



Use real life learning experiences



Encourage a love of learning



Enriching memorable moments

<p><b>Intent</b></p> <ul style="list-style-type: none"> <li>• There is a coherently planned sequence of lessons to help teachers ensure they have progressively covered the requirements of the PE National Curriculum through a varied and well mapped out scheme.</li> <li>• Opportunity for progression is provided across the full breadth of the PE National Curriculum for KS1 and KS2 for both indoor and outdoor PE.</li> <li>• In KS1, the focus of the PE curriculum is on the development of the fundamental skills that will be built upon in KS2 when they are applied in specific sports.</li> <li>• It is our intention to develop a lifelong love of physical activity, sport and PE in all young people.</li> <li>• We aim to help ensure a positive and healthy physical and mental outlook in the future and help young people to develop essential skills like leadership and teamwork.</li> <li>• Within each lesson, we will strive to give every child the opportunity to develop skills in PE, consider the impact on their health and fitness, compete/perform and evaluate.</li> </ul>
<p><b>Implementation</b></p> <ul style="list-style-type: none"> <li>• Detailed lesson plans, technical glossaries, skills posters and adult guidance ensures that all teachers are equipped with the secure subject knowledge required to deliver modern, high-quality teaching and learning opportunities for all areas of the PE National Curriculum. This will help teachers gain the knowledge and skills they need to feel confident in teaching all areas of PE, regardless of their main areas of expertise.</li> <li>• Lessons are planned alongside subject-specific progression maps to ensure that children are given the opportunity to practise existing skills and also build on these to develop new or more advanced skills.</li> <li>• There is a structure to the lesson sequence whereby prior learning is always considered and opportunities for revision and practise are built into lessons to help build depth to the children’s knowledge, skills and understanding in PE.</li> <li>• Key assessment questions are built in to lesson plans to allow teachers to assess the different levels of understanding at various points in the lesson and also allow time to recap concepts where necessary, helping to embed learning.</li> <li>• Assessment grids are on lesson plans so notes can be recorded to show different children’s achievements and where challenge or support is required in future lessons. More formal summative assessment spreadsheets are saved on Microsoft TEAMS and our Staff Share drive to help monitor the impact against National Curriculum aims.</li> </ul>
<p><b>Impact</b></p> <ul style="list-style-type: none"> <li>• Each unit is mapped against the progression documents to ensure that learners develop detailed knowledge and skills across the full breadth of the PE curriculum through engaging and age-appropriate curriculum content.</li> <li>• Our indoor units are often themed with strong cross-curricular links to other subjects and topics, such as Romans and Traditional Tales. This all helps to make the learning memorable, allowing links to be made and ultimately creating a higher level of engagement and understanding.</li> <li>• Attainment and progress can be measured using assessment spreadsheets.</li> <li>• A high quality and consistent approach to PE teaching should significantly improve attainment in knowledge and skills in PE.</li> <li>• The profile of sport, PE and physical activity will be increased across the school. With technical PE vocabulary being used by all learners, the learning environment will be more consistent across both key stages.</li> <li>• Whole school and parental engagement can be improved through the use of active assemblies, social media updates and PE-specific home learning tasks.</li> </ul>

**Overview of Subject Content**

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Reception</b>	Gymnastics – Jumping Jacks & Rock ‘N Roll	Dance – Dance ‘til You Drop	Ball Skills	Dance - Dinosaurs	Gymnastics – Gym in the Jungle	Games – The Olympics
<b>Year 1</b>	Multi-skills – Throwing and catching Gymnastics - Animals	Invasion Games – At the Fair Dance – Starry Skies	Attacking & Defending Circuit Training	Multi-skills: Bat & Ball Dance – The Seasons	Multi-skills: Running & Jumping Gymnastics – Traditional tales	Multi-skills: Sports Day Yoga – Salute to the Sun
<b>Year 2</b>	Multi-skills – Throwing and Catching Gymnastics – Landscapes and Cities	Invasion Games Dance – Gunpowder Plot	Attacking & Defending Circuit Training	Multi-skills: Bat & Ball Dance - Plants	Multi-skills: Target Games Gymnastics – Under the Sea	Animal Olympics Dance - Toys
<b>Year 3</b>	Outdoor Adventurous Activities* Gymnastics - Movement	Invasion Games - Fundamentals Dodgeball	Football Circuit Training	Net & Wall Games - Fundamentals Dance - Romans	Striking & Fielding: Fundamentals Gymnastics - Shape	Athletics Dance – Rainforest Dance
<b>Year 4</b>	Outdoor Adventurous Activities* Gymnastics - Movement	Invasion Games – Tag Rugby Dance – Carnival of the Animals	Invasion Games - Hockey Circuit Training	Net & Wall Games - Volleyball Dance - Water	Striking & Fielding Games: Cricket Gymnastics – Space	Athletics Dance – Extreme Earth
<b>Year 5</b>	Outdoor Adventurous Activities* Gymnastics - Rivers and Mountains	Invasion Games - Lacrosse Dance - Electricity	Invasion Games - Basketball Circuit Training	Net & Wall Games - Tennis Gymnastics – Ancient Egypt	Striking & Fielding Games: Rounders Dance – Eco Dance	Athletics Invasion Games – Handball
<b>Year 6</b>	Outdoor Adventurous Activities* Gymnastics – Movement I	Invasion Games Dance – World War II	Invasion Games - Netball Circuit Training	Striking & Fielding Games Gymnastics – Movement II	Athletics Dance Through the Decades	Golf Leadership in PE

