

South View Community Primary School

Our PE Curriculum



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Reviewed October 2023

Next Review: September 2024

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1. THE BASIC PRINCIPLES OF OUR CURRICULUM

Learning is a change to long term memory.

Our aims are to ensure that our children experience a wide breadth of study and have, by the end of each Key Stage, long - term memory of an ambitious body of procedural and semantic knowledge.

2. OUR CURRICULUM INTENT

Curriculum Drivers shape our curriculum breadth. They are derived from an exploration of the backgrounds of our children, our beliefs about high quality education and our values. They are used to ensure we give our children appropriate and ambitious curriculum opportunities. Our curriculum drivers, enabling us to ensure OUR children get what THEY need from us are that:

- ❖ Our children will develop vocabulary so that they are able to speak and understand spoken language, access more complex texts and write with eloquence.
- ❖ Our children will leave South View as successful readers. They will 'learn to read' and consequently 'read to learn'.
- ❖ Our children will explore their own cultures, surroundings and emotions and those of others, to gain a wider understanding of the world and their place within it.

3. PE INTENT

We believe PE, Sport and Wellbeing to be an essential part of all pupil's emotional, creative and physical development regardless of gender, race, culture or ability. Our vision for PE and sport is to engage, inspire and challenge pupils by providing them with high quality sporting activities and opportunities that will equip and encourage pupils with the knowledge and skills needed to lead a healthy and active lifestyle.

We believe that opportunities to participate in PE and sports activities can enhance the wellbeing of the children, providing confidence, resilience and adaptability to meet the challenges of the changing world.

We aim to develop the following characteristics in our children:

- Self-motivation to take part in physical activity outside school as recreation and as part of a healthy and fulfilling lifestyle
- A positive attitude and interest in a wide range of physical activities
- Awareness of issues related to health related fitness
- The development of children's strength, fitness, speed, gross and fine motor skills
- Aesthetic appreciation and understanding of Dance and Gymnastics
- Knowledge of different areas of P.E. e.g. the rules of different games
- Self-esteem and confidence
- Social skills e.g. cooperating in groups, playing fairly to rules, mixing with children from other schools

Teaching Approaches:

- We follow a broad and balanced PE curriculum, using GetSet4PE scheme, fulfilling the demands of the National Curriculum
- We aim to ensure every child moving on to secondary school can swim 25m and has basic water skills

- Ensure every child has the opportunity to represent South View in a competitive sports fixture
- Develop the fitness of each pupil, by ensuring a good pace in lessons and incorporating fitness activities into physical education lessons as appropriate.
- Integrate, where possible into other curriculum area, eg use of athletics data in ICT and number work in both numeracy and PE lessons, links to maths, English and geography in OAA
- Involve the outside community where possible - e.g. Sports Day, Clubs including Elite Sports Coaching, Community Sports Worker for South Holland – Futures 4 me, Inter-school matches as part of the Elite Sports Package
- Provide excellent PE provision for all children including those with disabilities and medical conditions, taking into account children with special needs, through modified and mini versions of games and practices
- Provide enjoyable experiences, where positive attitudes of sensitivity, cooperation, competition and tolerance develop

4.MEETING THE NEEDS OF ALL CHILDREN IN PE

Supporting children with Special Educational Needs and Disabilities.

Cognition and Learning		Communication and Interaction	
<u>Subject Challenges for SEND</u>	<u>Provision for SEND</u>	<u>Subject Challenges for SEND</u>	<u>Provision for SEND</u>
Accessing of learning due to poor literacy or cognitive skills	<ul style="list-style-type: none"> • Key words displayed • Use of shorter/<u>less</u> complex sentences in resources given • Writing frames where possible • TA <u>support</u> 	Children may struggle to communicate their view and express opinions in PE sessions	<ul style="list-style-type: none"> • Ensure modelling and sentence stems are used e.g. I enjoyed their gymnastic performance because...Next time they need to improve... • Allow children to discuss answer with a partner first to allow processing <u>time</u> • Provide alternative ways of expressing views e.g. written on a white board
Children may struggle to remember information/facts/previous <u>learning</u>	<ul style="list-style-type: none"> • Lots of retrieval opportunities and reinforcement • Clear differentiation • Apply new vocab into lots of different contexts – pre-teaching vocab • Physical warm ups to recall previous learning 	Language difficulties may make children unable to access <u>learning</u>	<ul style="list-style-type: none"> • Ensure any written information is explained verbally <u>too</u> • Use of simple instructions – small steps with modelling • Visual aids and dual coding on displays and knowledge organisers • Videos from platform and modelling to demonstrate key skills

Physical and sensory		Social Emotional and Mental Health	
<u>Subject Challenges for SEND</u>	<u>Provision for SEND</u>	<u>Subject Challenges for SEND</u>	<u>Provision for SEND</u>
<p>Children with visual impairment may find it difficult to see IWB or resources provided</p> <p>Recording information may be difficult</p> <p>Children with fine motor or gross motor difficulties may find it difficult to use specific PE <u>equipment</u></p> <p>Children who might not be able access some PE equipment</p>	<ul style="list-style-type: none"> • Provide multi-sensory resources and ensure those with visual difficulties have the visual verbally described • Provide additional ways to record info (video/ICT etc) • TA <u>support</u> • Addressing individual needs on a lesson by lesson basis – those with PD – how can you ensure they are included in the lesson based on their ability? Ensure alternative equipment or support is provided e.g. space for their walker between benches 	<p>Children who struggle in PE may become upset/angry/withdrawn particularly in subject areas they find more difficult</p> <p>Many aspects of PE consist of group work – some children may struggle to manage in these <u>scenarios</u></p>	<ul style="list-style-type: none"> • Ensure children know in advanced what the key areas of the lesson will be • Provide children with jobs <u>e.g.</u> supporting groups, judging, identifying mistakes etc to boost their confidence • TA <u>support</u> • Have clear expectations of group <u>work</u> • Carefully consider groupings • Reduce group sizes if necessary to reduce sense of <u>overwhelm</u> • TA support

Non-Negotiables that need to be in place in all lessons/classrooms when teaching PE:

1. Physical needs are catered for e.g. through adapting the equipment or using specialised equipment
2. Use of dual coding within knowledge organisers and displays
3. Instructions presented in alternative ways for those that struggle to understand verbal instructions

5. PE LONG TERM PLAN

EYFS & KS1

2023/2024						
	TERM 1		TERM 2		TERM 3	
Nursery						
Reception	Fundamentals : Unit 1	Introduction to PE : Unit 1	Dance : Unit 1	Gymnastics : Unit 1	Ball Skills : Unit 1	Games : Unit 1
Year 1	Fitness Sending and Receiving +	Dance Target Games +	Ball Skills Gymnastics +	Net and Wall Games Invasion Games +	Team Building Athletics +	Yoga Striking and Fielding Games +
Year 2	Fitness Sending and Receiving +	Dance Target Games +	Ball Skills Gymnastics +	Net and Wall Games Invasion Games +	Team Building Athletics +	Yoga Striking and Fielding Games +

KS2

Year 3	Fundamentals Y3/4	Dance	Ball Skills Y3/4	Netball	OAA	Yoga
	Football	Handball	Gymnastics	Tag Rugby	Athletics	Tennis
	+	+	+	+	+	+
Year 4	Fitness	Dance	Ball Skills Y3/4	Basketball	Cricket	Yoga
	Football	Dodgeball	Gymnastics	Hockey	Athletics	Rounders
	+	+	+	+	+	+
Year 5	Fitness	Dance	Volleyball Y5/6	Netball	OAA	Yoga
	Football	Handball	Gymnastics	Tag Rugby	Athletics	Tennis
	+	+	+	+	+	+
Year 6	Fitness	Dance	Badminton Y5/6	Basketball	Cricket	Yoga
	Football	Dodgeball	Gymnastics	Hockey	Athletics	Rounders
	+	+	+	+	+	+

6. PE PROGRESSION

<h3>Early Years Outcomes</h3> <p>The main Early Years Outcomes covered in the Athletics units are:</p> <ul style="list-style-type: none">Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. (PD – M&H 40-60)Children show good control and co-ordination in large and small movements. (PD – M&H ELG)Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. (PD M&H 40-60)Experiments with different ways of moving. (PD M&H 40-60)They move confidently in a range of ways, safely negotiating space. (PD M&H ELG)		<h3>KS1 National Curriculum Aims</h3> <p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.</p> <p>They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none">master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities;participate in team games, developing simple tactics for attacking and defending.		<h3>KS2 National Curriculum Aims</h3> <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.</p> <p>They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none">use running, jumping, throwing and catching in isolation and in combination;play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending;develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics];compare their performances with previous ones and demonstrate improvement to achieve their personal best.		
Athletics						
Health and Fitness						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Describe how the body feels when still and when exercising.	Describe how the body feels before, during and after exercise. Carry and place equipment safely.	Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy.	Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and cool down.	Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down.	Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise.	Understand the importance of warming up and cooling down. Carry out warm-ups and cool-downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier.

