

Physical Education Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception						
P.E. Teacher	Multi-skills	Dance	Gymnastics	Ball skills and games	Athletics	Multi-sports
Year 1						
Class Teacher	Games: Multi-skills	Games: Multi-skills	Dance	Gymnastics (LS Gym)	Athletics 1	Forest School
P.E. Teacher	Athletics: Sportshall	Gymnastics	Games: Multi-sports	Games: Multi-sports	Athletics 1	Multi-skills: Batting
Year 2						
Class Teacher	Games: Multi-skills	Games: Multi-skills	Gymnastics (LS Gym)	Dance	Forest School	Invasion: Football
P.E. Teacher	Athletics: Sportshall	Gymnastics	Games: Multi-sports	Games: Multi-sports	Athletics	Athletics
Year 3						
Class Teacher	Forest School	Athletics: Sportshall	Gymnastics	Invasion: Hockey	Swimming	Net/Wall 1: Tennis
P.E. Teacher	Invasion: Tag Rugby	Invasion : Basketball	Invasion: Netball	Dance	Athletics: Town Sports	Striking/Fielding: Cricket/Rounders
Year 4						
Class Teacher	Invasion: Tag Rugby	Gymnastics	Forest School	Swimming	Invasion: Basketball	Net/Wall : Tennis
P.E. Teacher	Invasion: Hockey	Athletics: Sportshall	Invasion: Netball	Dance	Town Sports	Striking/Fielding: Cricket/Rounders
Year 5						
Class Teacher	Invasion: Hockey	Forest School	Swimming	Gymnastics	Dance	Net/Wall: Tennis
P.E. Teacher	Invasion: Tag Rugby	Invasion: Basketball	Invasion 3: Netball	Invasion: Hockey	Athletics: Town Sports	Striking/Fielding: Cricket/Rounders
Year 6						
Class Teacher	Swimming	Swimming	Gymnastics	Forest School	Dance	Net/Wall: Tennis
P.E. Teacher	Invasion: Tag Rugby/Hockey	Athletics: Sportshall	Invasion: Netball	Invasion 4: Basketball	Athletics 3: Town Sports	Striking/Fielding: Cricket/Rounders

Vocabulary Overview for PE:

Reception

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit name Multi skills	Unit name Dance	Unit name Gymnastics	Unit name Games	Unit name Athletics	Unit name Multi sports
Key concepts	Key concepts	Key concepts	Key concepts	Key concepts	Key concepts
Jumping, skipping, hopping, balancing	Movement	Balance, shapes, travelling	Rules, teams	Running, skipping, jumping, throwing	Basketball, football, cricket
Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary
Space, around, up, down, forward, backward	Shake, turn, low, high	Star, straight, line, mat	Partner, opposite, team work	Fast, slow, up, down, Push, pull	Bouncing, throwing, kicking, rolling

Year 1/2

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit name Multi skills	Unit name Dance	Unit name Gymnastics	Unit name Multi sports	Unit name Athletics	Unit name Forest School
Key concepts	Key concepts	Key concepts	Key concepts	Key concepts	Key concepts
Throwing, catching, rolling, bouncing	Theme, pattern, movement, beat, sequence, mirror	Travelling, shapes, balance, sequence, performance	Passing, dribbling, receiving	Sprinting, throwing, jumping, competing	Teamwork, instructions
Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary
Target, kick, accuracy, aim, dribble, balance, strike, obstacle, hit, pass	Move, copy, perform, create, rhythm, control, coordination, linking mood or feeling	Tuck, pike, straddle, crawl, slide, leap, climb, star, pencil, action apparatus, feedback	Opponent, control, rules, team, cooperate, control, accuracy, team Work	Accuracy, overarm, distance, power, strength, stretch, muscles, pumping	Follow, challenge, climb, safety, danger, copy

