**PE**

**Intent:**

At Bocking Primary School we aim to teach a high-quality physical education curriculum that inspires all pupils to succeed and excel in competitive sport, sport for pleasure and other physically – demanding activities. It provides opportunities for pupils to become physically confident in ways that supports their health and fitness. Opportunities are given to experience a wide range of sports and to embed values such as fairness, resilience and respect.

**Aims**

The Bocking curriculum for physical education aims to ensure that all pupils:

* develop competence to excel in a broad range of physical activities
* are physically active for sustained periods of time
* engage in competitive sports and activities
* lead healthy, active lives.

**Key Stage Expectations**

**EYFS**

In Foundation stage, pupils move towards developing good control and co-ordination in small and large movements. Children should be developing fundamental skills with confidence, safely negotiating space and trying new activities in the process.

Pupils are taught to:

* Master basic movements including running, jumping, throwing, hopping, crawling, throwing and catching and begin to apply these in a range of areas.
* Develop balance and agility, negotiate space, adjust speed, change direction and begin to apply these in a range of activities
* Work as part of a group or class, and understand and follow the rules
* Move confidently and in time to music

**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 are 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**

At Bocking we provide swimming instruction in key stage 2.

In particular, pupils are 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.

**Unit Planner**

|  |  |
| --- | --- |
| Year | Sports Units |
| EYFS | Movement DevelopmentGymnastics Ball SkillsWorking with othersThrowing and CatchingFun and Games |
| 1 | Ball SkillsGymnastics / DanceFitness Circuit TrainingInvasion Games YogaAthletics |
| 2 | Ball Skills Gymnastics / Dance Fitness Circuit TrainingNet and Wall Striking and FieldingAthletics |
| 3 | NetballGymnastics / DanceFitness Circuit TrainingFootballCricketAthletics |
| 4 | HockeyGymnastics DanceFitness Circuit TrainingTennisOrienteeringAthletics |
| 5 | FootballGymnastics / DanceFitness Circuit TrainingNetballCricket Athletics |
| 6 | RugbyGymnastics / Dance Fitness Circuit TrainingDodgeball RoundersAthletics  |

**Swimming – Years 3, 4, 5 and 6**

**Progression**

**EYFS**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer2** |
| **National Curriculum Criteria** | **Introduction to PE** | **Gymnastics** | **Ball Skills** | **Fundamentals** | **Dance** | **Games** |
| **Master basic movements including running, jumping, throwing, hopping, crawling, throwing and catching and begin to apply these in a range of areas** |  |  |  |  |  |  |
| **Develop balance and agility, negotiate space, adjust speed, change direction and begin to apply these in a range of activities** |  |  |  |  |  |  |
| **Work as part of a group or class, and understand and follow the rules** |  |  |  |  |  |  |
| **Move confidently and in time to music** |  |  |  |  |  |  |

**Stage 1**

**Year 1**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer2** |
| **National Curriculum Criteria** | **Ball Skills** | **Gymnastics / Dance** | **Fitness** | **Invasion Games**  | **Yoga** | **Athletics** |
| **Master basic movements including running, jumping, throwing and catching** |  |  |  |  |  |  |
| **Develop 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.** |  |  |  |  |  |  |

**Year 2**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer2** |
| **National Curriculum Criteria** | **Ball Skills**  | **Gymnastics / Dance**  |  **Fitness** | **Net and Wall** | **Striking and Fielding** | **Athletics** |
| **Master basic movements including running, jumping, throwing and catching** |  |  |  |  |  |  |
| **Develop 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**

**Year 3**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer2** |
| **National Curriculum Criteria** | **Netball** | **Gymnastics / Dance**  | **Fitness** | **Tennis** | **Cricket** | **Athletics** |
| **Use running, jumping, throwing and catching in isolation and in combination** |  |  |  |  |  |  |
| **Play competitive games, modified where appropriate**  |  |  |  |  |  |  |
| **Develop flexibility, strength, technique, control and balance** |  |  |  |  |  |  |
| **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.** |  |  |  |  |  |  |

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| --- | --- |
| **Swimming** | * swim competently, confidently and proficiently over a distance of at least 25 metres
* use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
* perform safe self-rescue in different water-based situations.
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**Year 4**

