

Shoreham Village School

National Curriculum – Physical Education

EY – Physical Development

Physical Development Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives⁷. 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 through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Key stage 1

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

Pupils should be taught to:

- 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.

Key stage 2

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

Pupils should be taught to:

- 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]
- perform dances using a range of movement patterns
- 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.

Swimming and water safety

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

In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

PE PROVISION OVERVIEW:

	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
RECEPTION	BEAM TEAM GAMES DANCE – Unit 1	GAMES GYMNASTICS - Travelling	GAMES DANCE – Unit 2	GYM / APPARATUS - stretching and curling GAMES	BALL SKILLS GAMES	ATHLETICS BALL SKILLS
PALMER: YEAR 1/ YEAR 2	GAMES DANCE	GAMES GYMNASTICS	GAMES DANCE	GAMES GYMNASTICS	GAMES SWIMMING	ATHLETICS SWIMMING
MOORE: YEAR 3 / YEAR 4	GAMES DANCE	GAMES GYMNASTICS	GAMES DANCE	GAMES GYMNASTICS	GAMES SWIMMING OAA	ATHLETICS SWIMMING OAA
CAMERON YEAR 5/ YEAR 6	GAMES DANCE	GAMES GYMNASTICS	GAMES DANCE	GAMES GYMNASTICS	GAMES SWIMMING OAA	ATHLETICS SWIMMING OAA

PE Lesson focus and events timetable – 2024-2025

	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
PALMER: YEAR 1/ YEAR 2 ROTATION A	GAMES: Invasion Games DANCE - THE RAINBOW FISH, WE'RE GOING ON A BEAR HUNT (Year 1 - Unit 4)	GAMES: Multi-skills GYMNASTICS - FLIGHT – BOUNCING, JUMPING AND LANDING (Year 1 – Unit D)	GAMES Fundamentals: Football DANCE - DANCES FROM OTHER CULTURES AND ENGLISH FOLK (Year 2 – Unit 4)	GAMES: Racket Games GYMNASTICS- PATHWAYS, STRAIGHT, ZIG-ZAG AND CURVING (Year 2 – Unit I)	GAMES: Rounders / cricket theme	Swimming ATHLETICS
PALMER: YEAR 1/ YEAR 2 ROTATION B	GAMES: BALL SKILLS DANCE - STREAMERS, CONKERS AND PLAYING WITH A BALL (Year 1 Unit 1)	GAMES: Multi-skills GYMNASTICS - ROCKING AND ROLLING (Year 1 – unit F)	GAMES Fundamentals – Football DANCE - THE CAT, BALLOONS, REACH FOR THE STARS (Year 2 – Unit 1)	GAMES: Racket games GYMNASTICS- TURNING, SPINNING, TWISTING (Year 2 – Unit J)	Swimming GAMES: CRICKET	Swimming ATHLETICS
PALMER EVENTS 2024-2025			Speed stacking ?? Infant Agility Yr 1 Infant Agility Yr 2		Infant Games Rapid Fire Cricket	Rapid Fire Cricket Yr 1/2 Tennis Champions Sports Day
MOORE: YEAR 3 / YEAR 4 ROTATION A	GAMES: Fundamentals – football DANCE - WHO AM I / LANGUAGE OF DANCE (Year 3 – Unit 1)	GAMES: BALL SKILLS – NETBALL GYMNASTICS - STRETCHING, CURLING AND ARCHING (Year 3 – Unit L)	GAMES: HOCKEY DANCE - THESE SHOES ARE MADE FOR WALKING (Year 4 – Unit 1)	GAMES: TENNIS GYMNASTICS - BALANCE LEADING INTO CHANGE OF FRONT OR DIRECTION (Year 4 – Unit R)	Swimming GAMES: CRICKET OAA	Swimming ATHLETICS OAA
MOORE: YEAR 3 / YEAR 4 ROTATION B	GAMES: TAG RUGBY DANCE - THE ROMANS (based on Year 3 – Unit 2)	GAMES: BALL SKILLS – BASKETBALL GYMNASTICS - SYMMETRY AND ASYMMETRY (Year 3 – Unit M)	GAMES: HOCKEY DANCE - ENGLISH COUNTRY DANCES (Year 3/4 Country Dance Unit)	GAMES: TENNIS GYMNASTICS - ROLLING (Year 4 – Unit S)	Swimming GAMES: CRICKET OAA	Swimming ATHLETICS OAA
MOORE EVENTS 2024-2025	Tri-Golf Coaching and competition Hockey – Year 3/4 Football league	Cross –Country ?? Boccia Girls Football Year 4-6 Basketball Year 3/4	Speed stacking?? Football league	Netball / Football Festival Year 3/4 Swimming Gala??	Tennis – Year 3/4 Yr 3/4 Athletics	Kwik Cricket – Year 3/4 District Sports Sports Day

		Football league		Schools Chance to Dance Love to Dance		Chance to Dance Girls Cricket
CAMERON YEAR 5/ YEAR 6 ROTATION A	GAMES: TAG RUGBY DANCE - THE WORLD OF SPORT / MIX AND MATCH (Year 6 – unit 1)	GAMES: BALL SKILLS – NETBALL GYMNASTICS - BRIDGES (Year 5 – Unit T)	GAMES: HOCKEY DANCE - TUDOR – DANCES (Years 3-6)	GAMES: TENNIS GYMNASTICS - SYNCHRONISATION AND CANON (Year 6 – Unit Y)	Swimming GAMES: CRICKET OAA	Swimming ATHLETICS OAA
CAMERON YEAR 5/ YEAR 6 ROTATION B	GAMES: TAG RUGBY DANCE - CITY LIFE (Year 5 – unit 3)	GAMES: BALL SKILLS – BASKETBALL GYMNASTICS - – FLIGHT (Year 5 – Unit U)	GAMES: HOCKEY DANCE - FLIGHT FROM DANGER (Year 6 – Unit 4)	GAMES: TENNIS GYMNASTICS - COUNTER BALANCE AND COUNTER TENSION (Year 6 – Unit A*)	Swimming GAMES: CRICKET OAA	Swimming ATHLETICS OAA
CAMERON EVENTS 2024-2025	Tag Rugby Festival Triathlon Sports Leader Training. Hockey – Year 5/6 Football league	Girls Football Yr 4-6 Futsal Cross-Country?? Football league	Speed stacking?? Dare to Believe – Paralympic Sports. WaterPolo Kensing Football Tournament Football league	Netball / Football tournament Schools Chance to Dance Love to Dance Yr 5/6 Basketball	Swimming gala??	Yr 5/6 Cricket District Sports Sports Day Year 5/6 Chance to Dance Yr 5/6 Tennis Girls Cricket Yr 5/6 Athletics

DANCE AND GYMNASICS – ROTATION A AND B – VAL SABINS SCHEME OF WORK

	TERM 1	TERM 2	TERM 3	TERM 4
PALMER YEAR 1/2 ROTATION A	DANCE – THE RAINBOW FISH, WE’RE GOING ON A BEAR HUNT (Year 1 - Unit 4) -perform basic actions of travelling, jumping, turning, gesture and shape. -choose appropriate dance actions and phrases to convey the meaning of the story. -vary speeds.	GYMNASTICS – FLIGHT – BOUNCING, JUMPING AND LANDING (Year 1 – Unit D) -to bounce, hop, spring and jump using a variety of take offs and landings. -to observe, recognise and copy different body shapes.	DANCE –DANCES FROM OTHER CULTURES AND ENGLISH FOLK (Year 2 – Unit 4) -copy and perform simple movements/rhythmic patterns. - understand that dance plays an important part in other cultures. -recognise that dances have changed through history. -understand that dance is active and that changes will occur in their bodies.	GYMNASTICS – PATHWAYS, STRAIGHT, ZIG-ZAG AND CURVING (Year 2 – Unit I) -to travel confidently and competently in different ways and on different body parts. -to understand and create different pathways and move in different directions.

	-perform actions on different pathways and in different formations.	-to link together two or more actions with control and be able to repeat them. -to describe what they see using appropriate vocabulary.	-change and vary their actions.	-to link together three different movements showing contrasts in speed and level. -to perform a limited range of skills with a partner.
PALMER YEAR 1/2 ROTATION B	DANCE – STREAMERS, CONKERS AND PLAYING WITH A BALL (Year 1 Unit 1) -respond to a range of stimuli -make rounded and spiky shapes with their bodies and create different patterns in the air or on the floor -choose appropriate movements to express the dance idea.	GYMNASTICS – ROCKING AND ROLLING (Year 1 – unit F) -to spin, rock, turn and roll with control on various parts of the body. -to plan and link a series of movements together. -to work safely with an awareness of others. -to adapt, work from the floor safely onto apparatus.	DANCE – THE CAT, BALLOONS, REACH FOR THE STARS (Year 2 – Unit 1) -use a range of basic dance actions with understanding. -work alone with guidance from the teacher to create movement ideas. -use different levels, directions and speeds and choose appropriate actions for dance idea. -understand and use contrasts in weight (dynamic elements) - talk about the dance and why they liked it, using appropriate dance vocabulary	GYMNASTICS – TURNING, SPINNING, TWISTING (Year 2 – Unit J) -to turn, spin, twist on different body parts, showing control and co-ordination. -to understand that one part of the body must be ‘fixed.’ -to creat a twist, to link together three movements showing contrasts in speed and level. -to use their understanding of turning, spinning and twisting to adapt work safely form the floor to the apparatus.
MOORE YEAR 3/4 ROTATION A	DANCE – STONE AGE DANCE (based on Year 3 – Unit 1) -improvise freely -develop different ways of travelling -perform basic actions and dances clearly and fluently -work with a partner -observe themselves and others dancing If not doing Stone Age Dance then: WHO AM I / LANGUAGE OF DANCE	GYMNASTICS – STRETCHING, CURLING AND ARCHING (Year 3 – Unit L) -travel and jump fluently and hold balanced positions demonstrating a variety of stretched and curled shapes. -receive and transfer body weight safely in different situations and create a sequence with a partner -identify how the overall performance of a sequence can be improved -adapt and transfer skills safely onto more complex apparatus at every stage of learning	DANCE – THESE SHOES ARE MADE FOR WALKING (Year 4 – Unit 1) -respond to a range of stimuli -respond imaginatively to character and narrative - use simple motifs and movement patterns to structure dance phrases -repeat and remember dance phrases -structure a dance with a partner -describe and interpret dance using appropriate language.	GYMNASTICS – BALANCE LEADING INTO CHANGE OF FRONT OR DIRECTION (Year 4 – Unit R) -move into and from specific planned balances with an awareness of change of front - identify and use planned variations in direction -create a sequence with a partner on floor and apparatus to show changes of front and direction -observe and describe the movements of others using appropriate language
MOORE YEAR 3/4 ROTATION B	DANCE – THE ROMANS (based on Year 3 – Unit 2) -perform basic dance actions with greater control and fluency -copy and perform set steps	GYMNASTICS – SYMMETRY AND ASYMMETRY (Year 3 – Unit M) -understand and identify symmetry and asymmetry	DANCE – ENGLISH COUNTRY DANCES (Year 3/4 Country Dance Unit) -use simple movement patterns with a partner or in a group	GYMNASTICS – ROLLING (Year 4 – Unit S) -rotate and roll on different body parts

