

Our PE Intent

Our PE curriculum is based on the National Curriculum and we will aim to provide PE to pupils from Nursery to Year 6 which will give the children an opportunity to experience a range of activities that will help them learn new skills, develop their health, fitness and wellbeing whilst promoting enjoyment for a love of PE. Children will be given the opportunity to build character and learn values such as fairness and respect. The skills learnt will be paramount for a platform in competitive sport both in and out of school. Children in the Early Years and KS1 will be given the opportunity to practise fundamental movement skills, learning motor patterns that do not occur naturally, which will establish and maintain physically active lives both across a broad range of activities and in the long term. Towards the end of KS1 and the start of KS2 children will be introduced to rules, strategies and tactics of a wide range of activities. Throughout the children's learning they will be taught skills to keep them safe such as being able to swim. Our curriculum is predominantly based on the National Curriculum for England. However, there are a number of additional aspects which we feel are important so that our children leave primary school as kind, confident, aspirational, respectful and resilient citizens who value diversity.

Our PE Implementation

We provide children two hours of PE a week in line with the national curriculum. Specialist sport companies work alongside the teachers to deliver engaging, challenging sessions. We provide a structured and challenging program of activity, which is ambitious and inclusive, enabling all pupils to become physically confident. We intend to provide high quality teaching and learning opportunities that enable children to develop key life skills. In Foundation and KS1, competency is taught through our physical literacy and fundamentals of movement program, which develops key skills and concepts, and embeds lifelong values of co-operation, collaboration, and equity. Pupils are taught to play fairly, compete honestly, and show good sporting behaviour as individuals and team members. In KS2, these skills and concepts are progressed into the context of coherent and sequential sport specific activities, whilst constantly reinforcing the transfer of these across areas of activity. Along with Gymnastics, Dance and Athletics, children play a variety of sports including cricket, football, jag tag, hockey, netball, rounders, and rugby. Teachers will use the national curriculum to ensure all of the different learning objectives are taught. Children are encouraged to participate in the varied range of extra-curricular activities. 'School Games Values' of passion, self-belief, respect, honesty, determination and teamwork are embedded in learning and in all competitive opportunities. Lunch time sports clubs are offered once a week to each class and also children can attend one after school club per half term as well as representing the school in certain competitions. Where possible the school will attend local competitive sporting events which encourages physical development, mental well-being, leadership and teamwork. Children in UKS2 are given the opportunity to become sports leaders, to organise a variety of games on the yard. Year 6 children will run a non-competitive sports day so they can become sporting role models for the younger children. Every year children will complete in a competitive sports day but also remembering certain values of being respectful and having fun. Children in Year 3 complete a block of swimming lessons for two weeks to help children swim 25m but also learn different strokes. Any children who struggle to swim 25m will be given the opportunity to practise again in Year 6 to meet the national curriculum objectives.

Children in UKS2 take part in a residential where they get to practise a number of outdoor adventurous sports such as: archery, caving, raft building, canoeing, trapeze and ziplines.

Christ Church athletes will ...

We want all pupils to enjoy being physically active and maintain a healthy lifestyle, using sport and activity to contribute to good mental health, increase self-esteem, develop positive attitudes and a belief that achievement is a result of resilience and hard work. The PE curriculum, along with PSHE and Science teaches pupils about the need for good nutrition and how to make healthy choices.

At Christ Church, we aim through our PE provision for children to develop the knowledge, skills and concepts necessary to have a positive impact on their ability to be physically active citizens with a bright long-term future of health and well-being.

National Curriculum Aims for Physical Education

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

Reception

Term	Knowledge and skills	Vocabulary
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Autumn	<p>Fundamentals of movement/ Dance/ Basic Gymnastic Movements.</p> <ul style="list-style-type: none"> • To move freely & with pleasure & confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. • To run skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. • To stand momentarily on one foot when shown. • To catch a large ball. • To observe the effect of activity on their bodies. • To understand that equipment and tools have to be used safely. 	slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping
	<ul style="list-style-type: none"> • To jump off an object and lands appropriately. • To negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. • To travel with confidence and skill around, under, over and through balancing and climbing equipment. • To show increasing control over an object in pushing, patting, throwing, catching or kicking it. • To show understanding of the need for safety when tackling new challenges, and considers and manages some risks. 	