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| --- | --- | --- | --- | --- | --- | --- |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer2** |
| **National Curriculum Criteria** | **Hockey** | **Gymnastics / Dance** | **Fitness** | **Football** | **Orienteering** | **Athletics** |
| **Use running, jumping, throwing and catching in isolation and in combination** |  |  |  |  |  |  |
| **Play competitive games, modified where appropriate** |  |  |  |  |  |  |
| **Develop flexibility, strength, technique, control and balance** |  |  |  |  |  |  |
| **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.** |  |  |  |  |  |  |

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| --- | --- |
| **Swimming** | * swim competently, confidently and proficiently over a distance of at least 25 metres
* use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
* perform safe self-rescue in different water-based situations.
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**Year 5**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer2** |
| **National Curriculum Criteria** | **Netball** | **Gymnastics / Dance** | **Fitness** | **Tennis** | **Cricket** | **Athletics** |
| **Use running, jumping, throwing and catching in isolation and in combination** |  |  |  |  |  |  |
| **Play competitive games, modified where appropriate**  |  |  |  |  |  |  |
| **Develop flexibility, strength, technique, control and balance** |  |  |  |  |  |  |
| **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.** |  |  |  |  |  |  |

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| --- | --- |
| **Swimming** | * swim competently, confidently and proficiently over a distance of at least 25 metres
* use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
* perform safe self-rescue in different water-based situations.
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**Year 6**

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| --- | --- | --- | --- | --- | --- | --- |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer2** |
| **National Curriculum Criteria** | **Hockey** | **Gymnastics / Dance**  | **Fitness** | **Football** | **Rounders** | **Athletics** |
| **Use running, jumping, throwing and catching in isolation and in combination** |  |  |  |  |  |  |
| **Play competitive games, modified where appropriate**  |  |  |  |  |  |  |
| **Develop flexibility, strength, technique, control and balance** |  |  |  |  |  |  |
| **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** | * 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.
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**Knowledge Tables**

**EYFS**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
|  | **Gymnastics- Floor****Movement development** | **Throwing and Catching** | **Dance** | **Working with others** | **Mini Games****Fun and Games** |
|  | Travels with confidence and skill around, under, over and through balancing and climbing equipment |

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| Shows increasing control over an object, pushing, patting, throwing, catching or kicking it |

 | Listen to the music | Play in a group |

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| Runs skilfully and negotiates spaces successfully, adjusting speed or direction to avoid obstacles  |

 |
|  | Can describe self in positive terms and talk about abilities | Understands that equipment and tools have to be used safely | Perform pirate impressions to the music |

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| Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles |

 | Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks |
|  | Shows understanding of the need for safety when tackling new challenges and considers and manages some risks |

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| Respond to simple instructions  |

 | Understand their characters | Begin to accept the needs of others and can take turns and share resources, sometimes with support from others |

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| Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles |

 |
|  | Practises some appropriate safety measures without direct supervision |

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| Shows increasing control over an object when throwing it |

 | Perform in character to the music | Show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health | Plays alongside other children who are engaged in the same theme - |
|  | Moves freely and with pleasure and confidence in a range of ways such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping |

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| Moves freely and with pleasure and confidence in a range of ways such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping  |

 | Move in time with the music | Begin to accept the needs of others and can take turns and share resources, sometimes with support from others |

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| Two-channelled attention - can listen and do for short span |

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|  | Uses language to imagine ands recreate roles and experiences in play situations | Can catch a ball | Perform in character to the music | Aware of the boundaries set and of behavioural expectations in the setting | Respond to simple instructions |
|  | Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles |

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| Shows increasing control over an object when throwing and catching  |

 | Move in time with others in the group | Runs skilfully and negotiates spaces successfully, adjusting speed or direction to avoid obstacles |

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| Shows increasing control over and object, pushing, patting, throwing, catching or kicking it |

 |
|  | Runs skilfully and negotiates spaces successfully, adjusting speed or direction to avoid obstacles | Can play in a group | Perform all together to the music | Keeps play going by responding to what others are saying or doing | Can describe self in positive terms and talk about abilities |
|  |  | Begin to accept the needs of others and can take turns and share resources, sometimes with support from others | Mirror their partner | Links sounds to letters, naming and sounding the letters of the alphabet |