	<ul style="list-style-type: none"> -perform with a sense of phrasing, rhythmically and musically -select and apply appropriate movements for the dance idea -evaluate their own and others' performances -create and structure a whole dance -observe each other dancing 	<ul style="list-style-type: none"> -move and balance showing specific planned shapes and variations in speed and level - individually and in two's be able to analyse and say why they like a sequence -adapt and transfer learned skills onto appropriate apparatus 	<ul style="list-style-type: none"> -perform basic actions and dances clearly and fluently -copy, refine and repeat dance phrases and dances -observe themselves and others dancing - recognise that dance is a good activity for health and well-being 	<ul style="list-style-type: none"> -rotate and roll in different directions showing different shapes, sizes and speeds. -create a sequence with a partner on floor and apparatus using a variety of linking movements -observe the work of others and make judgements against given criteria
<p>CAMERON YEAR 5/6</p> <p>ROTATION A</p>	<p>DANCE – THE WORLD OF SPORT / MIX AND MATCH (Year 6 – unit 1)</p> <ul style="list-style-type: none"> -explore, improvise and combine movement ideas fluently and effectively. -perform with clear intention and meaning -perform set patterns with knowledge and understanding of meaning -work collaboratively in small and large groups - comment upon appropriate actions -value the contributions that dance makes to different cultures -prepare effectively for dancing 	<p>GYMNASTICS – BRIDGES (Year 5 – Unit T)</p> <ul style="list-style-type: none"> -use balancing on different body parts to create bridge shapes both as individuals and with a partner -sustain concentration and practise to improve the quality and accuracy of their movements -work cooperatively with a partner and create a sequence showing planned variations in level, direction and shape -understand the compositional principles of sequencing and recognise when something is absent 	<p>DANCE – TUDOR –DANCES (Years 3-6)</p> <ul style="list-style-type: none"> -perform set dances with control and expression -understand that dances reflect their cultural and historical context - compose within given rhythmic and spatial structures -work in smaller and larger groups to develop movements 	<p>GYMNASTICS – SYNCHRONISATION AND CANON (Year 6 – Unit Y)</p> <ul style="list-style-type: none"> -travel rhythmically and develop timing with a partner or small group using synchronisation and canon -adapt and develop movements and skills and work cooperatively with a partner or small group -extend their understanding and use of levels, speeds and pathways -understand the compositional principles of sequencing and recognise when they are absent.
<p>CAMERON YEAR 5/6</p> <p>ROTATION B</p>	<p>DANCE – CITY LIFE (Year 5 – unit 3)</p> <ul style="list-style-type: none"> -respond to a range of stimuli and accompaniment -perform with expression to convey a variety of moods and feelings -develop movement phrases and simple motifs -practise dance in order to refine quality 	<p>GYMNASTICS – FLIGHT (Year 5 – Unit U)</p> <ul style="list-style-type: none"> -understand and demonstrate the five basic jumps showing different shapes and directions in the air and show flight from feet and hands to feet -sustain concentration and practise to improve the precision and fluency of their movement 	<p>DANCE – FLIGHT FROM DANGER (Year 6 – Unit 4)</p> <ul style="list-style-type: none"> -explore, improvise and combine movement ideas fluently and effectively - perform with expression and show clear understanding of the dance - demonstrate the ability to translate ideas into symbolic movement - show confidence in including personal responses in relation to observation 	<p>GYMNASTICS – COUNTER BALANCE AND COUNTER TENSION (Year 6 – Unit A*)</p> <ul style="list-style-type: none"> -understand and identify counter-balance and counter-tension -demonstrate counter-balance and counter-tension balances in two's to show changes in shape, level and body parts used and in contact -work in pairs to construct, practise, evaluate and improve the

	-demonstrate competence in actions and dynamics -comment on work in order to improve skills and performance	-design and create a sequence using planned variations in levels, directions and pathways -transfer flight safely onto apparatus		composition and quality of a sequence. -adapt and transfer a sequence onto apparatus.
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Progression throughout the school

	Dance	Gymnastics	Games Skills	Athletics	OAA	Swimming
	Dances to watch / Dancers/ Choreographers	Famous gymnasts and videos of their performances	Sports men and women from a range of sports including para sports.	Athletes and para-athletes		Famous swimmers; opportunity to watch some water polo and synchronised swimming.
Reception	<p>Know how to travel, jump and turn in different ways including: -walking, running, sliding, crawling, galloping, skipping. -jumping, bouncing, hopping. -spinning, turning, rolling, spiralling, turning upside down.</p> <p>Know how to stop with control and to hold a position of stillness. Know how to develop spatial awareness with their bodies, being able to move about a space without bumping into others</p>	<p>Know how to travel over and through larger equipment in a number of ways: crawling, sliding, jumping, rolling, hopping.</p> <p>Know how to take turns on apparatus.</p> <p>Know how to perform a log roll on a mat.</p> <p>Know how to slide and walk along benches.</p> <p>Know how to use large equipment safely.</p>	<p>THROWING AND CATCHING: Know how to throw various small equipment eg: balls, scarves, beanbags, quoits.</p> <p>Begin to catch various equipment.</p> <p>Know they need to watch the piece of equipment to control it.</p> <p>Know how to begin to develop an underarm throw.</p> <p>STRIKING AND HITTING A BALL:</p>	<p>Know how to use their bodies to:</p> <ul style="list-style-type: none"> • Sprint 30m • Jump for height 5-9cm • Jump for distance 30-59cm • Leap hurdles 30m within 16-12secs • Overarm throw • Chest push • Run for longer distance 		

	<p>and developing concepts such as – up, down, high, low, near, far, large, small.</p> <p>Know that different actions can be performed at different speeds eg: fast / slow.</p> <p>Know they can express ideas, emotions and moods through their movements, including mime and gesture.</p> <p>Know that they can show their ideas and work with others.</p>	<p>Know how to travel around, under, over and through balancing and climbing equipment.</p>	<p>Know how to hit a ball using hands, feet and bats.</p> <p>Know that a ball can be hit hard and hit softly.</p> <p>TRAVELLING WITH A BALL:</p> <p>Know how to travel forwards rolling a ball.</p> <p>Know how to travel with a ball using a foot to move the ball.</p> <p>USING SPACE:</p> <p>Know how to find a space to work in safely.</p> <p>ATTACKING AND DEFENDING:</p> <p>Know how to protect (defend) treasure without touching others.</p> <p>Know how to retrieve (attack) treasure without touching others.</p>			
Year 1	<p>Know how to respond to a range of stimuli.</p> <p>Know how to perform movement phrases using a range of different body parts.</p>	<p>Recognise and copy basic actions – travelling, rolling, jumping and staying still.</p> <p>Know how to perform different body shapes at</p>	<p>THROWING AND CATCHING A BALL:</p> <p>Know how to throw underarm and overarm.</p> <p>Know how to catch and bounce a ball.</p> <p>Use rolling skills in a game.</p>	<p>Know how to use their bodies to:</p> <ul style="list-style-type: none"> • Sprint 30m within 9-6seconds • Jump for height 10-14cm • Jump for distance 60 – 89cm • Leap hurdles 30m within 11-8 secs 		

	<p>Know how to copy and repeat actions and vary their speed.</p> <p>Know how to put a sequence of actions together to create a motif.</p> <p>Know how to begin to improvise independently to create a simple dance.</p> <p>Know how to explore, remember and repeat short dance phrases.</p>	<p>different levels, speed and directions.</p> <p>Know how to hold still shapes and simple balances with some control.</p> <p>Know how to perform a 2 footed jump landing safely.</p> <p>Know how to move around, under over and through different objects and equipment.</p> <p>To know how to do the following jumps: Straight jump, Tuck jump, Jumping Jack, Half turn jump, Cat spring.</p> <p>To know how to do the following rolls in a controlled manner: Log roll; Curled side roll; Teddy bear roll.</p>	<p>Practise accurate throwing and consistent catching.</p> <p>STRIKING AND HITTING A BALL:</p> <p>Know how to use hitting skills in a game.</p> <p>Know how to hit a ball with a bat and with a foot using more skill and control.</p> <p>TRAVELLING WITH A BALL:</p> <p>Know how to travel with a ball in different ways.</p> <p>Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency.</p> <p>Know how to pass the ball to another player in a game.</p> <p>Use kicking skills in a game.</p> <p>USING SPACE:</p> <p>Know how to use different ways of travelling in different directions or pathways.</p>	<ul style="list-style-type: none"> • Overarm throw 10-19m • Chest push 3-4m • Run for longer distance 200m within 1:45-1:31 		
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			<p>Know how to run at different speeds.</p> <p>Begin to know how to use space in a game.</p> <p>ATTACKING AND DEFENDING: Know and begin to use the terms attacking and defending.</p> <p>Use simple defensive skills such as marking a player or defending a space.</p> <p>Use simple attacking skills such as dodging to get past a defender.</p>		
Year 2	<p>Know how to copy, remember and repeat actions to create a motif.</p> <p>Know how to perform movement phrases using a range of different body parts with control and accuracy.</p> <p>Know how to explore different speeds and levels of actions.</p> <p>Know how to put a sequence of actions together with clear beginning, middle and end.</p>	<p>Know how to copy and explore and remember actions to link a number of gymnastic actions into own sequence.</p> <p>Know how to hold a still shape while balancing on different points of the body. Know how to jump in a variety of ways and land safely with increasing control.</p> <p>Know how to perform movement phrases using a range of different body parts.</p>	<p>THROWING AND CATCHING A BALL: Know how to throw different types of equipment in different ways, for accuracy and distance.</p> <p>Know how to throw, catch and bounce a ball with a partner.</p> <p>Use throwing and catching skills in a game.</p> <p>Know how to throw a ball for distance.</p> <p>Use hand-eye coordination to control a ball.</p>	<p>Know how to use their bodies to:</p> <ul style="list-style-type: none"> • Sprint 30m under 6 secs • Jump for height 15-19cm • Jump for distance 60 – 89cm • Leap hurdles 30m within 8 secs • Overarm throw 10-19m • Chest push 3-4m • Run for longer distance 200m under 1:30 	

	<p>Know how to move in time to music using movements that show rhythm and control.</p>	<p>Use equipment in a variety of ways to create a sequence.</p> <p>Climb on and off equipment safely.</p> <p>To know how to do the following jumps: Straight jump, Tuck jump, Jumping Jack, Half turn jump, Cat spring, Cat spring with straddle.</p> <p>To know how to do the following rolls in a controlled manner: Log roll, Curled side roll, Teddy bear roll, Rocking for forward roll, Crouched forward roll.</p>	<p>Know to vary types of throw used depending on the situation.</p> <p>STRIKING AND HITTING A BALL:</p> <p>Know how to strike or hit a ball with increasing control.</p> <p>Know how to strike or hit a ball using a variety of equipment and body parts.</p> <p>Know some of the skills for playing striking and fielding games.</p> <p>Know that the position of the body is important to strike a ball accurately.</p> <p>TRAVELLING WITH A BALL:</p> <p>Know how to bounce and kick a ball whilst moving.</p> <p>Use kicking skills in a game.</p> <p>Use dribbling skills in a game.</p> <p>Know how to pass the ball in different ways.</p> <p>USING SPACE:</p>			
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			<p>Know how to use different ways of travelling at different speeds and following different pathways, directions or courses.</p> <p>Know to change speed and direction whilst running in a game.</p> <p>Begin to know to choose and use the best space in a game.</p> <p>ATTACKING AND DEFENDING: Know and begin to use and understand the terms attacking and defending.</p> <p>Use at least one technique to attack or defend to play a game successfully.</p>			
Year 3	<p>Know how to create motifs in response to different stimuli. Know how to begin to improvise and work cooperatively with a partner to create a simple dance.</p> <p>Know how to begin to compare and adapt movements and motifs to create a larger sequence.</p>	<p>Know how to copy, explore and remember a variety of movements.</p> <p>Know how to work independently and with others to create a sequence using own ideas.</p> <p>Know how to travel in a variety of ways and begin to develop good technique when travelling, balancing.</p>	<p>THROWING AND CATCHING A BALL: Know how to throw and catch with greater control and accuracy.</p> <p>Know that they need to practise the correct technique for catching a ball and use it in a game.</p> <p>Know how to perform a range of catching and gathering skills with control.</p>	<p>Know how to run at fast, medium and slow speeds, changing speed and direction.</p> <p>Know how to make up and repeat a short sequence of linked jumps.</p> <p>Know how to take part in a relay activity, remembering when to run and what to do.</p>	<p>Know how to orientate themselves with increasing confidence and accurately around a short trail.</p> <p>Know how to identify and use effective communication to begin to work as a team.</p> <p>To begin to know which equipment to choose that is</p>	<p>Know how to swim 10m unaided in shallow water using one basic method.</p> <p>Know to kick legs from the hip and identify when this needs improvements.</p> <p>Know how to put face in water and blow bubbles.</p> <p>Know how to enter and exit water safely and</p>