<p>Spring</p>	<p>Fundamentals of Movement/ Physical Literacy/ Moving to Music/ Multi Skills</p> <ul style="list-style-type: none"> • To move freely & with pleasure & confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. • To run skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. • To stand momentarily on one foot when shown. • To catch a large ball. • To observe the effect of activity on their bodies. • To understand that equipment and tools have to be used safely. • To jump off an object and lands appropriately. • To negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. • To travel with confidence and skill around, under, over and through balancing and climbing equipment. • To show increasing control over an object in pushing, patting, throwing, catching or kicking it. • To show understanding of the need for safety when tackling new challenges, and considers and manages some risks. 	<p>slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</p>

<p>Summer</p>	<p>Introduction to Sports/ Ball Games/ Matletics</p> <ul style="list-style-type: none"> • To move freely & with pleasure & confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. • To run skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. • To stand momentarily on one foot when shown. • To catch a large ball. • To observe the effect of activity on their bodies. • To understand that equipment and tools have to be used safely. <ul style="list-style-type: none"> • To jump off an object and lands appropriately. • To negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. • To travel with confidence and skill around, under, over and through balancing and climbing equipment. • To show increasing control over an object in pushing, patting, throwing, catching or kicking it. • To show understanding of the need for safety when tackling new challenges, and considers and manages some risks. 	<p>slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</p>
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Year 1 – Autumn 1 –

Knowledge and skills

Vocabulary

<p>Fundamentals of Movement</p> <ul style="list-style-type: none"> • To attempt to run at different speeds showing an awareness of technique. • To begin to link running and jumping movements with some control. • To jump, leap and hop and choosing which allows them to jump the furthest. 	<p>Running Jumping Coordination Balance Agility</p>
<ul style="list-style-type: none"> • To throw towards a target • To show some control and balance when travelling at different speeds. • To begin to show balance and co-ordination when changing direction. • To use co-ordination with and without equipment. <p>Gymnastics</p> <ul style="list-style-type: none"> • To remember and repeat simple gymnastic actions with control. • To balance on isolated parts of the body using the floor and hold balance. • To develop a range of gymnastic moves, particularly balancing. • To link together a number of gymnastic actions into a sequence. • To explore ways of travelling around. • To choose and use a variety of gymnastic actions to make a sequence 	<p>Throwing Catching</p> <p>Forwards, Backwards, Sideways, Roll, Slow, Body parts, Shape, Jump, Travel, Stretch, Wide, Narrow</p>

Year 1 – Autumn 2 –

Knowledge and skills

Vocabulary

<p>Dance</p> <ul style="list-style-type: none"> To explore different levels and speeds of movement. To compose and perform simple dance phrases. To show contrasts in simple dances with good body shape and position. To develop a range of dance movements and improve timing. <p>To work to music, creating movements that show rhythm and control.</p> <p>Health Related Exercise</p> <ul style="list-style-type: none"> To develop children's knowledge of how the body functions/changes during exercise To Develop children's ability to exercise at different intensities To show an awareness of how the body functions/changes during exercise, • Repeat and Perform sequences of movements 	<p>Travel, Stillness, Direction, Space, Body parts, Levels, Speed, Beginning, Middle, End, Feelings, Rhythm</p> <p>Jog, Sprint, Jump, Hop, Weight on Hands, Balance & Coordination, heart, heartbeat, pulse</p>
<ul style="list-style-type: none"> Displays development in the FUNdamentals of movement (Jog, Sprint, Jump, Hop, Weight on Hands, Balance & Coordination) 	