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| Understands that equipment and tools have to be used safely |

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|  |  |  | Perform all together in time with the music | Responds to simple instructions | Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping |
|  |  |  | Show different emotions and impressions |  | Observes the effects of activity on their body |

**Tag Rugby**

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| **Year 2** | **Year 6** |
| To be able to follow the rules of a tag game | To keep control of the ball when moving with speed |
| To be able to throw and catch a rugby ball | To communicate with team players throughout the lesson |
| To start to learn how to tag other players | Apply the correct technique when holding a rugby ball |
| To build on the pupil’s knowledge of the rules | Apply the correct catching technique to throw and receive a ball |
| To be able to beat a defended | To pass the ball backwards correctly to their team members |
| To be able to throw and catch a rugby ball | Apply attacking principles when in a game situation |
| Very simple tactics in rugby/games | Apply defending principles when in a game situation |
| To be able to pass the ball in a game situation | Find the spaces and move into them with control and confidence |
| Attacking and defending | Marking the opposition |
| Develop understanding of tag rugby | Move forward to defend as a line |
| Passing backwards | Successfully removing tags in accordance with the rules |
| Beating defenders | Recap skills and tactics learned so far |
| Play simple tag rugby games with understanding of basic rules | Develop the physical characteristics needed: Speed, fitness, agility |
|  | To be able to play a full game of tag rugby |
|  | To understand the rules of a game of tag rugby |
|  | Carefully consider the best way to score a try and win the game |

**Dance**

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| **Year 1** | **Year 3** | **Year 5** |
| Respond imaginatively to a range of stimuli | Explore and create narratives in response to a range of stimuli | Work effectively as part of a team |
| Combine different ways of travelling | Understand the link between heart rate and breathing when exercising | Explore and practice movement ideas inspired by a stimulus |
| Move confidently and safely in their own and general space, using changes of speed, level and direction | Show control, accuracy and fluency of movement when performing actions on their own | Create dance motifs to show ideas, developing expressive qualities |
| Perform movement phrases using a range of different body actions and body parts | Perform more complex dance phrases and dances that communicate character and narrative | Create and structure motifs, phrases and sections of dances |
| Perform dances using simple movement patterns | Use different compositional ideas to create motifs incorporating unison, canon, action and reaction, question and answer | Perform movements accurately with a sense of rhythm |
| Move fluently, changing direction and speed | Work well as a part of a team | Explore, improvise and combine movement ideas fluently and effectively |
| Compose and link movement phrases to make simple dances with clear beginnings, middles and end | Combine actions and maintain the quality of the performance when performing at the same times as a partner | Explain how their body reacts and feels when taking part in different activities and undertaking different roles |
| Describe what it feels like to breathe quickly during exercise | Show control, accuracy and fluency of movement when performing actions with a partner | Use basic compositional principles when creating their dances |
| Create linked movement phrases with beginnings, middles and ends | Develop and vary dance phrases using canon, unison, repetition and changes of direction, level speed and pathway | Provide constructive feedback about a performance |
| Describe what they have done or seen others doing | Collaborate with others | Continue to apply and develop a broader range of skills |
| Perform movement phrases and short dances with control and accuracy | Describe and evaluate the effectiveness and quality of a performance | Recognise part of a performance that could be improved and explain how |
| Understand why being active and playing games is good for you | Communicate what they want through their dances and perform with fluency and control, showing sensitivity and accompaniment to others | Perform dances using a range of movement patterns |
|  | Describe, interpret and evaluate their own dance, taking account of character and narrative | Identify which aspects were performed consistently, accurately, fluently and clearly |