Explore body movements and the impact it has in the body. Check heart rate & body temperature before & after PE	Heart rate, pulse & temperature before and after exercise. Expectations with equipment - encourage independence for children to look after equipment.	Healthy balanced diet. PSHE links to healthy eating and obesity. Elements of staying healthy - including sleep, exercise, eating and hygiene.	Discussion of exercise and impact upon the human body. Focus - Athlete: skills and stay healthy to be an athlete. Olympics link.	Focus Athletes - why is exercise important? Presentations - importance of exercise and why warming up and cooling down is important.	Safety Principles - presentations / posters linked to show understanding.	Responsibility for their lessons - leading warm ups and cool downs etc. Presentations to demonstrate understanding
Running						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Run in different ways for a variety of purposes.	<p>Vary their pace and speed when running.</p> <p>Run with a basic technique over different distances.</p> <p>Show good posture and balance.</p> <p>Jog in a straight line.</p> <p>Change direction when jogging.</p> <p>Sprint in a straight line.</p> <p>Change direction when sprinting.</p> <p>Maintain control as they change direction when jogging or sprinting.</p>	<p>Run at different paces, describing the different paces.</p> <p>Use a variety of different stride lengths.</p> <p>Travel at different speeds.</p> <p>Begin to select the most suitable pace and speed for distance.</p> <p>Complete an obstacle course.</p> <p>Vary the speed and direction in which they are travelling.</p> <p>Run with basic techniques following a curved line.</p> <p>Be able to maintain and control a run over different distances.</p>	<p>Identify and demonstrate how different techniques can affect their performance.</p> <p>Focus on their arm and leg action to improve their sprinting technique.</p> <p>Begin to combine running with jumping over hurdles.</p> <p>Focus on trail leg and lead leg action when running over hurdles.</p> <p>Understand the importance of adjusting running pace to suit the distance being run.</p>	<p>Confidently demonstrate an improved technique for sprinting.</p> <p>Carry out an effective sprint finish.</p> <p>Perform a relay, focusing on the baton changeover technique.</p> <p>Speed up and slow down smoothly.</p>	<p>Accelerate from a variety of starting positions and select their preferred position.</p> <p>Identify their reaction times when performing a sprint start.</p> <p>Continue to practise and refine their technique for sprinting, focusing on an effective sprint start.</p> <p>Select the most suitable pace for the distance and their fitness level in order to maintain a sustained run.</p> <p>Identify and demonstrate stamina, explaining its importance for runners.</p>	<p>Recap, practise and refine an effective sprinting technique, including reaction time.</p> <p>Build up speed quickly for a sprint finish.</p> <p>Run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern.</p> <p>Accelerate to pass other competitors.</p> <p>Work as a team to competitively perform a relay.</p> <p>Confidently and independently select the most appropriate pace for different distances and different parts of the run.</p> <p>Demonstrate endurance and stamina over longer distances in order to maintain a sustained run.</p>
Throwing						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Roll equipment in different ways.</p> <p>Throw underarm.</p> <p>Throw an object at a target.</p>	<p>Throw underarm and overarm.</p> <p>Throw a ball towards a target with increasing accuracy.</p>	<p>Throw different types of equipment in different ways, for accuracy and distance.</p>	<p>Throw with greater control and accuracy.</p> <p>Show increasing control in their overarm throw.</p> <p>Perform a push throw.</p>	<p>Perform a pull throw.</p> <p>Measure the distance of their throws.</p> <p>Continue to develop techniques to throw for increased distance.</p>	<p>Perform a fling throw.</p> <p>Throw a variety of implements using a range of throwing techniques.</p> <p>Measure and record the distance of their throws.</p>	<p>Perform a heave throw.</p> <p>Measure and record the distance of their throws.</p> <p>Continue to develop techniques to throw for increased distance and</p>

	Improve the distance they can throw by using more power.	Throw with accuracy at targets of different heights. Investigate ways to alter their throwing technique to achieve greater distance.	Continue to develop techniques to throw for increased distance.		Continue to develop techniques to throw for increased distance.	support others in improving their personal best. Develop and refine techniques to throw for accuracy.
Jumping						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Jump in a range of ways, landing safely.	<p>Perform different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot.</p> <p>Perform a short jumping sequence.</p> <p>Jump as high as possible.</p> <p>Jump as far as possible.</p> <p>Land safely and with control.</p> <p>Work with a partner to develop the control of their jumps.</p>	<p>Perform and compare different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot.</p> <p>Combine different jumps together with some fluency and control.</p> <p>Jump for distance from a standing position with accuracy and control.</p> <p>Investigate the best jumps to cover different distances.</p> <p>Choose the most appropriate jumps to cover different distances.</p> <p>Know that the leg muscles are used when performing a jumping action.</p>	<p>Use one and two feet to take off and to land with.</p> <p>Develop an effective take-off for the standing long jump.</p> <p>Develop an effective flight phase for the standing long jump.</p> <p>Land safely and with control.</p>	<p>Learn how to combine a hop, step and jump to perform the standing triple jump.</p> <p>Land safely and with control.</p> <p>Begin to measure the distance jumped.</p>	<p>Improve techniques for jumping for distance.</p> <p>Perform an effective standing long jump.</p> <p>Perform the standing triple jump with increased confidence.</p> <p>Develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight.</p> <p>Land safely and with control.</p> <p>Measure the distance and height jumped with accuracy.</p> <p>Investigate different jumping techniques.</p>	<p>Develop the technique for the standing vertical jump.</p> <p>Maintain control at each of the different stages of the triple jump.</p> <p>Land safely and with control.</p> <p>Develop and improve their techniques for jumping for height and distance and support others in improving their performance.</p> <p>Perform and apply different types of jumps in other contexts.</p> <p>Set up and lead jumping activities including measuring the jumps with confidence and accuracy.</p>
Compete & Perform						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

Control their body when performing a sequence of movements Participate in simple games	Begin to perform learnt skills with some control. Engage in competitive activities and team games.	Perform learnt skills with increasing control. Compete against self and others.	Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.	Perform and apply skills and techniques with control and accuracy. Take part in a range of competitive games and activities.	Consistently perform and apply skills and techniques with accuracy and control. Take part in competitive games with a strong understanding of tactics and composition.	Perform and apply a variety of skills and techniques confidently, consistently and with precision. Take part in competitive games with a strong understanding of tactics and composition.
Evaluate						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Talk about what they have done. Talk about what others have done.	Watch and describe performances. Begin to say how they could improve.	Watch and describe performances, and use what they see to improve their own performance. Talk about the differences between their work and that of others.	Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.	Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.	Choose and use criteria to evaluate own and others' performance. Explain why they have used particular skills or techniques, and the effect they have had on their performance.	Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.

