

Avonwood Primary School

Physical Education Curriculum Policy



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Avonwood Primary School

The best in everyone™

Part of United Learning

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1.0 Our School Vision

At Avonwood we see it as our moral imperative for all children, regardless of background, to achieve their very best. Our children all read classic literature, study modern foreign languages, experience the science of dissecting organs and even learn a new musical instrument every year as a right, not a privilege. These high expectations enable us to develop and deliver a curriculum rich in carefully sequenced and embedded powerful knowledge. We expect teachers to deliver lessons with that fulfil this expectation whilst living up to our ambition of **inspiring wonder and intellectual curiosity**.

Our curriculum is at the centre of every education decision we take at Avonwood. We do not see the curriculum as a finished product, far from it. On a weekly, termly and annual basis we review plans, consider our intent and make sure we deliver the very best academic and enrichment diet to our children. All curriculum areas have a subject lead that is responsible for the design, implementation and ongoing monitoring and evaluation of this area.

Avonwood has moved away from tokenistic topics towards knowledge rich experiences in discrete subjects, with deliberate cross curricular links only when appropriate. For example, in Year 2 we teach the Great Fire of London when children have already learnt in Geography where London is and its status within the United Kingdom. The awe and wonder of learning continues to characterise the Avonwood curriculum but in a purposeful, sequenced and deliberate manner.

If **'powerful knowledge' is the head of our school, then reading for pleasure and progress is its heart**. Our school environment and curriculum crystallises reading for pleasure as a valued and purposeful part of our curriculum. We agree with the view of Thompson (2020) when she states the importance of becoming a reader who teachers and a teacher who reads is a pedagogy with far reaching consequences. Reading progression is carefully mapped to provide opportunities for exposure to a wide variety of genres, authors of different backgrounds and a mixture of classic and contemporary texts. Every afternoon we 'Drop Everything and Read' to end our school day with a high quality whole class reading session. **We wholeheartedly believe reading is the golden key to unlocking the potential of every child's success.**

We are honoured to be the only United Nations Earth Charter Primary School in Europe. We believe it is vital that all children have an understanding of their responsibility as global citizens and our eight Earth Charter principals are referenced throughout our curriculum and daily life. From the importance of peace and respect for all living creatures through to the consideration of the past and future of our planet, this ethos gives our Avonwood curriculum a very current and relevant perspective that all stakeholders within our community hold strong. This runs deep within our "Avonwood DNA" and is optimised by our school mantra... it starts with one!

1.1 How our whole school vision links with Physical Education

The Avonwood PE Curriculum provides all pupils, regardless of their background, with a set of core skills that enable students to experience a personal sense of achievement in physical education. PE contributes to the teaching of many different life skills. It teaches resilience, collaboration, leadership, and independence whilst building their confidence and competence in physical movement. These are all skills which we pride our curriculum on.

PE is a practical, skills-based subject. Our curriculum ensures that pupils master core content through the development of key skills and timely revisiting previously taught skills. Children will need courage to learn, remember and apply new skills to improve their sporting repertoire. Each lesson is planned with careful consideration of the aims of the National Curriculum, to ensure that children are given a wealth of opportunities to develop their physical skills as well as developing the whole child. Our curriculum has progressive, well sequenced lessons that are designed to inspire and engage all pupils, allowing them to explore and develop skills and embed knowledge. Respecting differences and working together as a team are significant aspects of our sports curriculum. Children are encouraged to look outwardly and support each other, to achieve their best and shine a light on great sportsmanship.



2.0 Subject Intent, Implementation & Impact

2.1 Subject Intent

At Avonwood Primary School, we offer a diverse range of sporting and physical opportunities, which enables children to develop their fundamental movement skills and increase their competence and confidence. This is accomplished in three ways:

- The PE curriculum provides children with opportunities to develop the core knowledge and skills necessary to participate, and over time excel, in a broad range of sporting activities.
- We develop children's stamina, so they are able to be physically active for a sustained period of time. We then aim to provide opportunities for children to use these skills to develop a tactical awareness of sport, an understanding of how to work as a team and an appreciation of good sportsmanship.
- At Avonwood, we aim for all children to have had experience of a range of competitive sports and the opportunity to represent Avonwood Primary School at local competitions. By the time they leave Avonwood, our curriculum aims to support pupils' in developing a lifelong enthusiasm for sport and a desire to lead a healthy, active life and the skills and knowledge needed to thrive at sport in secondary school and beyond

2.2 Subject Implementation

KS1 and KS2 – 1 hour each week will be taught by our PE specialist. The other hour will be taught by the class teacher.

Scheme of work

For PE, we predominantly use the 'Getset4PE' scheme of work. We use this scheme because it has been written with careful consideration of the aims of the National Curriculum and ensures that children are given a wealth of opportunities to develop their physical movement skills by participating in progressive activities that are designed to inspire and engage children. Each lesson plan has specific information on key teaching points to support teachers with their subject knowledge and further guidance is given on how to deliver activities or specific skills.

PE content in EYFS

The new EYFS Framework lists physical development as one of its prime areas of learning and makes some specific Early Learning Goal links to physical development.

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being.

To help frame these opportunities, here are the six EYFS Key Objectives for Physical Education:

1. Negotiate space and obstacles safely, with consideration for themselves and others.
2. Demonstrate strength, balance and coordination when playing.
3. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
4. Progress towards a more fluent style of moving, with developing control and grace.
5. Combine different movements with ease and fluency; 6. Develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.

Children in EYFS will be taught by our PE specialist once a week, as well as their class teacher. Both lessons will follow the GetSet4PE EYFS lessons.

2.3 Subject Impact

The PE curriculum is high-quality, well-sequenced and is planned to demonstrate progression through the different key stages. Due to the skills-heavy nature of the subject, much of the evidence for impact is observed through learning walks and child chats.

The learning walks will provide evidence for the delivery of PE, and child chats allow us to understand how much knowledge the pupils have gained.

3.0 Sequencing of the Avonwood Physical Education Curriculum

3.1 Whole School Overview: Long Term Planning

PE and Games are taught each half-term, according to the following long-term plan:

	A1	A2	SP1	SP2	SUM1	SUM2
EYFS	Introduction to PE Dance – unit 1	Fundamentals Games – unit 1	Ball skills Gymnastics – unit 1	Ball skills Dance – unit 2	Athletics track and field Gymnastics – unit 2	Athletics Games – unit 2
Y1	Multiskills: fundamentals Yoga	Multiskills: ball skills Team building	Multiskills: sending and receiving Gym	Invasion Dance	Athletics track and field Target games	Racket skills Fitness
Y2	Multiskills: ball skills Gymnastics	Multiskills: sending and receiving Team building	Team games: striking and fielding Dance	Invasion Gymnastics	Athletics track and field Yoga	Racket skills Fitness
Y3	Invasion game: Football OAA	Invasion games: Netball Dance	Handball Yoga	Striking and fielding: rounders Gymnastics	Athletics track and field Swimming (10 weeks)	tennis Swimming (10weeks)
Y4	Invasion game: Football Dance	Invasion games: Basketball Invasion game: Tag rugby	Volleyball/ handball Yoga	Hockey Gymnastics	Athletics track and field OAA	Striking and fielding: rounders Tennis
Y5	Cross country Gymnastics	Invasion games: Netball Invasion game: Tag rugby	Handball Dance	Hockey Yoga	Athletics track and field Swimming catch up(6 weeks)/ Yoga	Batting and fielding: cricket Swimming catch up/tennis
Y6	Cross Country Gymnastics	Invasion games: Basketball Yoga	Volleyball Dance	Hockey Invasion game: Tag rugby	Athletics track and field Yoga	Batting and fielding: cricket Tennis