**Hockey**

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| **Year 1** | **Year 2** | **Year 4** |
| Show control of a ball with basic actions | Show good awareness of others when playing games | Participate in competitive games, modified where appropriate |
| Work individually and with others | Understand and follow the rules of games | Work well as part of a team |
| Develop fundamental movement skills, becoming increasingly confident and competent | Develop fundamental movement skills, becoming increasingly confident and competent | Develop control |
| Move fluently, changing direction and speed | Develop agility, balance and coordination | Perform the basic skills needed for the games with control and accuracy |
| Show control of a ball with basic actions | Perform a range of actions with control of the ball | Devise suitable warm-up activities for the upcoming activities |
| Understand why being active and playing games is good for you | Recognise what is successful | Move with a ball keeping it under control whilst changing direction  |
| Develop agility, balance and coordination | Dribble a ball with control, changing speed and direction | Pass/Send a ball with increasing accuracy |
| Recognise space in games and use it to their advantage | Show control when moving | Receive a ball successfully |
| Move fluently, changing direction and speed | Pass a ball with control | Shoot and score with increased success |
| Explore different ways to use and move with a ball | Send/Pass a ball with increasing accuracy and consistency | Learn how to evaluate and recognise their own success |
| Describe what they have done or seen others doing | Show good awareness of others when playing games | Move into space to receive the ball or create space for teammates |
| Apply skills and tactics in simple games | Choose and use simple tactics to suit different situations | Keep possession of a ball as part of a team |
| Use skills in different ways when playing games | Watch and describe a performance accurately | Explain the tactics they have used in games |

**Gymnastics**

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| **Year 1- Floor** | **Year 2- Apparatus** | **Year 4- Floor** | **Year 6- Apparatus** |
| Perform basic gymnastic actions including travelling, rolling, jumping and staying still | Perform a range of actions with control and coordination | Perform skills more accurately and consistently | Learn how to use skills in different ways and link them to make actions and sequences of movement |
| Explore and link a range of movements and shapes | Combine ways of travelling, balancing and stillness using both floor and apparatus | Devise and perform a gymnastic sequence, showing a clear beginning, middle and end | Explore, improvise and combine movement ideas fluently and effectively |
| Develop agility, balance and coordination | Develop fundamental movement skills becoming increasingly confident and competent | Apply and develop a broader range of skills | Perform combinations of actions and movements that show clear differences between levels, speeds and direction |
| Describe what they have done or seen others doing | Show control when moving | Perform skills more accurately and consistently | Choose and apply basic compositional ideas to the sequences they create |
| Develop fundamental movement skills , becoming increasingly confident and competent | Form simple sequences of difference actions using the floor and a variety of apparatus | Recognise what they do well and what they find difficult | Learn how to evaluate and recognise their own success |
| Combine different ways of travelling | Develop agility, balance and coordination | Show control, accuracy and fluency of movement when performing actions on their own | Develop their own gymnastic sequences by understanding, choosing and applying a range of compositional principles |
| Create linked movement phrases with beginnings, middles and ends | Develop balance | Understand the link between heart rate and breathing when exercising | Vary direction, levels and path ways, to improve the look of a sequence |
| Perform movement phrases using a range of different body actions and body parts  | Perform a range of actions with control and coordination  | Perform a range of actions and agilities with consistency, fluency and clarity of movement | Provide constructive feedback about a performance  |
|  | Remember and repeat a range of gymnastic actions with control and precision | Create, perform and repeat sequences that include changes of dynamics e.g. changes of level, speed or direction | Combine and perform gymnastic actions, shapes and balances more fluently and effectively |
|  |  | Collaborate with others | Work effectively as a part of a team |
|  |  | Show control, accuracy and fluency of movement when performing actions with a partner | Create short warm up routines that follow basic principle eg raise body temperature, mobilise joints and muscles |
|  |  | Combine actions to make sequences with changes of speed, level and direction, and clarity of shape | Perform movements accurately with a sense of rhythm |
|  |  |  | Use combinations of dynamics using the space effectively eg- different pathways |
|  |  |  | Learn how to use skills in different ways and link them to make actions and sequences of movement |
|  |  |  | Explore, improvise and combine movement ideas fluently and effectively |
|  |  |  | Identify which aspects were performed consistently, accurately, fluently and clearly |