Early Years Outcomes			KS1 National Curriculum Aims		KS2 National Curriculum Aims	
The main Early Years Outcomes covered in the Dance units are: <ul style="list-style-type: none">• Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. (PD – M&H 30-50)• Experiments with different ways of moving. (PD – M&H 40-60)• Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. (PD – M&H ELG)• Enjoys joining in with dancing and ring games. (EAD – M & M 30-50)• Beginning to move rhythmically. (EAD – M & M 30-50)• Imitates movement in response to music. (EAD – M & M 30-50)• Begins to build a repertoire of songs and dances. (EAD – M & M 40-60)• Children sing songs, make music and dance, and experiment with ways of changing them. (EAD – M & M ELG)• Developing preferences for forms of expression. (EAD – BI 30-50)• Uses movement to express feelings. (EAD – BI 30-50)• Creates movement in response to music. (EAD – BI 30-50)• Captures experiences and responses with a range of media, such as dance. (EAD – BI 30-50)• Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. (EAD – BI 40-60)• Children represent their own ideas, thoughts and feelings through dance. (EAD – BI ELG)			Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to: <ul style="list-style-type: none">• master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities;• perform dances using simple movement patterns.•		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: <ul style="list-style-type: none">• develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics];• perform dances using a range of movement patterns;• compare their performances with previous ones and demonstrate improvement to achieve their personal best.	
Dance						
Health and Fitness						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Describe how the body feels when still and when exercising.	Describe how the body feels before, during and after exercise. Carry and place equipment safely.	Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy.	Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and cool down.	Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down.	Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise.	Understand the importance of warming up and cooling down. Carry out warm-ups and cool-downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing.

						Know ways they can become healthier.
Dance Skills						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Join a range of different movements together.</p> <p>Change the speed of their actions.</p> <p>Change the style of their movements.</p> <p>Create a short movement phrase which demonstrates their own ideas.</p>	<p>Copy and repeat actions.</p> <p>Put a sequence of actions together to create a motif.</p> <p>Vary the speed of their actions.</p> <p>Use simple choreographic devices such as unison, canon and mirroring.</p> <p>Begin to improvise independently to create a simple dance.</p>	<p>Copy, remember and repeat actions.</p> <p>Create a short motif inspired by a stimulus.</p> <p>Change the speed and level of their actions.</p> <p>Use simple choreographic devices such as unison, canon and mirroring.</p> <p>Use different transitions within a dance motif.</p> <p>Move in time to music.</p> <p>Improve the timing of their actions.</p>	<p>Begin to improvise with a partner to create a simple dance.</p> <p>Create motifs from different stimuli.</p> <p>Begin to compare and adapt movements and motifs to create a larger sequence.</p> <p>Use simple dance vocabulary to compare and improve work.</p> <p>Perform with some awareness of rhythm and expression.</p>	<p>Identify and repeat the movement patterns and actions of a chosen dance style.</p> <p>Compose a dance that reflects the chosen dance style.</p> <p>Confidently improvise with a partner or on their own.</p> <p>Compose longer dance sequences in a small group.</p> <p>Demonstrate precision and some control in response to stimuli.</p> <p>Begin to vary dynamics and develop actions and motifs in response to stimuli.</p> <p>Demonstrate rhythm and spatial awareness.</p> <p>Change parts of a dance as a result of self-evaluation.</p> <p>Use simple dance vocabulary when comparing and improving work.</p>	<p>Identify and repeat the movement patterns and actions of a chosen dance style.</p> <p>Compose individual, partner and group dances that reflect the chosen dance style.</p> <p>Show a change of pace and timing in their movements.</p> <p>Develop an awareness of their use of space.</p> <p>Demonstrate imagination and creativity in the movements they devise in response to stimuli.</p> <p>Use transitions to link motifs smoothly together.</p> <p>Improvise with confidence, still demonstrating fluency across the sequence.</p> <p>Ensure their actions fit the rhythm of the music.</p> <p>Modify parts of a sequence as a result of self and peer evaluation.</p> <p>Use more complex dance vocabulary to compare and improve work.</p>	<p>Use dramatic expression in dance movements and motifs.</p> <p>Perform with confidence, using a range of movement patterns.</p> <p>Demonstrate strong and controlled movements throughout a dance sequence.</p> <p>Combine flexibility, techniques and movements to create a fluent sequence.</p> <p>Move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs.</p> <p>Show a change of pace and timing in their movements.</p> <p>Move rhythmically and accurately in dance sequences.</p> <p>Improvise with confidence, still demonstrating fluency across their sequence.</p> <p>Dance with fluency and control, linking all movements and ensuring that transitions flow.</p> <p>Demonstrate consistent precision when performing dance sequences.</p>

						<p>Modify some elements of a sequence as a result of self and peer evaluation.</p> <p>Use complex dance vocabulary to compare and improve work.</p>
Compete & Perform						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Control my body when performing a sequence of movements.	<p>Perform using a range of actions and body parts with some coordination.</p> <p>Begin to perform learnt skills with some control.</p>	<p>Perform sequences of their own composition with coordination.</p> <p>Perform learnt skills with increasing control.</p> <p>Compete against self and others.</p>	<p>Develop the quality of the actions in their performances.</p> <p>Perform learnt skills and techniques with control and confidence.</p> <p>Compete against self and others in a controlled manner.</p>	<p>Perform and create sequences with fluency and expression.</p> <p>Perform and apply skills and techniques with control and accuracy.</p>	<p>Perform own longer, more complex sequences in time to music.</p> <p>Consistently perform and apply skills and techniques with accuracy and control.</p>	<p>Link actions to create a complex sequence using a full range of movement.</p> <p>Perform the sequence in time to music.</p> <p>Perform and apply a variety of skills and techniques confidently, consistently and with precision.</p>
Evaluate						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Talk about what they have done.</p> <p>Talk about what others have done.</p>	<p>Watch and describe performances.</p> <p>Begin to say how they could improve.</p>	<p>Watch and describe performances, and use what they see to improve their own performance.</p> <p>Talk about the differences between their work and that of others.</p>	<p>Watch, describe and evaluate the effectiveness of a performance.</p> <p>Describe how their performance has improved over time.</p>	<p>Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.</p> <p>Modify their use of skills or techniques to achieve a better result.</p>	<p>Choose and use criteria to evaluate own and others' performances.</p> <p>Explain why they have used particular skills or techniques, and the effect they have had on their performance.</p>	<p>Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.</p>

<h3>Early Years Outcomes</h3> <p>The main Early Years Outcomes covered in the Games units are:</p> <ul style="list-style-type: none">Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. (PD – M&H 40-60) •Children show good control and co-ordination in large and small movements. (PD – M&H ELG)Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. (PD M&H 40-60)Experiments with different ways of moving. (PD M&H 40-60)They move confidently in a range of ways, safely negotiating space. (PD M&H ELG)		<h3>KS1 National Curriculum Aims</h3> <p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to:</p> <ul style="list-style-type: none">master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities;participate in team games, developing simple tactics for attacking and defending;perform dances using simple movement patterns		<h3>KS2 National Curriculum Aims</h3> <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to:</p> <ul style="list-style-type: none">use running, jumping, throwing and catching in isolation and in combination;play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending;develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics];compare their performances with previous ones and demonstrate improvement to achieve their personal best.		
<h2>Games</h2>						
<h3>Good Sportsmanship</h3>						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Begin to recognise what they have done well and what others have done well.	Recognise what they have done well and what others have done well.	Recognise and verbalise what they have done well and what others have done well.	Be able to celebrate the achievements of others and self appropriately.	Be able to deal with defeat magnanimously.	During competitive play, begin to acknowledge effort, contribution and achievement by own team as well as opposition.	During competitive play, acknowledge effort, contribution and achievement by own team as well as opposition.
<h2>Health and Fitness</h2>						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Describe how the body feels when still and when exercising.	Describe how the body feels before, during and after exercise. Carry and place equipment safely.	Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy.	Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warmup and cool-down.	Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down.	Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise.	Understand the importance of warming up and cooling down. Carry out warm-ups and cool-downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing.