Year 3/4

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit name: Invasion Games	Unit name: Gymnastics	Unit name: Dance	Unit name: Net and wall games	Unit name: Athletics	Unit name: Striking and fielding games
Key concepts	Key concepts	Key concepts	Key concepts	Key concepts	Key concepts
Passing, attacking, defending, spatial awareness, footwork, shooting, rules	Travel, shapes, balancing, sequences, performance	Changing speed and direction, share and create, performance	Serve, forehand, backhand, scoring	Running, throwing, jumping	Batting, fielding, scoring
Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary
Tag, try, receive, backwards, support, space, marking, landing foot, pivot, chest, bounce, shoulder, dodge, intercept, distance, push pass, hitout	Movement, combinations, tension, full turn, half turn, forward roll, backward Roll Control, coordination, feedback	Create, perform, expression, dance phase, speed, direction, level, coordination, symmetry	Racket, shuttlecock, net, grip, strike	Speed, pace, stamina, distance, power, fitness	Strike, bowler, fielder, backstop, spin, catch, half rounder, rounder, long barrier, wicket, over

Year 5/6

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit name Invasion Games	Unit name Gymnastics	Unit name Dance	Unit name Net and wall games	Unit name Athletics	Unit name Striking and fielding games
Key concepts	Key concepts	Key concepts	Key concepts	Key concepts	Key concepts
Passing, attacking, defending, spatial awareness, footwork, shooting, rules, self and peer assessment	Body tension, partner balances, counter balances, partner/group performance, self and peer assessment	Compose, creative, perform,	Singles, doubles, tactics, scoring	Running, throwing, jumping, officiating	Batting, fielding, scoring, tactics

Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary
Zoning, possession, fluency, tactics, switching defence, across court attacking, techniques, decision making, implement, rules, umpire, strategy	Precision, complex extended sequences, combine, perform, consistency, audience, link, vault, spring, fluency, positive and constructive feedback	Dynamics, precision, control, fluency, evaluate, improve, develop, transition, compose, compare, adapt, refine, symmetry, style, interpret, posture	Smash, volley, lob, teamwork, love, deuce, match point	Endurance, resistance control, accuracy, techniques, combine, compete, improve personal best	Placing shot, covering bases, co-ordination, precision

PE Long Term Plan and Progression of Skills and Knowledge

The PE curriculum at Wistaston Academy is based upon the Primary National Curriculum which provides a clear framework and outlines the knowledge and skills taught at each key stage. The curriculum is led and overseen by the PE Specialist, who supports class teachers in the planning and delivery of high-quality PE lessons. All pupils take part in two PE lessons each week.

The national 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

Early Years Foundation Stage Framework

Physical Development

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

EYFS Skills

Children can roll, crawl, walk, jump, run, hop, skip and climb confidently.

Children begin to move in a fluent style, with grace and control.

Children have the overall body strength, co-ordination, balance and agility needed to engage successfully in a range of disciplines

Children can use their core muscle strength to achieve a good posture when sitting.

Children can combine different movements with ease and fluency.

Children can confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.

Children can develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.

ELG: Children can negotiate space and obstacles safely, with consideration for themselves and others.

ELG: Children demonstrate strength, balance and coordination when playing.

ELG: Children can move energetically when running, jumping, dancing, hopping, skipping and climbing.

EYFS

Multiskills	<p>Explore static balancing</p> <p>Aim a variety of large balls at equipment accurately</p> <p>Travel in different directions (side to side, up and down)</p> <p>To be able to work others effectively</p> <p>Understand rules</p>
Dance	<p>Explore and copy basic body actions and rhythms.</p> <p>To be able to negotiate space confidently, using appropriate strategies.</p> <p>To be able to use their bodies to imitate motifs from stories and topics such as animals, seasons etc</p> <p>To begin to respond with their bodies to different types of music.</p>
Gymnastics	<p>Move confidently and safely in their own and general space. (Negotiating space effectively – under, round, over equipment and obstacles)</p> <p>Move and stop, recognising both commands and acting upon them immediately.</p> <p>Show contrast with their bodies including tall/short, wide/thin, straight/curved)</p> <p>Copy simple shapes, movements and simple sequences.</p> <p>Make shapes with their bodies, according to commands.</p> <p>Jump off an object and land appropriately.</p>
Ball skills and games	<p>To be able to throw and catch a large ball with a partner.</p> <p>Explore ways of throwing and catching a large ball</p>

