**PE**

**Curriculum Map and Assessment Framework**

**Physical Development – EYFS**

Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness 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.

|  |  |  |
| --- | --- | --- |
| **ELG** | **Pupil outcomes / Year 1 readiness**  **Physical Development knowledge and understanding** | **Other opportunities to develop gross and fine motor skills** |
| **Early Learning Goals**  Personal, Social and Emotional Development ELG:  -Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly  -Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.  -Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge  -Explain the reasons for rules, know right from wrong and try to behave accordingly  -Work and play co-operatively and take turns with others  -Show sensitivity to their own and to others’ needs  **Gross Motor Skills**   * Negotiate space and obstacles safely, with consideration for themselves and others. * Demonstrate strength, balance and coordination when playing. * Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.   **Fine Motor Skills**   * Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. * Use a range of small tools, including scissors, paint brushes and cutlery. * Begin to show accuracy and care when drawing. | * I can handle equipment with increasing control. (Balls, bats etc). * I can move rhythmically to music. * I can run at different speeds in different directions. * I can work alone and as part of a team. * I can share space and equipment with others. * I can remember the names of 5 basic shapes in gymnastics, * I can play games in competitive and non-competitive situations. * I can throw and catch a ball with some control and accuracy. | **Fine Motor Skills**  Funky Fingers – Pom poms, playdough, pegs, tweezers, nuts & bolts, pinboards, Kinetic letters – push and pull actions.  **Gross Motor Skills**  Bikes, Forest school, free play, steps, construction,  co-ordination activities. |

**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.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Year 1** | | | **Year 2** | | |
|  | **Autumn** | **Spring** | **Summer** | **Autumn** | **Spring** | **Summer** |
| 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. |  |  |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Term and Focus** | **NC objectives**  **Pupils should be taught about:** | **The Big Idea** | **Children will learn how to think and act like a sportsperson by developing the following skills.** | **Pupil Outcomes**  **Physical Education knowledge and understanding** |
| **Year 1**  **Autumn Term**  **1a.**  **Fundamentals**  **1b.**  **Target Games**  **2a.**  **Dance**  **2b.**  **Team Building** | * Participate in team games, developing simple tactics for attacking and defending * 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 * Perform dances using simple movement patterns. | Fundamentals   1. Balancing 2. Running 3. Changing direction 4. Jumping 5. Hopping 6. Skipping   Target Games   1. Throwing & catching 2. Aim   Dance   1. Travelling actions 2. Movement skills 3. Balancing   Team Building   1. Communication skills 2. Problem solving skills | **Fundamentals**  Physical - Balancing, sprinting, jogging, dodging, jumping, hopping, skipping  Social - Taking turns, supporting and encouraging others, working safely, communication  Emotional - Challenging myself, perseverance, honesty  Thinking - Identifying strengths, listening and following instructions  **Target Games**  Physical - Underarm throwing, overarm throwing, aim, hand eye co-ordination  Social - Communication, supporting and encouraging others, leadership  Emotional - Perseverance, honesty, fair play  Thinking - Using tactics, selecting and applying skills, decision making  **Dance**  Physical - Travel, copying and performing actions, using shape, balance, coordination Social - Co-operation, communication, coming to decisions with a partner, respect Emotional - Confidence, acceptance Thinking - Counting, observing and providing feedback, selecting and applying actions  **Team Building**  Physical - Balancing, travelling actions, Social - Communication, sharing ideas, inclusion, encouraging and supporting others  Emotional - Confidence, trust, honesty Thinking - Decision making, using tactics, providing instructions, planning, problem solving | **Fundamentals**  I can change direction when moving at speed.  I can recognise changes in my body when I do exercise.  I can run at different speeds.  I can select my own actions in response to a task.  I can show hopping and jumping movements.  I can work co-operatively with others to complete tasks.  I show balance and co-ordination when static and moving at a slow speed.  **Target Games**  I can recognise changes in my body when I do exercise.  I can use an overarm throw aiming towards a target.  I can roll a ball towards a target.  I can use an underarm throw aiming towards a target.  I can work co-operatively with a partner.  I understand what good technique looks like.  **Dance**  I am beginning to use counts.  I can copy, remember and repeat actions.  I can move confidently and safely.  I can use different parts of the body in isolation and together.  I can work with others to share ideas and select actions.  I choose appropriate movements for different dance ideas.  I say what I liked about someone else's performance.  I show some sense of dynamic and expressive qualities in my dance.  **Team Building**  I can communicate simple instructions.  I can follow instructions.  I can follow path and lead others.  I can listen to others' ideas.  I can suggest ideas to solve tasks.  I can work with a partner and a small group.  I understand the rules of the game. |
| **Curriculum Narrative** | * **Fundamentals**– EYFS (Autumn 1) * **Dance** – EYFS (Autumn 2) * **Ball Skills –** EYFS (Spring 2) | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Term and Focus** | **NC objectives**  **Pupils should be taught about:** | **The Big Idea** | **Children will learn how to think and act like a sportsperson by developing the following skills.** | **Pupil Outcomes**  **Physical Education knowledge and understanding** |
| **Year 1**  **Spring Term**  **1a.**  **Gymnastics**  **1b.**  **Fitness**  **2a.**  **Sending and Receiving**  **2b.**  **Ball Skills** | * 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 | Gymnastics   1. Shapes 2. Balance 3. Methods of travelling 4. Performing 5. Rolls   Fitness   1. Running 2. Co-ordination 3. Stamina 4. Strength 5. Agility 6. Balance   Sending and Receiving   1. Throwing and catching 2. Rolling 3. Kicking 4. Tracking and stopping   Ball Skills   1. Throwing and catching 2. Rolling 3. Hitting a target 4. Dribbling with hands and feet 5. Kicking | **Gymnastics**  Physical - Travelling actions, shapes, balances, jumps, barrel roll, straight roll, forward roll progressions  Social - Sharing, working safely  Emotional - Confidence  Thinking - Observing and providing feedback, selecting and applying actions  **Fitness**  Physical - Running, co-ordination, stamina, strength, agility, balance  Social - Co-operation, support, responsibility  Emotional - Kindness, perseverance, honesty, independence  Thinking - Comprehension, creativity, problem solving, reflection  **Sending and Receiving**  Physical - Rolling, kicking, throwing, catching, tracking  Social - Taking turns, supporting and encouraging others, respect, communication  Emotional – Perseverance, honesty, being happy to succeed  Thinking - Transferring skills  **Ball Skills**  Physical - Rolling, kicking, throwing, catching, bouncing, dribbling, tracking Social - Co-operation, communication, leadership, supporting others  Emotional - Honesty, perseverance, challenging myself  Thinking - Using tactics, exploring actions, comprehension | **Gymnastics**  I am confident to perform in front of others.  I can link simple actions together to create a sequence.  I can make my body tense, relaxed, stretched and curled.  I can recognise changes in my body when I do exercise.  I can remember and repeat actions and shapes.  I can say what I liked about someone else's performance.  I can use apparatus safely and wait for my turn.  **Fitness**  I can recognise changes in my body when I do exercise.  I can share my ideas with other people in the class.  I can talk about what exercise does to my body.  I recognise how exercise makes me feel.  I try my best in the challenges I am set.  I understand why it is important to warm up.  **Sending and Receiving**  I am beginning to send and receive a ball with my feet.  I can catch a ball with some success.  I can recognise changes in my body when I do exercise.  I can roll a ball towards a target.  I can throw a ball to a partner.  I can track a ball that is coming towards me.  I can work co-operatively with a partner.  **Ball Skills**  I am beginning to catch with two hands.  I am beginning to dribble a ball with my hands and feet.  I am beginning to understand simple tactics.  I can roll and throw with some accuracy towards a target.  I can say when someone was successful.  I can track a ball that is coming towards me.  I can work co-operatively with a partner. |
| **Curriculum Narrative** | * **Gymnastics** – EYFS (Spring 1) * **Ball Skills –** EYFS (Spring 2) | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Term and Focus** | **NC objectives**  **Pupils should be taught about:** | **The Big Idea** | **Children will learn how to think and act like a sportsperson by developing the following skills.** | **Pupil Outcomes**  **Physical Education knowledge and understanding** |
