporting pass, signal, get free, progress ball up field, roles, tactics, offensive, defensive, evaluate, improve, goalkeeping, rules inc. hand ball.</p> <p>Invasion 2: Netball, basketball, dribble, travel, footwork, land, pivot, pass (chest, shoulder, bounce, overhead), distance, direction, height, step into (passing), receive, rules, push, follow, mark, defend,</p>	<p>Invasion 1: Hockey, hand position, stick, flat side, dribble, trap, stop, push pass, target, aim, shoot, accuracy, power, direction, space, opposition, attack, defend, intercept, mark, decision making, create opportunities, make/deny progress, maintain/gain possession, closing down, tackle (safety), foot rule, outwit opponent, dodge, move into space, push ins, maintain control, goal scoring, defending goal.</p> <p>Invasion 2: Tag Rugby, ball handling, carry, pas backwards, catch, hand position (w), support player with ball, direction, dodge, agility, footwork, place down, try, spatial awareness, move into space, attack, defend, tag, rules, position,</p>

		<p>Partner games: Send, receive, partner work, travel, throw, catch, bounce, aim, target, dribble, steer, kick, roll, challenge, safely, bowl, opposite, bat, ball, control, stop</p> <p>Bat and ball skills: Throw, catch, underarm, trap, guide, push, steer, strike, watch, bounce, stop, field, retrieve, roll, target, aim, technique, game, rules, bowler, striker, bat, racket, score, run.</p>	<p>rules, score, hoop, target.</p> <p>Group Games: Chest pass, roll, kick, keep ball, space, decision making, hit, throw, catch, send, receive, partner, group, dribble, score, rules, team, 2v2, 3v1 etc, attack, defend.</p> <p>Racket skills: Racket, target, underarm, bounce, roll, feed, hit, grip, rally, throw, catch, balance, aim, guide, drop, score, over, space, cooperate, compete.</p> <p>Games: Underarm, bounce, accurate, throw, catch, point, aim, correct technique, bowl, field, roll, intercept, strike, sideways, return, follow through, stumps, cushion (when catching), opponent, move towards, overarm, distance, retrieve, space.</p>	<p>wickets, stump, technique, soft hands (cushion), target, defend, field, strike, run, bat, bowl, long barrier, surface area, retrieve, effectively, safe zone, rounders, post, cricket, space.</p> <p>Creative Games: What can you do with..., can you travel with..., can you teach someone a skill? Quoits, create, aiming games, harder, easier, explain, rules, targets, equipment, 2 v 1, 3 v 1, obstacle, passing, scoring, dribbling, fair play, attacker, defender, effective, successful, 2 v 2, 3 v 3, control, intercepting, what happens if?</p>	<p>position, follow, support, decision, anticipation, create opportunities, progress, accuracy, aim, receive, dodge, opponent, goal, end zone, contact, role, shield, deny space/progress.</p> <p>NCW games: Volleyball, tennis, tactics, rules, aim, space, target, opponent, move, power, accuracy, control, distance, dig, volley, push, drop serve (underarm), drop shot, height, angle, consistent, rally (building), forehand, backhand, groundstroke, send, receive, ready position, racket, body position, collaborate, compete.</p> <p>S+F Games: Throw, catch, retrieve (rolling ball and in air), long barrier, overarm, underarm, bowl, stump, skills, control, body position, consistent, accurate, target, space, field, score runs/rounders, roles, tactics, strategies, strike/bat, aim into space, fielding positions,</p>	<p>intercept, signal, get free, outwit opponent, create space, fake, dodge, shoot, circle (D), rebound, positioning, Netball positions – GK, GD, WD, C, WA, GA, GS and roles of these – restrictions on court, sections of play, progress up the court, use of width.</p> <p>NCW Games: Tennis, forehand, backhand, groundstroke, swing, underarm serve, overarm serve, volley, push, rally, scoring, competitive shot choice, power, accuracy, tactics, move opponent, approach shot, singles, doubles, ready position, outwit opponent.</p> <p>S+F Games: Cricket, watch the ball, batting grip, underarm/overarm throw, bowl, release, follow through, accuracy, step in (bat and bowl), wicket keeper, fielding techniques, stump, long barrier, choice of throw, decision making, scoring, rules, hitting into</p>	<p>balance, coordination, staggered line, formation, target, scoring.</p>
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					tactical positioning, rules, preventing scoring, accuracy.	space (control and direct ball), creating opportunities to score, preventing runs, collaborating as a team, evaluate: success/areas for improvement.	
Multiskills/Fitness	<p>Balance, share, take turns, space, build, work together, avoid, obstacles, fast, slow, carry, lift, explore, move, aim, throw, catch, large, small, in, out</p> <p>Gaining Independence: Dress, undress, go, stop, up, down, in, out, run, jump, forwards, backwards, sideways, fast, slow, pick up, put down, step, in front, behind, body parts, high, low, line up, throw, hop, wave, space, circle, point, turn, balance, sit, stand, kneel, lie down.</p>	<p>Skipping: Hop, jump, foot patterns, skip, step, forwards, backwards, run, balance, weave, swing, walk, technique, on the spot, on the move, circuit, timing, in and out</p> <p>Multiskills: Balance, base, push, agility, coordination, body parts, jog, hop, skip, jump, run, crawl, walk, kneel, sit, lie down, large, small, accuracy, aim, control, rotate, roll, stop, guide, movement, high, low, travel, fluency, change direction.</p> <p>Fitness: Exercise, fitness, heart rate/beat, coordination, movement patterns, agility, extend, reach, flexible, importance of,</p>	<p>Multiskills: Agility, balance, coordination, movement pattern, link, support, base, accuracy, travel, hopscotch, timing, guide, target, rotate, speed, attack, defend, copy, direction, pathway, twist, turn, rock, roll, tuck, spin, level, play fairly, zig-zag.</p> <p>Fitness: Body changes (during exercise), heart rate/beat, agility, coordination, movement patterns, body parts, warm up, health, fitness, tag games, team games, circuit, star jumps, run, skip, jump, flexibility, stamina, exercise, muscles, aerobic, strength, how, why, what, feel, change, travel, techniques, easy, difficult, challenge, reason.</p>	<p>Multiskills: Balance, bounce, send, throw, catch, travel, control, dribble, hand-eye coordination, agility, stop, turn, speed, pace, awareness of others, obstacle, relay, focus.</p> <p>Fitness: Step, jump, crossover, boxer style, ready, in, now, partner skip, timing, direction, personal fitness, heart rate, circuit, exercise, station, strength, stamina, flexibility, agility, coordination, technique, challenge</p>	<p>Fitness and Indoor Athletics: Circuit, heart rate/breathing (increase/decrease), strength, coordination, stamina, speed, agility, flexibility, technique, aerobic, control, accuracy, standing long jump, speed bounce, hurdles, ladders, cone drills, various fitness activities: burpees, skipping, step ups, jump jacks etc, rhythm, cool down.</p>	<p>Fitness and Indoor athletics: Targets, stamina, core strength, abdominals, power, control, competition, coach, score, fair play, rules, standing long jump, standing triple jump, speed bounce, sits ups, plank, squat.</p>	<p>Fitness: Circuit, improve, balance tests, speed, stamina, agility, control, power, compete, fair play, rules, coach, target setting, personal improvement, high intensity.</p>