3.2 Knowledge & Skills Overview – EYFS

Term & Focus	Early Learning Goal	Pupil outcomes / Year 1 readiness Skills, knowledge and understanding	Other opportunities to develop understanding
Autumn Introduction to PE Dance – Unit 1	<u>Physical Development</u> ELG: Gross Motor Skills - 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.	I can negotiate space safely with consideration for myself and others. I can follow instructions involving several ideas or actions. I can play co-operatively, take turns and encourage others. I can play games honestly with consideration of the rules. I can use movement skills with developing balance and co-ordination when playing games. I can combine movements fluently, selecting actions in response to the task. I can negotiate space safely with consideration for myself and others. I can follow instructions involving several ideas or actions. I can show respect towards others when providing feedback. I can use movement skills with developing strength, balance and co-ordination showing increasing control and grace.	- Provide regular access to floor space indoors for movement. - Provide regular access to appropriate outdoor space. Ensure there is a range of surfaces to feel, move and balance on, such as grass, earth and bark chippings. - Create low-pressure zones where less confident children can practise movement skills on their own, or with one or two others. - Provide children with regular opportunities to practise their movement skills alone and with others.
Fundamentals Games - Unit 1		I can negotiate space safely with consideration for myself and others. I can follow instructions involving several ideas or actions. I can play co-operatively, take turns and congratulate others. I can play games honestly with consideration of the rules. I can show an understanding of my feelings and can regulate my behaviour. I can use movement skills with developing balance and co-ordination. I can negotiate space safely with consideration for myself and others. I can follow instructions involving several ideas or actions. I can play co-operatively, take turns and encourage others. I can play games honestly with consideration of the rules.	

		I can show an understanding of my feelings and can regulate my behaviour. I can use ball skills with developing competence and accuracy. I can use movement skills with developing balance and co-ordination.	
Spring Ball skills Gymnastics – Unit 1		I can negotiate space safely with consideration for myself and others. I can persevere when trying new challenges. I can play ball games with consideration of the rules. I can play co-operatively and take turns with others. I can use ball skills with developing competence and accuracy. I can combine movements, selecting actions in response to the task and apparatus. I can confidently and safely use a range of large and small apparatus. I can negotiate space safely with consideration for myself and others. I can follow instructions involving several ideas or actions. I can use movement skills with developing strength, balance and co-ordination showing increasing control and grace. I can work co-operatively with others and take turns.	- Provide a range of different sized 'balls' made of familiar materials like socks, paper bags and jumpers that are softer and slower than real balls. - Introduce a range of resources used to bat, pat and hit a ball, modelling how to do this and giving children plenty of time for practice. - Introduce children to balls games with teams, rules and targets when they have consolidated their ball skills.
Ball skills Dance – Unit 2		I can negotiate space safely with consideration for myself and others. I can follow instructions involving several ideas or actions. I can persevere when trying new challenges. I can play ball games with consideration of the rules. I can play co-operatively and take turns with others. I can use ball skills with developing competence and accuracy. I can confidently try new challenges and perform in front of others. I can combine movements, selecting actions in response to the task. I can negotiate space safely with consideration for myself and others. I can follow instructions involving several ideas or actions. I can show respect towards others when providing feedback. I can use movement skills with developing strength, balance and co-ordination showing increasing control and grace.	

Summer Athletics track and field Gymnastics – Unit 2		I can start to run at different speeds. I can start to show balance and co-ordination when changing direction. I can start to link running and jumping movements with some control and balance. I can start to throw for distance. I can combine movements, selecting actions in response to the task and apparatus. I can confidently and safely use a range of large and small apparatus. I can negotiate space safely with consideration for myself and others. I can follow instructions involving several ideas or actions. I can use movement skills with developing strength, balance and co-ordination showing increasing control and grace. I can work co-operatively with others and take turns.	- Encourage children to be highly active and get out of breath several times every day. - Create obstacle courses that demand a range of movements to complete, such as crawling through a tunnel, climbing onto a chair, jumping into a hoop and running and lying on a cushion.
Athletics Games – Unit 2		I can start to run at different speeds. I can start to show balance and co-ordination when changing direction. I can start to link running and jumping movements with some control and balance. I can start to throw for distance. I can negotiate space safely with consideration for myself and others. I can follow instructions involving several ideas or actions. I can play co-operatively, take turns and encourage others. I can play games honestly with consideration of the rules. I can show an understanding of my feelings and can regulate my behaviour. I can use ball skills with developing competence and accuracy. I can use movement skills with developing balance and co-ordination.	- Provide opportunities to move that require quick changes of speed and direction. Suggestions: run around in a circle, stop, change direction and walk on your knees going the other way.

3.3 Knowledge & Skills Overview – KS1

Year 1

Term & Focus	National Curriculum Objectives	Knowledge	Skills
Autumn Fundamentals: special awareness/moving in different ways Yoga	NC link: 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	I know different speeds of running. I know different directions; left, right, sideways, backwards, forwards. I know how to balance and move with increasing control. I know what a rhythm is. I know the basic movements in yoga. I know what a safe space to exercise in is. I know how to assess a partners move. I know how to work as part of a team to best complete a task.	I can run at different speeds. I can change direction. I can show balance and control when hopping and jumping. I can demonstrate rhythm when skipping. I can select my own actions in response to a task. I can work co-operatively with others to complete tasks. I can remember and repeat actions, linking poses together. I can show an awareness of space when travelling. I can work with others to create poses. I can provide feedback to others.
Multiskills: ball skills Team building	NC link: 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 link: participate in team games, developing simple	I know what a target is. I know how to track a moving ball. I know the basic skills for dribbling a ball with my hands and feet. I know how to use both hands to receive a ball. I know to co-operate and communicate with a partner to solve challenges.	I can throw with some accuracy towards a target. I can track a ball that is coming towards me. I can persevere when dribbling a ball with my hands and feet. I can begin to catch with two hands. I can co-operate with a partner and small group, helping each other to complete tasks. I can show honesty and fair play. I can recognise changes in my body when I do exercise.