Year 1 – Spring 1 –

Knowledge and skills

Vocabulary

<p>Development of Physical Literacy</p> <ul style="list-style-type: none"> • To drop and catch a ball after one bounce on the move. • To move a ball using different parts of the foot. • To throw and roll towards a target with some varying techniques. • To kick towards a stationary target. • To catch a beanbag and a medium-sized ball. • To attempt to track balls and other equipment sent to them. • To run, stop and change direction with some balance and control. • To recognise space in relation to others. • To begin to use simple tactics with guidance. 	<p>Agility, balance and coordination</p>
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Year 1 – Spring 2 –	
<p>Knowledge and skills</p> <p>Multi Skills</p> <ul style="list-style-type: none"> • To master basic sending and receiving techniques. • To develop balance, agility and co-ordination. • To master basic sending and receiving skills. • To develop balance, agility and co-ordination. • To master basic sending and receiving techniques To make use of coordination, accuracy and weight transfer. • To develop receiving skills. 	<p>Vocabulary</p> <p>Striking, Catching, Own space, Team, Speed, Direction, Passing, Controlling, Shooting, Scoring, Avoiding, Tracking a ball, Rolling, Overarm throw, Bouncing, Free space</p>
<ul style="list-style-type: none"> • To use ball skills in game-based activities. • To explore static balancing and understand the concept of bases. • To combine a number of co-ordination drills, using upper and lower body movements. 	

- To aim a variety of balls and equipment accurately.
- To time running to stop or intercept the path of a ball.
- To travel in different ways, showing clear transitions between movements.
- To travel in different directions (side to side, up and down) with control and fluency.
- To practise ABC (agility, balance and coordination) at circuit stations.
- To learn skills for striking and fielding games.
- To practise basic striking, sending and receiving.
- To use throwing and catching skills in a game.
- To practise accuracy of throwing and consistent catching.
- To strike with a racket or bat.
- To play a game fairly and in a sporting manner.
- To use fielding skills to play a game.

Year 1 – Summer 1 –

Knowledge and skills

Vocabulary

<p>Introduction to Sports</p> <ul style="list-style-type: none"> • To master basic sending and receiving techniques. • To develop balance, agility and co-ordination. • To master basic sending and receiving skills. • To develop balance, agility and co-ordination. • To master basic sending and receiving techniques • To make use of coordination, accuracy and weight transfer. • To develop receiving skills. • To use ball skills in game based activities. 	<p>Striking, Catching, Own space, Team, Speed, Direction, Passing, Controlling, Shooting, Scoring, Avoiding, Tracking a ball, Rolling, Overarm throw, Bouncing, Free space</p>
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Year 1 – Summer 2 –	
Knowledge	Vocabulary
<p>Matletics</p> <ul style="list-style-type: none"> • To use varying speeds when running. • To explore footwork patterns. • To explore arm mobility. • To explore different methods of throwing. • To practise short distance running 	<p>Direction, throwing, jumping, speed</p>

By the end of year 1 pupils will...

Throw and catch displaying a degree of competency, in isolation and in varied environments
 Demonstrate changes of direction, level & speed
 Show an awareness of how the body functions/changes during exercise
 Repeat and Perform sequences of movements
 Displays development in the FUNdamentals of movement (Jog, Sprint, Jump, Hop, Weight on Hands, Balance & Coordination)
 Uses FUNdamentals of movement to achieve success in competitive environments, individually and as a team With
 guidance participate displaying respect, fair play and working well with others

Year 2 PE

Year 2 -Autumn 1-

Knowledge and skills	Vocabulary
<p>Fundamentals of movement</p> <ul style="list-style-type: none"> • To dribble a ball with two hands on the move. • To dribble a ball with some success, stopping it when required. • To throw and roll towards a target using varying techniques with some success. 	<p>slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping</p>

<ul style="list-style-type: none"> • To show balance when kicking towards a target. • To catch an object passed to them, with and without a bounce • To move to track a ball and stop it using feet with limited success. • To run, stop and change direction with balance and control. • To move to space to help score goals or limit others scoring. • To use simple tactics. <p>Gymnastics</p> <ul style="list-style-type: none"> • To remember and repeat simple gymnastic actions with control. • To balance on isolated parts of the body using the floor and hold balance. • To develop a range of gymnastic moves, particularly balancing. • To link together a number of gymnastic actions into a sequence. • To explore ways of travelling around. • To choose and use a variety of gymnastic actions to make a sequence 	<p>Forwards, Backwards, Sideways, Roll, Slow, Body parts, Shape, Jump, Travel, Stretch, Wide, Narrow</p>
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Year 2 – Autumn 2 –	
Knowledge and skills	Vocabulary