		healthy, active, body parts, changes to body during exercise, circuit , technique, easy, difficult, core, strength, support body weight, front, back, side, control, posture					
OAA				OAA: listen, explore, plan and do, seek and find, challenges, problem solving, plan, do and talk about, team work, Strategy, cooperate	OAA: maps, diagrams, symbols, scale, orienteering, controls, challenges, problem solving, plan alone, plan in pairs and groups, do – try, think about and try again, review – talk about an activity and decide how to do better	OAA: Maps, diagrams, symbols, orienteering, plan, challenge, problem-solving, strategy, approach, review, improve, collaborate, compete, roles, responsibilities, safety.	OAA: Maps, diagrams, symbols, orienteering, compass, compass points, plan, challenge, problem-solving, strategy, approach, review, improve, collaborate, compete, roles, responsibilities, safety.
Athletics	Athletics: Walk, run, swing, stride, directions, bend, speed, straight, jump, land, throw, underarm, target, aim, twist, balance.	Athletics: Speed, travel, stride, step, direction, control, balance, coordination, take off, land, hop, run, jog, sprint, throw, overarm, underarm, distance, safely, best technique/method, mobility, agility, obstacle, relay.	Athletics: run, relay, balance, coordination, overtake, challenge, technique, agility, throw, aim., opposite, weight, distance, speed, sprint, jog, jump, 1 foot to 2 feet, 2 feet to 2 feet, take of land, swing, rotate.	Athletics: Direction, speed, technique, overarm, underarm, rotate, strength, weight, take off, landing, relay, takeover, improve, long distance, short distance, race start, competition, rules.	Athletics: Body position/posture, stride, technique, bend, lift, coach, support, describe, consistent, quality, different speeds, opposite, start, baton, take over, push off, effectiveness, sprint, jog, run, overarm throwing techniques, aim, accurate, weight transfer, rotate, further, jumping: extend, bend, jump, take off, land, swing, weight forward, evaluate, improve, appropriate,	Athletics: Run, continuous, stamina, speed, pace, distance, sustain, relay, position, baton, takeover, throw, accuracy, power, push (shot technique), overarm throw, javelin, distance, improve, weight transfer, rotate, follow through, arm fast and last, running long jump, take off, landing, run up, momentum, safety, bend, extend, swing arms, distance, flight,	Indoor athletics: Circuit, improve, balance tests, standing long jump, vertical jump, speed, stamina, agility, control, power, officiate, competition, fair play, rules, coach, target setting, personal improvement, high intensity, momentum. Run, sprint, pace, technique, posture, stride, speed, stamina, change over, baton, hurdle, weight transfer, sprint start, long jump, run up, triple jump, swing, momentum,