	<p>Know how to use simple dance vocabulary to compare and improve work.</p> <p>Know how to perform with some awareness of rhythm and expression.</p>	<p>Know how to describe own work using simple gymnastics vocabulary.</p> <p>Know how to begin to notice similarities and differences between sequences.</p> <p>Use turns whilst travelling in a variety of ways.</p> <p>Begin to show flexibility in movements.</p> <p>To know how to do the following jumps: Straight jump, Tuck jump, Jumping jack, Star jump, Straddle jump, Pike jump, Straight jump, half-turn, Cat leap.</p> <p>To know how to do the following rolls in a controlled manner: Crouched forward roll, Forward roll from standing, Tucked backward roll.</p>	<p>Know how to catch with increasing control and accuracy.</p> <p>Know how to throw a ball in different ways (e.g. high, low, fast or slow).</p> <p>Know how to develop a safe and effective overarm bowl.</p> <p>STRIKING AND HITTING A BALL:</p> <p>Know successful hitting and striking skills.</p> <p>Know and develop a range of skills in striking (and fielding where appropriate).</p> <p>Know and practise the correct batting technique and use it in a game.</p> <p>Know how to strike the ball for distance</p> <p>TRAVELLING WITH A BALL:</p> <p>Know how to move with the ball in a variety of ways with some control.</p> <p>Use two different ways of moving with a ball in a game.</p>	<p>Know how to throw a variety of objects, changing my action depending on the object.</p> <p>Know how to use their bodies to:</p> <ul style="list-style-type: none"> • Sprint 50m within 17-14secs develop to 13-10secs • Jump for height 20-24cm • Jump for distance 90 - 119cm • Leap hurdles 60m within 25-18 secs develop to 17-14 secs • Overarm throw 20-29m • Chest push 34-6m • Run for longer distance 400m 3:30-2:31 develop to 2:30-2:01 	<p>appropriate for an activity.</p>	<p>remain safe around water.</p> <p>Know and explain what dangers to identify around water</p>
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			<p>Know how to pass the ball in two different ways in a game situation with some success.</p> <p>USING SPACE: Know to find a useful space and get into it to support teammates.</p> <p>ATTACKING AND DEFENDING: Know and use simple attacking and defending skills in a game.</p> <p>Use fielding skills to stop a ball from travelling past them.</p> <p>POSSESSION: Know how to keep and win back possession of the ball in a team game.</p>			
Year 4	<p>Know how to create characters and narratives in response to arrange of stimuli.</p> <p>Know how to Identify and repeat the movement patterns and actions of a chosen dance style.</p> <p>Know how to compose a dance that reflects the chosen dance style, demonstrating an</p>	<p>Know how to link skills with control, technique, coordination and fluency using a range of directions and levels.</p> <p>Know how to begin to use gymnastics vocabulary to describe how to improve and refine performances.</p> <p>Know how to develop strength,</p>	<p>THROWING AND CATCHING A BALL: Know how to develop different ways of throwing and catching. Know how to bounce pass a ball with hands on the ball correctly.</p> <p>Know how to do and when to do a one arm or two arm over-head throw depending on the size of the ball.</p>	<p>Know how to sprint over a short distance.</p> <p>Know how to throw in different ways and correct ways depending on the object being thrown.</p> <p>Know how to try to hit a target.</p> <p>Know how to jump in different ways.</p> <p>Know how to combine running and jumping.</p>	<p>Know how to orientate themselves with accuracy around a short trail. Know how to create a short trail for others with a challenge.</p> <p>Know how to communicate clearly with other people in a team.</p> <p>Know that they need to experience a range of roles within a team and identify the key skills</p>	<p>Know how to swim between 10m and 20m unaided in shallow water, using one basic method to achieve the distance.</p> <p>Know how to use floats to swim longer distances with a more controlled leg kick.</p> <p>Know how to join in all swimming activities confidently.</p>

	<p>awareness of the music's rhythm.</p> <p>Know how to confidently improvise with a partner or on their own to compose longer dance sequences.</p> <p>Know how to demonstrate rhythm and spatial awareness.</p> <p>Know how to change parts of a dance as a result of self-evaluation.</p> <p>Know how to use simple dance vocabulary when comparing and improving work.</p>	<p>technique and flexibility throughout performances.</p> <p>Know how to recognise how the position of their centre of gravity affects their balance.</p> <p>Know how to perform movements in canon and unison. Know how to create more complex sequences using various body shapes and equipment.</p> <p>To know how to do the following jumps: Straight jump, Tuck jump, Jumping jack, Star jump, Straddle jump, Pike jump, Straight jump half-turn, Straight jump full-turn, Cat leap, Cat leap half-turn.</p> <p>To know how to do the following rolls in a controlled manner: Forward roll from standing, Straddle forward roll, Tucked backward roll, Backward roll to straddle.</p>	<p>Know how to dribble a ball and transition in to a pass.</p> <p>Know that different size and weights of balls need different catching techniques.</p> <p>STRIKING AND HITTING A BALL:</p> <p>Know how to hold and use a bat, racquet or stick (hockey) to hit a ball or shuttlecock with accuracy and control.</p> <p>Know how to accurately serve underarm.</p> <p>Know how to 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>TRAVELLING WITH A BALL:</p> <p>Know how to move with the ball using a range of techniques – bouncing; dribbling; 3-steps and pass - showing control and fluency.</p>	<p>Know how to run over a long distance.</p> <p>Know how to use their bodies to:</p> <ul style="list-style-type: none"> • Sprint 50m within 13-10secs develop to under 10secs • Jump for height 25-29cm • Jump for distance 120-149cm • Leap hurdles 60m within 17-14 secs develop to under 14secs • Overarm throw 20-29m develop to 30-34m • Chest push 4-6m develop to 6-8m • Run for longer distance 400m 2:30-2:01 develop to under 2mins 	<p>required to succeed at each.</p> <p>Know how to create a simple plan of activity for others to follow and choose the appropriate equipment</p>	<p>Know how to put face under the water and blow bubbles (begin to do this whilst swimming).</p> <p>Explore how to move in and under water.</p> <p>Recognise how swimming affects breathing.</p> <p>Identify and describe differences between different leg and arm actions.</p> <p>Understand water can be dangerous and repeat what to do when in difficulty.</p>
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			<p>Know how to pass the ball while travelling with increasing speed, accuracy and success in a game situation.</p> <p>USING SPACE: Know to make the best use of space to pass and receive the ball.</p> <p>ATTACKING AND DEFENDING: Know and use a range of attacking and defending skills and techniques in a game.</p> <p>Know and use fielding skills as an individual to prevent a player from scoring</p> <p>POSSESSION: Know how to occasionally contribute towards helping their team to keep and win back possession of the ball in a team game.</p>			
Year 5	<p>Know how to demonstrate imagination and creativity in the movements they devise in response to stimuli.</p> <p>Use transitions to link motifs smoothly together.</p>	<p>Know how to select ideas to compose specific sequences of movements, shapes and balances.</p> <p>Know how to identify and practise symmetrical and asymmetrical body shapes.</p>	<p>THROWING AND CATCHING A BALL: Consolidate knowledge of different ways of throwing and catching, and know when each is appropriate in a game.</p> <p>STRIKING AND HITTING A BALL:</p>	<p>Know what can help improve the pace of running – arm action and focus.</p> <p>Know it is necessary to be controlled when taking off and landing in a jump.</p>	<p>Know how to start to orientate themselves with increasing accuracy around a large trail.</p> <p>Know they need to use clear communication to effectively complete a particular role in a team.</p>	<p>Know how to swim between 10m and 20m unaided in shallow water, using one stroke.</p> <p>Begin to swim 10m-15m unaided using a second stroke.</p> <p>Know how to put face in water and breath</p>

	<p>Improvise with confidence, still demonstrating fluency across the sequence.</p> <p>Ensure their actions fit the rhythm of the music. 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 and refine flexibility, strength, balance and power.</p> <p>Know how to develop skills for movement including rolling, bridging and dynamic movement. Know how to perform and evaluate own and others sequences using gymnastics vocabulary.</p> <p>To be able to do the following jumps: Straight jump, Tuck jump, Jumping jack, Star jump, Straddle jump, Pike jump, Stag jump, Straight jump half-turn, Straight jump full-turn, Cat leap, Cat leap half-turn, Split leap.</p> <p>To be able to do the following rolls: Forward roll from standing, Straddle forward roll, Pike forward roll, Tucked backward roll, Backward roll to straddle.</p>	<p>Know how to use different techniques to hit a ball.</p> <p>Know how to identify and apply techniques for hitting a tennis ball.</p> <p>Begin to know when different shots are best used.</p> <p>Know and develop a backhand technique and use it in a game.</p> <p>Know and practise techniques for all strokes.</p> <p>Know how to play a tennis game using an overhead serve.</p> <p>TRAVELLING WITH A BALL: Know and use a variety of ways to dribble in a game with success.</p> <p>Know and use ball skills in various ways, and begin to link together.</p> <p>Know how to pass a ball with speed and accuracy using appropriate techniques in a game situation.</p> <p>USING SPACE:</p>	<p>Know how to throw with accuracy.</p> <p>Know how to follow specific rules.</p> <p>Know how to use their bodies to:</p> <ul style="list-style-type: none"> • Sprint 75m within 20-16secs develop to 15-12secs • Jump for height 30-34cm • Jump for distance 150-179cm • Leap hurdles 60m within 25-18 secs develop to 17-14secs • Overarm throw 30-34m develop to 35+m • Chest push 6-8 m develop to 8+ • Run for longer distance 600m 5:00-3:31 develop to 3:30-2:31 	<p>Know how to complete orienteering activities as part of a team and independently.</p> <p>Know how to create a plan of activity for others to follow and choose the appropriate equipment for a route that challenges others.</p>	<p>correctly when swimming in one identifiable stroke.</p> <p>Know how to use a float to aid their swimming and confidence in deeper water.</p> <p>Know how to use a float to develop leg and arm techniques.</p> <p>Begin to explain how to keep safe whilst in water and what dangers should be identified.</p>
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			<p>Know and demonstrate an increasing awareness of space.</p> <p>ATTACKING AND DEFENDING: Know and choose the best tactics for attacking and defending.</p> <p>Know how to shoot in a game.</p> <p>Know and use fielding skills as a team to prevent the opposition from scoring.</p> <p>POSSESSION: Know how to keep and win back possession of the ball effectively in a team game.</p>			
Year 6	<p>Know how to demonstrate strong and controlled movements throughout a dance sequence.</p> <p>Know how to combine flexibility, techniques and movements to create a fluent sequence.</p> <p>Know how to move appropriately and with the required style in relation to the stimulus, e.g. using</p>	<p>Know how to create their own complex sequences involving the full range of actions and movements: balancing, traveling, holding shapes, jumping, leaping, swinging and stretching.</p> <p>Know how to demonstrate precise and controlled placement of body parts in their actions, shapes and balances.</p> <p>Know how to</p>	<p>THROWING AND CATCHING A BALL: Know how to throw and catch accurately and successfully under pressure in a game.</p> <p>STRIKING AND HITTING A BALL:</p> <p>Know how to 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>Know how to demonstrate stamina.</p> <p>Know how to use my skills in different situations.</p> <p>Know how to develop the consistency of their actions in a number of events.</p> <p>Know how to sustain pace over longer distances, e.g. sprint for seven seconds, run for one or two minutes.</p>	<p>Know how to orientate themselves with increasing accuracy around a large trail whilst under pressure</p> <p>Know how to use clear communication to effectively complete a particular role in a team.</p> <p>Know how to complete orienteering activities as part of a team and independently, identifying the quickest route.</p>	<p>Know how to swim 25m unaided in water using one basic method to achieve this distance.</p> <p>Know how to use two different strokes swimming on both front and back.</p> <p>Know how to control breathing.</p> <p>Swim confidently and fluently both on the surface and under the water.</p>

