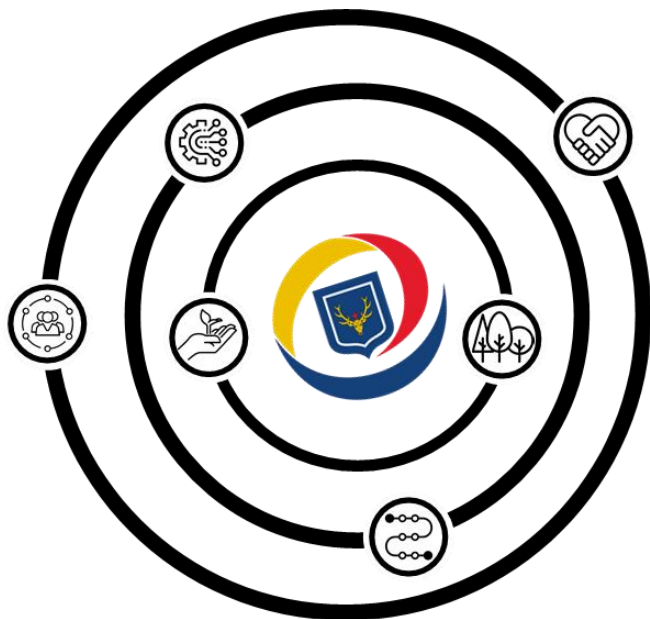


OUR LADY AND ST. HUBERT'S PRIMARY Physical Education Knowledge and Skills Progression

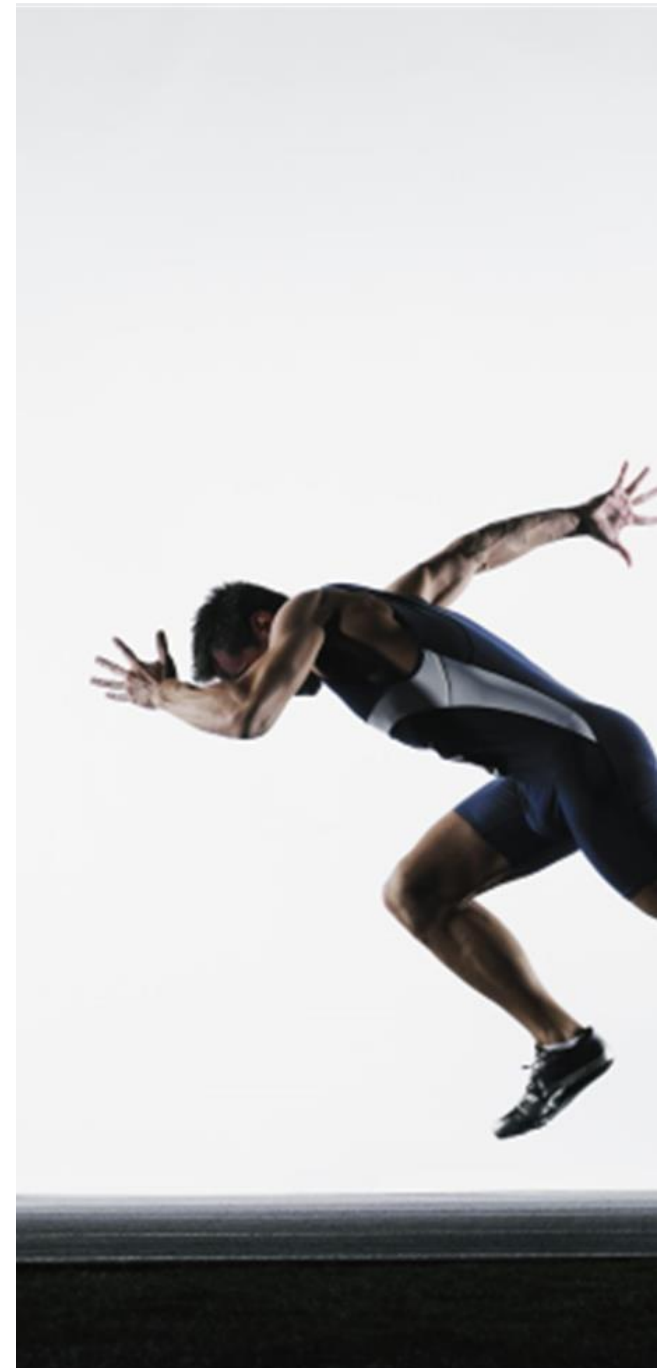


At Our Lady and St. Hubert's, home, school and parish work together, knowing that God is with us in all we do.



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Physical Education Curriculum Intent

It is our intention at Our Lady & St. Hubert's (OLSH) to build a Physical Education (PE) curriculum that enables children to develop knowledge, fundamental movement skills and vocabulary while participating in a broad range of sporting activities. PE is an integral part of our curriculum that is inclusive and engaging for pupils of all abilities, in a challenging yet supportive environment. We aim to provide our children with a broad range of opportunities to acquire, develop and refine their understanding of physical movements and techniques; to further their knowledge and understanding of physical concepts and principles. PE at OLSH should be fun, engaging and challenging so that all children are provided with the opportunity to enjoy, excel in, and learn about a broad range of sports and physical activities.