	Explore ways of bouncing and catching a ball To be able to take part in paired/small group team tasks where a learned skill is applied.
Athletics	Learn skills of running, jumping and throwing with a range of equipment. Vary speed of running based on commands given. Use comparative language i.e. faster, longer, and be able to physically demonstrate this.
Multisports	Show good control over the body when exploring different skills. Start showing an ability to use their dominate hand to work with a partner in different activities. Explore and use skills effectively for particular sports

KS1

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

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

	Year 1	Year 2
Multiskills	Develop different ways of moving, along different pathways. To be able to changing direction & stop quickly. To be able to carry & stop a ball in different ways.	To be able to balance, run and skip fluently and with control To be able to carrying & control a ball whilst moving, avoiding obstacles, dodging & stopping.

	<p>Understand how to roll a ball to a partner aiming and tracking the ball in its journey</p> <p>To be able to aim and control an underarm throw</p> <p>To be able to throw and catch whilst moving</p> <p>Explore ways of Bouncing and catching a ball</p> <p>Explore ways of moving and stopping a ball with control</p>	<p>Explore ways of passing and moving with the ball in game situations</p> <p>To be able to throw a ball and get in line to receive the ball</p> <p>To be able to kick a ball and get in line to receive the ball</p> <p>Understand that distance can effect a selection of thows used (underarm or overarm)</p> <p>Develop ways of tracking a ball within small game situations</p>
Athletics	<p>Develop basic movement techniques</p> <p>Explore different speeds of running</p> <p>Develop different ways of jumping</p> <p>Explore ways of moving around/over obstacles</p> <p>Understand the difference between running fast and running slow.</p> <p>Explore ways of throwing for distance (not height).</p> <p>Be able to follow simple instructions-on your marks, get set, go</p>	<p>Explore movement techniques</p> <p>Know he difference between sprinting and jogging and be able to apply them to specific races</p> <p>To be able to throw for distance with control</p> <p>Understand the difference between jumping for height and jumping for distance</p> <p>Develop ways of moving around/over obstacles at speed</p> <p>Develop an understanding of pace</p> <p>To be able to apply different skills to different events</p>

Dance	<p>Explore movement ideas and respond imaginatively to a range of stimuli.</p> <p>Move confidently and safely in their own general space using changes of speed level and direction.</p> <p>Compose and link movements to make simple beginnings, middles and ends.</p> <p>Perform movement phrases using a range of body actions and body parts.</p>	<p>Explore, remember, repeat and link a range of actions with coordination, control and awareness of the expressive qualities of dance.</p> <p>Explore the change of rhythm, speed, level and direction.</p> <p>Compose and perform short dances that express and communicate moods, ideas and feelings choosing and varying simple compositional ideas.</p>
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Gymnastics	<p>Explore and perform gymnastic actions (pencil/straight, tuck, star, pike, dish and arch) and still shapes.</p> <p>Move confidently and safely in their own and general space, using change of speed and direction.</p> <p>Copy, create and link movement phrases with beginnings and ends.</p> <p>Perform movement phrases using a range of body actions and body parts.</p> <p>Explore making their body tense, relaxed, stretched and curled.</p> <p>Explore different ways of stretching, balancing, rolling, and travelling</p>	<p>Remember, repeat and link combinations of gymnastic actions, body shapes and balances with control and precisions.</p> <p>Choose, use and vary simple compositional ideas in the sequence they create and perform, with moderate control.</p> <p>Create routines which have a clear beginning and ending.</p> <p>Work with a partner sharing ideas and creating a simple sequence.</p>
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<p>Multisports</p>	<p>Explore different ways of using a ball.</p> <p>Explore ways to send a ball or other equipment.</p> <p>Retrieve and stop a ball using different parts of the body.</p> <p>Play a variety of running and avoiding games.</p> <p>Talk about what our bodies do during exercise e.g. breathing</p> <p>Participate in team games.</p> <p>Develop simple attacking and defending techniques.</p> <p>Pass and receive a ball in different ways with increased control</p>	<p>Recognise the best ways to score points and stop points being scored.</p> <p>Recognise how they work best with their partner.</p> <p>Understand key rules.</p> <p>Make it difficult for opponents.</p> <p>Keep possession of the ball and find best places to score.</p> <p>Describe what they see and ask to copy others' ideas and skills</p> <p>Participate in team games.</p> <p>Understand and develop tactics for attacking and defending</p> <p>Pass and receive a ball in different ways with control and increased accuracy</p>
<p>Football</p>	<p>Kicking the ball to a partner Stop ball with feet Travel with ball close to their body (maintain some control)</p> <p>Explore ways of moving and stopping a football</p> <p>Develop ways of passing the ball with control</p> <p>Understand basic football rules</p> <p>To be able to work in a team to move the ball from one target to another</p>	<p>To be able to dribble and stop he ball with control</p> <p>To be able to get in line to receive a pass</p> <p>To be able to dribble and pass on the move</p> <p>To develop ways of keeping possession of the ball in game situations.</p> <p>Develop awareness of space and use it to support team-mates</p> <p>Understand and develop tactics for attacking and defending</p> <p>Know and use some rules in small game situations</p>