	<p>various levels, ways of travelling and motifs.</p> <p>Know how to move rhythmically and confidently in dance sequences.</p> <p>Improvise with confidence, still demonstrating fluency across their sequence, ensuring transitions flow.</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>	<p>confidently use equipment and incorporate into sequences.</p> <p>Know how to apply skills and techniques consistently, showing precision and control.</p> <p>Know how to develop strength, technique and flexibility throughout a performance.</p> <p>To be able to do the following jumps: Straight jump, Tuck jump, Jumping jack, Star jump, Straddle jump, Pike jump, Stag jump, Straight jump half-turn, Straight jump full-turn, Cat leap, Cat leap half-turn, Cat leap full-turn, Split leap, Stag leap.</p> <p>To be able to do the following rolls in a controlled manner: Forward roll from standing, Straddle forward roll, Pike forward roll, Dive forward roll, Tucked backward roll, Backward roll to straddle. Backward</p>	<p>Know how to serve in order to start a game.</p> <p>TRAVELLING WITH A BALL: Know and show confidence in using ball skills in various ways in a game situation, and link these together effectively.</p> <p>Know how to 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.</p> <p>USING SPACE: Know and demonstrate a good awareness of space.</p> <p>ATTACKING AND DEFENDING: Know how to think ahead and create a plan of attack or defence.</p> <p>Apply knowledge of skills for attacking and defending.</p> <p>Know how to work as a team to develop fielding strategies to prevent the opposition from scoring.</p>	<p>Know how to throw with greater control, accuracy and efficiency.</p> <p>Know how to perform a range of jumps showing power, control and consistency at both take off and landing.</p> <p>Know why some athletic activities can improve strength, power or stamina and explain how these can help their performance in other types of activity.</p> <p>Know how to use their bodies to:</p> <ul style="list-style-type: none"> • Sprint 75m within 20-16secs develop to 15-12secs • Jump for height 30 - 34cm • Jump for distance 150 -179cm • Leap hurdles 60m within 25 -18 secs develop to 17 - 14secs • Overarm throw 30 - 34m develop to 35+m • Chest push 6 - 8 m develop to 8+ • Run for longer distance 600m 5:00 - 3:31 develop to 3:30 -2:31 	<p>Know how to manage an orienteering event for others to compete in.</p>	<p>Explain how to remain safe in water and what do if you or someone nearby gets into difficulty.</p>
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		roll to standing pike, Pike backward roll.	POSSESSION: Know how to keep and win back possession of the ball effectively and in a variety of ways in a team game.			
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Reception Knowledge Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Assessment Focus
Term 1: GAMES: Team Games	Parachute – collaborative work and following instructions	Circle games – collaborative work and following instructions -All Change	Circle Games – using collaborative work and following instructions -spin the bottle -	Circle Games – using equipment and collaborative work -Through the hoop -All aboard	Circle Games – using a ball and collaborative work -Change!	Circle Games / team games -	
Term 1: DANCE – Val Sabins Introductory Unit Yr R.							
Term 2: GAMES: Improving Catching	Individual catching practice: 2- hand catch standing on 2 feet (b.bag) One hand catch on 2 feet (b.bag) Paired catching practice: Practice catching with a bean bag sitting down Practice catching with a bean bag whilst resting on knee's	Individual catching practice: One hand to the other catching (b.bag) Paired catching practice: Practice catching with a bean bag whilst standing	Individual catching practice: Two hand catch using a ball One hand catch using a ball Paired catching practice: Practice catching with a medium sized ball whilst sitting	Individual catching practice: One hand to the other catching a ball Paired catching practice: Practice catching with a medium sized ball whilst resting on knee's	Individual catching practice: Throw and catch 2 bean bags at the same time Paired catching practice: Practice catching with a medium sized ball whilst standing	Individual catching practice: Throw and catch 2 bean bags at the same time standing on one leg! Paired catching practice: Practice catching two bean bags at the same time whilst standing	
Term 2: GYMNASTICS							

Term 3: GAMES: Fundamentals - football	Observe current understanding and introduce football	Passing: Can roll a ball to another child to simulate a football pass (with Hands)	Receiving: Can control a moving ball from the ground to simulate receiving a football (with hands)	Dribbling: Can travel with a ball (with hands or feet)	Stealing and defending: Can effectively close another child down to steal a ball (with hands or feet)	Shooting and attacking: Can shoot the ball at a stationary object (with hands)	
Term 3: DANCE							
Term 4: GAMES - Racket games	Identify children's current understanding of the topic	Hit: Can roll a ball underarm accurately to another child	Return: Can stop and return a ball accurately using hands along the floor to another child	Serve: Can roll a ball underarm accurately to another child	Rally: Can send a ball backwards and forwards between a pair on the floor continuously.	Match Up: Play a net/wall match appropriate to the child's age	
Term 4: GYMNASTICS							
Term 5: GAMES: Games For Understanding	Taking Turns / spatial awareness – driving hoops	Keeping the Score	Understanding rules: Playing by the rules	Avoiding a defender	Preventing an attacker from scoring	Applying attacking and defending into a game	
Term 5: BALL SKILLS – Hands	Explore throwing	Explore throwing (underarm)	Explore throwing (overarm)	Explore rolling – ball / hoops	Explore stopping a ball (small ball)	Explore catching	
Term 6: ATHLETICS	Introduction: Identify children's current understanding of the topic	Running: Demonstrate the difference between running and walking	Jumping: Demonstrate the difference between jumping, hopping and skipping	Throwing: Throw different sized objects for distance	Team Races: Start and finish in a team race	Match Ups: Take part in an athletics event	
Term 6: BALL SKILLS	Review ball skills learnt already using hands and feet	ATTACKING AND DEFENDING: Know how to protect (defend) treasure without touching others.	Know how to retrieve (attack) treasure without touching others.	Match – Up Mini ball skills games using just a ball and feet	Match – Up Mini ball skills games using just a ball and hands	Match-Up Mini-ball skills game using bat and ball	

PALMER – CYCLE A (Year 1) Knowledge Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Assessment Focus
Term 1 GAMES: Invasion Games	Introduction: Identify children's current understanding of the topic	Dribbling: Dribble in different ways with control	Passing: Pass in different ways with accuracy	Receiving: Receive a ball in different ways away from the body	Shooting: Shoot in different ways with accuracy	Match Up: Compete (trying to win) in an invasion game	
Term 1 DANCE – The Rainbow Fish, We're going on a bear hunt. (Year 1 - Unit 4)							
Term 2 GAMES: Multi-skills	Explore static balancing Understand the concept of bases	Aim a variety of large balls at equipment accurately Time running to intercept the path of a ball	Travel in different ways, showing clear transitions between movements Travel in different directions (side to side, up and down)	To practise agility, balance and co-ordination at a circuit station	Use a racket and bean bag to balance	Use a racket and bean bag to hit the beanbag	
Term 2 GYMNASTICS: Flight – bouncing, jumping and landing (Year 1 – Unit D)							
Term 3 GAMES Fundamentals: Football	Observe current understanding and introduce football	Passing: Can throw a ball to another child to simulate a football pass (with Hands)	Receiving: Can control a moving ball from the air to simulate receiving a football (with hands)	Dribbling: Can travel in different directions with a ball (with hands or feet)	Stealing and Defending: Can react with their body anticipating the direction of the ball in order to intercept/steal (with hands or feet)	Shooting and Attacking: Can shoot the ball at a moving object (with hands)	
Term 3 DANCE: Dances from other							

cultures and English folk (Year 2 – Unit 4)							
Term 4 GAMES: Racket Games (lessons 1-6)	<ul style="list-style-type: none"> - Warm Up Shoe-Work Patterns Introducing shoe patterns and the ready position. - Body & Ball Roll & Recover Introducing rolling and receiving a ball. - Racket & Ball Space Explorer Introducing racket hands to roll and receive a ball - Skill Application Floor Tennis Introducing rackets to send and receive a ball 	<ul style="list-style-type: none"> -Warm Up Ready, Spot, Step Developing the 5 fundamental shoe patterns. -Body & Ball Drop Catch Developing confidence in throwing and catching a ball. - Racket & Ball Spot & Roll Developing racket confidence - Skill Application Squirrels & Magpies Developing racket confidence in a pairs challenge 	<ul style="list-style-type: none"> -Warm Up Ladders Developing confidence in shoe patterns. - Body & Ball Drop & Catch Ladders Connecting foot patterns with the ball bouncing and throws - Racket & Ball Serve Catch Introducing a push serve action - Skill Application Target Hoops Developing the push serve with targets and challenges 	<ul style="list-style-type: none"> - Warm Up Patter Cake Developing hand patterns and sequencing. -Body & Ball Balloon Up Introducing a volley action through sending and receiving over a basic net. - Racket & Ball Balloon Hoop Developing a volley action with a target. - Skill Application Balloon Up Challenge Challenges to develop the volley action 	<ul style="list-style-type: none"> -Warm Up Hoop Up, Spot Down Linking body and shoe movements with direction. - Body & Ball Lily Pond Developing throw and catch sequences in pairs - Racket & Ball Up & In Introducing an upward tapping action with rackets - Skill Application Team Up & In Upward tapping action team challenges 	<ul style="list-style-type: none"> - Warm Up Warm Up Match Linking key words to shoe and hand patterns - Body & Ball Hand Tennis Introducing a throw and catch rally. - Racket & Ball Over & In Introducing rallying with rackets - Skill Application Team Hand Tennis Introducing a scoring system and understanding IN and OUT. 	
TERM 4 GYMNASTICS: Pathways – Straight, zig-zag and curving. (Year 2 – unit I)							
TERM 5 GAMES: Rounders / cricket theme	<ul style="list-style-type: none"> Show some different ways of hitting, throwing and striking a ball. 	<ul style="list-style-type: none"> Play as a fielder and get the ball back to a STOP ZONE 	<ul style="list-style-type: none"> Hit a ball or bean bag and move quickly to score a range of points 	<ul style="list-style-type: none"> Begin to follow some simple rules (carrying the bat, not over taking someone). 	<ul style="list-style-type: none"> Learn the role of backstop. 	<ul style="list-style-type: none"> Participate in team games, developing simple tactics for attacking and defending. 	