	tactics for attacking and defending	I know to explore and develop teamwork skills. I know how to develop my communication skills. I know how to use communication skills to lead a partner. I know how to plan with a partner and small group to solve problems. I know how to communicate with a group to solve challenges.	I can begin to understand simple tactics. I can communicate simple instructions. I can follow instructions. I can follow path and lead others. I can listen to others' ideas. I can suggest ideas to solve tasks. I can work with a partner and a small group. I can understand the rules of the game.
Spring Multiskills: sending and receiving Gym	NC link: 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 link: 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	I know what a target is. I know how to control and move a ball. I know how to track a moving ball. I know how to throw to a target (partner). I know how to use two hands to catch. I know how to use different parts of my feet to send a ball. I know how to explore travelling movements using the space around me. I know how to develop quality when performing gymnastic shapes. I know how to develop stability and control when performing balances. I know how to develop technique and control when performing shape jumps. I know how to develop technique in the barrel, straight and forward roll. I know to link gymnastic actions to create a sequence.	I can roll a ball towards a target. I can track a ball that is coming towards me. I can throw a ball to a partner. I can catch a ball after one bounce. I can begin to send and receive a ball with my feet. I can begin to send and receive a ball using a piece of equipment. I can confidently perform in front of others. I can link simple actions together to create a sequence. I can make my body tense, relaxed, stretched and curled. I can remember and repeat actions and shapes. I can say what I liked about someone else's performance. I can use apparatus safely and wait for my turn
Team games: Invasion games	NC link: participate in team games, developing simple	I know how to dribble a ball.	I am beginning to dribble a ball with my hands and feet.

Dance	tactics for attacking and defending NC link: perform dances using simple movement patterns.	I know what parts of my hands and feet to use when receiving a moving ball. I know the term 'defender' and 'attacker'. I know how to use the space around me. I know the rules of a game and how to play fairly. I know when I am a defender and when I am an attacker. I know the different parts of my body that move. I know how to show feelings and emotions in my movements. I know what movement is appropriate for different dance types. I know how to assess a partners move. I know how to work as part of a team to best complete a task.	I can send and receive a ball with my hands and feet. I can stay with another player when defending. I can dodge to lose a defender. I can find space to help my team keep possession and score. I can show honesty and fair play when playing with others. I can use different parts of the body in isolation and together. I can show some sense of dynamic and expressive qualities in my dance. I can choose appropriate movements for different dance ideas. I can copy, remember and repeat actions using counts. I can move confidently and safely. I can recognise changes in my body when I do exercise. I can provide feedback to others. I can work with others to share ideas and select actions.
Summer Athletics track and field Target games	NC link: participate in team games, developing simple tactics for attacking and defending NC link: master basic movements including running, jumping, throwing and catching, as well as	I know how to run at different speeds. I know the term 'balance' and 'co-ordination'. I know and understand different directions; left, right, sideways, backwards, forwards. I know how to position my body to throw an object at distance. I know how to move my body when throwing an object. I know how to work collaboratively with others and make safe choices.	I can run at different speeds. I can show balance and co-ordination when changing direction. I can link running and jumping movements with some control and balance. I can co-ordinate my body to throw towards a target. I can throw for distance. I can work collaboratively with others and make safe choices. I can play to the rules.

	developing balance, agility and co-ordination, and begin to apply these in a range of activities	I know the rules of different athletic games. I know how to develop throwing for distance using underarm and overarm. I know how to select the correct technique for the situation. I know what good technique looks like.	I can develop underarm throwing towards a target. I can use an overarm throw aiming towards a target. I can roll a ball towards a target. I can use an underarm throw aiming towards a target. I can work co-operatively with a partner.
Aiming/ racket skills Fitness	NC link: 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	I know the technique for throwing a ball. I know how to track a moving ball. I know how to correctly hold a racket. I know how to correctly use a racket. I know the rules of a game and how to use them to play fairly against an opponent. I know how to score points. I know how to run at different speed. I know how to control my body to balance when hopping I know to use alternative feet when hopping and skipping. I know how to bend my knees and control my landing when jumping.	I can throw a ball to land over the net and into the court area. I can track balls and other equipment sent to me. I can hit a ball using a racket. I can use a ready position to move to the ball. I can show honesty and fair play when playing against an opponent. I can run at different speeds. I can show hopping, skipping and jumping movements. I can experiment with different types of jumps and landing. I can show determination to continue working over a longer period of time.

Term & Focus	National Curriculum Objectives	Knowledge	Skills
Autumn Multiskills: ball skills Gymnastics	NC link: 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	I know how to receive a ball using kicking, throwing and catching skills. I know how to successfully communicate with others I know the rules of games. I know simple tactics to successfully play a game. I know simple gymnastics actions. I know different levels in gymnastics. I know how to position my body to balance with control. I know how to use apparatus safely. I know how to identify good practice and give positive feedback to peers using key vocabulary.	I can roll a ball to hit a target. I can track a ball and collect it. I can dribble a ball with my hands and feet with some control. I can send and receive a ball using both kicking and throwing and catching skills. I can communicate with others to complete tasks and ensure that everyone in my group is included. I can use the rules of games and show fair play. I can begin to understand and use simple tactics. I can plan and repeat simple sequences of actions. I can use shapes when performing other skills. I can use directions and levels to make my work look interesting. I can perform the basic gymnastic actions with some control and balance. I can describe how my body feels during exercise. I can work safely with others and apparatus. I can be proud of my work and be confident to perform in front of others.

Multiskills: sending and receiving Team building	NC link: 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 link: Learning vocabulary – teamwork, communication, planning, listening to and following instructions, expressing ideas to solve a problem, communicating with others in their group or team and using vocab to navigate a blindfolded partner	I know how to aim more accurately at a target. I know which parts of my foot to use when kicking a ball. I know how to safely throw a ball at a partner. I know how to use communication skills to lead a partner. I know how to plan with a partner and small group to solve problems. I know the rules of the game. I know how to communicate with a group to solve challenges.	I can roll a ball to hit a target. I can track a ball and stop it using my hands and feet. I can accurately throw a ball to a partner. I can accurately kick a ball to a partner. I can catch a ball passed to me, with and without a bounce. I can work safely to send a ball towards a partner using a piece of equipment. I can begin to trap and cushion a ball that is coming towards me. I can communicate simple instructions. I can follow instructions. I can follow path and lead others. I can listen to others' ideas. I can suggest ideas to solve tasks. I can work with a partner and a small group.
Spring Team games: striking and fielding Dance	NC link: participate in team games, developing simple tactics for attacking and defending NC link: perform dances using simple movement patterns.	I know the term 'underarm' and 'overarm'. I know how to successfully hold and use a racket. I know how to track a moving ball. I know and understand the rules of the game. I know different simple tactics. I know how to score points and can remember the score. I know and understand the term 'dynamic'. I know how to express feelings and thoughts with movement. I know what a dance phrases is.	I can roll a ball to hit a target. I can throw underarm and overarm. I can sometimes hit a ball using a racket. I can track a ball and collect it. I can use the rules of the game to play fairly in a small group. I can use simple tactics. I can use counts to stay in time with music. I can choose movements with different dynamic qualities to express an idea, feeling or character. I can copy, remember, repeat and create dance phrases. I can work with a partner using mirroring and unison.