| **Year 1**  **Summer Term**  **1a. Net and Wall**  **1b.**  **Invasion**  **2a.**  **Athletics**  **2b.**  **Striking and Fielding** | * 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 | Net and Wall   1. Throwing 2. Catching 3. Racket skills 4. Track and hit   Invasion   1. Sending 2. Receiving 3. Dribbling 4. Attacking and defending   Athletics   1. Running at different speeds 2. Changing direction 3. Jumping 4. Throwing   Striking and Fielding   1. Throwing 2. Catching 3. Stopping and rolling a ball 4. Tactics 5. Point scoring | **Net and Wall**  Physical - Throwing, catching, hitting a ball, tracking a ball  Social - Respect, communication Emotional - Honesty and fair play, determination  Thinking - Decision making, using simple tactics, recalling information, comprehension  **Invasion**  Physical - Throwing and catching, kicking, dribbling with hands and feet, dodging, finding space  Social - Co-operation, communication, supporting and encouraging others Emotional - Honesty and fair play, managing emotions  Thinking - Connecting information, decision making, recalling information  **Athletics**  Physical - Running at varying speeds, agility, balance, jumping, hopping and leaping in combination and for distance, throwing for distance  Social - Working safely, collaborating with others  Emotional - Working independently, honesty and playing to the rules, determination  Thinking - Exploring ideas  **Striking and Fielding**  Physical - Throwing, catching, retrieving a ball, tracking a ball, striking a ball  Social - Communication, supporting and encouraging others, consideration of others  Emotional - Perseverance, honesty and fair play  Thinking - Using tactics, selecting and applying skills, decision making | **Net and Wall**  I can hit a ball using a racket.  I can throw a ball to land over the net and into the court area.  I can track balls and other equipment sent to me.  I can use a ready position to move to the ball.  I know how to score points.  I recognise changes in my body when I do exercise.  I show honesty and fair play when playing against an opponent.  **Invasion**  I am beginning to dribble a ball with my hands and feet.  I can change direction to move away from a defender.  I can recognise space when playing games.  I can send and receive a ball with hands and feet.  I can use simple rules to play fairly.  I move to stay with another player when defending.  I recognise changes in my body when I do exercise.  I understand when I am a defender and when I am an attacker.  **Athletics**  I can throw towards a target.  I am beginning to show balance and co-ordination when changing direction.  I am developing overarm throwing.  I can recognise changes in my body when I do exercise.  I can run at different speeds.  I can work with others and make safe choices.  I try my best.  I understand the difference between a jump, a leap and a hop and can choose which allows me to jump the furthest.  **Striking and Fielding**  I can catch a beanbag and a medium-sized ball.  I can roll a ball towards a target.  I can strike a ball using my hand.  I can track a ball that is coming towards me.  I know how to score points.  I understand the rules and I am beginning to use these to play honestly and fairly.  I understand when I am successful. |
| **Curriculum Narrative** | * **Ball Skills** – EYFS (Spring 2) * **Games** – EYFS (Summer 1) | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Term and Focus** | **NC objectives**  **Pupils should be taught about:** | **The Big Idea** | **Children will learn how to think and act like a sportsperson by developing the following skills.** | **Pupil Outcomes**  **Physical Education knowledge and understanding** |
| **Year 2**  **Autumn**  **1a. Fundamentals**  **1b.**  **Ball Skills**  **2a.**  **Dance**  **2b.**  **Fitness** | * 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 * Perform dances using simple movement patterns. * Participate in team games, developing simple tactics for attacking and defending | Fundamentals   1. Balancing 2. Running 3. Changing direction 4. Jumping 5. Hopping 6. Skipping   Ball Skills   1. Throwing 2. Catching 3. Rolling 4. Hitting a target 5. Dribbling with hands and feet 6. Kicking   Dance   1. Pathways 2. Levels 3. Shapes 4. Directions 5. Speeds 6. Timing   Fitness   1. Agility 2. Balance 3. Co-ordination 4. Speed 5. Stamina | **Fundamentals**  Physical - Balancing, sprinting, jogging, dodging, jumping, hopping, skipping  Social - Taking turns, supporting and encouraging others, respect, communication  Emotional - Challenging myself, perseverance, honesty  Thinking - Selecting and applying, identifying strengths  **Ball Skills**  Physical - Rolling, kicking, throwing, catching, bouncing. dribbling  Social - Co-operation, communication, leadership, supporting others  Emotional - Honesty, perseverance, challenging myself  Thinking - Using tactics, exploring actions  **Dance**  Physical - Travel, copying and performing actions, using dynamics, pathway, expression and speed, balance, coordination  Social - Respect, consideration, sharing ideas, decision making with others Emotional - Acceptance, confidence Thinking - Selecting and applying actions, counting, observing and providing feedback, creating  **Fitness**  Physical - Agility, balance, co-ordination, speed, stamina, skipping  Social - Taking turns, encouraging and supporting others  Emotional - Determination, perseverance, challenging myself  Thinking - Identifying strengths and areas for improvement, observing and providing feedback | **Fundamentals**  I am beginning to provide feedback using key words.  I am beginning to turn and jump in an individual skipping rope.  I can describe how my body feels during exercise.  I can show balance when changing direction.  I can show hopping, skipping and jumping movements with some balance and control.  I can work co-operatively with a partner and a small group.  I show balance and co-ordination when running at different speeds.  **Ball Skills**  I am beginning to provide feedback using key words.  I am beginning to understand and use simple tactics.  I can dribble a ball with my hands and feet with some control.  I can roll and throw a ball to hit a target.  I can send and receive a ball using both kicking and throwing and catching skills.  I can track a ball and collect it.  I can work co-operatively with a partner and a small group.  **Dance**  I am beginning to provide feedback using key words.  I can copy, remember, repeat and create dance phrases.  I can describe how my body feels during exercise.  I can show a character and idea through the actions and dynamics I choose.  I can use counts to stay in time with the music.  I can work with a partner using mirroring and unison in our actions.  I show confidence to perform.  **Fitness**  I can describe how my body feels during exercise.  I can show hopping and jumping movements with some balance and control.  I persevere with new challenges.  I show determination to continue working over a longer period of time.  I understand that running at a slower speed will allow me to run for a longer period of time.  I work with others to turn a rope and encourage others to jump at the right time. |
| **Curriculum Narrative** | * **Fundamentals** – EYFS (Autumn 1), Y1 (Autumn 1) * **Ball Skills** – EYFS (Spring 2), Y1 (Spring 2) * **Dance** – EYFS (Autumn 2), Y1 (Autumn 2) * **Fitness** – Y1 (Spring 1) | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Term and Focus** | **NC objectives**  **Pupils should be taught about:** | **The Big Idea** | **Children will learn how to think and act like a sportsperson by developing the following skills.** | **Pupil Outcomes**  **Physical Education knowledge and understanding** |
| **Year 2**  **Spring**  **1a.**  **Gymnastics**  **1b.**  **Team Building**  **2a.**  **Sending and Receiving**  **2b.**  **Target Games** | * 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 | Gymnastics   1. Jumping 2. Rolling 3. Balancing 4. Travelling individually and in combination.   Team Building   1. Communication 2. Problem-solving   Sending and Receiving   1. Throwing 2. Catching 3. Rolling 4. Kicking 5. Tracking and stopping a ball   Target Games   1. Throwing 2. Rolling 3. Kicking 4. Striking | **Gymnastics**  Physical - Shapes, balances, shape jumps, travelling movements, barrel roll, straight roll, forwards  roll  Social - Sharing, working safely  Emotional - Confidence, independence  Thinking - Observing and providing feedback, selecting and applying actions  **Team Building**  Physical - Travelling actions, jumping, balancing  Social - Communication, leading, inclusion  Emotional - Trust, honesty and fair play, acceptance  Thinking - Planning, decision making, problem solving  **Sending and Receiving**  Physical - Rolling, kicking, throwing, catching, tracking  Social - Co-operation, communication, keeping others safe  Emotional - Perseverance, challenging myself  Thinking - Identifying how to improve, transferring skills  **Target Games**  Physical - Throwing, rolling, kicking, striking  Social - Communication, collaboration, kindness, support  Emotional - Honesty, perseverance, independence, manage emotions  Thinking - Select and apply, using tactics, decision making, provide feedback, problem solving | **Gymnastics**  I am beginning to provide feedback using key words.  I am proud of my work and confident to perform in front of others.  I can perform the basic gymnastic actions with some control and balance.  I can plan and repeat simple sequences of actions.  I can use directions and levels to make my work look interesting.  I can use shapes when performing other skills.  I can work safely with others and apparatus.  **Team Building**  I can follow instructions carefully.  I can say when I was successful at solving challenges.  I can share my ideas and help to solve tasks.  I can work co-operatively with a partner and a small group.  I show honesty and can play fairly.  I understand how to use, follow and create a simple diagram/map.  **Sending and Receiving**  I am beginning to provide feedback using key words.  I am beginning to trap and cushion a ball that is coming towards me.  I can accurately throw and kick a ball to a partner.  I can catch a ball passed to me, with and without a bounce.  I can roll a ball to hit a target.  I can track a ball and stop it using my hands and feet.  I can work co-operatively with a partner and a small group.  I can work safely to send a ball towards a partner using a piece of equipment.  **Target Games**  I can select the appropriate skill for the situation.  I can throw, roll, kick or strike a ball to a target with some success.  I can work co-operatively with a partner and a small group.  I understand the principles of a target game and can use different scoring systems when playing games.  I understand what good technique looks like and can use key words in the feedback I provide. |