<p>Dance</p> <ul style="list-style-type: none"> To explore different levels and speeds of movement. To compose and perform simple dance phrases. To show contrasts in simple dances with good body shape and position. To develop a range of dance movements and improve timing. To work to music, creating movements that show rhythm and control. <p>Health Related Exercise</p> <ul style="list-style-type: none"> To develop children's knowledge of how the body functions/changes during exercise To Develop children's ability to exercise at different intensities To show an awareness of how the body functions/changes during exercise, • Repeat and Perform sequences of movements 	<p>Travel, Stillness, Direction, Space, Body parts, Levels, Speed, Beginning, Middle, End, Feelings, Rhythm</p> <p>Jog, Sprint, Jump, Hop, Weight on Hands, Balance & Coordination, heart, heartbeat, pulse</p>
<ul style="list-style-type: none"> Displays development in the FUNdamentals of movement (Jog, Sprint, Jump, Hop, Weight on Hands, Balance & Coordination) 	

<p>Year 2 – Spring 1–</p>	
<p>Knowledge and skills</p>	<p>Vocabulary</p>

<p>Development of Physical Literacy</p> <ul style="list-style-type: none"> • To dribble a ball with two hands on the move. • To dribble a ball with some success, stopping it when required. • To throw and roll towards a target using varying techniques with some success. • To show balance when kicking towards a target. • To catch an object passed to them, with and without a bounce • To move to track a ball and stop it using feet with limited success. • To run, stop and change direction with balance and control. • To move to space to help score goals or limit others scoring. • To use simple tactics. 	<p>Agility, balance and coordination</p>
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Year 2 – Spring 2–

<p>Knowledge and skills</p>	<p>Vocabulary</p>
<p>Multi Skills</p> <ul style="list-style-type: none"> • To throw a variety of ball and catch them effectively. • To begin to a bat and ball. • To hit the ball with the bat. To position their feet. • To begin to use a variety of strokes for hitting the ball. • To put some of the skills together to play with another person • To throw a variety of ball and catch them effectively. • To begin to a bat and ball. • To hit the ball with the bat. 	<p>Striking, Catching, Own space, Team, Speed, Direction, Passing, Controlling, Shooting, Scoring, Avoiding, Tracking a ball, Rolling, Overarm throw, Bouncing, Free space</p>

<ul style="list-style-type: none"> • To position their feet. • To begin to use a variety of strokes for hitting the ball. 	
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- To put some of the skills together to play with another person.
- To learn skills for playing striking and fielding games.
- To position the body to strike a ball.
- To develop catching skills.
- To throw a ball for distance.
- To practise throwing skills in a circuit.
- To play a game fairly and in a sporting manner. To use fielding skills to play a game.

Year 2 – Summer 1–

Knowledge and skills

Intro to Sports

- To throw a variety of ball and catch them effectively.
- To begin to a bat and ball.
- To hit the ball with the bat. To position their feet.
- To begin to use a variety of strokes for hitting the ball. To put some of the skills together to play with another person

Matletics

- To run with agility and confidence.
- To learn the best jumping techniques for distance.
- To throw different objects in a variety of ways.
- To hurdle an obstacle and maintain effective running style.
- To run for distance.
- To complete an obstacle course with control and agility.

Vocabulary

Striking, Catching, Own space, Team, Speed, Direction, Passing, Controlling, Shooting, Scoring, Avoiding, Tracking a ball, Rolling, Overarm throw, Bouncing, Free space

Direction, throwing, jumping, speed

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Year 2 – Summer 2 -	
Knowledge	Vocabulary

Ball Games

- To engage in competitive (both against self and against others)
- To co-operative physical activities, in a range of increasingly challenging situations.
- To throw a variety of ball and catch them effectively.
- To begin to a bat and ball.
- To hit the ball with the bat. To position their feet.
- To begin to use a variety of strokes for hitting the ball.
- To put some of the skills together to play with another person
- To throw a variety of ball and catch them effectively.
- To begin to a bat and ball.
- To hit the ball with the bat.
- To position their feet.
- To begin to use a variety of strokes for hitting the ball.
- To put some of the skills together to play with another person.
- To learn skills for playing striking and fielding games.
- To position the body to strike a ball.
- To develop catching skills.
- To throw a ball for distance.
- To practise throwing skills in a circuit.
- To play a game fairly and in a sporting manner. To use fielding skills to play a game.