		I know how to use my body to mirror my partners	
Invasion games Gymnastics	NC link: participate in team games, developing simple tactics for attacking and defending NC link: perform dances using simple movement patterns.	I know what being 'in possession' means. I know who to pass to and why when playing against a defender. I know to move towards a goal with a ball. I know to support a teammate when in possession. I know simple gymnastics actions. I know how to use my body to create shapes. I know different levels in gymnastics. I know how to position my body to balance with control. I know how to use apparatus safely.	I can begin to dribble a ball with my hands and feet. I can change direction to move away from a defender. I can recognise space when playing games. I can send and receive a ball with hands and feet. I can use simple rules to play fairly. I can move to stay with another player when defending. I can recognise changes in my body when I do exercise. I understand when I am a defender and when I am an attacker. I can plan and repeat simple sequences of actions. I can use shapes when performing other skills. I can use directions and levels to make my work look interesting. I can perform the basic gymnastic actions with some control and balance. I can work safely with others and apparatus. I can be proud of my work and be confident to perform in front of others.

Summer Athletics track and field Yoga	NC link: 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 link: Learning vocabulary – yoga, breath, balance, flexibility, strength, listening to and following instructions and communicating with others Reading resource cards	I know how to control my body when running at different speeds. I know how to control my body when running and jumping. I know how to use two feet when landing from a jump. I know how to throw for distance. I know how to work collaboratively with others. I know the basic movements in yoga. I know how to create a sequence of yoga movements. I know how to control my breathing.	I can show balance and co-ordination when running at different speeds and in different directions. I can link running and jumping movements with some control and balance. I can jump and land with control. I can throw for distance. I can show good technique when throwing towards a target. I can work collaboratively with others. I can copy, remember, and repeat yoga flows. I can create and repeat simple flow sequences with control. I can use clear shapes when performing poses. I can move in time with my breath.
Racket skills Fitness	NC link: 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	I know how to demonstrate good sportsmanship when playing. I know how to defend a space and stop an opponent getting the ball. I know how to score points. I know how to perform hopping, skipping and jumping movements with balance and control	I can hit a ball over the net and into the court area. I can show good sportsmanship when playing against an opponent. I can throw accurately to a partner. I can defend space on my court using the ready position. I can use simple tactics to make it difficult for an opponent. I can remember the score. I can show determination to continue working over a longer period of time and encourage others to do this too. I can show balance when changing direction.

			I can show balance and co-ordination when running at different speeds. I can show hopping, skipping and jumping movements with some balance and control. I can describe how my body feels during exercise.
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3.4 Knowledge & Skills Overview – KS2

Year 3

Term & Focus	National Curriculum Objectives	Knowledge	Skills
Autumn Invasion game: Football OAA	NC: play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending NC: take part in outdoor and adventurous activity challenges both individually and within a team	I know the rules of the game and understand how to play fairly. I know how to use space effectively. I know how to score a goal. I know my role as an attacker and as a defender. I know why it is important to warm up. I know how to work cooperatively with my group to self-manage games. I know how to develop co-operation and teamwork skills. I know how to develop trust and teamwork. I know how to involve all team members in an activity and work towards a collective goal. I know how to develop trust and accept support whilst listening to others and following instructions. I know how to identify objects on a map, draw and follow a simple map. I know how to draw a route using directions and be able to orientate a map and navigate around a grid.	I can begin to use and understand rules to play honestly and fairly. I can dribble, pass, receive and shoot the ball with some control. I can move into space to help my team. I can move with a ball towards goal with increasing control. I can persevere when learning a new skill. I can work cooperatively with my group to self-manage games. I can accurately follow and give instructions. I can confidently communicate ideas and listen to others. I can identify key symbols on a map and use a key to help navigate around a grid. I can plan and apply strategies to solve problems. I can reflect on when and why I was successful at solving challenges. I can work collaboratively and effectively with a partner and a small group.

Invasion games: Netball Dance	NC: play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending NC: use running, jumping, throwing and catching in isolation and in combination NC link: perform dances using a range of movement patterns.	I know the rules of netball. I know how to successfully communicate with my team. I know how to move into a space. I know how to defend and obtain the ball from the opponent I know my role as an attacker and as a defender. I know how to score a goal. I know the different passes in netball. I know what a 'dance phrase is' and repeat, remember and perform to others. I know how to count in time to musical beats. I know how to use dance phrases to communicate ideas. I know how to be respectful of others. I know how to give positive feedback to peers using key vocabulary.	I can use rules to play honestly and fairly. I can communicate with my team and move into space to them. I can defend an opponent and try to win the ball. I can identify when I was successful. I can move with a ball towards goal with increasing control. I can pass, receive and shoot the ball with some control. I can repeat, remember and perform a dance phrase. I can use counts to keep in time with a partner and group. I can use dynamic and expressive qualities in relation to an idea. I can work with a partner and in a small group, sharing ideas. I can create short dance phrases that communicate the idea. I can be respectful of others when watching them perform. I can provide feedback using key words.
Spring Handball Yoga	NC: use running, jumping, throwing and catching in isolation and in combination NC: develop flexibility, strength, technique, control and balance NC: compare their performances with previous	I know the rules of the game and am beginning to use them honestly. I know key vocabulary. I know my role as both defender and attacker. I know how to connect my breathing and movement. I know how to connect new yoga poses.	I can defend an opponent to slow them down. I can find space away from others and near to my goal. I can provide feedback using key vocabulary. I can throw, catch, dribble and shoot the ball with some control. I can work co-operatively with my group to self-manage games.

	ones and demonstrate improvement to achieve their personal best.	I know how to explore gratitude when remembering and repeating a yoga flow. I know how to develop flexibility and strength in a positive summer flow.	I can copy and link yoga poses together to create a short flow. I can describe how yoga makes me feel. I can move from one pose to another in time with my breath. I can provide feedback using key words. I can work with others to create a flow including a number of poses. I can show some stability when holding my yoga poses. I am developing confidence and strength in arm balances.
Striking and fielding: rounders Gymnastics	NC: play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending NC: develop flexibility, strength, technique, control and balance	I know the aim of the game. I know different tactics for games and apply them during play. I know the rules for different games. I know what actions suit different apparatus. I know what actions flow well into each other. I know what actions are contrasting. I know how to balance when complete a controlled action.	I can bowl a ball towards a target. I can begin to strike a bowled ball. I am beginning to use tactics them in game situations. I can use rules of the game in game situations. I can identify when I was successful. I can use overarm and underarm throwing and catching skills. I can adapt sequences to suit different types of apparatus. I can choose actions that flow well into one another. I can choose and plan sequences of contrasting actions. I can complete actions with increasing balance and control. I can move in unison with a partner. I can use a greater number of my own ideas for movements in response to a task. With help, I can recognise how performances could be improved.