Our PE curriculum has been carefully mapped out so that children are given opportunities to develop their understanding of the human body and the physical movements required for a range of skills and physical activities. The progressive curriculum begins with the Early Learning Goals which are assessed during Reception, this assessment data then forms the basis for the Physical Education throughout KS1 and beyond. Furthermore, children are provided with a multitude of opportunities to participate in competitive sports, both inside and outside of school. As a result of this carefully mapped out curriculum children are given plenty of opportunities to build upon prior knowledge which allows them to build on past learning, thus allowing them to know and remember more.

The intention of PE at OLSH is to offer a wide range of physical activities which enables our children to develop both physically and mentally while also enjoying their learning. These physical and mental values are explicitly taught during PE lessons which allows the children to develop vital, transferable life skills referred to as the 6C's (See Fig. 2). We believe that by teaching children to enjoy all areas of PE we are also providing them with the foundations required to develop a love of sport, thus encouraging our children to make informed and appropriate lifestyle choices.

Aims of PE at OLSH:

- Foster a love for and enjoyment of being physically active.
- Develop 'fitness for life' through promoting health benefits of regular exercise and healthy eating.
- Identify talents and provide opportunities for children to showcase these.
- Develop self-esteem, confidence and social skills.
- Contribute to the physical development of every child.
- Give children a way of expressing themselves and an opportunity to be creative.
- Develop a range of skills that can be applied in other contexts.
- Give children the opportunity to try out activities that they would not otherwise have access to.

Implementation of the Physical Education Curriculum

At OLSH we have used the best research to create a well sequenced and progressive PE curriculum which allows the children to build on their previous knowledge. To further aid our teachers in this process we follow the lessons plans of the PE Hub; a resource that follows the National Curriculum objectives. The PE Hub scheme of work has been carefully mapped out so that each unit of work is progressive and age appropriate. However, teachers are able to adjust and change lessons to suit the needs of their classes where needed or even reteach aspects of specific lessons so that children are given appropriate time to practise skills in a variety of ways, allowing them time to embed.

Throughout the course of the year, children participate in two one-hour lessons per week and each term one year group will attend swimming in place of one of their PE lessons. Pupils at OLSH are assessed across the three strands of PE in 6 (Key Stage 1) or 7 (Key Stage 2) sports activities throughout the year. Teachers at OLSH assess children through three strands of head, heart and hands (Fig. 3) with the use of the knowledge organisers which allows teachers to make informed summative assessment judgments while also providing children with opportunities to peer and self-assess throughout units of work.

Each half term, children will complete two sports activities which means throughout the year, children will participate in a minimum of 12 sports activities including invasions games, dance and gymnastics. Furthermore, the school offer a wide range of afterschool clubs which provide the children with even more opportunities to participate in sporting activities. Finally, a range of inter and intra-school events are run throughout the school year, giving children opportunities to take part in competitive sports both within school and against other schools through the Sandwell Primary School Games.

Impact of the Physical Education Curriculum

At OLSH, we ensure that our PE curriculum is inclusive and progressive so that children are provided with the opportunity to develop fundamental understanding, knowledge, techniques and skills associated with PE. We aim to ensure that all PE lessons are fun yet challenging for all pupils so that all children continue to grow a love of PE while providing a platform for them to achieve in a safe and encouraging environment. We aim to ensure that all children continue to develop a love of sport and physical education so that we can embed a deep-rooted knowledge and understanding of the importance of leading a healthy and physically active lifestyle.

To ensure that the impact of our curriculum is relevant, regular pupil voice surveys are carried out which allows the children to share their opinions of PE while also providing them with opportunities to suggest future afterschool clubs so that the provision provided is relevant to their interests. Therefore, as a school we are able to ensure that as many children as possible are eager to attend competitive sports events and even the least confident children are keen to attend.

The National Curriculum for Physical Education

Main strands of learning- National Curriculum

Key Stage 1

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

Pupils should be taught to:

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

Key Stage 2

Key stage 2 Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best. Physical education – key stages 1 and 2 3

Swimming and water safety

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

In particular, pupils should be taught to:

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

	At EYFS	At KS1	At Lower KS2	At Upper KS2
	Gymnastics			
Skills	<p>Jumps off an object and lands appropriately and safely. Can move on large body parts in a variety of ways including sliding, slithering, rolling and shuffling Key vocab: jump, travelling, shapes, height, balance</p>	<p>Year 1 Use words such as rolling, travelling, balancing, climbing. Decide which supporting concepts and actions to add to their sequence. Safely move and carry basic gym equipment such as mats and benches. Recognise like actions and link them together Perform simple gymnastic actions and shapes. Remember and perform a simple sequence using rolling, travelling, climbing, balancing and jumping. Make their body tense, relaxed, stretched and curled. Perform in unison and canon. Move on, off and over object with confidence. Communicate with a partner to create short sequence Key vocab: jump, sequence, egg roll, log roll, travelling, shapes, height balance</p> <p>Year 2 Comment on aspects of own and others performances. Perform with control and consistency basic actions at different speeds and on different levels. Create and perform a simple sequence Show contrasts in gymnastics shapes and actions. Work to improve flexibility and strength. Attempt to use rhythm whilst performing a sequence. Use core strength to link gymnastic elements e.g. back support and half twist. Remember and repeat sequences. Reflect on own performance and use scoring system to judge performance. Develop character and maturity to work in close proximity with others Key vocab: jump, sequence, egg roll, log roll, forward roll, log roll, travelling, shapes, height, balance</p>	<p>Year 3 Modify actions independently using different pathways, directions and shapes Identify similarities and differences in sequences. Perform sequences with contrasting actions. Show strength and flexibility to shapes and actions being performed. Remember and repeat sequences. Adapt basic sequences to include some apparatus. Develop body management over a range of floor exercises. Comment on others gymnastics sequences describing what they did well. Can suggest how developing strength and flexibility helps in maintaining a healthy active lifestyle Key vocab: star jump, tuck jump, pencil jump, forward roll, egg roll, log roll, backward roll, travelling, sequence</p> <p>Year 4 Decide on ways to improve a piece of work using compositional elements and implement changes. Apply a broader range of more challenging skills executed with precision. Perform actions such as balance, body shapes and flight with control. Develop an increased range of body actions and shapes to use in longer, more complex sequences. Identify 'core muscles' and use them to improve quality of shapes and actions. Show smooth transitions and flow in sequences. Adapt actions and sequences to work with partners and small groups. At key points, compare their performances to previous ones. Key vocab: star jump, tuck jump, pencil jump, half and full turn jumps, speed, forward roll, egg roll, log roll, backward roll, travelling, sequence, pair balances, lifts, teddy bear roll</p>	<p>Year 5 Selects a component for improvement and use guidance from others to do so. Explain the significance of a warm up and how it relates to gymnastics activity. Create longer and more complex sequences and adapt their performances. Follow, copy and repeat others actions. Make a dynamic sequence with contrasting shapes and actions and balances demonstrating smooth transitions. Attempt to perform more complex skills in isolation such as round-off. Remember and repeat longer sequences with more difficult actions such as cartwheels, shoulder rolls Work responsibly in trust exercises and when counterbalancing. Perform symmetry and asymmetry individually, in pairs and as a group. Key vocab: star jump, tuck jump, pencil jump, half and full turn jumps, speed, forward roll, egg roll log roll, backward roll, travelling, sequence, pair balance, lifts, teddy bear roll</p> <p>Year 6 Identify their strengths and weakness and compose a sequence which will achieve the highest score against criteria. Perform increasingly complex sequences Compose and practise actions and relate to music. Experience flight on and off of apparatus Show clarity, fluency, accuracy and consistency in their movements. Lead group warm up demonstrating the importance of strength and flexibility. Work independently and in small groups to make up sequences to perform to an audience Key vocab: star jump, tuck jump, pencil jump, half and full turn jumps, speed, forward roll, egg roll log roll, backward roll, travelling, sequence, pair balance, lifts, teddy bear roll, pike jump, straddle jumps.</p>