KS2

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.

Invasion games	Year 3	Year 4	Year 5	Year 6
Tag rugby	<p>Practise passing backwards using a number of sending and receiving techniques.</p> <p>Improve accuracy of passes and use space to keep possession better.</p> <p>Remain in control of ball while moving.</p> <p>Use communication skills to work effectively with team members</p> <p>Play conditioned games that focus on keeping possession and scoring.</p> <p>Know how to keep possession.</p>	<p>Practise passing backwards on the move</p> <p>Choose and adapt techniques to keep possession</p> <p>Know what rules are needed to make games fair. E.g. pass backwards, tag</p> <p>Understand simple patterns of play.</p> <p>Evaluate how successful their decision making has been and use appropriate language to analyse performance.</p> <p>Know how to improve their own performance</p>	<p>Show ways to keep ball away from players.</p> <p>Know and demonstrate how to shield the ball.</p> <p>Change speed, direction with ball to get away from defender.</p> <p>Be able to score trys in a variety of ways.</p> <p>Mark an opponent.</p> <p>Watch and evaluate the success of the games they play in.</p> <p>Identify parts of the game that are going well and parts that need improving WWW/EBI</p>	<p>Understand the roles of an attacker and defender (tagging and marking)</p> <p>Understand different ways to attack (outwitting an opponent) and defend</p> <p>Choose right formations and tactics for attack and defence.</p> <p>Know how they support other players in attack and defence.</p> <p>Understand how to lead a team</p> <p>Know how to lead a warm up</p>

	<p>Find space to receive and support.</p> <p>Use defending techniques to regain possession of the ball-tagging</p> <p>Understand patterns of play- if ball is in a certain position where should players be</p>		<p>Explain how confident they feel in different positions.</p> <p>Suggest what they need to practice to enjoy game more.</p>	<p>Know the 3 stages of a warm up.</p> <p>Know how tag rugby helps improve your fitness</p>
Hockey	<p>Practise passing to a partner using a number of sending and receiving techniques. (Push pass and hit)</p> <p>Improve accuracy of passes and use space to keep possession better.</p> <p>Remain in control of ball, keeping it close to the stick while travelling.</p> <p>Use communication skills to work effectively with team members</p> <p>Play conditioned games that focus on keeping possession and scoring.</p> <p>Select the best type of pass to keep possession.</p> <p>Find space to receive and support.</p>	<p>Select pass to use in different situations (push or hit)</p> <p>Choose and adapt their techniques to keep possession-creating space</p> <p>Know what rules are needed to make games fair. E.g. 1v1 tackle, only use the flat side of the stick, keep the ball low</p> <p>Understand simple patterns of play.</p> <p>Evaluate how successful their decision making has been and use appropriate language to analyse performance.</p> <p>Know how to improve their own performance</p>	<p>Show ways to keep ball away from defenders using body and/or stick</p> <p>Know and demonstrate how to shield the ball.</p> <p>Change speed, direction with ball to get away from defender.</p> <p>Shoot accurately in a variety of ways.</p> <p>Mark an opponent 1-1</p> <p>Watch and evaluate the success of the games they play in.</p> <p>Identify parts of the game that are going well and parts that need improving.</p> <p>Explain how confident they feel in different positions.</p>	<p>Understand the roles of an attacker and defender</p> <p>Understand different ways to attack (outwitting an opponent) and defend (tackling, 1v1)</p> <p>Choose right formations and tactics for attack and defence.</p> <p>Know how they support other players in attack and defence.</p> <p>Understand how to lead a team</p> <p>Yo be able to lead a warm up</p> <p>Know the 3 stages of a warm up.</p> <p>Know how hockey helps improve your fitness</p>