						Know ways they can become healthier.
Striking and hitting a ball						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Hit a ball with a bat or racquet.</p>	<p>Use hitting skills in a game.</p> <p>Practise basic striking, sending and receiving.</p>	<p>Strike or hit a ball with increasing control.</p> <p>Learn skills for playing striking and fielding games.</p> <p>Position the body to strike a ball.</p>	<p>Demonstrate successful hitting and striking skills.</p> <p>Develop a range of skills in striking (and fielding where appropriate).</p> <p>Practise the correct batting technique and use it in a game.</p> <p>Strike the ball for distance.</p>	<p>Use a bat, racquet or stick (hockey) to hit a ball or shuttlecock with accuracy and control.</p> <p>Accurately serve underarm.</p> <p>Build a rally with a partner.</p> <p>Use at least two different shots in a game situation.</p> <p>Use hand-eye coordination to strike a moving and a stationary ball.</p>	<p>Use different techniques to hit a ball.</p> <p>Identify and apply techniques for hitting a tennis ball.</p> <p>Explore when different shots are best used.</p> <p>Develop a backhand technique and use it in a game.</p> <p>Practise techniques for all strokes.</p> <p>Play a tennis game using an overhead serve.</p>	<p>Hit a bowled ball over longer distances.</p> <p>Use good hand-eye coordination to be able to direct a ball when striking or hitting.</p> <p>Understand how to serve in order to start a game.</p>
Throwing and Catching a Ball						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Roll equipment in different ways.</p> <p>Throw underarm.</p> <p>Throw an object at a target.</p> <p>Catch equipment using two hands.</p>	<p>Throw underarm and overarm.</p> <p>Catch and bounce a ball.</p> <p>Use rolling skills in a game.</p> <p>Practise accurate throwing and consistent catching.</p>	<p>Throw different types of equipment in different ways, for accuracy and distance.</p> <p>Throw, catch and bounce a ball with a partner.</p> <p>Use throwing and catching skills in a game.</p> <p>Throw a ball for distance.</p>	<p>Throw and catch with greater control and accuracy.</p> <p>Practise the correct technique for catching a ball and use it in a game.</p> <p>Perform a range of catching and gathering skills with control.</p> <p>Catch with increasing control and accuracy.</p>	<p>Develop different ways of throwing and catching.</p>	<p>Consolidate different ways of throwing and catching, and know when each is appropriate in a game.</p>	<p>Throw and catch accurately and successfully under pressure in a game.</p>

		Use hand-eye coordination to control a ball. Vary types of throw used.	Throw a ball in different ways (e.g. high, low, fast or slow). Develop a safe and effective overarm bowl.			
Travelling with a Ball						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Move a ball in different ways, including bouncing and kicking. Use equipment to control a ball.	Travel with a ball in different ways. Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency.	Bounce and kick a ball whilst moving. Use kicking skills in a game. Use dribbling skills in a game.	Move with the ball in a variety of ways with some control. Use two different ways of moving with a ball in a game.	Move with the ball using a range of techniques showing control and fluency.	Use a variety of ways to dribble in a game with success. Use ball skills in various ways, and begin to link together.	Show confidence in using ball skills in various ways in a game situation, and link these together effectively.
Passing a Ball						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Kick an object at a target. Pass the ball in two different ways in a game situation with some success.	Pass the ball to another player in a game. Use kicking skills in a game.	Know how to pass the ball in different ways.	Pass the ball in two different ways in a game situation with some success.	Pass the ball with increasing speed, accuracy and success in a game situation.	Pass a ball with speed and accuracy using appropriate techniques in a game situation.	Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move.
Possession						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			Know how to keep and win back possession of the ball in a team game.	Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game.	Keep and win back possession of the ball effectively in a team game.	Keep and win back possession of the ball effectively and in a variety of ways in a team game.
Using Space						

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Move safely around the space and equipment. Travel in different ways, including sideways and backwards.	Use different ways of travelling in different directions or pathways. Run at different speeds. Begin to use space in a game.	Use different ways of travelling at different speeds and following different pathways, directions or courses. Change speed and direction whilst running. Begin to choose and use the best space in a game.	Find a useful space and get into it to support teammates.	Make the best use of space to pass and receive the ball.	Demonstrate an increasing awareness of space.	Demonstrate a good awareness of space.
Attacking and Defending						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Play a range of chasing games.	Begin to use the terms attacking and defending. Use simple defensive skills such as marking a player or defending a space. Use simple attacking skills such as dodging to get past a defender.	Begin to use and understand the terms attacking and defending. Use at least one technique to attack or defend to play a game successfully.	Use simple attacking and defending skills in a game. Use fielding skills to stop a ball from travelling past them.	Use a range of attacking and defending skills and techniques in a game. Use fielding skills as an individual to prevent a player from scoring.	Choose the best tactics for attacking and defending. Shoot in a game. Use fielding skills as a team to prevent the opposition from scoring.	Think ahead and create a plan of attack or defence. Apply knowledge of skills for attacking and defending. Work as a team to develop fielding strategies to prevent the opposition from scoring.
Tactics and Rules						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Follow simple rules.	Follow simple rules to play games, including team games. Use simple attacking skills such as dodging to get past a defender.	Understand the importance of rules in games. Use at least one technique to attack or defend to play a game successfully.	Apply and follow rules fairly. Understand and begin to apply the basic principles of invasion games.	Vary the tactics they use in a game. Adapt rules to alter games.	Know when to pass and when to dribble in a game. Devise and adapt rules to create their own game.	Follow and create complicated rules to play a game successfully. Communicate plans to others during a game. Lead others during a game.

	Use simple defensive skills such as marking a player or defending a space.		Know how to play a striking and fielding game fairly.			
Compete and Perform						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Control my body when performing a sequence of movements. Participate in simple games.	Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control. Engage in competitive activities and team games.	Perform sequences of their own composition with coordination. Perform learnt skills with increasing control. Compete against self and others.	Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.	Perform and apply skills and techniques with control and accuracy. Take part in a range of competitive games and activities.	Consistently perform and apply skills and techniques with accuracy and control. Take part in competitive games with a strong understanding of tactics and composition.	Perform and apply a variety of skills and techniques confidently, consistently and with precision. Take part in competitive games with a strong understanding of tactics and composition.
Evaluate						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Talk about what they have done. Talk about what others have done.	Watch and describe performances. Begin to say how they could improve.	Watch and describe performances, and use what they see to improve their own performance. Talk about the differences between their work and that of others.	Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.	Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.	Choose and use criteria to evaluate own and others' performance. Explain why they have used particular skills or techniques, and the effect they have had on their performance.	Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.

<p>Early Years Outcomes</p> <p>The main Early Years Outcomes covered in <i>Gymnastics</i> are:</p> <ul style="list-style-type: none"> Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. (EAD/BI 40-60) Experiments with different ways of moving. (PD/M&H 40-60) Jumps off an object and lands appropriately. (PD/M&H 40-60) Travels with confidence and skill around, under, over and through balancing and climbing equipment. (PD/M&H 40-60) 	<p>KS1 National Curriculum Aims</p> <p>The main KS1 national curriculum aims covered in <i>Gymnastics</i> are:</p> <ul style="list-style-type: none"> Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination and begin to apply these in a range of activities. 	<p>KS2 National Curriculum Aims</p> <p>The main KS2 national curriculum aims covered in <i>Gymnastics</i> are:</p> <ul style="list-style-type: none"> Develop flexibility, strength, technique, control and balance (ie. Through athletics and gymnastics) Compare their performance with previous ones and demonstrate improvement to achieve their personal best.
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Gymnastics						
Health and Fitness						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Describe how the body feels when still and when exercising.	Describe how the body feels before, during and after exercise. Carry and place equipment safely.	Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy.	Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and cool down.	Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down.	Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise.	Understand the importance of warming up and cooling down. Carry out warm-ups and cool-downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier

Acquiring & Developing Skills (General)