**Swimming**

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| **Year 4** | **Year 5** | **Year 6** |
| To jump in on my own | To swim 25m or more unaided | To swim 25-50m unaided |
| To submerge completely | To keep swimming for 45-90 seconds, using swimming aids and support | To swim confidently and fluently for more than 90 seconds |
| To swim 10m or more unaided | To use 3 different strokes, swimming on my front and back | To swim short distances using butterfly |
| To keep swimming for 30-45 seconds, using swimming aids and support | To control my breathing | To breathe so that the pattern of my swimming is not interrupted  |
| To use a variety of basic arm and leg actions when on my front and back | To swim confidently and fluently on the surface and underwater | To use all 3 strokes with control |
|  |  | Use personal survival techniques, including floating, sculling and surface diving |
|  |  | Swim on their front and back, using arm and leg actions together with smooth coordination |
|  |  | Control their breathing and are comfortable on the surface and under water, swimming fluently and with control when using back crawl, front crawl and breaststroke |

**Football**

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| **Year 1** | **Year 3** | **Year 5** |
| Explore different ways to move the ball | Move to support teammates when not in possession of the ball | Choose skills that meet the needs of the situation |
| Use simple tactics to achieve success in game situations | Employ simple tactics in game situations | Participate in competitive games, modified where appropriate |
| Develop fundamental movement skills, becoming increasingly confident and competent.  | Develop control | Show good awareness of others in game situation |
| Move fluently, changing direction and speed | Perform the basic skills needed for the games with control and accuracy | Develop technique |
| Recognise space in games and use it to their advantage | Describe how their bodies feel when exercising | Pass with accuracy, confidence and control |
| Describe what it feels like to breath quickly during exercise | Move with a ball keeping it under close control | Adapt games and activities making sure everyone has a role to play |
| Show control of a ball with basic actions | Identify what they need to practice to improve their performance | Apply basic principles suitable for attacking |
| Describe what they have done or seen others doing | Pass/Send a ball with increasing accuracy | Use a variety of tactics to keep possession of a ball |
| Move fluently, changing direction and speed | Pass/Send a ball at different speeds - fast and slow | Learn how to evaluate and recognise their own success |
| Explore different ways to use and move with a ball | Shoot and score with increased success | Apply basic principles suitable for defending |
| Apply skills and tactics in simple games | Recognise and explain good performances | Defend by marking, covering and tracking opponents and necessary |
| Use skills in different ways when playing games | Employ simple tactics in game situations | Understand how physical activity can contribute to a healthy lifestyle |
|  | Find and use space in game situations | Combine and perform skills with control |
|  |  | Choose different formations to suit the needs of the game |
|  |  | Watch and evaluate the success of games |
|  |  | Identify parts of the game where they are performing well |

**Cricket**

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| **Year 3** | **Year 6** |
| Perform the basic skills needed for the games with control and accuracy | Play shots that allow the ball to be hit to different areas of the field into spaces |
| Identify what they need to practice to improve their performance | Work as part of a team that covers the area to make it hard for the batter to score runs |
| Intercept and stop the ball consistently | Choose skills that meet the needs of the situation |
| Perform the basic skills needed for the games with control and accuracy. | Use skills and tactics to outwit opponents when fielding |
| Devise suitable warm-up activities for the upcoming activities | Watch and evaluate the success of games |
| Throw a ball increasing distances | Begin to vary the speed and length of deliveries when bowling |
| Catch a ball with increasing consistency | Use skills and tactics to outwit opponents when bowling |
| Understand the link between heart rate and breathing when exercising | Recognise part of a performance that could be improved and explain how |
| Hit a ball with increasing control from a tee | Use skills and tactics to outwit opponents when batting |
| Hit a ball with the correct technique | . Identify spaces and understand the tactic of hitting into gaps |
| Employ simple tactics in game situations | Watch and evaluate the success of games |
| Work well as part of a fielding team to make it harder for the batter | Work as part of a team that covers the area to make it hard for the batter to score runs |
| Employ simple tactics in game situations | Develop an understanding of how to improve in different physical activities and sports |
| Choose fielding skills which make it difficult for opponent | Adapt games and activities making sure everyone has a role to play |
|  | Play shots that allow the ball to be hit to different areas of the field into spaces |
|  | Use tactics that involve bowlers and fielders working together |
|  | Identify parts of the game where they are performing well |