Athletics - Run, Jump and Throw

Skills	<p>Can move on their feet in a variety of ways including jumping, skipping, hopping, running and walking.</p> <p>Negotiate space successfully in running and chasing games</p> <p>Adjust speed and change direction to avoid obstacles in playing space</p> <p>Demonstrates a range of control over an object such as a ball e.g. rolling, catching, patting and pushing</p> <p>Key vocab: jump, run, walk, throw, hop, skip, speed</p>	<p>Year 1</p> <p>Suggest links between types of exercises e.g. training speed for different jumping activities.</p> <p>Demonstrate awareness for the need to improve.</p> <p>Select correct skill for the situation.</p> <p>Can start and stop at speed, run in straight lines using a variety of speeds.</p> <p>Attempt a variety of jumps taking off and landing on different foot combinations e.g., 2 to 1, 1 to 2 etc.</p> <p>Handle and throw a variety of different objects and attempt to throw for distance.</p> <p>Copy and repeat basic movements for extended periods of time developing stamina.</p> <p>Demonstrate some core strength to hold a variety of shapes and positions.</p> <p>Move a variety of objects quickly showing a range of techniques.</p> <p>Developed agility and coordination skills to competently take part in a range of activities.</p> <p>Work partner to help improve their performance</p> <p>Participate as part of a team to compete in running relays</p> <p>Key vocab: jump, run, walk, throw, ladders, hurdles, standing long jump, aim, target.</p> <p>Year 2</p> <p>Make choices about appropriate throws for different types of activity.</p> <p>Can identify areas of activities that need improvement e.g. power in throws to throw further.</p> <p>Develop power, agility, coordination and balance over a variety of activities.</p> <p>Can throw and handle a variety of objects including quoits, beanbags, balls, hoops.</p> <p>Can negotiate obstacles showing increased control of body and limbs.</p> <p>Use agility in running games</p> <p>Apply skills in a variety of activities</p> <p>Practise to improve skills</p> <p>Discuss thoughts and feelings around physical challenges and what it means to be a team player</p> <p>Work cooperatively to complete running, jumping and throwing tasks</p> <p>Consider others when playing games to respect their space and boundaries</p> <p>Key vocab: jump, run, walk, throw, ladders, hurdles, standing long jump, aim, target, baton, underarm, overarm, sprint</p>	<p>Year 3</p> <p>Take part in basic scoring of different events</p> <p>Compete with others and record points</p> <p>Link running and jumping activities with some fluency and consistency</p> <p>Control movements and body actions in response to specific instructions</p> <p>Jump for height and distance with control and balance</p> <p>Run at different speeds according to event and instruction</p> <p>Throw a variety of objects using different recognised throws</p> <p>Throw more accurately and over greater distances</p> <p>Run as part of a relay team</p> <p>Identify how to improve own and others work and be tactful</p> <p>Key vocab: jump, run, walk, throw, ladders, hurdles, standing long jump, aim, target, baton, underarm, overarm, sprint, duration, technique.</p> <p>Year 4</p> <p>Decide on ways to improve, run, jumps and throws and implement changes.</p> <p>Show differences between sprinting and running speeds over a variety of distances.</p> <p>Throw a variety of objects demonstrating accuracy i.e. object landing in throwing zone.</p> <p>Perform a range of jumps with consistency, sometimes approaching jump with a run up.</p> <p>Compete in running, jumping and throwing activities and compare their own performance with previous</p> <p>Work with others to score and record distance and times accurately</p> <p>Develop control in baton exchange and analyse as a team how to improve handover</p> <p>Key vocab: jump, run, walk, throw, ladders, hurdles, standing long jump, aim, target, baton, underarm, overarm, sprint, duration, technique, distance</p>	<p>Year 5</p> <p>Identify how they can change an activity by using the STEP principle</p> <p>Distinguish between good and poor performances and suggest ways to improve self and others</p> <p>Sustain pace over shorter and longer distances such as running 100m and running for 2 minutes</p> <p>Perform a range of jumps in different activities</p> <p>Demonstrate a range of throwing actions using different equipment with some consistency and control</p> <p>Able to run as part of a team in relay style events and demonstrate max effort pace</p> <p>Compare own performance with previous ones and demonstrate improvement to achieve personal best</p> <p>Key vocab: jump, run, walk, throw, ladders, hurdles, standing long jump, aim, target, baton, underarm, overarm, sprint, duration, technique, distance</p> <p>Year 6</p> <p>Accurately and confidently judge across a range of athletics activities</p> <p>Record accurately scores given in variety events</p> <p>Demonstrate accuracy and good technique when throwing for distance</p> <p>Show good technique and control for jumping activities</p> <p>Choose appropriate run up distance as an individual for athletic jumps</p> <p>Use appropriate pace for different running distances</p> <p>Demonstrate improvement when working with self and others</p> <p>Use appropriate language to deliver a taught activity to their peers</p> <p>Key vocab: jump, run, walk, throw, ladders, hurdles, standing long jump, aim, target, baton, underarm, overarm, sprint, duration, technique, distance</p>