\*Also completed during Year 5 residential

Progression Map for PE				
	Games	Athletics	Dance	Gymnastics
Rec	<p><b>Health &amp; Fitness</b> Describe how the body feels when still and when exercising.</p> <p><b>Ball Skills</b> Hit a ball with a bat or racquet. Roll equipment in different ways. Throw underarm. Throw an object at a target. Catch equipment using two hands. Move a ball in different ways, including bouncing and kicking. Use equipment to control a ball. Kick an object at a target.</p> <p><b>Using Space</b> Move safely around the space and equipment. Travel in different ways, including sideways and backwards.</p>	<p><b>Health &amp; Fitness</b> Describe how the body feels when still and when exercising.</p> <p><b>Running</b> Run in different ways for a variety of purposes.</p> <p><b>Jumping</b> Jump in a range of ways, landing safely.</p> <p><b>Throwing</b> Roll equipment in different ways. Throw underarm. Throw an object at a target.</p> <p><b>Compete/ Perform</b> Control their body when performing a sequence of movements. Participate in simple games.</p> <p><b>Evaluate</b> Talk about what they have done. Talk about what others have done</p>	<p><b>Health &amp; Fitness</b> Describe how the body feels when still and when exercising.</p> <p><b>Dance Skills</b> Join a range of different movements together. Change the speed of their actions. Change the style of their movements. Create a short movement phrase which demonstrates their own ideas.</p> <p><b>Compete/ Perform</b> Control my body when performing a sequence of movements.</p> <p><b>Evaluate</b> Talk about what they have done. Talk about what others have done.</p>	<p><b>Health &amp; Fitness</b> Describe how the body feels when still and when exercising.</p> <p><b>Acquiring &amp; Developing Skills in Gymnastics</b> Create a short sequence of movements. Roll in different ways with control. Travel in different ways. Stretch in different ways. Jump in a range of ways from one space to another with control. Begin to balance with control. Move around, under, over, and through different objects and equipment.</p> <p><b>Rolls, Jumps, Vault, Handstands</b> Curled side roll (egg roll) Log roll (pencil roll) Teddy bear roll, straight jump Tuck jump Jumping jack, half turn jump, bunny hop</p> <p><b>Travelling &amp; Linking Actions</b> Tiptoe, step, jump and hop</p> <p><b>Shapes &amp; Balances</b> Standing balances</p> <p><b>Compete/ Perform</b> Control my body when performing a sequence of movements. Participate in simple games.</p> <p><b>Evaluate</b> Talk about what they have done. Talk about what others have done.</p>
<b>Key Stage 1 National Curriculum</b>	<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• 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;</li> <li>• participate in team games, developing simple tactics for attacking and defending;</li> <li>• perform dances using simple movement patterns.</li> </ul>	<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities;</li> <li>• participate in team games, developing simple tactics for attacking and defending.</li> </ul>	<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities;</li> <li>• perform dances using simple movement patterns.</li> </ul>	<p>The main KS1 national curriculum aims covered in the Gymnastics units are:</p> <ul style="list-style-type: none"> <li>• Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.</li> </ul>
Year 1	<p><b>Health &amp; Fitness</b> Describe how the body feels before, during and after exercise. Carry and place equipment safely.</p> <p><b>Ball Skills</b> Use hitting skills in a game. Practise basic striking, sending and receiving. Throw underarm and overarm. Catch and bounce a ball. Use rolling skills in a game. Practise accurate throwing and consistent catching. Travel with a ball in different ways. Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency. Pass the ball to another player in a game. Use kicking skills in a game.</p> <p><b>Using Space</b> Use different ways of travelling in different directions or pathways. Run at different speeds. Begin to use space in a game.</p>	<p><b>Health &amp; Fitness</b> Describe how the body feels before, during and after exercise. Carry and place equipment safely.</p> <p><b>Running</b> Vary their pace and speed when running. Run with a basic technique over different distances. Show good posture and balance. Jog in a straight line. Change direction when jogging. Sprint in a straight line. Change direction when sprinting. Maintain control as they change direction when jogging or sprinting</p> <p><b>Jumping</b> Perform different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. Perform a short jumping sequence. Jump as high as possible. Jump as far as possible. Land safely and with control. Work with a partner to develop the control of their jumps.</p> <p><b>Throwing</b> Throw underarm and overarm. Throw a ball towards a target with increasing accuracy.</p>	<p><b>Health &amp; Fitness</b> Describe how the body feels before, during and after exercise. Carry and place equipment safely.</p> <p><b>Dance Skills</b> Copy and repeat actions. Put a sequence of actions together to create a motif. Vary the speed of their actions. Use simple choreographic devices such as unison, canon and mirroring. Begin to improvise independently to create a simple dance.</p> <p><b>Compete/ Perform</b> Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control</p> <p><b>Evaluate</b> Watch and describe performances. Begin to say how they could improve</p>	<p><b>Health &amp; Fitness</b> Describe how the body feels before, during and after exercise. Carry and place equipment safely.</p> <p><b>Acquiring &amp; Developing Skills in Gymnastics</b> Create and perform a movement sequence. Copy actions and movement sequences with a beginning, middle and end. Link two actions to make a sequence. Recognise and copy contrasting actions (small/tall, narrow/wide). Travel in different ways, changing direction and speed. Hold still shapes and simple balances. Carry out simple stretches. Carry out a range of simple jumps, landing safely. Move around, under, over, and through different objects and equipment. Begin to move with control and care.</p> <p><b>Rolls, Jumps, Vault, Handstands</b> Log roll (controlled) Curled side roll (egg roll) (controlled) Teddy bear roll (controlled) Straight jump Tuck jump Jumping jack Half turn jump Cat spring Straight jump off springboard Bunny hop Front support wheelbarrow with partner</p> <p><b>Travelling &amp; Linking Actions</b></p>