			(further distance scores more points)				
TERM 5 SWIMMING							
TERM 6 ATHLETICS	Introduction: Identify children's current understanding of the topic	Running: Demonstrate the difference between running, jogging and walking	Jumping: Jump for distance and height	Throwing: Throw different sized objects for distance and height	Team Races: Take turns quickly in a team race	Match Ups: Take part effectively in an athletics event	
TERM 6 SWIMMING							

PALMER – CYCLE B (Year 2) Knowledge Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Assessment Focus
Term 1 GAMES: BALL SKILLS	Introduction: Identify children's current understanding of the topic	Dribbling: Dribble in different ways using left and right hands/feet	Passing: Pass in different ways with speed and accuracy	Receiving: Receive a ball from different heights and distances	Shooting: Shoot in different ways over different distances	Match Up: Compete showing effective ball control without pressure in an invasion game	
Term 1 DANCE: Streamers, Conkers and playing with a ball (Year 1 – Unit 1)							
Term 2 GAMES: Multi-skills	Explore balances on different body parts	Use a racket and sponge ball to balance Use a racket and sponge ball to bounce the ball up and down	Use a racket and sponge ball to bounce the ball off the ground	Time running to intercept the path of a ball successfully	To practise agility, balance and co-ordination at a circuit station	Use a variety of different sized balls to aim at equipment accurately Understand the importance of rules	

Term 2 GYMNASTICS: Rocking and rolling. (Year 1 – Unit D)							
Term 3 GAMES Fundamentals - Football	Observe current understanding and introduce football	Passing: Can pass a ball to a non moving object or child (with feet)	Receiving: Can control a moving ball from the ground (with feet)	Dribbling: Can dribble a ball at different speeds, whilst changing direction (with feet)	Stealing and Defending: Can forcefully within the rules steal the ball from another players feet (with feet)	Shooting and attacking: Can shoot the ball at a stationary object (with feet)	
Term 3 DANCE: The Cat, Balloons, Reach for the Stars (Year 2 – Unit 1)							
Term 4 GAMES: Racket games Mini-red tennis – lessons 1-6	<ul style="list-style-type: none"> - Warm Up Shoe-Work Patterns Introducing shoe patterns and the ready position. - Body & Ball Roll & Recover Introducing rolling and receiving a ball. - Racket & Ball Space Explorer Introducing racket hands to roll and receive a ball - Skill Application Floor Tennis Introducing rackets to send and receive a ball 	<ul style="list-style-type: none"> -Warm Up Ready, Spot, Step Developing the 5 fundamental shoe patterns. -Body & Ball Drop Catch Developing confidence in throwing and catching a ball. - Racket & Ball Spot & Roll Developing racket confidence - Skill Application Squirrels & Magpies Developing racket confidence in a pairs challenge 	<ul style="list-style-type: none"> -Warm Up Ladders Developing confidence in shoe patterns. - Body & Ball Drop & Catch Ladders Connecting foot patterns with the ball bouncing and throws - Racket & Ball Serve Catch Introducing a push serve action - Skill Application Target Hoops Developing the 	<ul style="list-style-type: none"> - Warm Up Patter Cake Developing hand patterns and sequencing. -Body & Ball Balloon Up Introducing a volley action through sending and receiving over a basic net. - Racket & Ball Balloon Hoop Developing a volley action with a target. - Skill Application Balloon Up Challenge 	<ul style="list-style-type: none"> -Warm Up Hoop Up, Spot Down Linking body and shoe movements with direction. - Body & Ball Lily Pond Developing throw and catch sequences in pairs - Racket & Ball Up & In Introducing an upward tapping action with rackets - Skill Application Team Up & In Upward tapping 	<ul style="list-style-type: none"> - Warm Up Warm Up Match Linking key words to shoe and hand patterns - Body & Ball Hand Tennis Introducing a throw and catch rally. - Racket & Ball Over & In Introducing rallying with rackets - Skill Application Team Hand Tennis Introducing a scoring system and understanding IN and OUT. 	

			push serve with targets and challenges	Challenges to develop the volley action	action team challenges		
TERM 4 GYMNASTICS: Turning, Spinning and twisting. (Year 2 – Unit J)							
TERM 5 GAMES: CRICKET	Observe current understanding and introduce a striking and fielding game	Fielding – intercepting the ball: Can intercept a moving ball from the floor with 1 hand whilst they are stationary	Fielding – returning the ball: Can perform a stationary under arm throw with accuracy	Batting: Can strike a bouncing ball towards a target	Bowling: Can under arm bowl a ball with accuracy most of the time	Match Up: Play a striking and fielding match appropriate to the children’s ability	
TERM 5 SWIMMING							
TERM 6 ATHLETICS	Introduction: Identify children's current understanding of the topic	Running: Run demonstrating acceleration and deceleration	Jumping: Jump using arms and legs to give body swing	Throwing: Throw an object with accuracy	Team Races: Take turns swapping object in a team race	Match Ups: Compete (trying to win) in an athletics event	
TERM 6 SWIMMING							

MOORE – CYCLE A (Year 3) Knowledge Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Assessment Focus
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Term 1 GAMES Fundamentals - football	Observe current understanding and introduce football	Passing: Can pass a ball to a moving child (with feet)	Receiving: Can control a moving ball from the ground when you are moving (with feet)	Dribbling: Can dribble a ball effectively around stationary objects (with feet)	Stealing and defending: Can mark a player who is off the ball to gain an advantage in a game	Shooting and attacking: Can shoot the ball at a moving object (with feet)	
Term 1 DANCE: Who am I? Language of Dance. (Year 3 – Unit 1)							
Term 2 GAMES: NETBALL	Footwork and ball handling skills To understand the basic principles of the footwork rule. To be able to run and land correctly without a ball. To develop ball handling in pairs through small activities	Passing skills To introduce chest and shoulder pass and when it should be used in the game. To develop footwork by receiving a ball and landing correctly by driving onto the ball.	Landing, pivoting and passing To introduce pivoting in order to pass to a player in a space. To develop into a 3 v 1 small sided game to experience moving into a space to receive the ball in order to keep possession	Moving, receiving and passing To develop movement onto the ball in small groups. To introduce angled leads onto the ball to keep possession. To introduce idea of working as part of a team to move the ball towards a goal. -Marking a player To introduce the idea of defending by keeping a player out of the game. To learn the rule that players must pass the ball within 5 seconds. To introduce basic tactics of defending, to encourage players to time the pass correctly.	Shooting To introduce the basic shooting technique and develop footwork to land correctly. To learn which players in a team are allowed to shoot. To develop into a 3 v 1 passing game to combine passing and shooting	Understanding the high 5 game To combine all skills taught to play the 5 a side game. To introduce the idea of organizing a team and working together. To develop simple tactics in order to keep possession.	
Term 2 GYMNASTICS:							

Stretching, Curling and Arching. (Year 3 – Unit L)							
Term 3 GAMES: Hockey	Begin to show how to hold a hockey stick and which side to use.	Use a simple push pass to another team mate.	Dribble the ball keeping it close to me using the correct side of stick.	Show some signs of approaching a player to tackle and cause pressure.	Show some signs of approaching a player to tackle and cause pressure.	Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.	
Term 3 DANCE: These shoes are made for walking. (Year 4 – Unit 1)							
Term 4 GAMES: TENNIS	<ul style="list-style-type: none"> -Warm Up Colour Play Developing right and left hand confidence with direction - Body & Ball Puma Play Introducing aiming at targets and developing reactions - Racket & Ball Double Defender Rolling at targets and tapping back using rackets - Skill Application Planet Earth Defenders Aiming at targets and applying simple 	<ul style="list-style-type: none"> - Warm Up Rats & Rabbits Develop hand and shoe movement confidence - Body & Ball Shadows Develop hand and shoe movement whilst tracking a ball - Racket & Ball Throw, catch, hit Developing hitting towards targets - Skill Application Floor/ Tap Tennis Playing a rally game, using forehand and backhand actions 	<ul style="list-style-type: none"> - Warm Up Clap & Catch Throw, catch, bounce sequences - Body & Ball Ace Slam Battle Developing an understanding of ball flight with targets - Racket & Ball Elephant Play Introducing the words and actions for forehand and backhand - Skill Application Floor/ Tap Tennis Playing a rally game, using 	<ul style="list-style-type: none"> - Warm Up Dishes & Domes Developing agility and shoe movement confidence - Body & Ball Toss & Cross Introducing the upward toss of the ball for serving - Racket & Ball Serve & Catch Developing an overarm tap serve - Skill Application 4's a Treat Throw serve game with forehand and backhand returns 	<ul style="list-style-type: none"> - Warm Up Relay Races Practicing racket and ball skills - Body & Ball Mix & Switch Understanding the bounce of the ball and developing lunges - Racket & Ball Skill Stations Applying racket and ball skills in a series of skill stations - Skill Application Skill Stations Applying racket and ball skills in a series of skill 	<ul style="list-style-type: none"> - Warm Up Meet Up Applying movement skills with ball bouncing - Body & Ball Play & Call Throw rally games, scoring points - Racket & Ball Rally Rackets Throw, catch and racket rally game - Skill Application Mini Games Catch, throw, racket game with mini courts and scoring 	

			forehand and backhand actions		stations with scoring		
TERM 4 GYMNASTICS: Balance leading into change of front or direction (Year 4 – Unit R)							
TERM 5 GAMES: CRICKET	Observe current understanding and introduce a cricket game	Fielding – intercepting the ball: Can intercept a moving ball from the floor with 2 hands whilst they are moving in different directions towards the ball	Fielding – returning the ball: Can perform a moving pick up into an underarm throw	Batting: Can strike a ball that has been drop fed towards a target Stretching, curling, arching	Bowling: Can over arm bowl a ball from a stationary position	Match Up: Play a cricket match appropriate to the children’s ability	
TERM 5 SWIMMING							
TERM 5/6 OAA	Work cooperatively to solve group / paired challenges • Listen to and evaluate all ideas and suggestions • Contribute to the group discussion by speaking clearly and offer constructive suggestions	Explore different methods of communication (verbal / non-verbal) and decide which is most effective for you • Demonstrate a willingness to trust others and accept support	Give clear and concise instructions • Follow instructions and accept support from a partner (verbal / physical) • Recognise when your partner needs support	Plan the task carefully with each group member contributing their ideas • Work as a team to solve the problem • Explain how you solved the task	Demonstrate understanding of the concept of a basic map • Navigate your way around a simple orienteering course • Understand the term ‘orientate or ‘setting’ a map	Design and create a route for others to follow • Follow a route using a simple map • Describe safety considerations when orienteering	
TERM 6 SWIMMING							
TERM 6 ATHLETICS	Introduction: Identify children's current understanding of the topic	Running: Demonstrate effective running for a short race and long race, showing a difference between them	Jumping: Jog into an effective jump	Throwing: Throw an object for distance with accuracy	Team Races: Take turns quickly swapping an object in a team race	Match Ups: Compete (trying to win) in various athletics events	