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Create a short sequence of movements.</p> <p>Roll in different ways with control.</p> <p>Travel in different ways.</p> <p>Stretch in different ways.</p> <p>Jump in a range of ways from one space to another with control.</p> <p>Begin to balance with control.</p> <p>Move around, under, over, and through different objects and equipment.</p>	<p>Create and perform a movement sequence.</p> <p>Copy actions and movement sequences with a beginning, middle and end.</p> <p>Link two actions to make a sequence.</p> <p>Recognise and copy contrasting actions (small/tall, narrow/wide).</p> <p>Travel in different ways, changing direction and speed.</p> <p>Hold still shapes and simple balances.</p> <p>Carry out simple stretches.</p> <p>Carry out a range of simple jumps, landing safely.</p> <p>Move around, under, over, and through different objects and equipment.</p> <p>Begin to move with control and care.</p>	<p>Copy, explore and remember actions and movements to create their own sequence.</p> <p>Link actions to make a sequence.</p> <p>Travel in a variety of ways, including rolling.</p> <p>Hold a still shape whilst balancing on different points of the body.</p> <p>Jump in a variety of ways and land with increasing control and balance.</p> <p>Climb onto and jump off the equipment safely.</p> <p>Move with increasing control and care.</p>	<p>Choose ideas to compose a movement sequence independently and with others.</p> <p>Link combinations of actions with increasing confidence, including changes of direction, speed or level.</p> <p>Develop the quality of their actions, shapes and balances.</p> <p>Move with coordination, control and care.</p> <p>Use turns whilst travelling in a variety of ways.</p> <p>Use a range of jumps in their sequences.</p> <p>Begin to use equipment to vault.</p> <p>Create interesting body shapes while holding balances with control and confidence.</p> <p>Begin to show flexibility in movements</p>	<p>Create a sequence of actions that fit a theme.</p> <p>Use an increasing range of actions, directions and levels in their sequences.</p> <p>Move with clarity, fluency and expression.</p> <p>Show changes of direction, speed and level during a performance.</p> <p>Travel in different ways, including using flight.</p> <p>Improve the placement and alignment of body parts in balances.</p> <p>Use equipment to vault in a variety of ways.</p> <p>Carry out balances, recognising the position of their centre of gravity and how this affects the balance.</p> <p>Begin to develop good technique when travelling, balancing and using equipment.</p>	<p>Select ideas to compose specific sequences of movements, shapes and balances.</p> <p>Adapt their sequences to fit new criteria or suggestions.</p> <p>Perform jumps, shapes and balances fluently and with control.</p> <p>Confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity and where it should be in relation to the base of the balance.</p> <p>Confidently use equipment to vault in a variety of ways.</p> <p>Apply skills and techniques consistently.</p> <p>Develop strength, technique and flexibility throughout performances.</p> <p>Combine equipment with movement to create sequences.</p>	<p>Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching.</p> <p>Demonstrate precise and controlled placement of body parts in their actions, shapes and balances.</p> <p>Confidently use equipment to vault and incorporate this into sequences.</p> <p>Apply skills and techniques consistently, showing precision and control.</p> <p>Develop strength, technique and flexibility throughout performance</p>

Compete & Perform						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Control my body when performing a sequence of movements.</p> <p>Participate in simple games.</p>	<p>Perform using a range of actions and body parts with some coordination.</p> <p>Begin to perform learnt skills with some control.</p>	<p>Perform sequences of their own composition with coordination.</p> <p>Perform learnt skills with increasing control.</p>	<p>Develop the quality of the actions in their performances.</p> <p>Perform learnt skills and techniques with control and confidence.</p> <p>Compete against self and others in a controlled manner.</p>	<p>Perform and create sequences with fluency and expression.</p> <p>Perform and apply skills and techniques with control and accuracy.</p>	<p>Perform own longer, more complex sequences in time to music.</p> <p>Consistently perform and apply skills and techniques with accuracy and control.</p>	<p>Link actions to create a complex sequence using a full range of movement that showcases different abilities, performed in time to music.</p> <p>Perform and apply a variety of skills and techniques confidently, consistently and with precision.</p> <p>Begin to record their peers' performances, and evaluate these.</p>
Evaluate						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Talk about what others have done.</p>	<p>Watch and describe performances.</p> <p>Begin to say how they could improve.</p>	<p>Watch and describe performances, and use what they see to improve their own performance.</p> <p>Talk about the differences between their work and that of others.</p>	<p>Watch, describe and evaluate the effectiveness of a performance.</p> <p>Describe how their performance has improved over time.</p>	<p>Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.</p> <p>Modify their use of skills or techniques to achieve a better result.</p>	<p>Choose and use criteria to evaluate own and others' performances.</p> <p>Explain why they have used particular skills or techniques, and the effect they have had on their performance.</p>	<p>Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.</p>

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The Gymnastic skills taught throughout the units can be broken down into these specific areas; rolls, jumps, vault work, handstands, cartwheels and round-offs, travelling and shapes and balances. This table maps out the progression of skills in each area to be taught in each year group. Please note - the age range is only a guide. All skills should be taught depending on the gymnastic ability of the children. Many of the skills are repeated across year groups to allow for children to progress at their own pace. For example, if a child has not mastered a forward roll from standing in year 3, the skill can be revisited in year 4, 5 and 6 if necessary.

Specific Skills - Rolls						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Curled side roll (egg roll)	Log roll (controlled)	Log roll (controlled)	Crouched forward roll	Forward roll from standing	Forward roll from standing	Forward roll from standing
Log roll (pencil roll)	Curled side roll (egg roll) (controlled)	Curled side roll (egg roll) (controlled)	Forward roll from standing	Straddle forward roll	Straddle forward roll	Straddle forward roll
Teddy bear roll	Teddy bear roll (controlled)	Teddy bear roll (controlled)	Tucked backward roll	Tucked backward roll	Pike forward roll	Pike forward roll
		Rocking for forward roll		Backward roll to straddle	Tucked backward roll	Dive forward roll
		Crouched forward roll			Backward roll to straddle	Tucked backward roll
						Backward roll to straddle
						Backward roll to standing pike
						Pike backward roll

Specific Skills - Jumps						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Straight jump	Straight jump	Straight jump	Straight jump	Straight jump	Straight jump	Straight jump
Tuck jump	Tuck jump	Tuck jump	Tuck jump	Tuck jump	Tuck jump	Tuck jump
Jumping Jack	Jumping jack	Jumping jack	Jumping jack	Jumping jack	Jumping jack	Jumping jack
Half turn jump	Half turn jump	Half turn jump	Star jump	Star jump	Star jump	Star jump
	Cat spring	Cat spring	Straddle jump	Straddle jump	Straddle jump	Straddle jump
		Cat spring to straddle	Pike jump	Pike jump	Pike jump	Pike jump
			Straight jump half-turn	Straight jump half-turn	Stag jump	Stag jump
			Cat leap	Straight jump full-turn	Straight jump half-turn	Straight jump half-turn
				Cat leap	Straight jump full-turn	Straight jump full-turn
				Cat leap half-turn	Cat leap	Cat leap half-turn
					Cat leap half-turn	Cat leap full-turn
					Split leap	Split leap
						Stag leap

Specific Skills - Handstands, Cartwheels and Round-Offs						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

Bunny hop	Bunny hop Front support wheelbarrow with partner	Bunny hop Front support wheelbarrow with partner T-lever Scissor kick	Handstand Lunge into handstand Cartwheel	Lunge into handstand Lunge into cartwheel	Lunge into handstand Lunge into cartwheel Lunge into round-off	Lunge into cartwheel Lunge into round-off Hurdle step Hurdle step into cartwheel Hurdle step into round-off
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Specific Skills - Vaults (springboard & vault/gym table)

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Straight jump off springboard	Hurdle step onto springboard Straight jump off springboard Tuck jump off springboard	Hurdle step onto springboard Squat on vault Star jump off Tuck jump off Straddle jump off Pike jump off	Hurdle step onto springboard Squat on vault Straddle on vault Star jump off Tuck jump off Straddle jump off Pike jump off	Hurdle step onto springboard Squat on vault Straddle on vault Star jump off Tuck jump off Straddle jump off Pike jump off Squat through vault	Hurdle step onto springboard Squat on vault Straddle on vault Star jump off Tuck jump off Straddle jump off Pike jump off Squat through vault Straddle over vault

Specific Skills - Travelling & Linking

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Tiptoe, step, jump and hop	Tiptoe, step, jump and hop Hopscotch Skipping Galloping	Tiptoe, step, jump and hop Hopscotch Skipping Galloping Straight jump half-turn	Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Cat leap	Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Pivot	Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Pivot	Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Cat leap full turn Pivot

Specific Skills - Shapes & Balances

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Standing balances	Standing balances Kneeling balances Pike, tuck, star, straight, straddle shapes	Standing balances Kneeling balances Large body part balances Balances on apparatus Balances with a partner Pike, tuck, star, straight, straddle shapes Front and back support	Large and small body part balances, including standing and kneeling balances Balances on apparatus Matching and contrasting partner balances Pike, tuck, star, straight, straddle shapes Front and back support	1, 2, 3 and 4- point balances Balances on apparatus Balances with and against a partner Pike, tuck, star, straight, straddle shapes Front and back support	1, 2, 3 and 4- point balances Balances on apparatus Part body weight partner balances Pike, tuck, star, straight, straddle shapes Front and back support	1, 2, 3 and 4- point balances Balances on apparatus Full body weight partner balances Pike, tuck, star, straight, straddle shapes Front and back support
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KS2 National Curriculum Aims

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:

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.