		<p>Improve the distance they can throw by using more power</p> <p><b>Compete/ Perform</b> Begin to perform learnt skills with some control. Engage in competitive activities and team games.</p> <p><b>Evaluate</b> Watch and describe performances. Begin to say how they could improve.</p>		<p>Tiptoe, step, jump and hop Hopscotch Skipping Galloping</p> <p><b>Shapes &amp; Balances</b> Standing balances Kneeling balances Pike, tuck, star, straight, straddle shapes</p> <p><b>Compete/ Perform</b> Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control.</p> <p><b>Evaluate</b> Watch and describe performances. Begin to say how they could improve</p>
Year 2	<p><b>Health &amp; Fitness</b> Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy.</p> <p><b>Ball Skills</b> Strike or hit a ball with increasing control. Learn skills for playing striking and fielding games. Position the body to strike a ball Throw different types of equipment in different ways, for accuracy and distance. Throw, catch and bounce a ball with a partner. Use throwing and catching skills in a game. Throw a ball for distance. Use hand-eye coordination to control a ball. Vary types of throw used. Bounce and kick a ball whilst moving. Use kicking skills in a game. Use dribbling skills in a game. Know how to pass the ball in different ways.</p> <p><b>Using Space</b> Use different ways of travelling at different speeds and following different pathways, directions or courses. Change speed and direction whilst running. Begin to choose and use the best space in a game.</p>	<p><b>Health &amp; Fitness</b> Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy.</p> <p><b>Running</b> Run at different paces, describing the different paces. Use a variety of different stride lengths. Travel at different speeds. Begin to select the most suitable pace and speed for distance. Complete an obstacle course. Vary the speed and direction in which they are travelling. Run with basic techniques following a curved line. Be able to maintain and control a run over different distances.</p> <p><b>Jumping</b> Perform and compare different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. Combine different jumps together with some fluency and control. Jump for distance from a standing position with accuracy and control. Investigate the best jumps to cover different distances. Choose the most appropriate jumps to cover different distances. Know that the leg muscles are used when performing a jumping action.</p> <p><b>Throwing</b> Throw different types of equipment in different ways, for accuracy and distance. Throw with accuracy at targets of different heights. Investigate ways to alter their throwing technique to achieve greater distance.</p> <p><b>Compete/ Perform</b> Perform learnt skills with increasing control. Compete against self and others.</p> <p><b>Evaluate</b> Watch and describe performances, and use what they see to improve their own performance. Talk about the differences between their work and that of others.</p>	<p><b>Health &amp; Fitness</b> Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy.</p> <p><b>Dance Skills</b> Copy, remember and repeat actions. Create a short motif inspired by a stimulus. Change the speed and level of their actions. Use simple choreographic devices such as unison, canon and mirroring. Use different transitions within a dance motif. Move in time to music. Improve the timing of their actions.</p> <p><b>Compete/ Perform</b> Perform sequences of their own composition with coordination. Perform learnt skills with increasing control. Compete against self and others</p> <p><b>Evaluate</b> Watch and describe performances, and use what they see to improve their own performance. Talk about the differences between their work and that of others.</p>	<p><b>Health &amp; Fitness</b> Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy.</p> <p><b>Acquiring &amp; Developing Skills in Gymnastics</b> Copy, explore and remember actions and movements to create their own sequence. Link actions to make a sequence. Travel in a variety of ways, including rolling. Hold a still shape whilst balancing on different points of the body. Jump in a variety of ways and land with increasing control and balance. Climb onto and jump off the equipment safely. Move with increasing control and care.</p> <p><b>Rolls, Jumps, Vault, Handstands</b> Log roll (controlled) Curled side roll (egg roll) (controlled) Teddy bear roll (controlled) Rocking forward roll Crouched forward roll Straight jump Tuck jump Jumping jack Half turn jump Cat spring Cat spring to straddle Hurdle step onto springboard Straight jump off springboard Tuck jump off springboard Bunny hop Front support wheelbarrow with partner T-lever Scissor kick</p> <p><b>Travelling &amp; Linking Actions</b> Tiptoe, step, jump and hop Hopscotch Skipping Galloping Straight jump half-turn</p> <p><b>Shapes &amp; Balances</b> Standing balances Kneeling balances Large body part balances Balances on apparatus Balances with a partner Pike, tuck, star, straight, straddle shapes Front and back support</p> <p><b>Compete/ Perform</b> Perform sequences of their own composition with coordination. Perform learnt skills with increasing control.</p> <p><b>Evaluate</b> Watch and describe performances, and use what they see to improve their own performance. Talk about the differences between their work and that of others.</p>