MOORE – CYCLE B (Year 4) Knowledge Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Assessment Focus
Term 1 GAMES: TAG RUGBY	Introduction: Introduce the game and observe current understanding	Passing: Can hold a rugby ball effectively whilst passing accurately	Receiving: Can receive a rugby ball effectively showing control (able to catch ready for the next move)	Evasive running: Can perform a side step to evade a moving defender	Defending Skills: Can steal another players tag effectively	Match Up: Can play a tag rugby match appropriate to children’s ability	
Term 1 DANCE: The Romans (based on Year 3 – Unit 2)	Introduction of the stimulus for creating dance: escaping from the Romans invasion then being captured. -in house groups, one after the other run across the space. Then add in a change of level by putting in a roll (avoiding Romans) - capture – change of pace –slaves in chains	Revisit section one of dance from last week – look at how it could be improved. -Show images of Roman gladiator poses. The slave have now been taken to the market and are being sold to gladiator trainers – copying positions. Timing and linking movements – whole class.	Revisit dance so far – look at how it could be improved. Look again at the images of Roman gladiator poses. They have now been bought and sent for gladiator training – working with a partner choose / create your own pairs of contrasting gladiator poses (4 each). Once decided look at how they can transition from one to another eg: roll, jump, turn etc. Revisit dance from the beginning with new section.	Revisit dance from the beginning again. Discuss the structure of a dance with a beginning, middle and end. Where do they think we are? What do they think will be next. -Gladiator fights at the coliseum and the crowd spectating. -Split the class into 3 groups – crowd; fighting gladiators and soldiers. Explain the part of each group and that they will have 16 counts in the music for their part. Discuss what the crowd and soldiers will be doing. Give each group 4-8 counts of movement to start from.	Revisit dance so far again. Explain that they are now in the end section of the dance – what do they think could happen? -Romans invade and catch more slaves -Gladiators have been killed so they need to train more. Repeat the escape section from week one. Explain the form of the dance they have created is ABCA. Practice dance from the beginning. Talk about what will make it a performance.	Performance week. Practice dance a few times. Look at what makes it a performance – children to step out and watch and provide constructive criticism. Video whole dance. Perform dance to audience eg: another invited class.	
Term 2 GAMES: BASKETBALL	Take notes on current general ability of children to aid planning	Dribble in different ways changing speed and direction	Pass in different ways whilst moving	Receive a ball whilst moving	Shoot whilst moving	Compete making correct decisions in the invasion game	

<p>Term 4 GAMES: TENNIS</p>	<ul style="list-style-type: none"> -Warm Up Colour Play Developing right and left hand confidence with direction - Body & Ball Puma Play Introducing aiming at targets and developing reactions - Racket & Ball Double Defender Rolling at targets and tapping back using rackets - Skill Application Planet Earth Defenders Aiming at targets and applying simple 	<ul style="list-style-type: none"> - Warm Up Rats & Rabbits Develop hand and shoe movement confidence - Body & Ball Shadows Develop hand and shoe movement whilst tracking a ball - Racket & Ball Throw, catch, hit Developing hitting towards targets - Skill Application Floor/Tap Tennis Playing a rally game, using forehand and backhand actions 	<ul style="list-style-type: none"> - Warm Up Clap & Catch Throw, catch, bounce sequences - Body & Ball Ace Slam Battle Developing an understanding of ball flight with targets - Racket & Ball Elephant Play Introducing the words and actions for forehand and backhand - Skill Application Floor/Tap Tennis Playing a rally game, using forehand and backhand actions 	<ul style="list-style-type: none"> - Warm Up Dishes & Domes Developing agility and shoe movement confidence - Body & Ball Toss & Cross Introducing the upward toss of the ball for serving - Racket & Ball Serve & Catch Developing an overarm tap serve - Skill Application 4's a Treat Throw serve game with forehand and backhand returns 	<ul style="list-style-type: none"> - Warm Up Relay Races Practicing racket and ball skills - Body & Ball Mix & Switch Understanding the bounce of the ball and developing lunges - Racket & Ball Skill Stations Applying racket and ball skills in a series of skill stations - Skill Application Skill Stations Applying racket and ball skills in a series of skill stations with scoring 	<ul style="list-style-type: none"> - Warm Up Meet Up Applying movement skills with ball bouncing - Body & Ball Play & Call Throw rally games, scoring points - Racket & Ball Rally Rackets Throw, catch and racket rally game - Skill Application Mini Games Catch, throw, racket game with mini courts and scoring 	
<p>TERM 4 GYMNASTICS – rolling (Year 4 – unit s)</p>	<p>Lesson 1 – Val Sabins</p> <ul style="list-style-type: none"> -travel on large body part -curl up and roll like a hedgehog -travel rocking and rolling -mats – run around – empty mat- curl up roll across it stand and move on -recap different types of roll. 	<p>Lesson 2 – Val Sabins</p> <ul style="list-style-type: none"> -stand – sink – sideways roll – stand- -Practice different rolls to stand – extension cards for more able -roll and finish in a bridge shape -roll to and from different body shapes 	<p>Lesson 3 – Val Sabins</p> <ul style="list-style-type: none"> -run, jump, sink, roll -travel bouncing on two feet – different pathways -move without stopping vary speed – take weight on as many different body parts as possible -two different rolls – legs apart and finish together 	<p>Lesson 4 – Val Sabins</p> <ul style="list-style-type: none"> -rock to stand with partner or alone -practise two rolls linked together with travelling movement -change the pace of the rolls one quick and one slow -apparatus – can you roll ;under, around, on it? 	<p>Lesson 5 – Val Sabins</p> <ul style="list-style-type: none"> -sit on floor legs apart and roll around (teddy bear roll) -link together two rolls -with a partner practise different shaped jumps in different relationships to each other -choose a favourite jump and link it to a roll – travel, jump, roll – do it with partner 	<p>Lesson 6 – Val Sabins</p> <ul style="list-style-type: none"> -introduce backward roll and teach rocking and hand position -if ok move onto teaching backward roll -stand in space – stand – sink – roll – bridge shape -with partner return to sequence from last week and add a balanced bridge shape in and a different roll. 	

			-join two rolls together with travelling bouncing on feet		-	-add in a travel away and back together again.	
TERM 5 GAMES: CRICKET	Observe current understanding and introduce a cricket game	Fielding – intercepting the ball: Can intercept a moving ball from the floor with 1 hand whilst moving in different directions towards the ball	Fielding – returning the ball: Can perform a stationary overarm throw with accuracy	Batting: Can strike a ball that has been bowled	Bowling: Can over arm bowl a ball from a stationary position towards a target	Match Up: Play a cricket match appropriate to the children’s ability	
TERM 5 SWIMMING							
TERM 5/6 OAA	Create symbols for use on an orienteering map and agree class symbols • Plot symbols onto a school map and agree on an accurate school map for class use • Demonstrate ability to operate safely in small groups when working outside	Complete a simple ‘star’ orienteering activity in pairs / groups • Record information accurately and neatly • Follow rules when completing a star orienteering activity	Plan and undertake a journey from A to B around the school grounds • Draw a simple map of the route • Assess the potential risks associated with your journey and areas to avoid	Follow a journey planned by another group • Give thoughtful feedback that helps others improve their planning • Plan a simple journey off-site e.g. a local park or point of interest • Make a list of items you need to take on a journey and understand why they are important	Undertake a planned journey off-site • Understand the potential hazards of the journey • Recognise the safety and environmental considerations (country code) that must be adhered to when undertaking a journey	Plan carefully in groups and then work together to build a shelter from the equipment provided • Describe 3 things to consider when planning where to build a shelter • Evaluate other groups shelters using agreed criteria	
TERM 6 SWIMMING							
TERM 6 ATHLETICS	Introduction: Identify children's current understanding of the topic	Running: Run with a full stride to achieve maximum speed	Jumping: Jog before hurdling over an object effectively	Throwing: Throw an object for distance and height with accuracy	Team Races: Take turns in a relay race by receiving an object from behind	Match Ups: Compete (trying to win) as part of a team	

CAMERON – CYCLE A (Year 5) Knowledge Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Assessment Focus
Term 1 GAMES: Tag Rugby	Introduction: Introduce the game and observe current understanding	Passing: Can hold a rugby ball effectively whilst passing accurately over a long distance	Receiving: Can receive the ball effectively showing control over different distances	Evasive running: Can show agility to evade more than one defender	Defending Skills: Can steal another players tag effectively in a game situation	Match Up: Can play a tag rugby match appropriate to children's ability	
Term 1 DANCE: The World of Sport / Mix and Match (Year 6 – Unit 1)							
Term 2 GAMES: NETBALL	Passing: Revise and demonstrate the different passes used in netball; chest pass, bounce pass and shoulder pass.	Footwork: Recap passes used in Netball. Demonstrate the footwork rule and how to pivot with the ball. Remind children in Netball they are only allowed to hold the ball for 3 seconds, otherwise it is given to the opposition.	Dodging: Introduce to children the different types of doges used in Netball; faint dodge, double dodge, sprint dodge and spin dodge. Make children aware of the contact rule and that the ball goes to the opposition if they cause contact. Also introduce the obstruction rule when marking the opponent and the best way to mark	Attack, Defend and Shoot: Recap the different types of dodges. <i>When might you use these doges? What is the difference between attacking and defending?</i> Introduce children to shooting. Demonstrate a good technique for shooting, using one hand to support the ball. Remind children of the footwork rule while shooting, as well as, obstruction and the three second rule.	Positions in High Five: Talk to the children about different positions in the team and the roles of players in these positions. Talk to them about how they help the team e.g. making space, attacking, defending, shooting etc. Teach the children to recognise the best parts of the pitch from which to score and how to defend these parts.	Play a game of High Five incorporating all the rules learnt so far: Remind children of all the different skills and rules they have learnt over the series of lessons. Allow them to apply everything they have learnt into a game situation.	
Term 2							

GYMNASTICS: Bridges (Year 5 – Unit T)							
Term 3 GAMES: HOCKEY	Change direction and use the correct side of stick, sometimes using indian dribbling (alternating sides of stick while dribbling) to avoid defenders.	Choose between the two passes (push/slap) and explain simply why.	Make a direct pass while dribbling.	Begin to use stick to mark a player from the side line causing them difficulty.	Successfully score while in the scoring area.	Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.	
Term 3 DANCE: Tudor Dances (Years 3-6)							
Term 4 GAMES: TENNIS Mini-red tennis lessons 13-18	-Warm Up Colour Play Throw & Go Developing hand and shoe movements in combination -Body & Ball Puma Play Aiming at targets with hands and rackets -Racket & Ball Racket Receivers Developing forehand and backhand actions, aiming at targets -Racket & Ball Racket Receivers Developing forehand and backhand actions, aiming at targets	-Warm Up Criss Cross Catch Throwing and catching, building rhythm and sequence. -Body & Ball Through the Legs Developing reactions to a moving ball. -Racket & Ball Colour Up Forehand and backhand return practice. -Skill Application Double Trouble Serve and receive rally game.	-Warm Up Shadow Rackets Improving shoe and body movement for selected shots. -Body & Ball Ace Slam Tracking the flight of the ball. -Racket & Ball Elephant Play Developing forehand and backhand actions. -Skill Application Team of Teams Forehand and backhand throw and hit challenges.	-Warm Up Rock Drop Introducing playing into the space -Body & Ball Toss & Cross Developing an overarm serving action. -Racket & Ball Blitz Hits Developing serving and sending / receiving actions. -Skill Application Play & Call Throw and hit game aiming for space.	-Warm Up Walking the ball Developing competence in movement using sequences. -Body & Ball Net Cross Throwing and catching to develop a volley action. -Racket & Ball Push Volleys Developing the volley action with rackets. -Skill Application Step Back Volleys Developing the volley action and applying it in a competitive game.	-Warm Up Ladders Shoe patterns in sequence, linking to a sending-receiving action. -Body & Ball Hand Tennis Throw and catch game on a court. -Racket & Ball Tap Serve Rally Mini court game with tap serve and rallies. -Skill Application Mini Matches Mini court tennis with scoring.	