Striking and Fielding – Hit, Catch and Throw – Cricket – Rounders

Skills	<p>Demonstrates a range of control over an object such as a ball e.g. rolling, catching, patting and pushing</p> <p>Roll and retrieve a ball</p> <p>Begin to use an underarm throw and catch a large ball.</p> <p>Being to aim into a target (hoops)</p> <p>Shows preference for a dominant hand</p> <p>Key vocab: rolling, retrieving, throw, catch, aim, target, hit</p>	<p>Year 1</p> <p>Able to identify when a point has been scored and keep count of score</p> <p>Can choose where to send the ball to maximise chance to score</p> <p>Can make choices where to stand in the field to restrict runs scored</p> <p>Catch a medium sized ball thrown over a short distance</p> <p>Intercept, retrieve and stop a beanbag and a medium-sized ball with some consistency</p> <p>Track balls and other equipment sent to them, moving in line with the ball to collect it</p> <p>Run between bases to score points</p> <p>Retrieve and return a ball to a base</p> <p>Use a range of sending skills to put ball into space</p> <p>Able to self-feed ball to hit off hand and strike ball off cone</p> <p>Work collaboratively to score runs showing encouragement and support</p> <p>Show awareness of team mates fielding positions to restrict runs in a simple game scenario</p> <p>Key vocab: rolling, retrieving, throw, catch, aim, target, hit, batting, fielding.</p> <p>Year 2</p> <p>Make choices about where to hit the ball</p> <p>Make tactical decisions about where to position themselves in the field</p> <p>Has developed hitting skills with a variety of bats</p> <p>Practised bowling/feeding a ball to other players</p> <p>Run in a game to score points</p> <p>Attempted to play the role of wicket keeper or backstop</p> <p>Makes attempts to catch balls coming towards player in games</p> <p>Can work in small groups to field and bat</p> <p>Display sportsmanship when competing against others.</p> <p>Key vocab: rolling, retrieving, throw, catch, aim, target, hit, batting, fielding</p>	<p>Year 3</p> <p>Adhere to some basic rules of recognised games such as rounders or cricket</p> <p>Explain how fielders work together to restrict batters runs</p> <p>Apply simple tactics to choose where to hit the ball</p> <p>Strike a ball with some consistency</p> <p>Develop skills to use in isolation and in competitive play e.g. throwing, catching and bowling</p> <p>Play in simplified games</p> <p>Bowl accurately</p> <p>Show ready position to catch a ball</p> <p>Strike a stationary ball (off tee) with some consistency</p> <p>Strike a bowled ball with some consistency</p> <p>Identify how to improve own and others work and be tactful</p> <p>Field as a team to return the ball to the bowler/base effectively</p> <p>Key vocab: bowler fielder batter, wicket keeper, underarm bowling</p> <p>Year 4</p> <p>With increasing consistency, choose where to direct a hit from a bowled ball</p> <p>Use and apply the basic rules of the game</p> <p>Apply speed and decision making to run safely between scoring markers e.g. stumps, posts</p> <p>Play confidently in a variety of roles such as fielder, bowler, backward e.g. wicket keeper/backstop</p> <p>Track and intercept the ball along the ground sometimes collecting with 1 hand</p> <p>Bowling a recognised action with some consistency</p> <p>In their local community can they identify locations in which they could play striking and fielding games</p> <p>Key vocab: bowler fielder batter, wicket keeper, underarm</p>	<p>Year 5</p> <p>Recognise where increased flexibility and power is an advantage in striking and fielding the ball</p> <p>In a game situation play using a range of simple tactics such as getting players out to restrict the attack</p> <p>Use and apply the basic rules of the game fairly and consistently</p> <p>Choose where to hit the ball to maximise likely hood of scoring runs</p> <p>Use a variety of shots in isolation and in a game situation</p> <p>Throw with accuracy and consistency over short distances</p> <p>Tracking flight of the ball to increase catching success</p> <p>Begin to employ specific bowling techniques such as overarm in cricket</p> <p>Work collaboratively with others to both score runs and in the field to restrict runs</p> <p>Key vocab: bowler fielder batter, wicket keeper, underarm bowling, backstop, bases</p> <p>Year 6</p> <p>Apply with consistency standard rules of (modified) games</p> <p>Use a range of tactics for attacking and defending in the role of bowler, batter and fielder</p> <p>In rounders use correctly the rules for running round bases</p> <p>Strike a bowled ball and attempt a small range of shots</p> <p>Attempt to track and catch high balls in isolation and game play</p> <p>Demonstrate control and consistency in a range of fielding skills, e.g. throwing, catching, tracking, intercepting</p> <p>Play within small sided games using standard field/pitch layout e.g. boundaries, posts bowling areas</p> <p>Work collaboratively in teams to compete against themselves and others</p> <p>Key vocab: bowler fielder batter, wicket keeper, underarm bowling, backstop, bases</p>
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Send and Return – Net/Wall – Tennis – Volleyball – Badminton