| **Curriculum Narrative** | * **Gymnastics** – EYFS (Spring 1), Y1 (Spring 1) * **Team Building –** Year 1 (Autumn 2) * **Sending and receiving** – Y1 (Spring 2) * **Target Games** – Y1 (Autumn 1) | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Term and Focus** | **NC objectives**  **Pupils should be taught about:** | **The Big Idea** | **Children will learn how to think and act like a sportsperson by developing the following skills.** | **Pupil Outcomes**  **Physical Education knowledge and understanding** |
| **Year 2**  **Summer**  **1a.**  **Net and Wall**  **1b.**  **Invasion**  **2a.**  **Striking and Fielding**  **2b.**  **Athletics** | * 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 | Net and Wall   1. Ready position 2. Defence 3. Sending the ball away to maximise scoring opportunities.   Invasion   1. Defending 2. Attacking 3. Sending and receiving 4. Dribbling   Striking and Fielding   1. Throwing and catching 2. Tracking 3. Retrieving 4. Striking   Athletics   1. Running at different speeds 2. Jumping 3. Throwing 4. Measuring performance 5. Competing | **Net and Wall**  Physical - Throwing, catching, racket skills, ready position, hitting a ball  Social - Support, co-operation, respect, communication  Emotional - Perseverance, honesty  Thinking - Decision making, reflection, comprehension, selecting and applying  **Invasion**  Physical - Throwing, catching, kicking, dribbling with hands and feet, dodging, finding space  Social - Communication, respect, co-operation, kindness  Emotional - Empathy, integrity, independence, determination, perseverance  Thinking - Creativity, reflection, decision making, comprehension  **Striking and Fielding**  Physical - Throwing and catching, tracking a ball, bowling, batting  Social - Communication, collaboration  Emotional - Honesty, acceptance, controlling emotions  Thinking - Select and apply, using tactics, decision making  **Athletics**  Physical - Running at different speeds, jumping for distance, throwing for distance  Social - Working safely, collaborating with others  Emotional - Working independently, determination  Thinking - Observing and providing feedback, exploring ideas | **Net and Wall**  I can defend space on my court using the ready position.  I can describe how my body feels during exercise.  I can hit a ball over the net and into the court area.  I can throw accurately to a partner.  I can use simple tactics to make it difficult for an opponent.  I know how to score points and can remember the score.  I show good sportsmanship when playing against an opponent.  **Invasion**  I can describe how my body feels during exercise.  I can dodge and find space away from the other team.  I can move with a ball towards goal.  I can sometimes dribble a ball with my hands and feet.  I can stay with another player to try and win the ball.  I know how to score points and can remember the score.  I know who is on my team and I can attempt to send the ball to them.  **Striking and Fielding**  I am beginning to provide feedback using key words.  I am developing underarm and overarm throwing skills.  I can hit a ball using equipment with some consistency.  I can track a ball and collect it.  I can use simple tactics.  I know how to score points and can remember the score.  I understand the rules of the game and can use these to play fairly in a small group.  **Athletics**  I can describe how my body feels during exercise.  I can identify good technique.  I can jump and land with control.  I can use an overarm throw to help me to throw for distance.  I can work with others, taking turns and sharing ideas.  I show balance and co-ordination when running at different speeds.  I try my best. |
| **Curriculum Narrative** | * **Net and Wall** – Y1 (Summer 1) * **Invasion** – Y1 (Summer 1) * **Striking and Fielding** – Y1 (Summer 2) * **Athletics** - EYFS (Summer 2), Y1 (Summer 2) | | |

**Key Stage Two**

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.

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Physical Education National Curriculum Expectations Key stage 2 | Year 3 | | | Year 4 | | | Year 5 | | | Year 6 | | |
|  | Aut | Spr | Sum | Aut | Spr | Sum | Aut | Spr | Sum | Aut | Spr | Sum |
| 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 |  |  |  |  |  |  |  |  |  |  |  |  |
| 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. |  |  |  |  |  |  |  |  |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Term and Focus** | **NC objectives**  **Pupils should be taught about:** | **The Big Idea** | **Children will learn how to think and act like a sportsperson by developing the following skills.** | **Pupil Outcomes**  **Physical Education skills / knowledge and understanding** |
| **Year 3**  **Autumn**  **1a.**  **Hockey**  **1b.**  **OAA**  **2a.**  **Dance**  **2b.**  **Fundamentals** | * 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. * 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. | Hockey   1. Possession 2. Attacking through sending, receiving and dribbling 3. Defending   OAA   1. Problem solving 2. Plan strategies 3. Solve strategies 4. Reflect on strategies 5. Improve strategies   Dance   1. Counting 2. Rhythm 3. Canon 4. Unison 5. Formation 6. Levels   Fundamentals   1. Balancing 2. Running 3. Jumping 4. Hopping 5. Skipping 6. Changing direction at different speeds | **Hockey**  Physical - Passing, dribbling, receiving, intercepting, tackling  Social - Communication, collaboration, inclusive  Emotional - Honesty and fair play, empathy  Thinking - Planning strategies and using tactics, observing and providing feedback, decision making  **OAA**  Physical - Balance, running  Social - Communication, teamwork, trust, inclusion, listening  Emotional - Confidence  Thinking - Planning, map reading, decision making, problem solving  **Dance**  Physical - Using canon, unison, formation, dynamics, pathways, direction, copying and performing  actions, control, balance,  Social - Sharing ideas, respect, inclusion of others, leadership, working safely  Emotional - Confidence, acceptance  Thinking - Selecting and applying actions, creating, observing and providing feedback  **Fundamentals**  Physical - Balancing, running, hopping, jumping, dodging, skipping  Social - Supporting and encouraging others, respect, communication, taking turns  Emotional - Challenging myself, perseverance, honesty  Thinking - Selecting and applying skills, observing others and providing feedback, identifying  strengths and areas for development | **Hockey**  I am beginning to use simple tactics.  I am learning the rules of the game and am beginning to use them honestly.  I can dribble, pass, receive and shoot the ball with some control.  I can find space away from others and near to my goal.  I can provide feedback using key words.  I can track an opponent to slow them down.  I understand my role as an attacker and as a defender.  I work co-operatively with my group to self-manage games.  **OAA**  I am developing map reading skills.  I can follow and give instructions.  I can listen to and am accepting of others' ideas.  I can plan and attempt to apply strategies to solve problems.  I can reflect on when and why I was successful at solving challenges and am beginning to understand why.  I can work collaboratively with a partner and a small group.  **Dance**  I am respectful of others when watching them perform.  I can provide feedback using key words.  I can repeat, remember and perform a dance phrase.  I can use counts to keep in time with a partner and group.  I can use dynamic and expressive qualities in relation to an idea.  I can work with a partner and in a small group, sharing ideas.  I create short dance phrases that communicate the idea.  **Fundamentals**  I can jump and turn a skipping rope.  I can change direction quickly.  I can identify when I was successful.  I can link hopping and jumping actions.  I demonstrate balance when performing other fundamental skills.  I understand how the body moves differently at different speeds.  I understand why it is important to warm up. |
| **Curriculum Narrative** | * **Dance** – EYFS (Autumn 2), Y1 (Autumn 2), Y2 (Autumn 2) * **Fundamentals** – EYFS (Autumn 1), Y1 (Autumn 1), Y2 (Autumn 1) | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Term and Focus** | **NC objectives**  **Pupils should be taught about:** | **The Big Idea** | **Children will learn how to think and act like a sportsperson by developing the following skills.** | **Pupil Outcomes**  **Physical Education skills / knowledge and understanding** |