**Netball**

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| **Year 3** |
| Pass and receive the ball with control |
| Take up space/positions that make it difficult for opponents |
| Recognise players who play well in games and give reasons why |
| Keep the ball under control |
| Recognise and describe what happens to their breathing and heart rate when playing games |
| Receive the ball with control |
| Begin to understand why they get hotter when playing games |
| Pass the ball with control |
| Use a range of skills to keep possession of the ball |
| Move to support teammates once they have passed the ball |
| Select passes that keep possession |
| Identify what they do best and what they find most difficult |
| Use a range of skills to keep possession of the ball |
| Choose a space/positions where they can receive a pass or support a teammate |
| Explain how to keep possession and describe how they and others have achieved it |

**Athletics**

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| **Year 1** | **Year 2** | **Year 3** | **Year 4** |
| Begin to apply basic movements in a range of activities and in combination | Begin to apply basic movements in a range of activities | Show control, coordination and consistency when running | Show control, coordination and consistency when running |
| Begin to explore different running, jumping and throwing techniques | Explore different running, jumping and throwing technique | Show control, coordination and consistency when throwing | Show control, coordination and consistency when throwing |
| Evaluate successful and unsuccessful techniques | Develop range and balance in a range of activities | Show control, coordination and consistency when jumping | Show control, coordination and consistency when jumping |
| Develop coordination in a range of activities | Explore and practise a variety of movements | Apply and develop a broader range of skills | Choose the appropriate running speed to meet the demand of the task |
| Explore and practise a variety of movements | Show understanding of correct running technique | Use skills in different ways | Understand who to pace your speed when running over an increased distance  |
| Show understanding of correct running technique | Show control, coordination and consistency when running | Describe how their bodies feel when exercising | Describe how their bodies feel when exercising |
| Show control, coordination and consistency when running | Develop jumping technique | Understand the link between heart rate and breathing when exercising | Combine basic jump actions to form a jump combination |
| Develop jumping technique | Show control, coordination and consistency when jumping | Develop technique | Devise suitable warm up activities for the upcoming activities |
| Show control, coordination and consistency when jumping | Begin to evaluate own performance | Recognise what they do well and what they find difficult | Develop technique |
| To be able to jump in a variety of ways | Develop correct underarm throw technique |  | Learn how to evaluate and recognise their own success |
| Develop a correct underarm throw technique | Develop correct pull through technique |  | Communicate, collaborate and compete with others |
| Throw towards a target showing increased control | Understand the difference between sprinting and running over longer distances |  | Work well as part of a team |
| Show good sportsmanship | Develop the distance running technique |  |  |
| Develop the overwarm throw technique | Work well as part of a team |  |  |
| Throw a beanbag accurately towards a target |  |  |  |
| Experience competitive throwing |  |  |  |

**Tennis**

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| **Year 3** | **Year 5** |
| Perform the basic skills needed for the games with control and accuracy | Choose skills that meet the needs of the situation |
| Take up space/positions that make it difficult for opponents | Hit the ball with purpose, varying speed, height and direction |
| Apply and develop a broader range of skills | Play shots on the forehand and backhand side of body |
| Develop control | Use good footwork that allows the ball to be hit with good technique |
| Intercept and stop the ball consistently | Direct the ball towards the opponents court or target area |
| Understand the link between heart rate and breathing when exercising | Identify spaces and understand the tactic of hitting into gaps |
| Keep rallies going using a range shots | Play shots on the forehand and backhand side of body |
| Recognise what they do well and what they find difficult | Show good awareness of others in game situations |
| Compete with others | Learn how to evaluate and recognise their own success |
| Keep and follow the rules of games | Participate in competitive games, modified where appropriate |
|  | Identify spaces and understand the tactic of hitting into gaps |
|  | Explain why a performance is good |
|  | Identify spaces and understand the tactic of hitting into gaps |
|  | Show good position on court |
|  | Watch and evaluate the success of games |