			I can provide feedback using key words.
Summer Athletics track and field Swimming	NC: use running, jumping, throwing and catching in isolation and in combination NC: develop flexibility, strength, technique, control and balance NC: swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively. Perform safe self-rescue in different water-based situations.	I know how to use my body to jump for distance. I know my role in a relay. I know how to adapt my skills when successfully throw a variety of objects. I know how to improve my sprinting technique I know how work with a partner and in a small group, sharing ideas. I know the different strokes: front crawl, backstroke and breaststroke. I know how to complete the different strokes front crawl, backstroke and breaststroke. I know how to be safe in different water-based situations. I know how to keep others safe in different water-based situations.	I can develop jumping for distance and height. I can identify when I was successful. I can take part in a relay activity, remembering when to run and what to do. I can throw a variety of objects, changing my action for accuracy and distance. I can use different take off and landings when jumping. I can use key points to help me to improve my sprinting technique. I can work with a partner and in a small group, sharing ideas. I can show determination to achieve my personal best. I can swim competently, confidently and proficiently over a distance of at least 25 metres. I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]. I can perform safe self-rescue in different water-based situations.
Swimming Tennis	NC: swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively. Perform safe self-rescue in different water-based situations.	I know the different strokes: front crawl, backstroke and breaststroke. I know how to complete the different strokes front crawl, backstroke and breaststroke. I know how to be safe in different water-based situations. I know how to keep others safe in different water-based situations.	I can swim competently, confidently and proficiently over a distance of at least 25 metres. I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]. I can perform safe self-rescue in different water-based situations.

	NC: play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending NC: use running, jumping, throwing and catching in isolation and in combination	I understand the aim of the game. I know how to work collaboratively with others to self-manage games. I know the rules of the game. I know how to demonstrate respect to an opposition. I know why it is important to warm up.	I can begin to work collaboratively with others to self-manage games. I can begin to use rules and use them to play fairly. I can identify when I was successful. I can return a ball to a partner. I can use basic racket skills. I can return a ball to a partner. I can hold and use a racket correctly. I can play the game honestly showing respect for my opposition.
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Term & Focus	National Curriculum Objectives	Knowledge	Skills
Autumn Invasion game: Football Dance	NC: play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending NC: use running, jumping, throwing and catching in isolation and in combination NC: perform dances using a range of movement patterns	I know how to prevent the other team from scoring. I know why it is important to warm up. I know my role as an attacker and as a defender. I know what tactics to use to score a goal. I understand the rules of the game and I can use them often to play honestly and fairly. I know which actions and dynamics can be used to convey a character or idea. I know which language to use when providing feedback. I know how to use changes in time and spacing to develop a dance. I know different counts in music and how to use this to stay in time. I know how to structure dance phrases using simple movement patterns. I know how to respect others when working as part of a group. I know how to give positive feedback to peers using key vocabulary	I can delay and help prevent the other team from scoring when I play in defence. I can dribble, pass, receive and shoot the ball with increasing control. I can explain what happens in my body when I warm up. I can help my team keep possession and score goals when I play in attack. I can identify when I was successful and what I need to do to improve. I can use simple tactics to help my team score or gain possession. I can choose actions and dynamics to convey a character or idea. I can copy and remember set choreography. I can provide feedback using appropriate language relating to the lesson. I can respond imaginatively to a range of stimuli relating to character and narrative. I can use changes in timing and spacing to develop a dance. I can use counts to keep in time with others and the music.

			I can use simple movement patterns to structure dance phrases on my own, with a partner and in a group.
Invasion games: Basketball Invasion game: Tag rugby	NC: play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending NC: use running, jumping, throwing and catching in isolation and in combination	I know and understand the rules of the game. I know how to defend to win the ball. I know my role as an attacker and as a defender. I know what tactics to use to score a goal. I know how to pass and receive a ball with increasing control. I know how to delay and prevent the other team from scoring when I play in defence. I know how to keep possession and score tries when I play in attack. I know how to successfully pass with increasing control. I know simple tactics to help my team score or gain possession.	I can defend one on one. I can help my team keep possession and score goals when I play in attack. I can identify when I was successful and what I need to do to improve. I can pass, receive and shoot the ball with increasing control. I can use simple tactics to help my team score or gain possession. I can delay and help prevent the other team from scoring when I play in defence. I can help my team keep possession and score tries when I play in attack. I can pass and receive the ball with increasing control. I can use simple tactics to help my team score or gain possession.
Spring Volleyball Yoga	NC: play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending NC: use running, jumping, throwing and catching in isolation and in combination	I know how to improve my performance. I know the rules of the games. I know the need for tactics and can identify when to use them in different situations. I know there are different skills for different situations and I am beginning to use them. I know how to connect my breathing and movement. I know how to connect new yoga poses.	I can use a wider range of skills and am beginning to use the under some pressure. I can identify when I was successful I can use feedback provided to improve my work. I can use the rules to referee a game. I can work co-operatively with others to manage a game. I can describe how yoga makes me feel and can talk about the benefits of yoga.

	NC: develop flexibility, strength, technique, control and balance NC: compare their performances with previous ones and demonstrate improvement to achieve their personal best.	I know how to explore gratitude when remembering and repeating a yoga flow. I know how to develop flexibility and strength in a positive summer flow. I know how to develop confidence and strength in arm balances.	I can link poses together to create a yoga flow. I can provide feedback using key terminology and understand what I need to do to improve. I can transition from pose to pose in time with my breath. I can work collaboratively and effectively with others. I can demonstrate yoga poses which show clear shapes. I can show increasing control and balance when moving from one pose to another
Hockey Gymnastics	NC: play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending NC: use running, jumping, throwing and catching in isolation and in combination NC: develop flexibility, strength, technique, control and balance	I know how to communicate with my team. I know how to prevent the other team from scoring when I am in defence. I know how to dribble, pass, receive and shoot with increasing control. I know my role as an attacker and as a defender. I know simple tactics of the game. I understand the rules of the game. I know some muscle groups used in gymnastics. I know and understand how tension can improve the control and quality of my movements. I know how to change shape and level in a sequence of movements. I know how to safely perform balances individually and with a partner. I know how to give positive feedback to peers using key vocabulary.	I can communicate with my team, help them keep possession and score goals when I play in attack. I can dribble, pass, receive and shoot the ball with increasing control. I can help to prevent the other team from scoring when I play in defence. I can use simple tactics to help my team score or gain possession. I can identify some muscle groups used in gymnastic activities. I can plan and perform sequences with a partner that include a change of level and shape. I can safely perform balances individually and with a partner. I can provide feedback using appropriate language relating to the lesson. I can watch, describe and suggest possible improvements to others' performances and my own.