| **Year 3**  **Spring**  **1a.**  **Gymnastics**  **1b.**  **Handball**  **2a.**  **Basketball**  **2b.**  **Netball** | * 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] | Gymnastics   1. Extension 2. Body tension 3. Rolling 4. Jumping 5. Balancing   Handball   1. Throwing 2. Catching 3. Dribbling 4. Shooting 5. Defending 6. Attacking   Basketball   1. Defending 2. Attacking 3. Throwing 4. Catching 5. Dribbling   Netball   1. Defending 2. Attacking 3. Throwing 4. Catching 5. Shooting | **Gymnastics**  Physical - Individual point and patch balances, straight roll, barrel roll, forward roll, straight jump, tuck jump, star jump, rhythmic gymnastics  Social - Collaboration, communication, respect  Emotional - Confidence  Thinking - Observing and providing feedback, selecting and applying actions, evaluating and improving  **Handball**  Physical - Ball control, throwing and catching, moving with the ball, dribbling, shooting  Social - Working safely, communication, respect,  Emotional - Honesty and fair play, perseverance  Thinking - Planning strategies, observing and providing feedback  **Basketball**  Physical - Throwing and catching, dribbling, intercepting, shooting  Social - Working safely, communication, collaboration  Emotional - Honesty and fair play, perseverance  Thinking - Planning strategies and using tactics, observing and providing feedback  **Netball**  Physical - Passing, catching, footwork, intercepting, shooting  Social - Working safely, communication, collaboration  Emotional - Honesty and fair play, perseverance  Thinking - Planning strategies and using tactics, observing and providing feedback | **Gymnastics**  I can adapt sequences to suit different types of apparatus.  I can choose actions that flow well into one another.  I can choose and plan sequences of contrasting actions.  I can complete actions with increasing balance and control.  I can move in unison with a partner.  I can provide feedback using key words.  I use a greater number of my own ideas for movements in response to a task.  With help, I can recognise how performances could be improved.  **Handball**  I am learning the rules of the game and am beginning to use them honestly.  I can defend an opponent to slow them down.  I can find space away from others and near to my goal.  I can provide feedback using key words.  I can throw, catch, dribble and shoot the ball with some control.  I understand my role both as a defender and as an attacker.  I work co-operatively with my group to self-manage games.  **Basketball**  I am beginning to use simple tactics.  I am learning the rules of the game and am beginning to use them honestly.  I can dribble, pass, receive and shoot the ball with some control.  I can find space away from others and near to my goal.  I can provide feedback using key words.  I can track an opponent to slow them down.  I understand my role as an attacker and as a defender.  I work co-operatively with my group to self-manage games.  **Netball**  I am beginning to use simple tactics.  I am learning the rules of the game and am beginning to use them honestly.  I can communicate with my team and move into space to support them.  I can defend an opponent and try to win the ball.  I can pass, receive and shoot the ball with some control.  I can provide feedback using key words.  I understand my role as an attacker and as a defender.  I work cooperatively with my group to self-manage games. |
| **Curriculum Narrative** | * **Gymnastics** – EYFS (Spring 1), Y1 (Spring 1), Y2 (Spring 1) | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Term and Focus** | **NC objectives**  **Pupils should be taught about:** | **The Big Idea** | **Children will learn how to think and act like a sportsperson by developing the following skills.** | **Pupil Outcomes**  **Physical Education skills / knowledge and understanding** |
| **Year 3**  **Summer**  **1a.**  **Tennis**  **1b.**  **Ball Skills**  **2a.**  **Cricket**  **2b.**  **Athletics** | * 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] | Tennis   1. Ready position 2. Racket control 3. Hitting 4. Scoring   Ball Skills   1. Throwing 2. Accuracy 3. Catching one/two handed 4. Dribbling with hands and feet   Cricket   1. Striking 2. Fielding 3. Scoring   Athletics   1. Running 2. Jumping 3. Throwing 4. Speed 5. Distance 6. Accuracy | **Tennis**  Physical - Forehand, backhand, throwing, catching, ready position  Social - Respect, collaboration, supporting others  Emotional - Honesty, perseverance  Thinking - Decision making, using tactics, understanding rules  **Ball Skills**  Physical - Tracking a ball, throwing, catching, dribbling  Social - Supporting others, co-operation, communication, managing games  Emotional - Perseverance, honesty, respect, challenging self  Thinking - Decision making, developing tactics, creativity  **Cricket**  Physical - Underarm and overarm throwing, catching, over and underarm bowling, batting  Social - Collaboration and communication, respect  Emotional - Perseverance, honesty  Thinking - Observing and providing feedback, applying strategies  **Athletics**  Physical - Sprinting, jumping for a distance, push and pull throwing for a distance  Social - Working collaboratively, working safely  Emotional - Perseverance, determination  Thinking - Observing and providing feedback | **Tennis**  I am learning the rules of the game and I am beginning to use them to play fairly.  I can provide feedback using key words.  I can return a ball to a partner.  I can use basic racket skills.  I understand the aim of the game.  I understand the benefits of exercise.  I work cooperatively with my group to self-manage games.  **Ball Skills**  I can catch different sized objects with increasing consistency with two hands.  I can dribble a ball with control.  I can persevere when learning a new skill.  I can provide feedback using key words.  I can show a variety of throwing techniques.  I can throw with accuracy and increasing consistency to a target.  I can track the path of a ball that is not sent directly to me.  **Cricket**  I can bowl a ball towards a target.  I am beginning to strike a bowled ball after a bounce.  I am developing an understanding of tactics and I am beginning to use them in game situations.  I am learning the rules of the game and I am beginning to use them honestly.  I can persevere when learning a new skill.  I can provide feedback using key words.  I can use overarm and underarm throwing and catching skills.  I work co-operatively with my group to self-manage games.  **Athletics**  I am developing jumping for distance.  I can identify when I was successful.  I can take part in a relay activity, remembering when to run and what to do.  I can throw a variety of objects, changing my action for accuracy and distance.  I can use different take off and landings when jumping.  I can use key points to help me to improve my sprinting technique.  I can work with a partner and in a small group, sharing ideas.  I show determination to achieve my personal best. |
| **Curriculum Narrative** | * **Ball Skills** – EYFS (Spring 2), Y1 (Spring 2), Y2 (Autumn 1) * **Athletics** – EYFS (Summer 2), Y1 (Summer 2). Y2 (Summer 2) | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Term and Focus** | **NC objectives**  **Pupils should be taught about:** | **The Big Idea** | **Children will learn how to think and act like a sportsperson by developing the following skills.** | **Pupil Outcomes**  **Physical Education skills / knowledge and understanding** |
| **Year 4**  **Autumn**  **1a.**  **Tag Rugby**  **1b.**  **Dodgeball**  **2a.**  **Dance**  **2b.**  **Hockey** | * 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. * Perform dances using a range of movement patterns | Tag Rugby   1. Possession 2. Attacking 3. Tactics   Dodgeball   1. Throwing 2. Dodging 3. Catching   Dance   1. Movement 2. Gesture 3. Performance 4. Feedback   Hockey   1. Possession 2. Attacking using sending, receiving and dribbling. 3. Defending | **Tag Rugby**  Physical - Passing, catching, dodging, tagging, scoring  Social - Communication, collaboration, inclusion  Emotional - Honesty and fair play, perseverance, confidence  Thinking - Planning strategies and using tactics, observing and providing feedback  **Dodgeball**  Physical - Throwing, catching, dodging, blocking  Social - Communication, collaboration, respect  Emotional - Honesty, perseverance,  Thinking - Decision making, Selecting and applying skills  **Dance**  Physical - Performing a variety of dance actions, using canon, unison, formation, dynamics, character, structure, space, balance, control, technique,  Social - Collaboration, consideration, inclusion, respect  Emotional - Empathy, confidence  Thinking - Observing and providing feedback, selecting and applying actions  **Hockey**  Physical - Passing, dribbling, receiving, intercepting, tackling  Social - Communication, collaboration, inclusive  Emotional - Honesty and fair play, empathy  Thinking - Planning strategies and using tactics, observing and providing feedback, decision making | **Tag Rugby**  I can delay an opponent and help prevent the other team from scoring.  I can explain what happens to my body when I exercise and how this helps to make me healthy.  I can help my team keep possession and score tries when I play in attack.  I can pass and receive the ball with increasing control.  I can provide feedback using key terminology and understand what I need to do to improve.  I can use simple tactics to help my team score or gain possession.  I share ideas and work with others to manage our game.  