Skills	<p>Demonstrates a range of control over an object such as a ball e.g. rolling, catching, patting and pushing</p> <p>Roll and retrieve a ball</p> <p>Begin to use an underarm throw and catch a large ball.</p> <p>Being to aim into a target (hoops)</p> <p>Shows preference for a dominant hand</p>	<p>Year 1</p> <p>Identify space to send a ball into</p> <p>Can describe how they worked with their partner to send and receive</p> <p>Able to send an object with increased confidence using hand or bat</p> <p>Move towards a moving ball to return with hand or bat</p> <p>Score points against opposition over a line/net</p> <p>Select and apply skills to win points</p> <p>Chase, stop and control balls and other objects such as beanbags and hoops</p> <p>Track balls and other equipment sent to them, moving in line with the ball to collect or return</p> <p>Work with a partner to send and return an object and play in a simple rally</p> <p>Play cooperatively in a game situation</p> <p>Key vocab: Hit, collect, stop, net, throw, roll, strike, catch, bowl, feed, pick up, batter, hitter, forehand, backhand, court</p> <p>Year 2</p> <p>Decide on and play with dominant hand</p> <p>Develop tactics to outwit your opponent so they cannot return the ball</p> <p>Demonstrate basic sending skills in isolation and small games</p> <p>Show agility to track the path of ball over a line/net and move towards it</p> <p>Hit a ball using both hand and racquet with some consistency</p> <p>Return a ball coming towards them using hand or racquet</p> <p>Play in a modified game send and returning the ball over a line/net</p> <p>Start a game using basic serving skills</p> <p>Has developed hitting skills with a variety of bats</p> <p>Key vocab: Hit, collect, stop, net, throw, roll, strike, catch, bowl, feed, pick up, hitter, forehand, backhand, court, serve, bounce, drop, badminton, tennis, volleyball, squash, shuttlecock, racquet.</p>	<p>Year 3</p> <p>Keep count/score of a game</p> <p>Can discuss the different type of shots that may be used in a variety of situations</p> <p>Serve to begin a game</p> <p>Play a continuous game using: throwing and catching or some simple hitting</p> <p>Can play within boundaries</p> <p>Use a small range of basic racquet skills</p> <p>Move towards a ball/shuttle to return over a line/net</p> <p>Play over a net</p> <p>Work with a partner to play in a doubles game</p> <p>Key vocab: Hit, return, court, forehand, backhand, bounce, points, score, net, tactics, underarm, overarm, Hit, return, court, forehand, backhand, points, score, net, tactics, underarm, overarm, racquet</p> <p>Year 4</p> <p>Choose ways to send the ball to make it difficult for opponent to return</p> <p>Play the role of umpire to keep score</p> <p>Explore shots on both sides of the body and attempt with confidence</p> <p>Use a small range of racquet/hand skills</p> <p>Use basic defensive tactics to defend the court i.e. moving to different positions on the court</p> <p>Work with a partner / small groups to return a served ball/shuttle</p> <p>Play competitively with others and against others in modified games</p> <p>Key vocab: Hit, return, court, forehand, backhand, bounce, points, score, net, tactics, underarm, overarm, position, ready.</p>	<p>Year 5</p> <p>Cooperate and collaborate with others to play in a sportsman like way</p> <p>Recognise where they should stand on the court when playing on their own and with others</p> <p>Play a range of basic shots on both sides of the body, move feet to hit ball at most appropriate point</p> <p>Play modified games with confidence sending and returning a ball/shuttle this may be with differentiated equipment</p> <p>Apply some control when returning the ball/shuttle including foot placement, shot selection and aim</p> <p>Can apply with some success, a range of techniques to win points</p> <p>Demonstrate a variety of service shots in isolation and some game play</p> <p>Play with others with some flow to the game, keeping track of their own scores</p> <p>Suggest and lead warm ups that prepare the body appropriately for net/wall activities</p> <p>Key vocab: Hit, return, court, forehand, backhand, shuttlecock, points, score, net, tactics, underarm, overarm, position, ready, clear, overhead, singles, cooperate, collaborate, lunge, shuffle, skip, run, backline, movement</p> <p>Year 6</p> <p>Make appropriate choices in games about the best shot to use</p> <p>Apply tactics in games effectively</p> <p>Use forehand, backhand and overhead shots in isolation</p> <p>Use forehand, backhand and overhead shots with more confidence in games</p> <p>Start games with the appropriate serve</p> <p>Begin to use full scoring systems</p> <p>Develop doubles play further implement basic positioning tactics (team play for volleyball)</p> <p>Use speaking and listening skills to umpire and play with peers without dispute.</p> <p>Key vocab: Hit, return, court, forehand, backhand, bounce, points, score, net, tactics, underarm, overarm, position, ready, volley, overhead, singles, doubles.</p>

Invasion – Attack, defend, compete – Handball – Netball – Football – Basketball – Tag Rugby