Summer Athletics track and field OAA	NC: use running, jumping, throwing and catching in isolation and in combination NC: develop flexibility, strength, technique, control and balance NC: take part in outdoor and adventurous activity challenges both individually and within a team	I know how to support and encourage others to work to their best. I know how to develop co-operation and teamwork skills. I know how to develop trust and teamwork. I know how to involve all team members in an activity and work towards a collective goal. I know how to develop trust and accept support whilst listening to others and following instructions. I know how to identify objects on a map, draw and follow a simple map. I know how to draw a route using directions. and be able to orientate a map and navigate around a grid.	I can demonstrate the difference in sprinting and jogging techniques. I can jump for distance and height with balance and control. I can throw with some accuracy and power to a target area. I can show determination to improve my personal best. I can accurately follow and give instructions. I can confidently communicate ideas and listen to others. I can identify key symbols on a map and use a key to help navigate around a grid. I can plan and apply strategies to solve problems. I can reflect on when and why I was successful at solving challenges. I can work collaboratively and effectively with a partner and a small group.
Batting and fielding: rounders Tennis	NC: play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending NC: use running, jumping, throwing and catching in isolation and in combination	I know which simple tactics to use for different situations. I know how to throw underarm and overarm with increasing control. I know and understand the rules of the game. I know how to communicate with my teammates. I know simple tactics.	I can bowl a ball with some accuracy and consistency. I can choose and use simple tactics for different situations. I can strike a bowled ball with adapted equipment (e.g. a tennis racket). I can use overarm and underarm throwing and catching skills with increasing accuracy. I can use the rules of the games and often use them in a game situation.

		I know how to defend my own court. I know a range of basic racket skills.	I can communicate with my teammates to apply simple tactics. I can return to the ready position to defend my own court. I can sometimes play a continuous game. I can use a range of basic racket skills.
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Term & Focus	National Curriculum Objectives	Knowledge	Skills
Autumn Cross country Gymnastics	NC: use running, jumping, throwing and catching in isolation and in combination NC: develop flexibility, strength, technique, control and balance	I know a range of pacing techniques in running to be able to run for an extended period of time. I know breathing techniques to use whilst running long distances. I know how to use apparatus independently and with a partner to create and perform sequences. I know how to lead a partner through short warm up routines. I know the terms; canon, synchronisation, matching and mirroring and use them when performing with a partner and a group and say how it affects the performance. I know how to improve my performance. I know how to work safely.	I can run for an extended period of time using pacing techniques. I can create and perform sequences using apparatus, individually and with a partner. I can lead a partner through short warm-up routines. I can use canon and synchronisation and matching and mirroring when performing with a partner and a group and say how it affects the performance. I can use feedback provided to improve my work. I can use set criteria to make simple judgments about performances and suggest ways they could be improved. I can use strength and flexibility to improve the quality of a performance. I can work safely when learning a new skill to keep myself and others safe.
Invasion games: Netball Invasion game: Tag rugby	NC: play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending	I know what position I am playing in and how to contribute when attacking and defending. I know the rules of the game and I can use them most of the time to play honestly and fairly. I know there are different skills for different situations, and I am beginning to use them in collaboration with others.	I can lead a partner through short warm-up routines. I can move into a space to help my team. I can pass, receive and shoot the ball with some control under pressure. I can recognise my own and others strengths and areas for development and can suggest ways to improve.

	NC: use running, jumping, throwing and catching in isolation and in combination	I know how to lead a partner through short warm up routines. I know to move into spaces to help my team. I know how to improve my performance.	I can lead a partner through short warm-up routines. I can move into space to help my team. I can pass and receive the ball with some control under pressure. I can recognise my own and others strengths and areas for development and can suggest ways to improve.
Spring Dance Handball	NC: perform dances using a range of movement patterns NC: play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending NC: use running, jumping, throwing and catching in isolation and in combination	I know how to copy and repeat set choreography. I know a range of actions. I know different styles of dances. I know how to lead short warm up routines. I know how to give positive feedback to peers using key vocabulary. I know how to use feedback to improve my own performance. I know how to use feedback to improve my work. I know the need for tactics and can identify when to use them in different situations. I know the rules and can apply them honestly most of the time including when refereeing.	I can accurately copy and repeat set choreography. I can choreograph phrases individually and with others considering actions and dynamics. I can confidently perform different styles of dance, clearly and fluently, showing a good sense of timing. I can identify how different activities can benefit my physical health. I can lead a group through short warm-up routines. I can refine the way I use actions, dynamics, relationships and space in my dance in response to a stimulus. I can suggest ways to improve my own and other people's work using key terminology. I can use counts when choreographing to stay in time with others and the music. I can use feedback provided to improve my work. I can lead others and contribute my ideas to group work. I can apply defensive skills individually and as a team to gain possession, deny space and stop goals. I can dribble, pass, receive and shoot the ball with some control under pressure.

			I can communicate with my team and move into space to help to maintain possession.
Hockey Yoga	NC: play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending NC: use running, jumping, throwing and catching in isolation and in combination NC: develop flexibility, strength, technique, control and balance NC: compare their performances with previous ones and demonstrate improvement to achieve their personal best.	I know how to lead a partner through short warm up routines. I know what position I am playing in and how to contribute when attacking and defending I know the rules of the game to play fairly and honestly. I know there are different skills for different situations. I know what position I am playing in and how to contribute when attacking and defending. I know how to develop flexibility through the sun salutation flow. I know how to create my own flow showing quality in control, balance and technique. I know how to develop balance through yoga flows. I know how different activities can benefit my physical health. I know how to work collaboratively to create a controlled paired yoga flow. I know how to create my own yoga flow that challenges technique, balance and control.	I can dribble, pass, receive and shoot the ball with some control under pressure. I can lead a partner through short warm-up routines. I can move into space to support my team. I can recognise my own and others strengths and areas for development. and can suggest ways to improve I can confidently lead others through poses and flows. I can create a yoga flow working safely with a partner. I can move with control from one pose to another demonstrating good balance. I can use my breath to move from pose to pose. I can show strength and flexibility whilst holding yoga poses. I can provide feedback to others using key terminology. I can use feedback provided to improve my work.

Summer Athletics track and field Swimming (catch up) Yoga	NC: use running, jumping, throwing and catching in isolation and in combination	I know the best place for a running race. I know how to identify good athletic performance. I know the role of coach, official and timer. I know how stamina and power help people to perform well in different athletic activities. I know how to perform well in different athletic activities. I know how to improve my sprinting performance.	I can choose the best pace for a running event. I can identify good athletic performance and explain why it is good. I can perform a range of jumps showing some technique. I can show control at take-off and landing in jumping activities. I can show accuracy and power when throwing for distance. I can take on the role of coach, official and timer when working in a group. I can use feedback to improve my sprinting technique. I can persevere to achieve my personal best.
	NC: Perform safe self-rescue in different water-based situations NC: develop flexibility, strength, technique, control and balance NC: compare their performances with previous ones and demonstrate improvement to achieve their personal best.	I know the different strokes: front crawl, backstroke and breaststroke. I know how to complete the different strokes front crawl, backstroke and breaststroke. I know how to be safe in different water-based situations. I know how to keep others safe in different water-based situations. I know how to develop flexibility through the sun salutation flow. I know how to create my own flow showing quality in control, balance and technique. I know how to develop balance through yoga flows. I know how different activities can benefit my physical health. I know how to work collaboratively to create a controlled paired yoga flow. I know how to create my own yoga flow that challenges technique, balance and control.	I can swim competently, confidently and proficiently over a distance of at least 25 metres. I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]. I can perform safe self-rescue in different water-based situations. I can confidently lead others through poses and flows. I can create a yoga flow working safely with a partner. I can move with control from one pose to another demonstrating good balance. I can use my breath to move from pose to pose. I can show strength and flexibility whilst holding yoga poses.