Key Stage 2 National Curriculum	Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to: <ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in isolation and in combination;</li> <li>• 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;</li> <li>• develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics];</li> <li>• compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to: <ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in isolation and in combination;</li> <li>• 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;</li> <li>• develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics];</li> <li>• compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to: <ul style="list-style-type: none"> <li>• develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics];</li> <li>• perform dances using a range of movement patterns;</li> <li>• compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> </ul>	The main KS2 national curriculum aims covered in the Gymnastics units are: <ul style="list-style-type: none"> <li>• Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].</li> <li>• Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>
	Games	Athletics	Dance	Gymnastics
Year 3	<p><b>Health &amp; Fitness</b> Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and cool down.</p> <p><b>Ball Skills</b> Demonstrate successful hitting and striking skills. Develop a range of skills in striking (and fielding where appropriate). Practise the correct batting technique and use it in a game. Strike the ball for distance. Throw and catch with greater control and accuracy. Practise the correct technique for catching a ball and use it in a game. Perform a range of catching and gathering skills with control. Catch with increasing control and accuracy. Throw a ball in different ways (e.g. high, low, fast or slow). Develop a safe and effective overarm bowl. Move with the ball in a variety of ways with some control. Use two different ways of moving with a ball in a game Pass the ball in two different ways in a game situation with some success.</p> <p><b>Possession</b> Know how to keep and win back possession of the ball in a team game.</p> <p><b>Using Space</b> Find a useful space and get into it to support teammates.</p>	<p><b>Health &amp; Fitness</b> Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and cool down.</p> <p><b>Running</b> Identify and demonstrate how different techniques can affect their performance. Focus on their arm and leg action to improve their sprinting technique. Begin to combine running with jumping over hurdles. Focus on trail leg and lead leg action when running over hurdles. Understand the importance of adjusting running pace to suit the distance being run.</p> <p><b>Jumping</b> Use one and two feet to take off and to land with. Develop an effective take-off for the standing long jump. Develop an effective flight phase for the standing long jump. Land safely and with control.</p> <p><b>Throwing</b> Throw with greater control and accuracy. Show increasing control in their overarm throw. Perform a push throw. Continue to develop techniques to throw for increased distance.</p> <p><b>Compete/ Perform</b> Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.</p> <p><b>Evaluate</b> Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.</p>	<p><b>Health &amp; Fitness</b> Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and cool down.</p> <p><b>Dance Skills</b> Begin to improvise with a partner to create a simple dance. Create motifs from different stimuli. Begin to compare and adapt movements and motifs to create a larger sequence. Use simple dance vocabulary to compare and improve work. Perform with some awareness of rhythm and expression.</p> <p><b>Compete/ Perform</b> Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.</p> <p><b>Evaluate</b> Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.</p>	<p><b>Health &amp; Fitness</b> Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and cool down.</p> <p><b>Acquiring &amp; Developing Skills in Gymnastics</b> Choose ideas to compose a movement sequence independently and with others. Link combinations of actions with increasing confidence, including changes of direction, speed or level. Develop the quality of their actions, shapes and balances. Move with coordination, control and care. Use turns whilst travelling in a variety of ways. Use a range of jumps in their sequences. Begin to use equipment to vault. Create interesting body shapes while holding balances with control and confidence. Begin to show flexibility in movements.</p> <p><b>Rolls, Jumps, Vault, Handstands</b> Crouched forward roll Forward roll from standing Tucked backward roll Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Straight jump half-turn Cat leap Hurdle step onto springboard Squat on vault Star jump off Tuck jump off Straddle jump off Pike jump off Handstand Lunge into handstand Cartwheel</p> <p><b>Travelling &amp; Linking Actions</b> Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Cat lea</p> <p><b>Shapes &amp; Balances</b> Large and small body part balances, including standing and kneeling balances Balances on apparatus Matching and contrasting partner balances Pike, tuck, star, straight, straddle shapes Front and back support</p> <p><b>Compete/ Perform</b> Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.</p> <p><b>Evaluate</b> Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.</p>