Skills	<p>Begin to take part in develop spatial awareness</p> <p>Travel in different directions</p> <p>Begin to throw and catch a large ball 0 over arm and under arm</p> <p>Begin to roll a ball to an end target</p> <p>Kick a ball</p> <p>Begin to introduce the use of hands and feet to control a ball (dribbling)</p> <p>Shows preference for a dominant hand</p> <p>Key vocab: Ball, space, roll, kick, catch, throw, dribble</p>	<p>Year 1</p> <p>Recognise rules and apply them in competitive and cooperative games</p> <p>Make decisions about how to defend a target</p> <p>Begin to engage in competitive activities</p> <p>Roll, slide or throw a beanbag or ball with accuracy</p> <p>Bounce a medium sized ball to self and attempt to bounce to others</p> <p>Attempt to intercept and catch a thrown ball</p> <p>Work in collaboration with others to attack and score points</p> <p>Identify the things that they like about exercise both in and outside of school</p> <p>Key vocab: Ball, space, roll, kick, catch, throw, dribble, directions, overarm and underarm, passing, shooting, control, rules.</p> <p>Year 2</p> <p>Select and apply a small range of simple tactics</p> <p>Begin to look for space to pass into or run to in order to receive</p> <p>Select the more appropriate skill to move forwards to shoot</p> <p>Can send a ball using feet</p> <p>Can receive a ball using feet</p> <p>Link combinations of skills e.g. dribbling and passing with hands in isolation and combination</p> <p>Can send a ball using hands</p> <p>Can receive a ball using hands</p> <p>Can play in a variety of positions in both defence and attack</p> <p>Key vocab: Ball, space, roll, kick, catch, throw, dribble, directions, overarm and underarm, passing, shooting, control, rules, accuracy, teamwork</p>	<p>Year 3</p> <p>Recognise when you need to defend</p> <p>Employ tactics to put pressure opponents</p> <p>Being aware and able to undertake the demands different positions to support both attack defence</p> <p>Send and receive a ball with some consistency to keep possession</p> <p>Sometimes move into space to receive the ball</p> <p>Use recognised passes in isolation e.g. chest pass for netball or kicking with the inside of the foot for football</p> <p>Play using basic rules of recognised game e.g. hockey or football</p> <p>Shoot at a goal using appropriate skills e.g. slap shot in hockey or set shot in basketball</p> <p>Work as part of a team to attack towards a goal</p> <p>Key vocab: Ball, space, roll, kick, catch, throw, dribble, directions, overarm and underarm, passing, shooting, control, rules, accuracy, teamwork, game play</p> <p>Year 4</p> <p>Working with team mates to make it difficult for the opposition</p> <p>Use tactics to perform defensively both as a team and as an individual</p> <p>Play using recognised marking techniques of specific game e.g. hockey, tag rugby</p> <p>Send and receive the ball with accuracy, controlling to score points/goals</p> <p>Keep possession of the ball as an individual using skills such as dribbling and running with the ball</p> <p>Show speed and endurance in a game situation</p> <p>Move in to space to help others and the ball over longer distances</p> <p>Work as part of a team to attack and score in defined area</p> <p>In netball play within positional restrictions</p> <p>Use and apply the basic rules of the game</p> <p>Key vocab: Ball, space, roll, kick, catch, throw, dribble, directions, overarm and underarm, passing, shooting, control, rules, accuracy, teamwork, tactics (positioning, formations)</p>	<p>Year 5</p> <p>Play in formations and execute 'set plays' in game situations</p> <p>Explain the need for different tactics and attempt these in a game situation</p> <p>Know and apply the rules consistently in a game situations</p> <p>Able to combine basic skills such as dribbling and passing</p> <p>Select and apply skills in game situation with some consistency e.g. dodging, pivoting, dribbling and running with the ball</p> <p>Move balls over longer distances accurately, demonstrating power</p> <p>Play in different positions with some success</p> <p>Use appropriate language to explain their attacking and defensive play</p> <p>Use specific learned skills to maintain possession during a game</p> <p>Key vocab: dribbling, bounce pass, chest pass, overhead pass, catching, movement, attacking, defending, official rules.</p> <p>Year 6</p> <p>Choose and implement a range of strategies to attack and defend such as restricting attackers space or goal side marking</p> <p>Suggest, plan and lead a warm up or drill and use STEP technique to modify</p> <p>Make quicker decisions in games (on and off the ball)</p> <p>Use and apply boundary rules such as corners, self pass and sideline in relevant game</p> <p>Build upon set plays such as in tag rugby, some suggest improvements to play</p> <p>Use a variety of techniques for passing, controlling, dribbling and shooting the ball in games</p> <p>Play in a variety of positions (attacking and defensive)</p> <p>Consistently catch/stop and control a ball</p> <p>Able to track and control a rebound from shot (penalty or open play)</p> <p>Work collaboratively in a team to play and keep possession of the ball</p> <p>Key vocab: ball handling, passing, catching, tackling, direction, rules (passing backwards) tactics (formations and positioning)</p>
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Dance				
Skills	<p>Make their body tense, relaxed, stretched and curled. Follow simple instructions, copy and variety of defined shapes and actions Key vocab: twist, turn, forwards, backwards, sideways, slowly, quickly</p>	<p>Year 1 Confident to explore space within their dances and movements Recognise that dances can have themes and stories Perform basic body actions along with music Use different parts of the body, combine arm and leg actions Perform with an awareness of body shape required Remember and repeat simple movement patterns Move with control and show spatial awareness With help, compose a basic movement phrase Work with a partner Engage with the class to perform marching sequence and canon Key vocab: twist, turn, forwards, backwards, sideways, slowly, quickly, sequence, jumps, travelling</p> <p>Year 2 Select movements that show a clear understanding of the theme/story/idea of the dance Show confidence to perform in front of others Show some sense of dynamic, expressive and rhythmic qualities in their own dance Use different parts of the body in isolation and combination Perform with control and balance and demonstrating coordination Explore and use basic choreography including levels, speed changes, unison and canon Move with imagination responding the music Perform with expression Attempt to work as part of a group to perform a dance Able to comment on ideas and emotions and how they can be portrayed through dance Key vocab: twist, turn, forwards, backwards, sideways, slowly, quickly, sequence, jumps, travelling</p>	<p>Year 3 Contribute ideas to the structure of the dance Describe using appropriate language the features of dances performed by others Attempt to perform with a sense of dynamics Competently include props and other ideas in their dance Attempt short pieces of improvised dance responding to the structure/theme of the dance Share and create short dance phrases with a partner and in small groups Perform movements with increased control Express moods and feelings throughout the dance piece Can decide with others which floor patterns/pathways to follow Key vocab: twist, turn, forwards, backwards, sideways, slowly, quickly, sequence, jumps, travelling, levels, directions</p> <p>Year 4 Respond sensitively to professional work Refine, repeat and remember short dance phrases Perform with increasing musicality with control and confidence Perform dances with consistency Show rhythm and style when performing as an individual and with others Dance using a variety of formations confidently Show sensitivity to a dance idea/theme or story Showing self control and maturity to perform a partner/ group contact work Key vocab: twist, turn, forwards, backwards, sideways, slowly, quickly, sequence, jumps, travelling, levels, directions</p>	<p>Year 5 Confidently participate in dances from different cultures/parts of the world Perform different styles of dance clearly and fluently Refine & improve dances adapting them to include use of space rhythm & expression Adapt their skills to meet the demands of a range of dance styles Incorporate levels and flight in to movement patterns and dances Create and use compositional ideas confidently such as pathways, step patterns and unison Recognise and comment on dances suggesting ways to improve Work collaboratively in groups to compose short dances Key vocab: choreography, routines</p> <p>Year 6 Interpret different stimuli with imagination and flair Identify in others and self where good performance qualities are achieved Warm up and cool down independently Work creatively and imaginatively on their own, in pairs and in a group to create simple dances Use recognised dance actions and adapt to create motifs and movement patterns Communicate the artistic intention of a dance clearly, fluently, musically and with control Practise and refine coordination skills through activities such as live aural setting / freeze frame When working in groups/pairs take the lead suggesting ideas and refining actions of others Use facial expression to communicate emotion and a further narrative Key vocab: choreography, routines</p>