OAA

Health and Fitness

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			<p>Recognise and describe the effects of exercise on the body.</p> <p>Know the importance of strength and flexibility for physical activity.</p> <p>Explain why it is important to warm up and cool down.</p>	<p>Describe how the body reacts at different times and how this affects performance.</p> <p>Explain why exercise is good for your health.</p> <p>Know some reasons for warming up and cooling down.</p>	<p>Know and understand the reasons for warming up and cooling down.</p> <p>Explain some safety principles when preparing for and during exercise.</p>	<p>Understand the importance of warming up and cooling down.</p> <p>Carry out warm-ups and cool-downs safely and effectively.</p> <p>Understand why exercise is good for health, fitness and wellbeing.</p> <p>Know ways they can become healthier</p>

Trials

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			<p>Orientate themselves with increasing confidence and accuracy around a short trail.</p>	<p>Orientate themselves with accuracy around a short trail.</p> <p>Create a short trail for others with a physical challenge.</p>	<p>Start to orientate themselves with increasing confidence and accuracy around an orienteering course.</p>	<p>Orientate themselves with confidence and accuracy around an orienteering course when under pressure.</p>

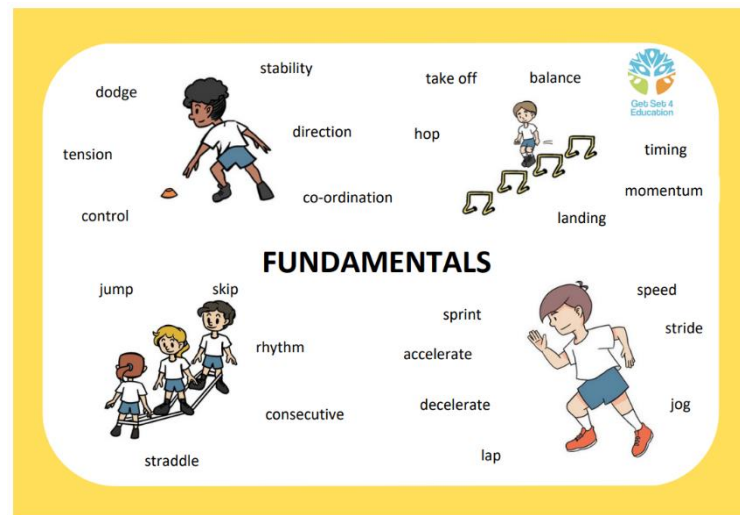
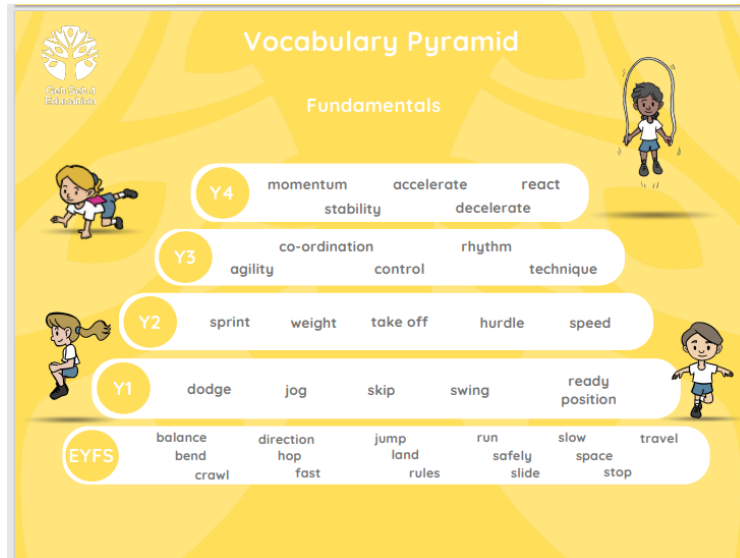
				Start to recognise features of an orienteering course.	Design an orienteering course that can be followed and offers some challenge to others. Begin to use navigation equipment to orientate around a trail.	Design an orienteering course that is clear to follow and offers challenge to others. Use navigation equipment (maps, compasses) to improve the trail.
Problem Solving						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			Identify and use effective communication to begin to work as a team. Identify symbols used on a key.	Communicate clearly with other people in a team, and with other teams. Have experience of a range of roles within a team and begin to identify the key skills required to succeed at each. Associate the meaning of a key in the context of the environment.	Use clear communication to effectively complete a particular role in a team. Complete orienteering activities both as part of a team and independently. Identify a key on a map and begin to use the information in activities.	Use clear communication to effectively complete a particular role in a team. Compete in orienteering activities both as part of a team and independently. Use a range of map styles and make an informed decision on the most effective.
Preparation & Organisation						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			Begin to choose equipment that is appropriate for an activity.	Try a range of equipment for creating and completing an activity. Make an informed decision on the best equipment to use for an activity. Plan and organise a trail that others can follow.	Choose the best equipment for an outdoor activity. Create an outdoor activity that challenges others. Create a simple plan of an activity for others to follow. Identify the quickest route to accurately navigate an orienteering course.	Choose the best equipment for an outdoor activity. Prepare an orienteering course for others to follow. Identify the quickest route to accurately navigate an orienteering course. Manage an orienteering event for others to compete in.
Communication						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			Communicate with others.	Communicate clearly with others. Work as part of a team. Begin to use a map to complete an orienteering course.	Communicate clearly and effectively with others. Work effectively as part of a team.	Communicate clearly and effectively with others when under pressure.

					<p>Successfully use a map to complete an orienteering course.</p> <p>Begin to use a compass for navigation.</p>	<p>Work effectively as part of a team, demonstrating leadership skills when necessary.</p> <p>Successfully use a map to complete an orienteering course.</p> <p>Use a compass for navigation.</p> <p>Organise an event for others.</p>
Compete & Perform						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			<p>Begin to complete activities in a set period of time.</p> <p>Begin to offer an evaluation of personal performances and activities.</p>	<p>Complete an orienteering course more than once and begin to identify ways of improving completion time.</p> <p>Offer an evaluation of both personal performances and activities.</p> <p>Start to improve trails to increase the challenge of the course.</p>	<p>Complete an orienteering course on multiple occasions, in a quicker time due to improved technique.</p> <p>Offer a detailed and effective evaluation of both personal performances and activities.</p> <p>Improve a trail to increase the challenge of the course.</p>	<p>Complete an orienteering course on multiple occasions, in a quicker time due to improved technique.</p> <p>Offer a detailed and effective evaluation of both personal performances and activities with an aim of increasing challenge and improving performance.</p> <p>Listen to feedback and improve an orienteering course from it.</p>
Evaluate						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			<p>Watch, describe and evaluate the effectiveness of a performance.</p> <p>Describe how their performance has improved over time.</p>	<p>Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.</p> <p>Modify their use of skills or techniques to achieve a better result.</p>	<p>Choose and use criteria to evaluate own and others' performances.</p> <p>Explain why they have used particular skills or techniques, and the effect they have had on their performance.</p>	<p>Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.</p>

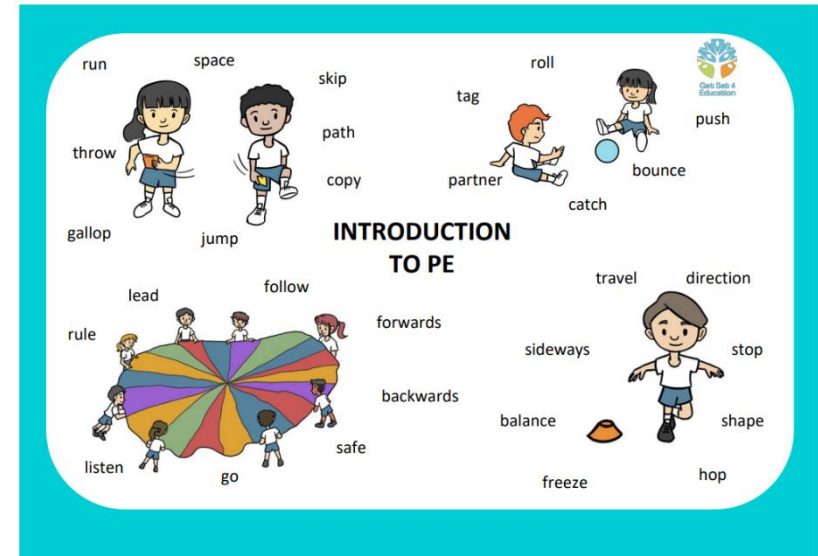
7.PE VOCABULARY

AUTUMN TERM 1 (T1)