<p>Year 4</p>	<p><b>Health &amp; Fitness</b> Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down.</p> <p><b>Ball Skills</b> Use a bat, racquet or stick (hockey) to hit a ball or shuttlecock with accuracy and control. Accurately serve underarm. Build a rally with a partner. Use at least two different shots in a game situation. Use hand-eye coordination to strike a moving and a stationary ball. Develop different ways of throwing and catching. Move with the ball using a range of techniques, showing control and fluency. Pass the ball with increasing speed, accuracy and success in a game situation.</p> <p><b>Possession</b> Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game.</p> <p><b>Using Space</b> Make the best use of space to pass and receive the ball.</p>	<p><b>Health &amp; Fitness</b> Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down.</p> <p><b>Running</b> Confidently demonstrate an improved technique for sprinting. Carry out an effective sprint finish. Perform a relay, focusing on the baton changeover technique. Speed up and slow down smoothly.</p> <p><b>Jumping</b> Learn how to combine a hop, step and jump to perform the standing triple jump. Land safely and with control. Begin to measure the distance jumped.</p> <p><b>Throwing</b> Perform a pull throw. Measure the distance of their throws. Continue to develop techniques to throw for increased distance</p> <p><b>Compete/ Perform</b> Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.</p> <p><b>Evaluate</b> Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.</p>	<p><b>Health &amp; Fitness</b> Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down.</p> <p><b>Dance Skills</b> Identify and repeat the movement patterns and actions of a chosen dance style. Compose a dance that reflects the chosen dance style. Confidently improvise with a partner or on their own. Compose longer dance sequences in a small group. Demonstrate precision and some control in response to stimuli. Begin to vary dynamics and develop actions and motifs in response to stimuli. Demonstrate rhythm and spatial awareness. Change parts of a dance as a result of self-evaluation. Use simple dance vocabulary when comparing and improving work.</p> <p><b>Compete/ Perform</b> Perform and create sequences with fluency and expression. Perform and apply skills and techniques with control and accuracy.</p> <p><b>Evaluate</b> Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.</p>	<p><b>Health &amp; Fitness</b> Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down.</p> <p><b>Acquiring &amp; Developing Skills in Gymnastics</b> Create a sequence of actions that fit a theme. Use an increasing range of actions, directions and levels in their sequences. Move with clarity, fluency and expression. Show changes of direction, speed and level during a performance. Travel in different ways, including using flight. Improve the placement and alignment of body parts in balances. Use equipment to vault in a variety of ways. Carry out balances, recognising the position of their centre of gravity and how this affects the balance. Begin to develop good technique when travelling, balancing and using equipment. Develop strength, technique and flexibility throughout performances.</p> <p><b>Rolls, Jumps, Vault, Handstands</b> Forward roll from standing Straddle forward roll Tucked backward roll Backward roll to straddle Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Straight jump half-turn Straight jump full-turn Cat leap Cat leap half-turn Hurdle step onto springboard Squat on vault Straddle on vault Star jump off Tuck jump off Straddle jump off Pike jump off Lunge into handstand Lunge into cartwheel</p> <p><b>Travelling &amp; Linking Actions</b> Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Pivot</p> <p><b>Shapes &amp; Balances</b> 1, 2, 3 and 4- point balances Balances on apparatus Balances with and against a partner Pike, tuck, star, straight, straddle shapes Front and back support</p> <p><b>Compete/ Perform</b> Perform and create sequences with fluency and expression. Perform and apply skills and techniques with control and accuracy</p> <p><b>Evaluate</b> Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result</p>
<p>Year 5</p>	<p><b>Health &amp; Fitness</b> Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise.</p> <p><b>Ball Skills</b> Use different techniques to hit a ball. Identify and apply techniques for hitting a tennis ball. Explore when different shots are best used. Develop a backhand technique and use it in a game. Practise techniques for all strokes. Play a tennis game using an overhead serve. Consolidate different ways of throwing and catching, and know when each is appropriate in a game. Use a variety of ways to dribble in a game with success. Use ball skills in various ways, and begin to link together Pass a ball with speed and accuracy using appropriate techniques in a game situation.</p> <p><b>Possession</b></p>	<p><b>Health &amp; Fitness</b> Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise.</p> <p><b>Running</b> Accelerate from a variety of starting positions and select their preferred position. Identify their reaction times when performing a sprint start. Continue to practise and refine their technique for sprinting, focusing on an effective sprint start. Select the most suitable pace for the distance and their fitness level in order to maintain a sustained run. Identify and demonstrate stamina, explaining its importance for runners.</p> <p><b>Jumping</b> Improve techniques for jumping for distance. Perform an effective standing long jump. Perform the standing triple jump with increased confidence.</p>	<p><b>Health &amp; Fitness</b> Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise.</p> <p><b>Dance Skills</b> Identify and repeat the movement patterns and actions of a chosen dance style. Compose individual, partner and group dances that reflect the chosen dance style. Show a change of pace and timing in their movements. Develop an awareness of their use of space. Demonstrate imagination and creativity in the movements they devise in response to stimuli. Use transitions to link motifs smoothly together. Improvise with confidence, still demonstrating fluency across the sequence. Ensure their actions fit the rhythm of the music. Modify parts of a sequence as a result of self and peer evaluation.</p>	<p><b>Health &amp; Fitness</b> Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise.</p> <p><b>Acquiring &amp; Developing Skills in Gymnastics</b> Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching. Demonstrate precise and controlled placement of body parts in their actions, shapes and balances. Confidently use equipment to vault and incorporate this into sequences. Apply skills and techniques consistently, showing precision and control. Develop strength, technique and flexibility throughout performances.</p> <p><b>Rolls, Jumps, Vault, Handstands</b> Forward roll from standing Straddle forward roll Pike forward roll Tucked backward roll Backward roll to straddle Straight</p>