	<p>Use defending techniques to regain possession of the ball</p> <p>Understand patterns of play- if ball is in a certain position where should players be</p>		<p>Suggest what they need to practice to enjoy game more.</p>	
Netball	<p>Practise passing to a partner using a number of sending and receiving techniques. (Chest, shoulder and bounce pass)</p> <p>Improve accuracy of passes and use space to keep possession better.</p> <p>Use communication skills to work effectively with team members</p> <p>Play conditioned games that focus on keeping possession and scoring.</p> <p>Select the best type of pass to keep possession. Find space to receive and support.</p> <p>Use defending techniques to regain possession of the ball- marking a player, marking the ball, intercepting.</p> <p>Understand patterns of play- if ball is in a certain position where should players be</p>	<p>Practise passing on the move</p> <p>Choose and adapt their techniques to keep possession (dodging-double, fake and sprint)</p> <p>Know what rules are needed to make games fair. E.g. 3 seconds with the ball, 1m rule, non contact, footwork</p> <p>Understand simple patterns of play. Evaluate how successful their decision making has been and use appropriate language to analyse performance.</p> <p>Know how to improve their own performance</p>	<p>Show ways to keep ball away from defenders.</p> <p>Know and demonstrate how to shield the ball.</p> <p>Change speed, direction to make space away from defender (dodging)</p> <p>Shoot accurately in a variety of ways.</p> <p>Mark an opponent and/or the ball</p> <p>Watch and evaluate the success of the games they play in.</p> <p>Identify parts of the game that are going well and parts that need improving.</p> <p>Explain how confident they feel in different positions.</p> <p>Suggest what they need to practice to enjoy game more.</p>	<p>Understand the roles each position has</p> <p>Understand different ways to attack (dodging) and defend (marking the player/the ball)</p> <p>Choose right formations and tactics for attack and defence.</p> <p>Know how they support other players in attack and defence e.g. switching.</p> <p>Understand how to lead a team</p> <p>Know how to lead a warm up</p> <p>Know the 3 stages of a warm up.</p> <p>Know how netball helps improve your fitness</p>

<p>Football</p>	<p>Practise passing to a partner using a number of sending and receiving techniques.</p> <p>Improve accuracy of passes and use space to keep possession better.</p> <p>Remain in control of ball, keeping the ball close while dribbling.</p> <p>Use communication skills to work effectively with team members</p> <p>Play conditioned games that focus on keeping possession and scoring.</p> <p>Select the best type of pass to keep possession.</p> <p>Find space to receive and support.</p> <p>Use defending techniques to regain possession of the ball-tackling</p> <p>Understand patterns of play- if ball is in a certain position where should players be</p>	<p>Practice passing on the move</p> <p>Choose and adapt their techniques to keep possession-creating space</p> <p>Know what rules are needed to make games fair.</p> <p>Understand simple patterns of play.</p> <p>Evaluate how successful their decision making has been and use appropriate language to analyse performance.</p> <p>Know how to improve their own performance</p>	<p>Show ways to keep ball away from defenders.</p> <p>Know and demonstrate how to shield the ball.</p> <p>Change speed, direction with ball to get away from defender.</p> <p>Shoot accurately in a variety of ways.</p> <p>Mark an opponent.</p> <p>Watch and evaluate the success of the games they play in.</p> <p>Identify parts of the game that are going well and parts that need improving.</p> <p>Explain how confident they feel in different positions.</p> <p>Suggest what they need to practice to enjoy game more.</p>	<p>Understand the roles of an attacker and defender (defence, midfield, striker)</p> <p>Understand different ways to attack and defend (tackling)</p> <p>Choose right formations and tactics for attack and defence.</p> <p>Know how they support other players in attack and defence.</p> <p>Understand how to lead a team</p> <p>Know how to lead a warm up</p> <p>Know the 3 stages of a warm up.</p> <p>Know how football helps improve your fitness</p>
<p>Basketball</p>	<p>Practise passing to a partner using a number of sending and receiving techniques. (Chest, bounce and javelin pass)</p>	<p>Practice passing on the move, linking dribbling</p>	<p>Show ways to keep ball away from defenders.</p>	<p>Understand the roles of an attacker and defender (making and blocking)</p>