I understand the rules of the game and I can use them often and honestly.  **Dodgeball**  I can catch with increasing consistency.  I can communicate with my teammates to apply simple tactics.  I can provide feedback using key terminology and understand what I need to do to improve.  I can return to the ready position to defend myself.  I can throw with some accuracy at a target.  I share ideas and work with others to manage our game.  I understand the rules of the game and I can use them often and honestly.  **Dance**  I can choose actions and dynamics to convey a character or idea.  I can copy and remember set choreography.  I can provide feedback using appropriate language relating to the lesson.  I can respond imaginatively to a range of stimuli relating to character and narrative.  I can use changes in timing and spacing to develop a dance.  I can use counts to keep in time with others and the music.  I can use simple movement patterns to structure dance phrases on my own, with a partner and in a group.  I show respect for others when working as a group and watching others perform.  **Hockey**  I can delay an opponent and help to prevent the other team from scoring.  I can dribble, pass, receive and shoot the ball with increasing control.  I can move to space to help my team to keep possession and score goals.  I can provide feedback using key terminology and understand what I need to do to improve.  I can use simple tactics to help my team score or gain possession.  I share ideas and work with others to manage our game.  I understand the rules of the game and I can use them often and honestly. |
| **Curriculum Narrative** | * **Dance** – EYFS (Autumn 2), Y1 (Autumn 2), Y2 (Autumn 2), Y3 (Autumn 2) * **Hockey** –Y3 (Autumn 1) | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Term and Focus** | **NC objectives**  **Pupils should be taught about:** | **The Big Idea** | **Children will learn how to think and act like a sportsperson by developing the following skills.** | **Pupil Outcomes**  **Physical Education skills / knowledge and understanding** |
| **Year 4**  **Spring**  **1a.**  **Gymnastics**  **1b.**  **Fitness**  **2a.**  **Golf**  **2b.**  **Basketball** | - 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]. | Gymnastics   1. Pathways 2. Inverted movements 3. Apparatus 4. Control 5. Feedback   Fitness   1. Speed 2. Stamina 3. Strength 4. Co-ordination 5. Balance 6. Agility   Golf   1. Striking 2. Chipping 3. Putting 4. Short and long games   Basketball   1. Defending 2. Attacking 3. Throwing 4. Catching 5. dribbling | **Gymnastics**  Physical - Individual and partner balances, jumps using rotation, straight roll, barrel roll, forward roll, straddle roll, bridge, shoulder stand  Social - Collaboration, communication, respect, responsibility  Emotional - Confidence  Thinking - Observing and providing feedback, selecting and applying skills, evaluating and improving  **Fitness**  Physical - Strength, speed, power, agility, coordination, balance, stamina  Social - Supporting others, working safely  Emotional - Perseverance, determination  Thinking - Identifying areas of strength and areas for development  **Golf**  Physical - Balancing, coordination, accuracy, striking, throwing  Social - Taking turns, supporting and encouraging others, respect, communication  Emotional - Challenging myself, perseverance, honesty, determination  Thinking - Selecting and applying skills, identifying strengths, identifying weaknesses, creativity  **Basketball**  Physical - Throwing and catching, dribbling, intercepting, shooting  Social - Working safely, communication, collaboration  Emotional - Honesty and fair play, perseverance  Thinking - Planning strategies and using tactics, observing and providing feedback | **Gymnastics**  I can explain what happens to my body when I exercise and how this helps to make me healthy.  I can identify some muscle groups used in gymnastic activities.  I can plan and perform sequences with a partner that include a change of level and shape.  I can provide feedback using appropriate language relating to the lesson.  I can safely perform balances individually and with a partner.  I can watch, describe and suggest possible improvements to others’ performances and my own.  I understand how body tension can improve the control and quality of my movements.  **Fitness**  I can collect and record my scores and identify areas I need to improve.  I can use key points to help me to improve my sprinting technique.  I share ideas and work with others to manage activities.  I show balance when changing direction at speed.  I show control when completing activities to improve balance.  I show determination to continue working over a period of time.  I understand there are different areas of fitness and that each area challenges my body differently.  **Golf**  I can hold all equipment correctly.  I can provide feedback using key terminology and understand what I need to do to improve.  I can show how to aim using a putting club.  I can strike a ball with increasing consistency.  I can use different actions for different shots.  I share ideas and work with others to manage our game.  **Basketball**  I can delay an opponent and help to prevent the other team from scoring.  I can dribble, pass, receive and shoot the ball with increasing control.  I can move to space to help my team to keep possession and score goals.  I can provide feedback using key terminology and understand what I need to do to improve.  I can use simple tactics to help my team score or gain possession.  I share ideas and work with others to manage our game.  I understand the rules of the game and I can use them often and honestly. |
| **Curriculum Narrative** | * **Gymnastics** – EYFS (Spring 1), Y1 (Spring 1), Y2 (Spring 1), Y3 (Spring 1) * **Fitness** – Y1 (Spring 1), Y2 (Autumn 2) * **Basketball –** Y3 (Spring 2) | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Term and Focus** | **NC objectives**  **Pupils should be taught about:** | **The Big Idea** | **Children will learn how to think and act like a sportsperson by developing the following skills.** | **Pupil Outcomes**  **Physical Education skills / knowledge and understanding** |
| **Year 4**  **Summer**  **1a.**  **Football**  **1b.**  **Tennis**  **2a.**  **Athletics**  **2b.**  **Ball Skills** | - 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]. | Football   1. Defending 2. Attacking 3. Sending 4. Receiving 5. Dribbling   Tennis   1. Ready position 2. Racket control 3. Forehand 4. Backhand   Athletics   1. Running 2. Jumping 3. Throwing 4. Speed 5. Distance 6. Accuracy   Ball Skills   1. Throwing 2. Accuracy 3. Catching one/two handed 4. Dribbling with hands and feet | **Football**  Physical - Dribbling, passing, ball control, tracking/jockeying, turning, receiving  Social - Communication, collaboration, cooperation  Emotional - Honesty, perseverance  Thinking - Selecting and applying tactics, decision making  **Tennis**  Physical - Underarm throwing, catching, forehand, backhand, ready position  Social - Collaboration, respect, supporting others  Emotional - Honesty, perseverance  Thinking - Decision making, understanding rules, selecting and applying skills and tactics  **Athletics**  Physical - Pacing, sprinting technique, jumping for distance, throwing for distance  Social - Working collaboratively, working safely  Emotional - Perseverance, determination  Thinking - Observing and providing feedback, exploring ideas  **Ball Skills**  Physical - Tracking a ball, throwing, catching, dribbling  Social - Supporting others, co-operation, communication, managing games  Emotional - Perseverance, honesty, respect, challenging self  Thinking - Decision making, developing tactics, creativity | **Football**  I can delay an opponent and help to prevent the other team from scoring.  I can dribble, pass, receive and shoot the ball with increasing control.  I can move to space to help my team to keep possession and score goals.  I can provide feedback using key terminology and understand what I need to do to improve.  I can use simple tactics to help my team score or gain possession.  I share ideas and work with others to manage our game.  I understand the rules of the game and I can use them often and honestly.  **Tennis**  I can communicate with my teammates to apply simple tactics.  I can explain what happens to my body when I exercise and how this helps to make me healthy.  I can provide feedback using key terminology and understand what I need to do to improve.  I can return to the ready position to defend my own court.  I can sometimes play a continuous game.  I can use a range of basic racket skills.  I share ideas and work with others to manage our game.  I understand the rules of the game and I can use them often and honestly.  **Athletics**  I can demonstrate the difference in sprinting and jogging techniques.  I can explain what happens in my body when I warm up.  I can identify when I was successful and what I need to do to improve.  I can jump for distance with balance and control.  I can throw with some accuracy and power to a target area.  I show determination to improve my personal best.  I support and encourage others to work to their best.  **Ball Skills**  I can accurately use a range of throwing techniques to throw to a target.  I can catch different sized objects with increasing consistency with one and two hands.  I can consistently track the path of a ball that is not sent directly to me.  I can dribble a ball with increasing control and co-ordination.  I can persevere when learning a new skill.  I can provide feedback using key terminology and understand what I need to do to improve. |