	<p>Keep and win back possession of the ball effectively in a team game.</p> <p><b>Using Space</b> Demonstrate an increasing awareness of space.</p>	<p>Develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight. Land safely and with control. Measure the distance and height jumped with accuracy. Investigate different jumping techniques.</p> <p><b>Throwing</b> Perform a pull throw. Measure the distance of their throws. Continue to develop techniques to throw for increased distance</p> <p><b>Compete/ Perform</b> Perform and apply skills and techniques with control and accuracy. Take part in a range of competitive games and activities.</p> <p><b>Evaluate</b> Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.</p>	<p>Use more complex dance vocabulary to compare and improve work.</p> <p><b>Compete/ Perform</b> Perform own longer, more complex sequences in time to music. Consistently perform and apply skills and techniques with accuracy and control.</p> <p><b>Evaluate</b> Choose and use criteria to evaluate own and others' performances. Explain why they have used particular skills or techniques, and the effect they have had on their performance.</p>	<p>jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Stag jump Straight jump half-turn Straight jump full-turn Cat leap Cat leap half-turn Split leap Hurdle step onto springboard Squat on vault Straddle on vault Star jump off Tuck jump off Straddle jump off Pike jump off Squat through vault Lunge into handstand Lunge into cartwheel Lunge into round-off</p> <p><b>Travelling &amp; Linking Actions</b> Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Pivot</p> <p><b>Shapes &amp; Balances</b> 1, 2, 3 and 4- point balances Balances on apparatus Part body weight partner balances Pike, tuck, star, straight, straddle shapes Front and back support</p> <p><b>Compete/ Perform</b> Perform own longer, more complex sequences in time to music. Consistently perform and apply skills and techniques with accuracy and control</p> <p><b>Evaluate</b> Choose and use criteria to evaluate own and others' performances. Explain why they have used particular skills or techniques, and the effect they have had on their performance</p>
Year 6	<p><b>Health &amp; Fitness</b> Understand the importance of warming up and cooling down. Carry out warm-ups and cool-downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier.</p> <p><b>Ball Skills</b> Hit a bowled ball over longer distances. Use good hand-eye coordination to be able to direct a ball when striking or hitting. Understand how to serve in order to start a game. Throw and catch accurately and successfully under pressure in a game. Show confidence in using ball skills in various ways in a game situation, and link these together effectively. Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move.</p> <p><b>Possession</b> Keep and win back possession of the ball effectively and in a variety of ways in a team game.</p> <p><b>Using Space</b> Demonstrate a good awareness of space.</p>	<p><b>Health &amp; Fitness</b> Understand the importance of warming up and cooling down. Carry out warm-ups and cool-downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier</p> <p><b>Running</b> Recap, practise and refine an effective sprinting technique, including reaction time. Build up speed quickly for a sprint finish. Run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern. Accelerate to pass other competitors. Work as a team to competitively perform a relay. Confidently and independently select the most appropriate pace for different distances and different parts of the run. Demonstrate endurance and stamina over longer distances in order to maintain a sustained run.