	<p>Improve accuracy of passes and use space to keep possession better.</p> <p>Remain in control of ball while travelling, ensuring the ball bounces no higher than hip height.</p> <p>Use communication skills to work effectively with team members</p> <p>Play conditioned games that focus on keeping possession and scoring.</p> <p>Select the best type of pass to keep possession.</p> <p>Find space to receive and support.</p> <p>Use defending techniques to regain possession of the ball</p> <p>Understand patterns of play- if ball is in a certain position where should players be</p>	<p>Choose and adapt their techniques to keep possession and give their team chance to shoot.</p> <p>Know what rules are needed to make games fair. E.g. travelling, double dribble, none contact</p> <p>Understand simple patterns of play. Evaluate how successful their decision making has been and use appropriate language to analyse performance.</p> <p>Know how to improve their own performance</p>	<p>Know and demonstrate how to shield the ball.</p> <p>Change speed, direction with ball to get away from defender.</p> <p>Shoot accurately in a variety of ways (hook shot, jump shot)</p> <p>Mark an opponent (blocking)</p> <p>Watch and evaluate the success of the games they play in.</p> <p>Identify parts of the game that are going well and parts that need improving.</p> <p>Explain how confident they feel in different positions.</p> <p>Suggest what they need to practice to enjoy game more.</p>	<p>Understand different ways to attack (outwitting an opponent) and defend</p> <p>Choose right formations and tactics for attack and defence.</p> <p>Know how they support other players in attack and defence.</p> <p>Understand how to lead a team</p> <p>Know how to lead a warm up</p> <p>Know the 3 stages of a warm up.</p> <p>Know how basketball helps improve your fitness</p>
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	Year 3	Year 4	Year 5	Year 6
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<p>Athletics</p>	<p>Run at fast, medium and slow speeds, changing speed and direction</p> <p>Link running and jumping activities with some fluency, control and consistency</p> <p>Make up and repeat a short sequence of linked jumps</p> <p>Take part in a relay, remembering when to run and what to do</p> <p>Throw a variety of objects, changing their action for accuracy and distance;</p> <p>Recognise when their heart rate, temperature and breathing rate have changed</p>	<p>Show greater difference between slow and fast speeds; start at a medium pace for a longer distance;</p> <p>Make up and teach others a short sequence of linked jumps</p> <p>Throw more accurately and greater distances;</p> <p>Show consistency, control and accuracy when throwing</p> <p>Identify the changes that take place after exercise, and describe how their bodies will react when running, jumping and throwing</p>	<p>Understand pace and be able to select the best pace for a running event, so that they can sustain their running and improve on a personal best</p> <p>Show control at take-off in jumping activities</p> <p>Show accuracy and good technique when throwing for distance</p> <p>Organise and manage an athletic event well</p> <p>Understand how stamina and power help people to perform well in different athletic activities</p> <p>Identify good athletic performance and explain why it is good</p>	<p>Show good control, speed, strength and stamina when running, jumping and throwing</p> <p>Adapt skills and techniques to different challenges and equipment</p> <p>Use good technique when running, throwing and jumping</p> <p>To be able to use pace well</p> <p>Know the rules of events and be able to organise and judge events well</p> <p>Know and be able to lead the 3 stages of an effective warm up.</p> <p>Pick out the important features of a performance; make good suggestions about what could be improved</p> <p>Know how to improve their personal best</p>
<p>OAA</p>	<p>Identify where they are by using simple plans and diagrams of familiar environments</p>	<p>Use more detailed plans and diagrams that take them from familiar to less familiar areas</p> <p>Find their way and recognise where they are on a plan or diagram</p>	<p>Choose and perform skills and strategies effectively</p> <p>Find solutions to problems and challenges</p>	<p>Work confidently in familiar and changing environments</p> <p>Adapt quickly to new situations</p>