			I can provide feedback to others using key terminology. I can use feedback provided to improve my work.
Batting and fielding: Cricket Swimming catch up Tennis	NC: play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending NC: use running, jumping, throwing and catching in isolation and in combination NC: swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively. Perform safe self-rescue in different water-based situations.	I know the need for tactics. I know the rules of the game. I know there are different skills for different situations. I know the different strokes: front crawl, backstroke and breaststroke. I know how to complete the different strokes front crawl, backstroke and breaststroke. I know how to be safe in different water-based situations. I know how to keep others safe in different water-based situations. I know a wide range of different skills in tennis. I know how to adapt myself quickly in different situations. I know the rules of the game. I know how to work collaboratively to create tactics with my team and evaluate the effectiveness of these.	I can use a range of fielding skills and I am beginning to use these under some pressure. I can sometimes strike a bowled ball. I can work collaboratively with others to score runs. I can recognise my own and others strengths and areas for development and can suggest ways to improve. I can swim competently, confidently and proficiently over a distance of at least 25 metres. I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]. I can perform safe self-rescue in different water-based situations. I can use a wider range of skills and I am beginning to use these under some pressure. I can lead a partner through short warm-up routines. I can play cooperatively with a partner. I can recognise my own and others strengths and areas for development and can suggest ways to improve.

Term & Focus	National Curriculum Objectives	Knowledge	Skills
Autumn Cross country Gym	NC: use running, jumping, throwing and catching in isolation and in combination NC: perform dances using a range of movement patterns	I know how to use pacing techniques to run for a period of time. I know how to work safely when learning a new skill. I know that there are different areas of fitness and how this helps me in different activities. I know what counterbalance and counter tension is.	I can run for an extended period of time using pacing techniques. I can combine and perform gymnastic actions, shapes and balances with control and fluency. I can create and perform sequences using compositional devices to improve the quality. I can lead a small group through a short warm-up routine. I can use appropriate language to evaluate and refine my own and others' work. I can work collaboratively with others to create a sequence.

Invasion games: Basketball Yoga	NC: play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending NC: use running, jumping, throwing and catching in isolation and in combination NC: develop flexibility, strength, technique, control and balance NC: compare their performances with previous ones and demonstrate improvement to achieve their personal best.	I know how to identify my own and others' strength and weakness and suggest ways to improve. I know how to lead short warm-ups. I know what action is appropriate for a situation and make decision quickly. I know how to mark and intercept when in defence. I know the rules of a game. I know how to evaluate the effectiveness of tactics. I know what a range of different yoga poses. I know my own and others strengths and areas for development and can suggest ways to improve. I know that there are different areas of fitness and how this helps me in different activities.	I can create and use space to help my team. I can identify my own and others' strengths and areas for development and can suggest ways to improve. I can lead a small group through a short warm-up routine. I can pass, receive and shoot the ball with increasing control under pressure. I can select the appropriate action for the situation and make this decision quickly. I can use marking, and/or interception to improve my defence. I can use the rules of the game honestly and consistently. I can work collaboratively to create tactics with my team and evaluate the effectiveness of these. I can lead others, demonstrating poses and teaching them my flow. I can use feedback provided to improve the quality of my work. I can use my breath to transition from one pose to another with control. I can use yoga poses to improve my flexibility, strength and balance. I can choose poses which link easily from one to the other to help my sequence flow.
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Spring Dance Volleyball	NC: perform dances using a range of movement patterns NC: play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending NC: use running, jumping, throwing and catching in isolation and in combination	I know how to work safely with props when composing a dance. I know how to lead a short warm-up I know how to stay in time when performing a dance. I know which actions to use when representing ideas. Emotions, feelings and characters. I know appropriate language to use when evaluating mine and other's work. I know how to use feedback to improve the quality of my performance. I know how to work by myself and with others. I know the appropriate action for different situations. I know the rules of the game. I know my own and others strengths and areas for development.	I can choreograph a dance and work safely using a prop. I can lead a small group through a short warm-up routine. I can perform dances confidently and fluently with accuracy and good timing. I can refine the way I use actions, dynamics and relationships to represent ideas, emotions, feelings and characters. I can use appropriate language to evaluate and refine my own and others' work. I can use feedback provided to improve the quality of my work. I can work creatively and imaginatively on my own, with a partner and in a group to choreograph and structure dances. I can be confident to make decisions when refereeing. I can select the appropriate action for the situation and make decisions quickly. I can use a wider range of skills with increasing control under pressure. I can use feedback provided to improve the quality of my work. I can use the rules of the game consistently to play honestly and fairly. I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.
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Hockey Invasion game: Tag rugby	NC: play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending NC: use running, jumping, throwing and catching in isolation and in combination	I know how to create and use space to help my team. I know how to select the appropriate action for the situation and make this decision quickly. I know how to work in collaboration with others so that games run smoothly. I know how to recognise my own and others strengths and areas for development. I know how to select the appropriate action for the situation. I know how to work collaboratively to create tactics with my team and evaluate the effectiveness of these. I know how to recognise my own and others strengths and areas for development and can suggest ways to improve.	I can dribble, pass, receive and shoot the ball with increasing control. under pressure. I can use marking, tackling and/or interception to improve my defence. I can use the rules of the game consistently to play honestly and fairly. I can work collaboratively to create tactics with my team and evaluate the effectiveness of these. I can create and use space to help my team. I can pass and receive the ball with increasing control under pressure. I can tag opponents individually and when working within a unit. I can use the rules of the game consistently to play honestly and fairly. I can work in collaboration with others so that games run smoothly.
Summer Athletics track and field OAA	NC: use running, jumping, throwing and catching in isolation and in combination NC: take part in outdoor and adventurous activity challenges both individually and within a team	I know that there are different areas of fitness and how this helps me in different activities. I know different strategies to persevere to achieve my personal best. I know how to compete within the rules showing fair play and honesty. I know how to help others to improve their technique using key teaching points. I know how to identify my own and others' strengths and areas. I know how to be inclusive of others, can share job roles and lead when necessary.	I can perform jumps for height and distance using good technique. I can select and apply the best pace for a running event. I can show accuracy and good technique when throwing for distance. I can orientate a map efficiently to navigate around a course. I can pool ideas within a group, selecting and applying the best method to solve a problem. I can use critical thinking skills to form ideas and strategies to solve challenges. I can work effectively with a partner and a group to solve challenges. With increasing accuracy, I can reflect on when and how I