</p> <p><b>Jumping</b> Develop the technique for the standing vertical jump. Maintain control at each of the different stages of the triple jump. Land safely and with control. Develop and improve their techniques for jumping for height and distance and support others in improving their performance. Perform and apply different types of jumps in other contexts. Set up and lead jumping activities including measuring the jumps with confidence and accuracy.</p> <p><b>Throwing</b> Perform a heave throw. Measure and record the distance of their throws. Continue to develop techniques to throw for increased distance and support others in improving their personal best. Develop and refine techniques to throw for accuracy.</p> <p><b>Compete/ Perform</b> Perform and apply a variety of skills and techniques confidently, consistently and with precision.</p>	<p><b>Health &amp; Fitness</b> Understand the importance of warming up and cooling down. Carry out warm-ups and cool-downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier.</p> <p><b>Dance Skills</b> Identify and repeat the movement patterns and actions of a chosen dance style. Compose individual, partner and group dances that reflect the chosen dance style. Use dramatic expression in dance movements and motifs. Perform with confidence, using a range of movement patterns. Demonstrate strong and controlled movements throughout a dance sequence. Combine flexibility, techniques and movements to create a fluent sequence. Move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs. Show a change of pace and timing in their movements. Move rhythmically and accurately in dance sequences. Improvise with confidence, still demonstrating fluency across their sequence. Dance with fluency and control, linking all movements and ensuring that transitions flow. Demonstrate consistent precision when performing dance sequences. Modify some elements of a sequence as a result of self and peer evaluation. Use complex dance vocabulary to compare and improve work.</p> <p><b>Compete/ Perform</b> Link actions to create a complex sequence using a full range of movement. Perform the sequence in time to music. Perform and apply a variety of skills and techniques confidently, consistently and with precision.</p> <p><b>Evaluate</b></p>	<p><b>Health &amp; Fitness</b> Understand the importance of warming up and cooling down. Carry out warm-ups and cool-downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier.</p> <p><b>Acquiring &amp; Developing Skills in Gymnastics</b> Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching. Demonstrate precise and controlled placement of body parts in their actions, shapes and balances. Confidently use equipment to vault and incorporate this into sequences. Apply skills and techniques consistently, showing precision and control. Develop strength, technique and flexibility throughout performances.</p> <p><b>Rolls, Jumps, Vault, Handstands</b> Forward roll from standing Straddle forward roll Pike forward roll Dive forward roll Tucked backward roll Backward roll to straddle Backward roll to standing pike Pike backward roll Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Stag jump Straight jump half-turn Straight jump full-turn Cat leap Cat leap half-turn Cat leap full-turn Split leap Stag leap Hurdle step onto springboard Squat on vault Straddle on vault Star jump off Tuck jump off Straddle jump off Pike jump off Squat through vault Straddle over vault Lunge into cartwheel Lunge into round-off Hurdle step Hurdle step into cartwheel Hurdle step into round-off</p> <p><b>Travelling &amp; Linking Actions</b> Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Cat leap full turn Pivot</p> <p><b>Shapes &amp; Balances</b> 1, 2, 3 and 4- point balances Balances on apparatus Develop technique, control and complexity of part-weight partner balances Group formations Pike, tuck, star, straight, straddle shapes Front and back support</p> <p><b>Compete/ Perform</b></p>