	<p>Use simple plans and diagrams to help follow a short trail and go from one place to another</p> <p>Respond to a challenge or problem set</p> <p>Work increasingly cooperatively with others, discussing how to follow trails and solve problems</p>	<p>Solve problems using a range of approaches</p> <p>Use ideas learned in one problem or task to help solve another</p> <p>Work and behave safely, when working individually and in small groups</p> <p>To be able to explain reasons for choosing the approach used to solve a problem</p>	<p>Plan, implement and refine strategies used, adapting strategies as necessary</p> <p>Work effectively in a group or in a team where roles and responsibilities are understood</p> <p>Prepare physically and organisationally for challenges they are set, taking into account the group's safety</p> <p>Identify what they do well, as individuals and as a group; suggest ways to improve</p>	<p>Devise and put into practice a range of solutions to problems and challenges</p> <p>Understand clearly the nature of a challenge or problem and what is achievable</p> <p>Take a leading role when working with others</p> <p>Prepare efficiently and safely</p> <p>Identify and respond to events as they happen</p> <p>Identify effective performances and solutions</p> <p>Take the lead in planning to improve weaknesses</p>
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	Year 3	Year 4	Year 5	Year 6
Gymnastics	<p>To be able to use number of their own ideas for movements in response to a task</p> <p>Choose and plan sequences of contrasting actions</p> <p>Adapt sequences to suit different types of apparatus and their partner's ability</p>	<p>Perform actions, balances, body shapes and agilities with control</p> <p>Plan, perform and repeat longer sequences that include changes of speed and level, clear shapes and quality of movement</p> <p>Adapt their own movements to include a partner in a sequence</p>	<p>Create, practise and refine longer, more complex sequences for a performance, including changes in level, direction and speed</p> <p>Choose actions, body shapes and balances from a wider range of themes and ideas</p> <p>Adapt their performance to the demands of a task, using their knowledge of composition</p>	<p>make up longer, more complex sequences, including changes of direction, level and speed</p> <p>Develop their own solutions to a task by choosing and applying a range of compositional principles</p> <p>Combine and perform gymnastic actions, shapes and balances</p>

	<p>Explain how strength and suppleness affect performance</p> <p>Compare and contrast gymnastic sequences, commenting on similarities and differences;</p> <p>Recognise how performances could be improved</p>	<p>Recognise criteria that lead to improvement, <i>eg changing a level</i></p> <p>To be able to watch, describe and suggest possible improvements to others' performances</p> <p>Suggest improvements to their own performance</p>	<p>Understand the need for warming up and working on body strength, tone and flexibility</p> <p>Lead small groups in warm-up activities</p> <p>Use basic set criteria to make simple judgements about performances and suggest ways they could be improved</p> <p>Judge the strengths and weaknesses of performances, and choose a single focus for improvement</p>	<p>Show clarity, fluency, accuracy and consistency in their movements</p> <p>In small groups, prepare a sequence to be performed to an audience</p> <p>Understand the importance of warming up and cooling down; say, in simple terms, why activity is good for their health, fitness and wellbeing</p> <p>Show an awareness of factors influencing the quality of a performance and suggest aspects that need improving</p> <p>Arrange their own apparatus safely to suit the needs of a task</p>
Dance	<p>Create dance phrases that communicate ideas</p> <p>Create dance phrases with a partner and in a small group using canon and unison.</p> <p>Repeat, remember and perform phrases in a dance.</p> <p>Use dynamic and expressive qualities in relation to an idea.</p> <p>Use counts to keep in time with a group and the music.</p>	<p>Respond imaginatively to a range of stimuli related to character and narrative</p> <p>Use simple motifs and movement patterns to structure dance phrases on my own, with a partner and in a group.</p> <p>Use formation, canon and unison to develop a dance.</p> <p>Refine, repeat and remember dance phrases and dances.</p>	<p>Adapt and refine actions, dynamics and relationships in a dance.</p> <p>Perform different styles of dance clearly and fluently.</p> <p>Recognise and comment on dances, showing an understanding of style.</p> <p>Suggest ways to improve own and other people's work.</p>	<p>Work creatively and imaginatively individually, with a partner and in a group to choreograph motifs and structure simple dances.</p> <p>Adapt and refine actions, dynamics and relationships to improve a dance.</p> <p>Choreograph a dance using props.</p> <p>Perform dances fluently and with control.</p>