		OAA	
Skills			<p>Year 3 Describe their work and the strategies they use to solve problems Independently identify factors needed to complete a task Use acquired skills to create maps and directions Identify and use symbols on a map to navigate Play competitively and fairly implementing the rules Perform with strength, stamina and endurance in more physical tasks Lead others and be led Can work with others to solve problems</p> <p>Year 4 Plan and refine strategies to solve problems Identify what they have done well and suggest ways to improve Work out answers from clues, working independently from teacher Use maps, symbols and compass confidently to navigate Remember and recall map symbols and other relevant key information Work well as part of a team or group within well defined role Listen and be directed by others</p>
			<p>Year 5 Recall and remember symbols, items and objects during task as an individual and team Play a role in problem solving Work at a high intensity for sustained period of time whilst completing a task Evidence results and keep score Compete against others and perform under pressure Explore and refine ways of communicating to best complete a set task</p> <p>Year 6 Use knowledge of games in PE to suggest adaptations and variations to games/activities Follow instructions accurately Use written description to identify objects Refine and adapt ideas in group task Use information given by others to complete a task and work collaboratively Work collaboratively to perform a more complex task Takes responsibility for a role in a task</p>
		Swimming	
Skills		<p>Beginners Swim a short distance between 5 and 20 metres unaided using one consistent stroke Propel themselves over longer distances using swimming aids Move with more confidence in water including submerging themselves fully Enter and exit the water independently Float and regain to standing confidently Push and glide and transition from glide to stroke Attempt skill of sculling and use to propel themselves Apply basic arm and leg action to 'doggy paddle'</p>	<p>Intermediate Swim over greater distance of 10 and 20 metres with confidence in shallow water Begin to use basic swimming techniques including correct arm and leg action Attempt to use basic breathing patterns when swimming Enter and exit the water in a variety of ways Work in collaboration to perform group challenges such as group floats Submerge, sink, roll and rotate underwater Attempt surface dive</p>
			<p>Advanced Bring control and fluency to at least two recognised strokes Compete as part of a team Implement good breathing technique to allow for smooth stroke patterns Have attempted personal survival techniques as an individual and a group with success Link lengths together with turns and attempt a tumble turn in isolation and during stroke Surface dive and travel to the bottom of the pool to collect objects Work up to crouching dive Work in pairs to refine stroke technique and suggest ways they can improve Swim competently, confidently and proficiently over a distance of at least 25 metres</p>



The 6Cs and PE

How our 6Cs will be evident through our PE curriculum



Character

Children will build on their 'character' in most PE lessons. They will learn new skills that require practice to master – this could take weeks or months or persevering and pushing themselves. Through PE, children will reinforce skills such as turn taking and patience, as well as how to lose without getting cross. They will learn how to balance their competitive spirit with support for their friends.



Citizenship

Children will learn about games and dances from different countries and what they mean to the people who live there. They will develop their awareness and appreciation of a variety of cultures within our school and around the world.



Communication

Through PE children will learn about many ways to communicate; through movement to convey an emotion/message or during team games to communicate with their team members. They will learn about how to support their peers, whilst still developing a competitive spirit.



Collaboration

Children will have many opportunities to collaborate during PE lessons, through a variety of games, sports, and activities. Using their communication and character skills, they will realise that working well as a team will achieve the most success.



Creativity

In PE children will work together to try creative ways to solve problems. This could be during team games or during team building activities.



Critical thinking

Children will learn that some sports take strength and fitness, while others rely on honed skills, strategy, and tactics. Children will be able to make decisions about which skills will be the most suited to different activities.