EYFS

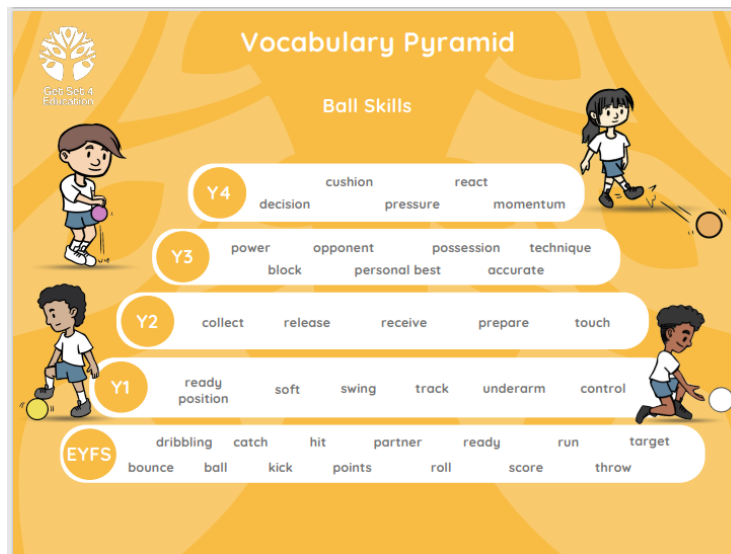
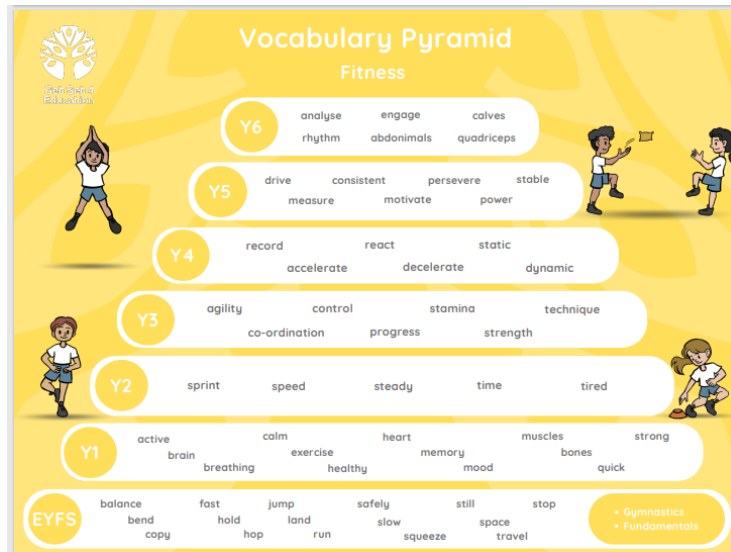


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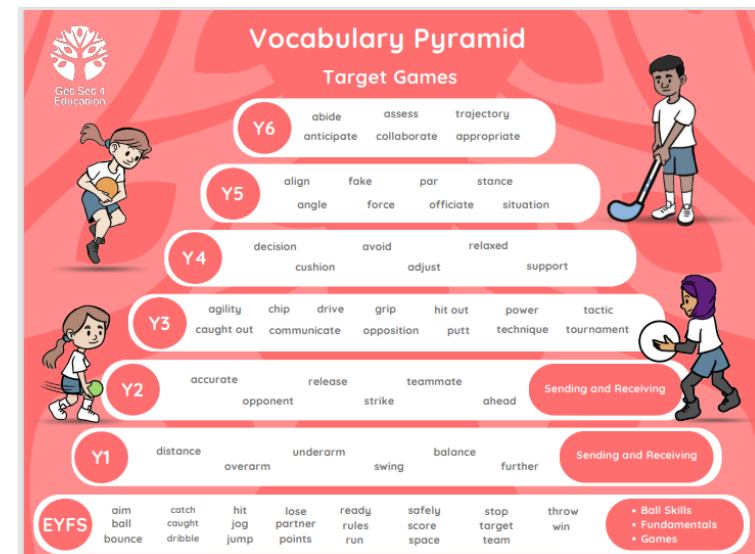
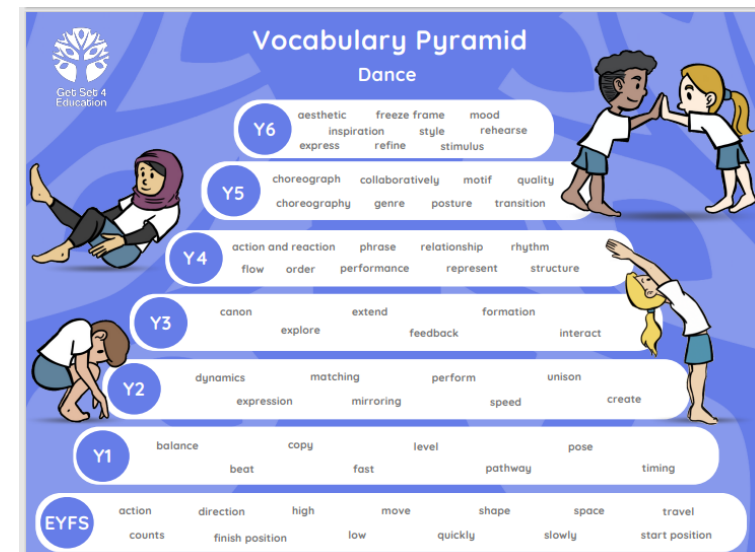


AUTUMN TERM 1 (T1)