**Yoga**

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| **Year 1** |
| To develop balance through yoga by stretching up and bending forward. |
| To develop coordination while in basic yoga poses and moving between them. |
| To develop balance, agility and coordination through yoga while on all fours. |
| To increase coordination while on all fours |
| To develop balance, agility and coordination through yoga, by coming in and out of the dog pose. |
| To develop agility by correctly coming into and out of the dog pose. |
| To develop balance, agility and coordination through yoga, by varying speed from fast to slow. |
| To develop agility by varying the speed of movements and poses. |
| To develop balance, agility and coordination through yoga by following my peers. |
| To develop balance in standing positions. |
| To develop balance, agility and coordination through yoga by working with my peers. |
| To develop balance when moving between positions. |

**Orienteering + Cross Country**

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| **Year 2** | **Year 6** |
| Work co-operatively as part of a team | Work co-operatively and successfully as part of a team |
| Begin to plan how to solve problems | Build confidence during team activities |
| Co-operate with other children | Plan strategies to complete tasks |
| Work well in big groups, sharing and taking turns | Develop speed |
| Work co-operatively and successfully as part of a team | Develop physical fitness and be able to describe its importance in orienteering |
| Begin to problem solve with others | Understand and follow safety rules and procedures for taking part in orienteering events |
| Begin to understand the competitive side orienteering | Take part in a picture orienteering event with success |
| Begin to understand directional points  | Develop map reading and map building skills |
| Understand what a compass is and what it is for | To understand elements on a map and use scaling confidently |
| Introduction to map reading | Use a map to confidently orientate yourself around |
| Participate in games following rules and playing fairly | Complete an adapted control orienteering event |
| Understand the competitive side of orienteering | Use previous knowledge to navigate and design a route to the controls |
| Has knowledge of safety rules and procedures for taking part in orienteering events | Use features on a map to find controls |
| Takes part in a picture orienteering event with success | Choose sensible skills and approaches for the challenge |
| Meets challenges effectively working as part of a team | Identify what they have done well and adapt plans for future challenges |
| Use features on the map to select and plan a route to a control | Work as a team to decide which approach to use to meet the challenge set |

**Basketball**

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| **Year 5** |
| Keep possession of a ball when faced with opponents |
| Choose skills that meet the needs of the situation |
| Watch and evaluate the success of games |
| Change speed and direction to get away from a defender |
| Develop control whilst performing skills at speed |
| Create short warm up routines that follow basic principle e.g. raise body temperature, mobilise joints and muscles |
| Pass with accuracy, confidence and control |
| Use different skills to keep possession of a ball as part of a team |
| Explain how their body reacts and feels when taking part in different activities and undertaking different roles |
| Perform skills with accuracy, confidence and control |
| Apply basic principles suitable for attacking |
| Learn how to evaluate and recognise their own success |
| Perform skills with accuracy, confidence and control |
| Apply basic principles suitable for attacking |
| Learn how to evaluate and recognise their own success |
| Work effectively as part of a team |
| Explain why a performance is good |
| Understand how physical activity can contribute to a healthy lifestyle |

**Handball**

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| **Year 2** |
| Show good awareness of others when playing games |
| Choose and use simple tactics to suit different situations  |
| Throw the ball with control |
| Catch the with control |
| Perform a range of actions with control of the ball |
| Catch and gather the ball control |
| Copy actions and ideas and use the information to improve |
| Throw the ball in different ways e.g. low, high, fast, slow |
| Decide when and where to run |
| Apply skills and tactics to small sided games |
| Begin to understand some of the rules of the games |
| Perform a variety of actions with the ball keeping it under control  |
| Know how to defend between ball and target |
| Begin to understand the importance of preparing safety and carefully for exercise – warming up |

**Rounders**

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| **Year 4** |
| Perform the basic skills needed for the games with control and accuracy |
| Take up space/position that make it difficult for opponents |
| Find and use space in game situations |
| Throw a ball with increased accuracy |
| Catch a ball with increasing consistency |
| Learn how to evaluate and recognise their own success |
| Hit a ball with increasing control |
| Hit the ball accurately towards a target |
| Show control, coordination and consistency when throwing |
| Identify what they need to practice to improve their performance |
| Participate in competitive games, modified where appropriate |
| Employ simple tactics in game situations |
| Recognise and explain good performances |
| Work well as part of a team |
| Take up space/positions that make it difficult for opponents |
| Explain the tactics they have used in games |