		Take part in competitive games with a strong understanding of tactics and composition. <b>Evaluate</b> Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.	Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements	Link actions to create a complex sequence using a full range of movement that showcases different agilities, performed in time to music. Perform and apply a variety of skills and techniques confidently, consistently and with precision. Begin to record their peers' performances, and evaluate these <b>Evaluate</b> Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements
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#### Year 1 End Points

Games	Athletics	Dance	Gymnastics
By the end of this unit children will: Master basic movements including running, jumping, throwing and catching. They will develop balance, agility and co-ordination and begin to apply these in a range of activities. Begin to take part in team games, listening and following instructions for play.	By the end of this unit children will: Master basic movements including running, jumping, throwing and catching. They will develop balance, agility and co-ordination and begin to apply these in a range of activities.	By the end of this unit children will: Perform dance moves using simple movement patterns. Link together a series of movements with some control.	By the end of this unit children will: Work in a space safely, performing basic gymnastic actions. Develop flexibility, strength, technique, control and balance.

#### Year 2 End Points

Games	Athletics	Dance	Gymnastics
By the end of this unit children will: Be able to show control over a ball, showing increasing skill in throwing, catching, kicking and bouncing the ball. Begin to show control in passing the ball in different ways and choose a good space in a team game.	By the end of this unit children will: Show increasing skill in traveling at different speeds, controlling the pace, strides and direction. Perform different types of jumps and combine these with some fluency and control.	By the end of this unit children will: Create a short motif by linking together a series of movements. Control these movements by varying the speed and level of their actions. Show increasing control and coordination.	By the end of this unit children will: Link a series of movements together to create a sequence. Travel in different ways including rolling and a variety of jumps. Work with a partner to develop balances. Be able to hold a shape whilst balancing.

#### Year 3 End Points

Games	Athletics	Dance	Gymnastics
By the end of this unit children will: Show increasing control over a ball, including hitting, striking and batting skills. They will throw with greater control and accuracy and be able to catch a ball in a game situation. They will be able to keep and win back possession of a ball in a team game.	By the end of this unit children will: Be able to vary their sprinting technique, adjusting their running pace to suit the distance being run. They will be able to demonstrate a standing long jump and land safely with control.	By the end of this unit children will: Create a motif with a partner. They will be able to develop and adapt movements to create a longer sequence. In their performance they will demonstrate awareness of rhythm and expression and perform movements with control.	By the end of this unit children will: Link a series of movements together and include changes such as direction, speed or level. They will demonstrate coordination, control and care with their movements. They will be able to hold a balance with increasing control.

#### Year 4 End Points

Games	Athletics	Dance	Gymnastics	Swimming
By the end of this unit children will: Use a bat, racquet or stick to hit a ball with accuracy and control. Use two different shots in a game or partner situation. Show two different ways of throwing and catching. Pass a ball with increasing speed, accuracy and success in a game situation.	By the end of this unit children will: Demonstrate a confident technique for sprinting and be able to carry out an effective sprint finish. Perform a standing triple jump and land safely with control. Be able to show different techniques for throwing an increased distance.	By the end of this unit children will: Improvise and create a longer dance sequence in a small group. Demonstrate precision and some control, varying the dynamics of movements. Adapt and improve parts of the dance in response to self-evaluation/ feedback.	By the end of this unit children will: Use an increasing range of actions, directions and levels in their sequences. Travel in different ways using flight. Carry out balances and demonstrate good control on any equipment. Demonstrate taught rolls, jumps, vaults and handstands with control and accuracy.	By the end of this unit children will: 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 situation and understand the term treading water as a way of staying afloat in water in an upright position without moving.

**Year 5 End Points**

Games	Athletics	Dance	Gymnastics	Swimming
By the end of this unit children will: Demonstrate the use of different shots or throws in a game. Play tennis using an overhead serve. Use a variety of ways to dribble a ball and pass a ball with speed and accuracy in a game situation.	By the end of this unit children will: Refine their technique for sprinting and select the most suitable pace for the distance and their fitness level to run for a sustained time. Perform an effective standing long jump. Show an ability to modify techniques to achieve better results.	By the end of this unit children will: Demonstrate different dance styles. Show a change of pace and timing in movements (in response to musical stimuli). Begin to use transitions to link together movements, demonstrating fluency across the sequence. Explain why they used different techniques.	By the end of this unit children will: Create own complex sequences demonstrating control when travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching. Confidently use equipment to vault and incorporate this into a sequence of movements. Demonstrate taught rolls, jumps, vaults and handstands. Consistently perform and apply skills and techniques with accuracy and control.	If children haven't mastered swimming skills by the end of Year 4, they will be given the opportunity to consolidate these skills in Year 5: 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 situation and understand the term treading water as a way of staying afloat in water in an upright position without moving.

**Year 6 End Points**

Games	Athletics	Dance	Gymnastics
By the end of this unit children will: Use good hand-eye coordination to be able to direct a ball when striking or hitting. Throw and catch accurately under pressure in a game situation. Make passes in a game situation and link a range of skills together with fluency. Keep and win back possession of the ball in a variety of ways in a team game.	By the end of this unit children will: Run over hurdles with fluency, work within a team to perform a relay, demonstrate endurance and stamina over longer distances, maintaining a sustained run. Perform a standing vertical jump and maintain control within a triple jump. Develop and refine techniques for throwing with accuracy.	By the end of this unit children will: Perform with confidence, using a range of movement patterns. Demonstrate strong and controlled movements that link together fluently across a sequence, ensuring the transitions flow. Modify their sequence as a result of self-evaluation or feedback.	By the end of this unit children will: Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching. Apply skills and techniques consistently, showing precision and control. Develop strength, technique and flexibility throughout performances.