			successful at solving challenges and alter my methods in order to improve.
Batting and fielding: cricket Tennis	NC: play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending NC: use running, jumping, throwing and catching in isolation and in combination	I know how to recognise my own and others strengths and areas for development and can suggest ways to improve. I know and can apply some tactics in the game as a batter, bowler and fielder I know how to work collaboratively to create tactics with my team and evaluate the effectiveness of these. I know how to recognise my own and others strengths and areas for development and can suggest ways to improve. I know that there are different areas of fitness and how this helps me in different activities.	I can select the appropriate action for the situation. I can strike a bowled ball with increasing consistency and accuracy. I can use a wider range of fielding skills with increasing control under pressure. I can use the rules of the game consistently to play fairly. I can work in collaboration with others so that games run smoothly. I can select the appropriate action for the situation and make this decision quickly. I can use a wider range of skills with increasing control under pressure. I can use feedback provided to improve the quality of my work. I can use the rules of the game consistently to play honestly and fairly. I can work in collaboration with others so that games run smoothly

4.0 Physical Education Curriculum Resources

4.1 Example Medium Term Plan

An example of a progression map in Dance:

Progression Journey: Dance NC KS1: perform dances using simple movement patterns. NC KS2: perform dances using a range of movement patterns. 						
EYFS	1	2	3	4	5	6
Copy basic body actions and rhythms.	Copy, remember and repeat actions.	Copy, remember and repeat a series of actions.	Copy remember and perform a dance phrase.	Copy, remember and adapt set choreography.	Accurately copy and repeat set choreography in different styles of dance showing a good sense of timing.	Perform dances confidently and fluently with accuracy and good timing.
Choose and use travelling actions, shapes and balances.	Choose actions for an idea.	Select from a wider range of actions in relation to a stimulus.	Create short dance phrases that communicate an idea.	Choreograph considering structure individually, with a partner and in a group.	Choreograph phrases individually and with others considering actions, dynamics, space and relationships in response to a stimulus.	Work creatively and imaginatively individually, with a partner and in a group to choreograph longer phrases and structure dance considering actions, space, relationship and dynamics in relation to a theme.
Travel in different pathways using the space around them.	Use changes of direction, speed and levels with guidance.	Use pathways, levels, shapes, directions, speeds and timing with guidance.	Use canon, unison and formation to represent an idea.	Use action and reaction to represent an idea.		
Begin to use dynamics and expression with guidance.	Show some sense of dynamic and expressive qualities.	Show a character through actions, dynamics and expression.	Match dynamic and expressive qualities to a range of ideas.	Change dynamics to express changes in character or narrative.	Confidently perform choosing appropriate dynamics to represent an idea.	Improvise and combine dynamics demonstrating an awareness of the impact on performance.
Begin to count to music.	Begin to use counts.	Use counts with help to stay in time with the music.	Use counts to keep in time with a partner and group.	Use counts when choreographing short phrases.	Use counts accurately when choreographing to perform in time with others and the music.	Use counts when choreographing and performing to improve the quality of work.

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4.2 Lesson Structure

Warm up – The warm up is there to prepare the children’s body for activity. The warm up activities are designed to improve the children’s speed and agility.

Introduction of skill – In this part of the lesson, the key skill being taught is introduced. The teacher will demonstrate the skill, using visuals and technology. The teacher will introduce key vocabulary to the children and how this relates to the skill/activity.

Skill development - During this portion of a lesson, children practice the skills that were taught during the introduction. Children demonstrate the correct skill and technique of the key focus for the lesson. The teacher will use this time to help children that are struggling with the skill, correcting technique, and adapting the activity where

necessary. This is also when children feedback to one another, so children are assisting other children when practicing these skills.

Plenary - The questioning part of a lesson allows for critical thinking to occur and gives the children a problem to solve. These questions allow for children to think about the activity and how they can modify it to make it easier or more challenging when we complete the activity. Plenary questioning is used to assess the children's understanding of the skill that was taught that lesson.

4.3 Example Knowledge Organiser



Knowledge Organiser: Fundamentals Year 2



Links to the PE National Curriculum

- 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.

What are fundamental skills?

Fundamental movement skills are a specific set of gross motor skills that involve different parts of the body. When confident and competent in these skills, children can develop more complex movement skills and apply these to recreational, activity or sport-specific situations.

Key Skills: Physical

- Balancing
- Sprinting
- Jogging
- Dodging
- Jumping
- Hopping
- Skipping



Key Skills: S.E.T

- Social: Taking turns
- Social: Supporting and encouraging others
- Social: Respect
- Social: Communication
- Emotional: Challenging myself
- Emotional: Perseverance
- Emotional: Honesty
- Thinking: Selecting and applying
- Thinking: Identifying strengths

Key Vocabulary:

• jog	• speed	• skip
• sprint	• dodge	• balance

Teacher Glossary

Balance: The ability to maintain stability when stationary (static balance) or when moving (dynamic balance).
Jump: Take off and land on two feet.
Hop: Take off on one foot and land on the same foot.
Leap: Take off on one foot and land on the other foot.

4.4 Assessment

Children are not required to evidence their knowledge in written form for PE. Therefore, understanding of how well PE skills and knowledge are gained is through observation of performance, project outcomes and through talking to children.

PE is skills-heavy providing teachers with frequent opportunities to assess what the children have retained through observational assessment and questioning.

Formative Assessment:

- Verbal responses to questions
- Low-stake quizzes

5.0 Roles and Responsibilities

5.1 Class Teacher

It is the teachers' role to be aware of and follow the guidance contained within this policy. They should seek advice from the subject leader if they are unsure of knowledge content or how best to tackle a unit of work.

5.2 Subject Leader

The roles of the subject leader are to:

- Plan a progressive Long Term Plan using the National Curriculum as a base and using the School Curriculum Intents to tailor their subject provision to suit our pupils, which is chunked into units for each year group.
- Produce Medium Term Plans to frame the teaching and learning for each unit. - Promote their subject through signposting staff to up-to-date resources and subject specific evidence-based research.
- Support staff through planned CPD events and ad-hoc requests for assistance with knowledge or planning.
- Oversee the delivery of the subject through:
 - learning walks
 - book looks
 - pupil voice
 - subject audits
- Meet with their SLT link to update them with current developments in research and thinking.
- Create an annual action plan.
- Ensure there are sufficient resources for the subject to be taught effectively and efficiently.
- Ensure this policy is up to date.

5.3 Senior Leadership Team

Each subject will have an SLT link/ Their roles are to:

- Support the subject leader to:
 - Be an advocate for the subject
 - Oversee the delivery of their subject through assisting with learning walks, book looks and pupil voice
 - Enable their subject leader to have sufficient CPD opportunities to develop staff knowledge.
 - Implement their action plan. - Work together so that school priorities can be identified, and prevent all subjects from being promoted and developed at the same time