| **Curriculum Narrative** | * **Tennis** – Y3 (Summer 1) * **Athletics** – EYFS (Summer 2), Y1 (Summer 2). Y2 (Summer 2). Y3 (Summer 2) * **Ball Skills** - EYFS (Spring 2), Y1 (Spring 2). Y2 (Autumn 1), Y3 (Summer 1) | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Term and Focus** | **NC objectives**  **Pupils should be taught about:** | **The Big Idea** | **Children will learn how to think and act like a sportsperson by developing the following skills.** | **Pupil Outcomes**  **Physical Education skills / knowledge and understanding** |
| **Year 5**  **Autumn**  **1a.**  **Tag Rugby**  **1b.**  **Dodgeball**  **2a.**  **Dance**  **2b.**  **Volleyball** | - 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.  - Perform dances using a range of movement patterns.  - Compare their performances with previous ones and demonstrate improvement to achieve their personal best. | Tag Rugby   1. Defending 2. Attacking 3. Throwing 4. Catching 5. Running 6. Dodging   Dodgeball   1. Throwing 2. Dodging 3. Catching 4. Tactics   Dance   1. Historical and cultural origins 2. Performance 3. Feedback   Volleyball   1. Ready position 2. Ball control 3. Sending a ball over a net 4. Tactics | **Tag Rugby**  Physical - Throwing, catching, running, dodging, scoring  Social - Communication, collaboration  Emotional - Perseverance, confidence, honesty and fair play  Thinking - Planning strategies and using tactics, observing and providing feedback, decision making  **Dodgeball**  Physical - Throwing, catching, dodging, blocking  Social - Collaboration, respect, leadership  Emotional - Honesty, determination, confidence  Thinking - Decision making, selecting and applying tactics  **Dance**  Physical - Performing a variety of dance actions, using canon, unison, formation, dynamics, character, structure, space, emotion, matching, mirroring, transitions  Social - Collaboration, consideration and awareness of others, inclusion, respect, leadership,  Emotional - Empathy, confidence  Thinking - Creating, observing and providing feedback, using feedback to improve, selecting and applying skills  **Volleyball**  Physical - Volley, dig, set, serve, ready position  Social - Communication, respect, supporting and encouraging others  Emotional - Confidence, perseverance, honesty  Thinking - Decision making, selecting and applying tactics, identifying strengths and areas for development | **Tag Rugby**  I can communicate with my team and move into space to keep possession and score.  I can identify when I was successful and what I need to do to improve.  I can pass and receive the ball with some control under pressure.  I can tag opponents and close down space.  I know what position I am playing in and how to contribute when attacking and defending.  I understand the need for tactics and can identify when to use them in different situations.  I understand the rules of the game and I can apply them honestly most of the time.  I understand there are different skills for different situations and I am beginning to apply this.  **Dodgeball**  I am developing a wider range of skills and I am beginning to use these under some pressure.  I can identify when I was successful and what I need to do to improve.  I can throw accurately at a target.  I can work co-operatively with others to manage our game.  I understand the need for tactics and can identify when to use them in different situations.  I understand the rules of the game and I can apply them honestly most of the time.  I understand there are different skills for different situations and I am beginning to use these.  **Dance**  I can accurately copy and repeat set choreography.  I can choreograph phrases individually and with others considering actions and dynamics.  I can confidently perform different styles of dance, clearly and fluently, showing a good sense of timing.  I can lead a group through short warm-up routines.  I can refine the way I use actions, dynamics, relationships and space in my dance in response to a stimulus.  I can suggest ways to improve my own and other people’s work using key terminology.  I can use counts when choreographing to stay in time with others and the music.  I can use feedback provided to improve my work.  **Volleyball**  I am developing a wider range of skills and I am beginning to use these under some pressure.  I can identify when I was successful and what I need to do to improve.  I can use feedback provided to improve my work.  I can use the rules to referee a game.  I can work co-operatively with others to manage our game.  I understand the need for tactics and can identify when to use them in different situations.  I understand the rules of the game and I can apply them honestly most of the time.  I understand there are different skills for different situations and I am beginning to use these. |
| **Curriculum Narrative** | * **Tag Rugby** – Y4 (Autumn 1) * **Dodgeball** – Y4 (Autumn 1) * **Dance** – EYFS (Autumn 2), Y1 (Autumn 2), Y2 (Autumn 2), Y3 (Autumn 2), Y4 (Autumn 2) | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Term and Focus** | **NC objectives**  **Pupils should be taught about:** | **The Big Idea** | **Children will learn how to think and act like a sportsperson by developing the following skills.** | **Pupil Outcomes**  **Physical Education knowledge and understanding** |
| **Year 5**  **Spring**  **1a.**  **Gymnastics**  **1b.**  **Hockey**  **2a.**  **Basketball**  **2b.**  **Fitness** | - 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]. | Gymnastics   1. Inverted movements e.g. cartwheels and handstands 2. Canon 3. Synchronisation 4. Matching 5. Mirroring   Hockey   1. Defending 2. Attacking 3. Control 4. Fluency   Basketball   1. Defending 2. Attacking 3. Throwing 4. Catching 5. Dribbling 6. Shooting   Fitness   1. Speed 2. Stamina 3. Strength 4. Coordination 5. Balance 6. Agility | **Gymnastics**  Physical - Symmetrical and asymmetrical balances, straight roll, forward roll, straddle roll, backward roll, cartwheel, bridge, shoulder stand  Social - Responsibility, collaboration, communication, respect  Emotional - Confidence  Thinking - Observing and providing feedback, selecting and applying actions, evaluating and improving sequences  **Hockey**  Physical - Dribbling, passing, receiving, tracking, creating and using space, shooting  Social - Communication, collaboration  Emotional - Perseverance, honesty and fair play  Thinking - Planning strategies and using tactics, observing and providing feedback, selecting and applying skills  **Basketball**  Physical - Throwing and catching, dribbling, intercepting, shooting  Social - Communication, collaboration  Emotional - Perseverance, honesty and fair play  Thinking - Planning strategies and using tactics, observing and providing feedback  **Fitness**  Physical - Strength, speed, power, agility, coordination, balance, stamina  Social - Supporting and encouraging others, working collaboratively  Emotional - Perseverance, determination  Thinking - Analysing scores | **Gymnastics**  I can create and perform sequences using apparatus, individually and with a partner.  I can lead a partner through short warm-up routines.  I can use canon and synchronisation and matching and mirroring when performing with a partner and a group and say how it affects the performance.  I can use feedback provided to improve my work.  I can use set criteria to make simple judgments about performances and suggest ways they could be improved.  I can use strength and flexibility to improve the quality of a performance.  I can work safely when learning a new skill to keep myself and others safe.  **Hockey**  I can communicate with my team and move into space to keep possession and score.  I can dribble, pass, receive and shoot the ball with some control under pressure.  I can identify when I was successful and what I need to do to improve.  I can use tracking, tackling and intercepting when playing in defence.  I know what position I am playing in and how to contribute when attacking and defending.  I understand the need for tactics and can identify when to use them in different situations.  I understand the rules of the game and I can use them most of the time to play fairly and honestly.  I understand there are different skills for different situations and I am beginning to apply this.  **Basketball**  I can communicate with my team and move into space to keep possession and score.  I can dribble, pass, receive and shoot the ball with some control under pressure.  I can identify when I was successful and what I need to do to improve.  I can use tracking and intercepting when playing in defence.  I understand the need for tactics and can identify when to use them in different situations.  I understand the rules of the game and I can apply them honestly most of the time.  I understand there are different skills for different situations and I am beginning to apply this.  **Fitness**  I can analyse my fitness scores to identify areas for improvement.  I can choose the best pace for a running event and maintain speed.  I can encourage and motivate others to work to their personal best.  I can identify how different activities can benefit my physical health.  I can work with others to manage activities.  I understand the different components of fitness and how to test them.  I understand what my maximum effort looks and feels like and I am determined to achieve it. |
| **Curriculum Narrative** | * **Gymnastics** – EYFS (Spring 1), Y1 (Spring 1), Y2 (Spring 1), Y3 (Spring 1), Y4 (Spring 1) * **Hockey** - Y3 (Autumn 1), Y4 (Autumn 2) * **Basketball -** Y3 (Spring 2), Y4 (Spring 2) * **Fitness** - Y1 (Spring 1), Y2 (Autumn 2), Y4 (Spring 1) | | |