	Recognise and talk about the movements used and the expressive qualities of dance.	Perform dances clearly and fluently. Describe, interpret and evaluate dance, using appropriate language.		Use appropriate language to evaluate and refine own and others' work
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Net and wall games	Year 3	Year 4	Year 5	Year 6
Badminton and Tennis	<p>Practise throwing and catching with a variety of different balls and using different types of throwing</p> <p>Hit the ball with a racket using basic shots</p> <p>Play games using throwing and catching skills.</p> <p>Vary strength, length and direction of throw.</p> <p>Know how to make it difficult for opponent to receive the ball.</p> <p>Understand rules about the games</p>	<p>Play games using controlled throwing and catching skills.</p> <p>Vary strength, length and direction of throw.</p> <p>Hit the ball with a racket using a variety of shots</p> <p>To be able to demonstrate how to make it difficult for an opponent to receive ball.</p> <p>Understand where to stand when receiving the ball.</p> <p>Understand attack and defence tactics. Understand rules about the games.</p> <p>To be able to comment on their own performance and what they do well.</p>	<p>To be able to perform the forehand, backhand and overhead shots increasingly well in the games</p> <p>Explore using the volley in games situations</p> <p>Use skills with competence and consistency</p> <p>Choose and use some tactics effectively</p> <p>Play cooperatively with a partner</p> <p>Apply rules consistently and fairly</p> <p>Identify appropriate exercises and activities for warming up</p>	<p>Play the full game of short tennis</p> <p>Use a wide range of shots in games with a good degree of consistency and accuracy</p> <p>Start a game or point with a serve of their choice</p> <p>Work collaboratively with a partner</p> <p>Organise themselves well in a team</p> <p>Understand the need for different tactics</p> <p>Choose and use tactics effectively</p> <p>Lead others in short warm-up routines, selecting safe and</p>

		Explore ways of changing the court to make it easier/harder.	Be able to comment on what they and others do well and suggest ideas for improvement	appropriate activities and exercises Identify strengths and weaknesses in their own and others' play, and suggest practices that will lead to improvement
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Striking and fielding	Year 3	Year 4	Year 5	Year 6
Rounders and Cricket	<p>To combine and develop a range of skills in striking and fielding.</p> <p>To develop and investigate different ways of throwing and to know when it is appropriate to use them.</p> <p>To be able to catch consistently.</p> <p>Develop the correct batting technique and use it in a game situation.</p> <p>Explore fielding techniques and use them in game situations.</p>	<p>To develop and investigate different ways of throwing, and to know when each is appropriate.</p> <p>To use agility, balance, co-ordination to field a ball well.</p> <p>To use agility, balance, co-ordination to move into good positions for catching and apply it in a game situation.</p> <p>To use hand-eye coordination to strike a moving ball.</p> <p>To develop fielding skills and understand their importance when playing a game.</p>	<p>To develop skills in batting and fielding.</p> <p>To be able to select fielding techniques.</p> <p>To run with control between the wickets/around the rounders pitch.</p> <p>To develop a powerful and accurate overarm throw.</p> <p>To explore ways of placing the ball.</p> <p>To be able to comment on own and others performances</p>	<p>To be able throw and catch under pressure.</p> <p>To use fielding skills to stop the ball effectively (long barrier).</p> <p>Adapt ways of placing the ball.</p> <p>Explore playing in different roles.</p> <p>To be able to lead and work within a team using tactics to gain success in a game situation.</p> <p>To be able to act on advice to improve own performance</p>

	<p>To combine throwing, catching and batting skills already learned.</p> <p>To be able to strike the ball for distance.</p> <p>To know how to play a striking and fielding game competitively and fairly.</p>			
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