KS1

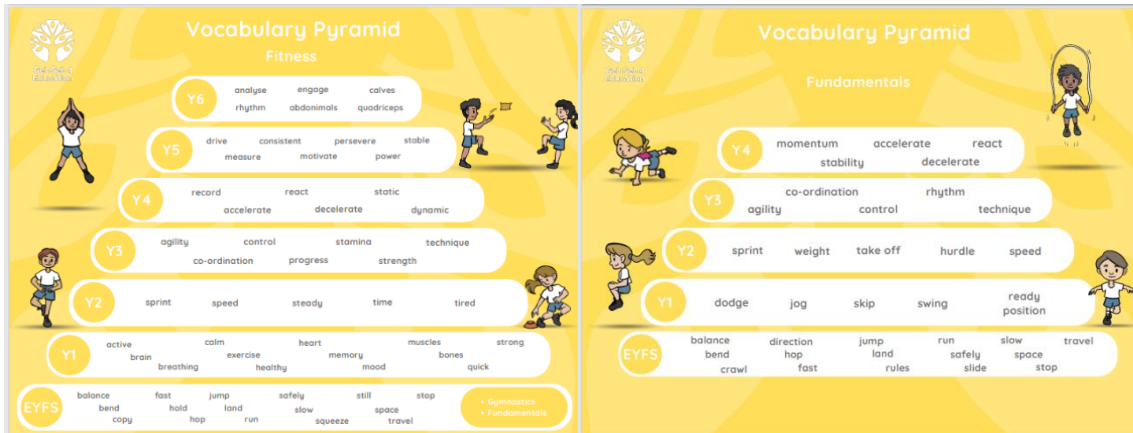


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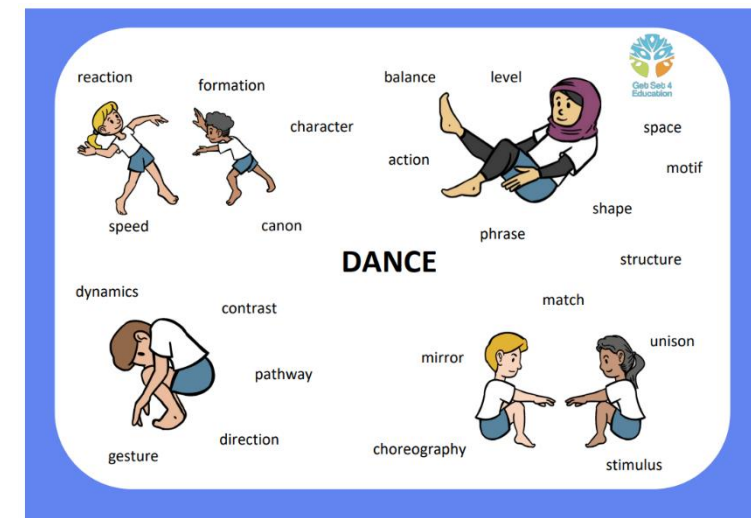
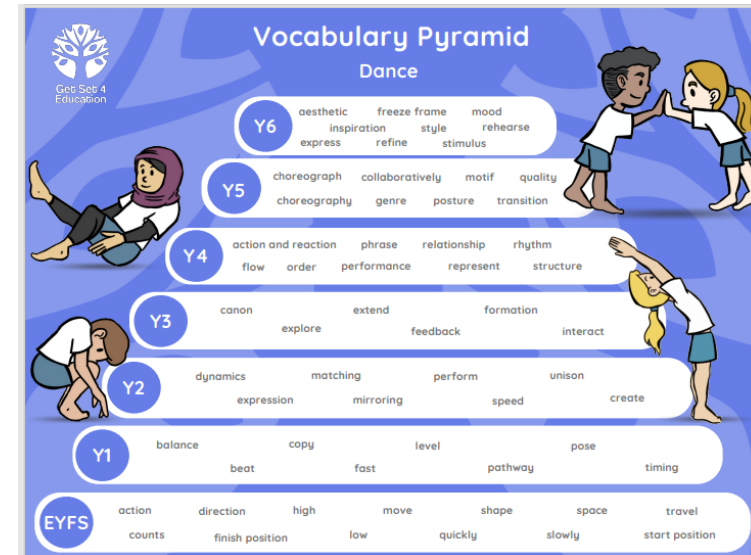


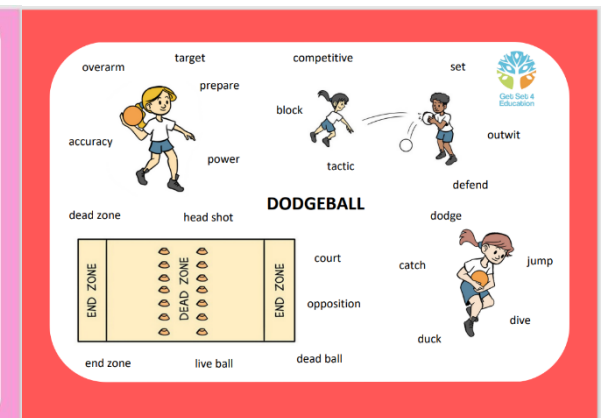
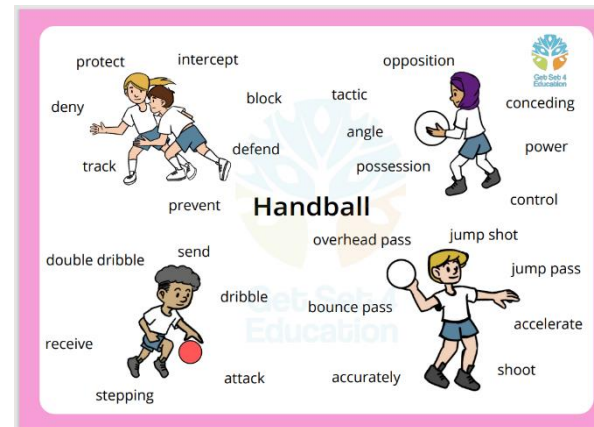
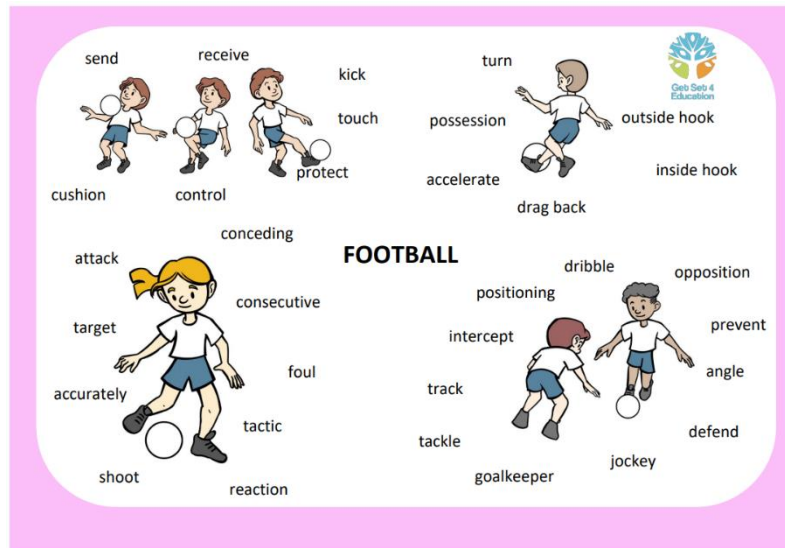
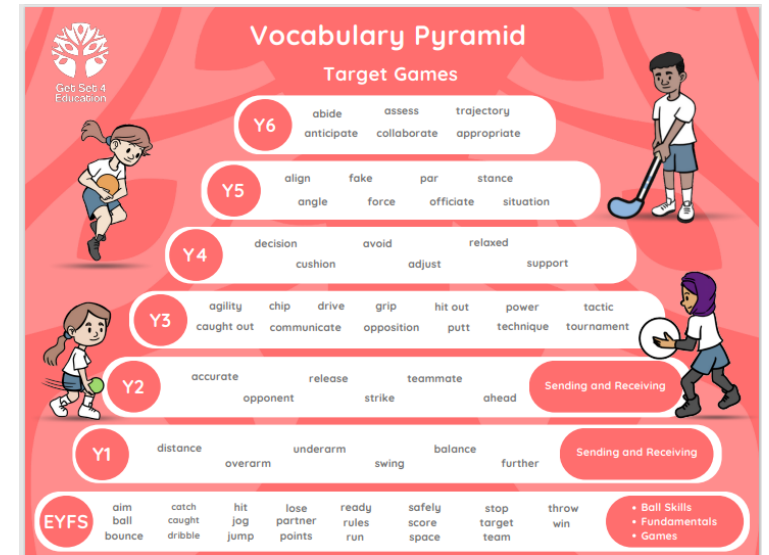
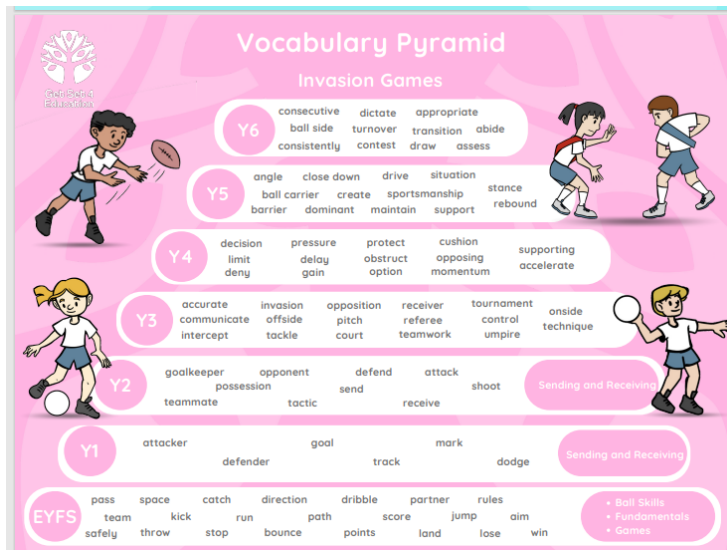
AUTUMN TERM 1 (T1)

KS2



AUTUMN TERM 2 (T2)





SPRING TERM 1 (T3)

EYFS

SPRING TERM 2 (T4)

SPRING TERM 1 (T3)

KS1

SPRING TERM 2 (T4)

SPRING TERM 1 (T3)

KS2

SPRING TERM 2 (T4)

SUMMER TERM 1 (T5)

EYFS

SUMMER TERM 2 (T6)

SUMMER TERM 1 (T5)

EYFS

SUMMER TERM 2 (T6)

SUMMER TERM 1 (T5)

KS1

SUMMER TERM 2 (T6)

SUMMER TERM 1 (T5)

KS2

SUMMER TERM 2 (T6)