|  |  | | |  |
| **Term and Focus** | **NC objectives**  **Pupils should be taught about:** | **The Big Idea** | **Children will learn how to think and act like a sportsperson by developing the following skills.** | **Pupil Outcomes**  **Physical Education knowledge and understanding** |
| **Year 5**  **Summer**  **1a.**  **Netball**  **1b.**  **Cricket**  **2a.**  **Athletics**  **2b.**  **Rounders** | - 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]. | Netball   1. Defending 2. Attacking 3. Passing 4. Rules (footwork, held ball, contact and obstruction)   Cricket   1. Striking and fielding skills 2. Roles (bowler, wicket keeper, fielder and batter) 3. Skills, strategies and tactics.   Athletics   1. Running (long distance, relay and sprint) 2. Jumping (triple jump) 3. Throwing (shot put and javelin) 4. Speed 5. Height 6. Distance 7. Accuracy   Rounders   1. Fielding skills 2. Underarm and overarm 3. Catching and retrieving 4. Roles (bowler, backstop, fielder and batter) | **Netball**  Physical - Passing, catching, footwork, intercepting, shooting, dodging  Social - Communication, collaboration  Emotional - Perseverance, honesty and fair play, selecting and applying skills, decision making  Thinking - Planning strategies and using tactics, selecting and applying skills, decision making  **Cricket**  Physical - Underarm and overarm throwing, catching, over and underarm bowling, long and short barrier, batting  Social - Collaboration and communication, respect  Emotional - Honesty  Thinking - Observing and providing feedback, selecting and applying strategies  **Athletics**  Physical - Pacing, sprinting technique, relay changeovers, jumping for distance, push and pull throwing for distance  Social - Collaborating with others, supporting others  Emotional - Perseverance, determination  Thinking - Observing and providing feedback  **Rounders**  Physical - Throwing & catching, bowling, tracking, fielding & retrieving a ball, batting  Social - Organising & self-managing a game, respect, supporting & encouraging others, communicating ideas & reflecting with others  Emotional - Honesty & fair play, confident to take risks, managing emotion  Thinking - Decision making, using tactics, identifying how to improve, selecting skills | **Netball**  I can communicate with my team and move into space to keep possession and score.  I can identify when I was successful and what I need to do to improve.  I can pass, receive and shoot the ball with some control under pressure.  I can stay with an opponent and I am confident to attempt to intercept.  I know what position I am playing in and how to contribute when attacking and defending.  I understand the need for tactics and can identify when to use them in different situations.  I understand the rules of the game and I can apply them honestly most of the time.  I understand there are different skills for different situations and I am beginning to apply this.  **Cricket**  I am developing a wider range of fielding skills and I am beginning to use these under some pressure.  I can identify when I was successful and what I need to do to improve.  I can strike a bowled ball with increasing consistency.  I can work co-operatively with others to manage our game.  I understand the need for tactics and can identify when to use them in different situations.  I understand the rules of the game and I can apply them honestly most of the time.  I understand there are different skills for different situations and I am beginning to use this.  **Athletics**  I can choose the best pace for a running event.  I can identify good athletic performance and explain why it is good.  I can perform a range of jumps showing some technique.  I can show control at take-off and landing in jumping activities.  I can take on the role of coach, official and timer when working in a group.  I can use feedback to improve my sprinting technique.  I persevere to achieve my personal best.  I show accuracy and power when throwing for distance.  **Rounders**  I am beginning to strike a ball with a rounders bat.  I am developing a wider range of fielding skills and I am beginning to use these under some pressure.  I can identify when I was successful and what I need to do to improve.  I can work co-operatively with others to manage our game.  I understand the need for tactics and can identify when to use them in different situations.  I understand the rules of the game and I can apply them honestly most of the time.  I understand there are different skills for different situations and I am beginning to use this. |
| **Curriculum Narrative** | * **Netball –** Y1 (Spring) Y2 (Spring), Y3 (Autumn 1), Y3 (Summer 1), Y4 (Autumn 1), Y4 (Summer 1) * **Cricket –** Y3 (Summer 2) * **Athletics** – EYFS (Summer 2), Y1 (Summer 2), Y2 (Summer 2), Y3 (Summer 2). Y4 (Summer 2) | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Term and Focus** | **NC objectives**  **Pupils should be taught about:** | **The Big Idea** | **Children will learn how to think and act like a sportsperson by developing the following skills.** | **Pupil Outcomes**  **Physical Education knowledge and understanding** |
| **Year 6**  **Autumn**  **1a.**  **Tag Rugby**  **1b.**  **OAA**  **2a.**  **Dance**  **2b.**  **Dodgeball** | - 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.  - 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. | Tag Rugby   1. Defending 2. Attacking 3. Throwing 4. Catching 5. Running 6. Dodging   OAA   1. Problem solving 2. Plan strategies 3. Solve strategies 4. Reflect on strategies 5. Improve strategies   Dance   1. Choreography (formations, timing and dynamics) 2. Performance 3. Feedback   Dodgeball   1. Throwing 2. Dodging 3. Catching | **Tag Rugby**  Physical - Throwing, catching, running, dodging, scoring  Social - Communication, collaboration  Emotional - Perseverance, confidence, honesty and fair play  Thinking - Planning strategies and using tactics, observing and providing feedback, decision making  **OAA**  Physical - Stamina, running  Social - Communication, teamwork, trust, inclusion, listening  Emotional - Confidence  Thinking - Planning, map reading, decision making, problem solving  **Dance**  Physical - Performing a variety of dance actions, using canon, unison, formation, dynamics, character, emotion, transitions, matching & mirroring  Social - Sharing ideas, consideration of others, inclusion, respect, leadership, supporting others  Emotional - Empathy, confidence  Thinking - Observing & providing feedback, using feedback to improve, selecting & applying skills  **Dodgeball**  Physical - Throwing, catching, dodging, blocking  Social - Collaboration, respect, leadership  Emotional - Honesty, determination, confidence  Thinking - Decision making, selecting and applying tactics | **Tag Rugby**  I can create and use space to help my team.  I can pass and receive the ball with increasing control under pressure.  I can select the appropriate action for the situation and make this decision quickly.  I can tag opponents individually and when working within a unit.  I can use the rules of the game consistently to play honestly and fairly.  I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.  I can work in collaboration with others so that games run smoothly.  I recognise my own and others strengths and areas for development and can suggest ways to improve.  **OAA**  I am inclusive of others, can share job roles and lead when necessary.  I can orientate a map efficiently to navigate around a course.  I can pool ideas within a group, selecting and applying the best method to solve a problem.  I can use critical thinking skills to form ideas and strategies to solve challenges.  I can work effectively with a partner and a group to solve challenges.  With increasing accuracy, I can reflect on when and how I successful at solving challenges and alter my methods in order to improve.  **Dance**  I can choreograph a dance and work safely using a prop.  I can lead a small group through a short warm-up routine.  I can perform dances confidently and fluently with accuracy and good timing.  I can refine the way I use actions, dynamics and relationships to represent ideas, emotions, feelings and characters.  I can use appropriate language to evaluate and refine my own and others’ work.  I can use feedback provided to improve the quality of my work.  I can work creatively and imaginatively on my own, with a partner and in a group to choreograph and structure dances.  **Dodgeball**  I can officiate and help to manage a game by refereeing.  I can select the appropriate action for the situation and make this decision quickly.  I can use a wider range of skills with increasing control under pressure.  I can use the rules of the game consistently to play honestly and fairly.  I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.  I can work in collaboration with others so that games run smoothly.  I recognise my own and others strengths and areas for development and can suggest ways to improve. |
| **Curriculum Narrative** | * **Invasion Games** – EYFS (Summer 1) \*BS, Y1 (Spring 1) \*MS, Y1 (Spring 2) \*MS, Y2 (Spring 1) \*MS, Y2 (Spring 2) \*MS, Y3 (Autumn 1) \*MS, Y3 (Spring 2) \*MS, Y3 (Summer 1), Y4 (Autumn 1) \*MS, Y4 (Spring 2) \*MS, Y4 (Summer 1), Y5 (Autumn 1) \*H, Y5 (Autumn 2) \*BB, Y5 (Spring 2) \*R, Y5 (Summer 1) \*FB, * **Functional Fitness** – Y1 (Autumn 2), Y1 (Spring 2), Y2 (Autumn 2), Y2 (Spring 2), Y3 (Spring 1), Y4 (Spring 1), Y5 (Autumn 1) * **Dance** – EYFS (Autumn 2), Y1 (Autumn 2), Y2 (Autumn 2), Y3 (Autumn 2), Y4 (Autumn 2), Y5 (Autumn 2) * **Basketball** – Y1 (Spring) Y2 (Spring), Y3 (Spring 2), Y3 (Summer 1), Y4 (Spring 2), Y4 (Summer 1), Y5 (Autumn 2) | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Term and Focus** | **NC objectives**  **Pupils should be taught about:** | **The Big Idea** | **Children will learn how to think and act like a sportsperson by developing the following skills.** | **Pupil Outcomes**  **Physical Education knowledge and understanding** |