					un/successful, distance, height.	control, evaluate: effective, increase/improve performance.	land, push, pull, sling actions for throwing, accuracy, distance, bend, extend, follow through, coach, support, evaluate, improve
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SEQUENCE OF LEARNING				
1. Introduction <ul style="list-style-type: none"> Skills we want to learn/objectives of the topic Pre-teach vocab 	2. Warm up <ul style="list-style-type: none"> Prepare chn for the activities they are about to take part in Ensure the chn understand the importance of warming up especially as they get older 	3. Core teaching – skill development <ul style="list-style-type: none"> Vocabulary Skill teaching Skill practice Mini game/performance 	4. Implement – Application of skills <ul style="list-style-type: none"> Mini game/performance Recap on skills/objectives Recap with vocabulary Presentation/Performance Filmed on iPad or assessed by teacher 	5. Impact - Review <ul style="list-style-type: none"> Feedback/review (teacher or peer) Recap on skills/objectives Recap – vocabulary Watch back performances Save in folder for PE lead to look at (teacher) Complete assessment grid (teacher) <p>NOT YET IN PLACE</p>

MODIFICATION	CHALLENGE
<ul style="list-style-type: none"> Children injured should take part by observing, supporting and/or recording. <p>They can:</p> <ol style="list-style-type: none"> Record scores. Provide feedback or coaching to peers. Write down a review of what they have observed – i.e. key skills or objectives used by the children. <ul style="list-style-type: none"> All activities should be modified for children finding skills/tasks more difficult. For example, for catching with one hand, a child finding it tricky may need to use 2 hands. I quite often phrase this by saying ‘if you are 	<ul style="list-style-type: none"> Use children who are of high ability to demonstrate, support others and take the lead in activities. Ensure they are challenged e.g. you can do that with your dominant hand/foot, can you strengthen your weaker side by practising with the other hand/foot? I often say ‘If you want a challenge, try this...’ that way the children can be given opportunities to show whether their skills are more advanced. Any children showing talent in an area should be identified to the PE lead and further extra-curricular clubs can be suggested.

<p>finding this tricky – what can we do to make it easier?’ Encourage children to help differentiate activities as this enables their input and shows understanding.</p> <ul style="list-style-type: none"> • Teachers should be constantly looking at the children and using AFL to modify tasks as appropriate and give steps for support. • Use the Sports Coach to assist in differentiating or perhaps working with children who are finding tasks difficult to help develop their skill set. • Consider – would a different sized ball help? Provide a range of equipment so that it is easy to differentiate and provided as ‘choice’ rather than you are finding this hard so use this instead. • Allow children to take some ownership over the ‘challenge’ they provide themselves with and then monitor to ensure chances for success. 	<p>As always with differentiation in PE it is vitally important to be assessing learning constantly and providing challenge or modification for those finding things more tricky. If you need support or advice, always ask the PE lead or Sports Coach.</p>
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