TERM 4 GYMNASTICS: Synchronisation and Canon (Year 6 – Unit Y)							
TERM 5 GAMES: CRICKET	Observe current understanding and introduce a cricket game	Fielding – intercepting the ball: ball with 2 hands whilst moving in different directions towards the ball	Fielding – returning the ball: Can perform a moving pick up into an overarm throw	Batting: Can strike a ball that has been bowled towards a target	Bowling: Can over arm bowl a ball with a short approach	Match Up: Play a cricket match appropriate to the children’s ability	
TERM 5 SWIMMING							
TERM 5/6 OAA	Demonstrate how to warm up and cool down safely for bouldering activities • Demonstrate an understanding of the safety considerations essential when bouldering I.E. ‘spotting’ • Practice finding and using appropriate hand and foot holds • Develop trust with a partner in order to give and accept support	Demonstrate effective footwork techniques • Use the correct terms to describe what they are doing • Evaluate the effectiveness of each of the techniques learned	Traverse across the wall using routes of varying difficulty • Provide constructive support and feedback to others • Apply previously learned skills to complete the tasks	Apply learned techniques to climb in the most efficient manner • Memorise moves learned from individual sections to successfully complete a longer continuous traverse • Improve own learning and performance through reflective thinking and actions • Persevere to overcome difficult challenges	Undertake a planned journey • Demonstrate understanding of the safety measures that have been considered and an understanding of the Country Code • Understand the benefits of using a route card to include distances, route description and compass bearings	Undertake a planned journey • Demonstrate understanding of the safety measures that have been considered and an understanding of the Country Code • Understand the benefits of using a route card to include distances, route description and compass bearings	
TERM 6 SWIMMING							
TERM 6 ATHLETICS	Introduction: Identify children's Current understanding of the topic	Running: Run a race showing an understanding of pacing the run	Jumping: Run before hurdling over an object effectively	Throwing: Throw an object using the whole body	Team Races: Take turns in a relay race by receiving an object from behind whilst moving forwards	Match Ups: Compete and succeed in an athletics event (degree of success, noted by positioning in events against	

						those of similar physical development)	
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CAMERON – CYCLE B (Year 6) Knowledge Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Assessment Focus
Term 1 GAMES: Tag Rugby	Introduction: Introduce the game and observe current understanding	Passing: Can hold a rugby ball effectively whilst passing accurately on the move	Receiving: Can receive the ball effectively with control over different distances whilst moving	Evasive running: Can show agility to evade more than one defender whilst changing speed and direction	Defending Skills: Can effectively defend as part of a team	Match Up: Can play a tag rugby match appropriate to children's ability	
Term 1 DANCE: City Life (Year 5 – Unit 3)							
Term 2 GAMES: BASKETBALL	Take notes on current general ability of children to aid planning	Dribble in different ways with control under pressure	Pass in the best way with speed and accuracy under pressure	Receive a ball under pressure linking with other skills	Shoot in different ways under pressure linking with other skills	Compete and succeed individually and as a team player in an invasion game (degree of success, noted by moments noticed within the invasion game environment)	
Term 2 GYMNASTICS: - Flight (Year 5 – unit U)	Lesson 1 – Val Sabins -travel around move with feet together. -repeat in low position – bunny hops , rolls, -move around feet far apart eg: leaps, cartwheels, strides. -jumps from one foot to one foot or one to the other – hop and scissor jump. -travel feet wide apart but body close to floor – straddle bunny jumps -link two movements one high, one low, one	Lesson 2 – Val Sabins -experiment with range of jumps -stand, sink, roll, stand -run, jump, sink, roll -link different types of jumps to different types of rolls - with partner – run, jump, roll side by side -practice with partner to get best jump for a high take off	Lesson 3 – Val Sabins -travel using hopscotch -practise all 5 types of jump -join together two jumps one straight after the other -find which combinations make it easier to go higher or further -join a hop, step, jump to two feet. Join 3 jumps for height. -develop sequence of jumps not in a straight line	Lesson 4- Val Sabins - jumps on spot landing two feet -spot link different combinations of jumps to give push -practice jumping in certain directions - jump in one direction and link on a roll -then add on a travel back to starting position - apparatus – spring on, move over , off and away	Lesson 5 – Val Sabins -trot and add in jumps to turn clockwise / anticlockwise ¼, ½, ¾ or full turn. - on mats run, turning jump, sink roll, jump -trotjump and land on one foot - mats – run, turning jump land on one foot roll, jump -travel onto apparatus with hands leading, spring off	Lesson 6 – Val Sabins -find favourite 2 ways of travel, jump and roll -join flight from feet to hands eg cat spring, round off. -show balanced position to begin sequence and move in to sequence then balanced position at end. Travel towards apparatus, spring on, use it , spring off, and roll away.	

	feet together one foot apart – show a moment of flight.		-spring on and off apparatus.		showing ¼ or ½ turn in air.		
Term 3 GAMES: HOCKEY	Use speed, changing of direction and indian dribbling to advance towards team's goal.	Use a range of passes knowing which one depending on the distance of the pass.	Dribble and change direction by making a square pass (across the pitch) or straight pass (up/down the pitch).	Know when to defend and what defence skills could be used.	Seize an opportunity to score, sometimes quite quickly.	Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.	
Term 3 DANCE: Flight from Danger (Year 6 – Unit 4)							
Term 4 GAMES: TENNIS	-Warm Up Colour Play Throw & Go Developing hand and shoe movements in combination -Body & Ball Puma Play Aiming at targets with hands and rackets -Racket & Ball Racket Receivers Developing forehand and backhand actions, aiming at targets -Racket & Ball Racket Receivers Developing forehand and backhand actions, aiming at targets	-Warm Up Criss Cross Catch Throwing and catching, building rhythm and sequence. -Body & Ball Through the Legs Developing reactions to a moving ball. -Racket & Ball Colour Up Forehand and backhand return practice. -Skill Application Double Trouble Serve and receive rally game.	-Warm Up Shadow Rackets Improving shoe and body movement for selected shots. -Body & Ball Ace Slam Tracking the flight of the ball. -Racket & Ball Elephant Play Developing forehand and backhand actions. -Skill Application Team of Teams Forehand and backhand throw and hit challenges.	-Warm Up Rock Drop Introducing playing into the space -Body & Ball Toss & Cross Developing an overarm serving action. -Racket & Ball Blitz Hits Developing serving and sending / receiving actions. -Skill Application Play & Call Throw and hit game aiming for space.	-Warm Up Walking the ball Developing competence in movement using sequences. -Body & Ball Net Cross Throwing and catching to develop a volley action. -Racket & Ball Push Volleys Developing the volley action with rackets. -Skill Application Step Back Volleys Developing the volley action and applying it in a competitive game.	-Warm Up Ladders Shoe patterns in sequence, linking to a sending-receiving action. -Body & Ball Hand Tennis Throw and catch game on a court. -Racket & Ball Tap Serve Rally Mini court game with tap serve and rallies. -Skill Application Mini Matches Mini court tennis with scoring.	

TERM 4 GYMNASTICS – Counter-balance and counter-tension (Year 6 – Unit A*)	Lesson 1 – Val Sabins -find a partner – make an arch – take a foot off the ground and still maintain balance. -back to back balance -experiment with balances where you are pushing against each other, matching or mirroring but make a different shape with your body or push with different body parts. -choose one balance – start away from the mat, travel into balance, hold for 3 secs and then move away -push against apparatus to hold a balance.	Lesson 2 – Val Sabins -practice counter-balance positions from last week -counter-balance at different level to partner and different shape -work out how to move into balance explosively using a jump and move away using a turning or rolling movement -joint this onto last weeks sequence	Lesson 3 – Val Sabins -face partner grip hands or wrists – toes close together and slowly pull arms tense and lean away from each other -release one hand and stretch away -release a leg -pull against a different part of partners body and maintain a counter tension balance -choose a balance, move into it using canon and move away slowly showing matching or mirroring movements	Lesson 4- Val Sabins -practice counter-tension balances from last week -experiment with counter tension balances both on different levels. -move into it using springing on hands or feet and move away using synchronised movements -join this onto sequence from last week	Lesson 5 – Val Sabins -use some of balances learnt over the last 4 weeks and link them together to form one long sequence containing at least 8 elements. Look at variations in shape, speed and direction – work with music. -map the pathways you take on paper – check it contains travel, jump, and turn as well as balances.	Lesson 6 – Val Sabins -apparatus – travel in out, under, over, along and through. -work with partner look at sequence created last lesson and work out how to adapt the balances and methods of entry and exit onto the apparatus. Use same music. -check all elements are included still.	
TERM 5 GAMES: CRICKET	Observe current understanding and introduce a cricket game	Fielding – intercepting the ball: Can intercept an aerial ball with 2 hands whilst stationary	Fielding – returning the ball: Can select the appropriate method of returning the ball (overarm/underarm/rolling)	Batting: Can strike a ball that has been bowled in different directions	Bowling: Can over arm bowl a ball with a short approach with accuracy	Match Up: Play a cricket match appropriate to the children’s ability	
TERM 5 SWIMMING							
TERM 5/6 OAA	Devise and implement practical solutions to given problems • Work collaboratively to ensure that the group arrives at an agreed decision • Evaluate the effectiveness of the decision making process and discuss	Work collaboratively to solve the problem • Generate ideas and express them to the group • Evaluate how effective your methods were	Develop expertise in the orienteering skills of orientating a map, following a course, and recognition of relevant map symbols • Successfully record information • Demonstrate an	Plan a short loop course for another pair to follow • Improve confidence in map reading and the transfer of information from map to ground • Provide advice and constructive feedback	Apply skills of orienteering including thumbing the map, route choice and symbol recognition • Plan the most efficient route so that the course is completed in the quickest time •	Develop map reading skills • Complete the orienteering course in the fastest time possible competing against a partner • Listen carefully to instructions	

	how it may be improved		understanding of the relationship between pacing and distance • Apply safety considerations when completing the practical task		Identify the key navigation skills required		
TERM 6 SWIMMING							
TERM 6 ATHLETICS	Introduction: Identify children's Current understanding of the topic	Running: Start and finish a race with technique	Jumping: Link hopping, skipping and jumping	Throwing: Throw an object demonstrating a follow through technique	Team Races: Take turns in a relay race by receiving an object from behind whilst running forwards	Match Ups: Compete and succeed in various athletics events (degree of success, noted by positioning in events against those of similar physical development)	

Physical Education Vocabulary

Please use the following when teaching Physical Education.