| **Year 6**  **Spring**  **1a.**  **Gymnastics**  **1b.**  **Badminton**  **2a.**  **Football**  **2b.**  **Handball** | - 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]. | Gymnastics   1. Levels 2. Direction 3. Pathway 4. Formation   Badminton   1. Ready position 2. Racket control 3. Serving and hitting over a net   Football   1. Defending 2. Attacking 3. Dribbling 4. Passing 5. Receiving 6. Goalkeeping   Handball   1. Throwing 2. Catching 3. Dribbling 4. Intercepting 5. Shooting | **Gymnastics**  Physical - Straddle roll, forward roll, backward roll, counterbalance, counter tension, bridge, shoulder stand, handstand, cartwheel, headstand, vault  Social - Responsibility, collaboration, communication, respect  Emotional - Confidence  Thinking - Observing and providing feedback, selecting and applying skills, evaluating and improving sequences  **Badminton**  Physical - Ready position, grip, forehand, backhand, serve, footwork  Social - Communication, respect, supporting and encouraging others  Emotional - Confidence, perseverance, honesty  Thinking - Using tactics, selecting and applying skills, identifying strengths and areas for development  **Football**  Physical - Dribbling, passing, ball control, tracking/jockeying, turning, goalkeeping, receiving  Social - Communication, collaboration, cooperation, respect  Emotional - Honesty, perseverance  Thinking - Selecting and applying tactics, decision making  **Handball**  Physical Throwing and catching, moving with the ball, dribbling, intercepting, shooting  Social Collaboration, communication,  Emotional Honesty and fair play, perseverance,  Thinking Planning strategies and using tactics, observing and provide feedback | **Gymnastics**  I can combine and perform gymnastic actions, shapes and balances with control and fluency.  I can create and perform sequences using compositional devices to improve the quality.  I can lead a small group through a short warm-up routine.  I can use appropriate language to evaluate and refine my own and others’ work.  I can work collaboratively with others to create a sequence.  I understand how to work safely when learning a new skill.  I understand what counterbalance and counter tension is and can show examples with a partner.  **Badminton**  I can select the appropriate action for the situation and make this decision quickly.  I can use a wider range of skills with increasing control under pressure.  I can use feedback provided to improve the quality of my work.  I can use the rules of the game consistently to play honestly and fairly.  I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.  I can work in collaboration with others so that games run smoothly.  I recognise my own and others strengths and areas for development and can suggest ways to improve.  **Football**  I can create and use space to help my team.  I can dribble, pass, receive and shoot the ball with increasing control under pressure.  I can select the appropriate action for the situation and make this decision quickly.  I can use marking, tackling and/or interception to improve my defence.  I can use the rules of the game consistently to play honestly and fairly.  I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.  I recognise my own and others strengths and areas for development and can suggest ways to improve.  **Handball**  I am confident to lead others and can contribute appropriate ideas to group work.  I can confidently apply defensive skills individually and as a team to gain possession, deny space and stop goals.  I can create and use space to help my team to maintain possession and create scoring opportunities.  I can perform a range of skills with control and can select the appropriate action for the situation under pressure.  I can work in collaboration with others to self-manage games so that they run smoothly.  I recognise my own and others’ strengths and areas for development and can suggest ways to improve.  I use the rules of the game honestly and consistently when playing and refereeing. |
| **Curriculum Narrative** | * **Gymnastics** – EYFS (Spring 1), Y1 (Spring 1), Y2 (Spring 1), Y3 (Spring 1), Y4 (Spring 1), Y5 (Spring 1) * **Yoga Flow** - EYFS (Spring 1)\*G, Y1 (Spring 1)\*G, Y2 (Spring 1)\*G, Y3 (Spring 1)\*G, Y4 (Spring 1)\*G, Y5 (Spring 1)\*G * **Multi Sports –** EYFS (Summer 1), Year 1 (Spring 1), Y1 (Spring 2), Year 2 (Spring 1), Y2 (Spring 2), Y3 (Autumn 1), Y3 (Spring 2), Y4 (Autumn 1), Y4 (Spring 2) * **Netball** - Y1 (Spring), Y2 (Spring), Y3 (Autumn 1) Y3 (Summer 1), Y4 (Autumn 1) Y4 (Summer 1) | | |
|  |  | | |  |
| **Term and Focus** | **NC objectives**  **Pupils should be taught about:** | **The Big Idea** | **Children will learn how to think and act like a sportsperson by developing the following skills.** | **Pupil Outcomes**  **Physical Education knowledge and understanding** |
| **Year 6**  **Summer**  **1a.**  **Cricket**  **1b.**  **Tennis**  **2a.**  **Golf**  **2b.**  **Athletics** | - 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]. | Cricket   1. Striking & Fielding skills 2. Roles (bowler, wicket keeper, fielder and batter) 3. Skills, strategies and tactics.   Tennis   1. Forehand 2. Backhand 3. Volley 4. Underarm serve   Golf   1. Striking 2. Chipping 3. Putting 4. Short and long games   Athletics   1. Running (long distance and sprinting) 2. Jumping (Triple jump) 3. Throwing (discus and shot put) 4. Speed 5. Distance 6. Accuracy | **Cricket**  Physical - Underarm and overarm throwing, catching, over and underarm bowling, long and short barrier, batting  Social - Collaboration and communication, respect  Emotional - Honesty  Thinking - Observing and providing feedback, selecting and applying strategies  **Tennis**  Physical - Forehand groundstroke, backhand groundstroke, forehand volley, backhand volley, underarm serve  Social - Collaboration, communication, respect  Emotional - Honesty, perseverance  Thinking - Decision making, selecting and applying tactics, evaluating and improving  **Golf**  Physical - Accuracy, balance, coordination, striking  Social - Taking turns, supporting and encouraging others. respect, communication, sharing and agreeing on ideas  Emotional - Challenging myself, perseverance, honesty, being of proud of their work  Thinking - Selecting and applying skills, identifying strengths and areas for development, creativity  **Athletics**  Physical - Pacing, sprinting, jumping for distance, push throwing for distance, fling throwing for distance  Social - Negotiating, collaborating with others  Emotional - Perseverance, determination  Thinking - Observing and providing feedback | **Cricket**  I can select the appropriate action for the situation.  I can strike a bowled ball with increasing consistency and accuracy.  I can use a wider range of fielding skills with increasing control under pressure.  I can use the rules of the game consistently to play fairly.  I can work in collaboration with others so that games run smoothly.  I recognise my own and others strengths and areas for development and can suggest ways to improve.  I understand and can apply some tactics in the game as a batter, bowler and fielder.  **Tennis**  I can select the appropriate action for the situation and make this decision quickly.  I can use a wider range of skills with increasing control under pressure.  I can use feedback provided to improve the quality of my work.  I can use the rules of the game consistently to play honestly and fairly.  I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.  I can work in collaboration with others so that games run smoothly.  I recognise my own and others strengths and areas for development and can suggest ways to improve.  I understand that there are different areas of fitness and how this helps me in different activities.  **Golf**  I can identify different areas of the golf course.  I can show control of distance when chipping and putting.  I can use a wider range of skills with increasing control under pressure.  I can use feedback provided to improve the quality of my work.  I can use the rules of the game consistently to play honestly and fairly.  I can work in collaboration with others so that games run smoothly.  I recognise my own and others strengths and areas for development and can suggest ways to improve.  **Athletics**  I can compete within the rules showing fair play and honesty.  I can help others to improve their technique using key teaching points.  I can identify my own and others’ strengths and areas for development and can suggest ways to improve.  I can perform jumps for distance using good technique.  I can select and apply the best pace for a running event.  I can show accuracy and good technique when throwing for distance.  I understand that there are different areas of fitness and how this helps me in different activities.  I use different strategies to persevere to achieve my personal best. |
| **Curriculum Narrative** | * **Football –** Y1 (Spring) Y2 (Spring), Y3 (Autumn 1), Y3 (Summer 1), Y4 (Autumn 1), Y4 (Summer 1), Y5 (Summer 1), Y6 (Autumn 1), Y6 (Spring2) * **OAA** – Y5 (Summer) * **Athletics** – EYFS (Autumn 1) \*FMS, Y1 (Summer 2). Y2 (Summer 2). Y3 (Summer 2). Y4 (Summer 2). Y5 (Summer 2) * **Games** - EYFS (Summer 2), Y1 (Summer 2). Y2 (Summer 2). Y3 (Summer 2). Y4 (Summer 2). Y5 (Summer 2) | | |