Early Years Physical Development Vocabulary

DANCE	GYMNASTICS		GAMES	ATHLETICS
Slithering	Forwards	Balance	Throw	Walk
Shuffling	Backwards	Tip toe	Catch	Jog
Rolling	Sideways	Big steps	Kick	Throw
Crawling	Bench	Small steps	Roll	Target
Walking	Mat	Squat	Partner	Jump
Running	Table	Climb	Aim	Run
Skipping	Roll	Reach up	space	Hop
Sliding	Long	Pull up	Target	Skip
Hopping	Slow		hoop	Fast

Control	On	Catch	Pass
Coordination	Off	2 hands	In pairs
Tall	Stretched	1 hand	Running
Crouch	Curled	Higher	Space
Bend	Tuck	Lower	Gallop
Balance	Body parts	Dribble	Direction
Straight up, down	Tall	control	1 foot to 2 feet
Curvy, soft	Small	Strike	Stop
Zigzag	Shape	Power	Slow
Flow	Hold	Force	Dodge
Loop the loop	Still	Aim	Freeze
	Jump	Goal!	Tag
	Hop	Avoid	
	Bounce	Speed	
	Travel	Around	
	Copy	In and out	

Key Stage 1 Physical Education Vocabulary

DANCE	GYMNASTICS		GAMES	ATHLETICS	OAA	SWIMMING
Travel	Place	bottom	Avoiding			
Stillness	Stretch	back	Tracking a ball			
Direction	Push	around	Rolling			
Space	Pull	through	Striking			
Beginning	Hop	extension	Overarm throw			
Middle	Skip	roll	Bouncing			
End	Step	copy	Catching			
Feelings	Spring	pathway	Free space			
Body parts	Crawl	along	Own space			
Levels	still	jump	Opposite			
Directions	slowly	land	Team			
	tall	balance				

Pathways Speed Rhythm	long wide narrow up down forwards high low elbows In front Speed Slow fast Shape Long Land Off High Low Stretch Point Balance	tension curved straight zig-zag shape over hang grip Twisted Curled Level Medium Backwards Sideways Forwards Zig zag Angular Under Through Behind Smooth Sequence Height	Rebound Follow Aiming Speed Direction Passing Controlling Shooting Scoring	Throw High Low Skip Aim Fast Slow Safely Step Bounce Jump Leap Hop Repeat Run Target Overarm Underarm Walking Jogging Accelerate Baton Relay Push Take off Landing Evaluate Improve		
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Lower Key Stage 2 Physical Education Vocabulary

DANCE	GYMNASTICS	GAMES	ATHLETICS	OAA	SWIMMING
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Space	Flow	90 degrees		Sling	Alphabet	Water
Repeat	Explosive	180 degrees	Keep possession	Pull	Parachute	Proficiently
Dance Phrase	Symmetrical	Leaving	Keep the ball	Distance	Communication	Strokes
Improvisation	Asymmetrical	Approaching	Scoring goals	Sprint	Problem solving	front crawl
Character	Combination	Balance	Keeping score	Steady pace	Map	backstroke
Gesture	Evaluate	Forwards	Making space	Accuracy	Route	breaststroke
Repetition	Improve	Backwards	Pass/send/receive	Height	Key	butterfly
Action and reaction	Stretch	Combine	Dribble	Record	Symbol	safety
Myth	Refine	Rotation	Dodge	Joints	Control	self-rescue
Legend	Adapt	Against	Travel with a ball	Rhythm	Control card	confidence
Costume	Pathway	Towards	Back up	Leading leg	Safety	distance
Prop	Contrasting	Across	Support partner	Measure	Listening	
Pattern	Curled	Evaluate	Make use of space	Underarm	Instructions	
	Stretched	Improve	Points	Overarm	thinking time	
	Suppleness	Height	Goals	Heart beat	solution	
	Strength	Strength	Rules	Pulse rate	Orientation route	
	Inverted	Suppleness	Tactics	Jogging	Co-operation	
	Jump	Stamina	Batting	Walk	Discussion	
	Land	Speed	Fielding	Hurdles	Listen	
	Over	Level	Bowler	Landing	Compass	
	Under	Wide	Wicket	Control	Cardinal points	
		Tucked	Tee	Preferred	Star orienteering	
		Straight	Base	Landing foot	Point to point –	
		Twisted	Boundary	Time	orienteering	
		Constructive	Innings	Stamina		
		Points	Rounder	Obstacles		
		Twist	Backstop	Stance		
		Turn	Court	Diagonal		
		Safety	Target	Approach		
		Refine	Net	Speed		
		Away	Defending	Relay		
			Hitting			
			Stance			
			Offside			
			Pitch			

			Forehand Backhand Volley Overhead Singles Doubles Rally			
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Upper Key Stage 2 Physical Education Vocabulary

DANCE	GYMNASTICS		GAMES	ATHLETICS	OAA	SWIMMING
Dance style	Dynamics	Co-operate	Keeping possession	Sprint	Bearing	Water
Technique	Combination	Audience	Passing	Team	Compass	Proficiently
Formation	Contrasting	Elements	Dribbling	Distance	Direction	Strokes
Pattern	Control	Twist	Shooting	Measure	Control	front crawl
Rhythm	Mirroring	Obstacles	Shield ball	Height	Trail	backstroke
Variation	Matching	Aesthetically	Width	Target	Control card	breaststroke
Improvisation	Accurately	Criteria	Depth	Pacing	Blindfold	butterfly
Unison	Refine	Extension	Support	Rhythm	Problem solving	safety
Canon	Evaluate	Judgement	Marking	Obstacles	Planning	self-rescue
Action	Display	Tension	Covering	Leading leg	Communication	confidence
Reaction	Asymmetry	Inverted	Repossession	Hurdles	Discussion	Water Polo
Motif	Performance	Judge	Attackers	Throwing	Leadership	Synchronised Swimming
Phrase	Create	Dynamics	Defenders	Speed	Safety	Diving
Interpret	Symmetry	Combination	Dodge	Accuracy		Aquafit
	Refinements	Canon	Marking	Take off		Distance
	Assessment		Team play	Stamina		

Exploration	Suppleness Strength Cool down Warm up Muscles Joints Explore Rotation Spin Turn Shape Flight	Counter-tension Counter-balance Criteria Performance Imaginative Parallel Creativity Timing Landing Take-off	Batting Fielding Bowler Wicket Tee Base Boundary Innings Rounder Backstop Court Target Net Defending Hitting Stance Offside Pitch Forehand Backhand Volley Overhead Singles Doubles Rally	Time Projectory Release Performance Accuracy Take off Distance Target Time Position Measure Control Height Run up Hurdles		
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PE - Glossary and Topic Vocabulary Document

Please find below a bank of general terms with their associated definitions, use this to ensure you have accurate understanding of the terms that are commonly used when teaching the subject of PE – these terms have been selected as they will be commonly used in all year groups across the school.

Key Term	Definition
AGILITY	The ability to change the direction of the body in an efficient and effective manner. Pupils can be encouraged to develop their agility through travelling in large and small spaces in gymnastics and dance and in taking part in team games, fitness and other activities involving directional changes

ANALYSE	To examine the nature or structure of something, especially by separating it into its parts, in order to understand or explain it. Pupils should be able to use a variety of methods to analyse their own and others' performances in a range of different activities.
BALANCE	The ability to maintain equilibrium when stationary or moving (i.e. not to fall over) through the coordinated actions of our sensory functions (eyes, ears and the proprioceptive organs in our joints). Static Balance – The ability to retain the centre of mass above the base of support in a stationary position. Dynamic Balance – The ability to maintain balance with body movement. Pupils should be able to balance on two feet before attempting to balance on one foot, on other parts of the body or inverted.
COMPETITIVE SPORT	Competition refers to a contest for some prize, honour or advantage. Although pupils at KS1 and KS2 enjoy a competitive element in activities, the extent and type of competition needs to be age appropriate. KS1 pupils can take part in activities where they compete against their personal bests, which may be rewarded with positive feedback and praise. Pupils can also take part in simple games in groups of 2-4, where attitude and motivation as well as performance are acknowledged. Pupils at KS2 can also compete against their personal bests. KS2 pupils should also take part in differentiated partner and small group or modified games and activities. KS2 pupils may begin to take part in some of the mini versions of sports i.e. Quick Cricket, Red tennis etc. Pupils should also be encouraged to use competition as a way of peer and self-assessment.
CONFIDENT	To be certain about something or feeling sure of oneself and one's abilities. To promote confidence pupils should be appropriately challenged and praised for working to the best of their ability and making progress. In turn, this should motivate and encourage them to have a go and try new things. It is also important pupils feel confident in their teacher's knowledge and ability to support their learning.
CONTROL	To exercise restraint or direction over; dominate; command. Pupils from a young age should be encouraged to focus on controlling their movements. When travelling in a space pupils' attention should be drawn to spatial awareness and moving with control. When performing a sequence or balance, good control through sound body tension should be an expectation and when stopping, pupils should be taught to hold still.
CO-ORDINATION	The ability to control the movement of the body in co-operation with the body's sensory functions, e.g. catching a ball (ball, hand and eye co-ordination).
CORE MOVEMENT	The competency in motor skills and movement patterns needed to perform a variety of physical activities. There are a number of different types of skills: • Cognitive – or intellectual skills that require thought processes • Perceptual – involving interpretation of presented information • Motor – involving movement and muscle control • Perceptual motor – involving the thought, interpretation and movement skills Pupils will be at different levels in their development of core movement skills. Opportunities to develop and assess pupils' core movement skills should be the foundation to physical education.
FAIRNESS AND RESPECT	Fairness and respect within physical education can be demonstrated and developed as follows, by: Fairness <ul style="list-style-type: none"> • Taking turns • Sharing equipment and apparatus • Following rules and making up rules for games • Recognising and accommodating the different abilities of their peers • Sharing ideas and knowledge

	<ul style="list-style-type: none"> • Accepting anyone can take part regardless of their race, religion, gender or sex. <p>Respect</p> <ul style="list-style-type: none"> • Caring for equipment and apparatus • Keeping themselves and others safe i.e. when travelling in a space, moving equipment • Celebrating others' successes, including of opponents • Listening to teachers' instructions • Listening and responding to others' ideas • Understanding everyone has a right to take part regardless of ability • Recognising others' contributions
FITNESS	There are two main types of fitness, health-related and skill-related. In the NCPE, the term is used to refer to health-related fitness. This comprises five components (cardiovascular endurance, muscular strength, muscular endurance, flexibility and body composition). Personal fitness – Personal fitness is the composite level of these five components that an individual possesses at any point in time.
FLEXIBILITY	Flexibility, mobility and suppleness all refer to the range of limb movement around joints. In activities such as gymnastics and athletics pupils can draw on and develop their flexibility using the full range of movement in controlled, focused as well as in dynamic ways. Where possible, skills and positions demanding flexibility are best practised and refined statically (i.e. still) first, before being performed dynamically (i.e. moving).
STRATEGY	The intended or chosen plan to achieve a particular purpose; for example, in the physical education context, the plan to overcome an opponent in a game or to solve a problem in outdoor education.
STRENGTH	The ability of a muscle or muscle group to overcome a resistance. At KS1 and KS2, pupils can develop strength through taking their own body weight, balancing, climbing, hanging, swinging, jumping, skipping, running, or swimming etc.
TACTIC	The particular method used or selected to achieve something.
TECHNIQUE	A technique is the way of performing a skill. Players select different techniques for performing skills on the basis of: Their personal preference – which technique suits their level of skill or confidence The effectiveness of the technique – which technique gives them the most success The situation – which technique is best at a given time and place, and is within the rules.

ACCURACY	To hit a goal/target exactly. Free from mistakes.
AEROBIC	The work of the heart and lungs to use oxygen effectively
BEAT	The rhythm of music
CIRCUIT	A series of exercises, moving round from one to the other
CORE	The muscles around the middle of your body
CORE STRENGTH	Strong muscles at the centre of your body, keep you stable.

DIRECTION	The way in which you travel.
DRIBBLE	To move along in repeated bounces, kicks or pushes.
FOREHAND / BACKHAND	To strike an object with the palm facing forwards or backwards
HEART-RATE	How often your heart beats in a time period. (1min)
IMPROVISE	To perform without planning or practice
MOBILITY	How easy it is to move around.
OVERARM / UNDERARM	Throwing an object under the shoulder or over the shoulder.
PACE	The rate of movement
POSTURE	The way you hold your body.
RALLY	To repeatedly hit an object between two or more people
RHYTHM	Movement marked by the repetition of sound.
SEQUENCE	A pattern where one thing follows another
STAMINA	Being able to keep effort going for a long time
STRIKE	To hit an object.
SYMMETRY	When both sides of something are balanced in form, size, etc
TARGET	An object/mark that you aim something at.
TEMPO	The speed at which music/an activity takes place
TIMING	Being able to adjust your pace to create the most useful result
TRAVELLING	Moving around an area.