Striking, Catching, Own space, Team, Speed, Direction, Passing, Controlling, Shooting, Scoring, Avoiding, Tracking a ball, R, Overarm throw, Bouncing, Free space

By the end of year 2 pupils will...

Throw and catch displaying competency, in isolation and in varied environments
 Demonstrate changes of direction, speed & level during performances or in competitive environments Show an awareness of how the body changes/functions during exercise
 Perform and repeat sequences of movements
 Competent in the FUNdamentals of movement (Jog, Sprint, Jump, Hop, Weight on Hands, Balance & Coordination)
 Use FUNdamentals of movement to employ simple tactics in varied environments

With guidance participate displaying respect, fair play and working well with others

Year 3 PE

Year 3 – Autumn 1 -

Knowledge and skills

Vocabulary

<p>Dance</p> <ul style="list-style-type: none"> To explore dance movements and create patterns of movement. To work with a partner to create dance patterns. To perform a dance with rhythm and expression. To use knowledge of dance to create a story in small groups. To develop precision of movement. To work co-operatively with a group to create a dance piece. To perform in front of others with confidence. <p>Health Related Exercise</p> <ul style="list-style-type: none"> To develop children’s knowledge of how the body functions/changes during exercise To develop children’s ability to exercise at different intensities To follow instructions and participate effectively in the lesson To show an awareness of the change in heart rate during exercise To find their pulse and explain <u>why their</u> heart rate increases 	<p>Repetition, Pattern, Dance Phrase, Improvisation, Character, Repetition</p> <p>Heart rate, pulse, heart, heartbeat, Jog, Sprint, Hop, Weight on Hands, Jump, Balance & Coordination</p>
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Year 3 – Autumn 2 -	
<p>Knowledge and skills</p> <p>Gymnastics</p> <ul style="list-style-type: none"> To explore jumping techniques and link them with other gymnastic actions. To explore jumping techniques and to link them with other gymnastic actions To select and adapt gymnastics actions to meet the task. To work with a partner or a small group to create a sequence that develops jumping skills. 	<p>Vocabulary</p> <p>stretch, push, pull, step, spring, crawl, still, tall, long, high, low, roll, copy, land, balance</p>

- To improve the ability to choose appropriate actions when creating a sequence of gymnastic movements to music.

Invasion Games

- To dribble the ball with one hand/foot with some control.
- To dribble a ball with feet with some control in game situations. • To use a variety of throwing techniques in game situations
- To pass towards a partner in game situations.
- To catch a ball passed to them, with some success.
- To receive a ball sent to them using different parts of the foot.
- To strike a ball with varying techniques.
- To change direction with increasing speed in game situations.
- To use space with some success in game situations. Create and use space with some success in game situations.
- To create and use space for self and others with some success.
- To effectively create and use space for self and others to outwit an opponent. Use simple tactics individually and within a team.

Keep possession, Scoring goals, Keeping score, Making space, Pass/send/receive, Travel with a ball, Make use of space, Points/goals, Rules, Tactics, Defending, Keep the ball, Dribble, Support partner

Year 3 – Spring 1 -

Knowledge and skills

Vocabulary

<p>Hockey</p> <ul style="list-style-type: none"> • To dribble the ball with one hand with some control. • To pass towards a partner in game situations. • To strike a ball with varying techniques. • To change direction with increasing speed in game situations. • To use space with some success in game situations. Create and use space with some success in game situations. • To create and use space for self and others with some success. To effectively create and use space for self and others to outwit an opponent. Use simple tactics individually and within a team. 	<p>Keep possession, Scoring goals, Keeping score, Making space, Pass/send/receive, Travel with a ball, Make use of space, Points/goals, Rules, Tactics, Defending, Keep the ball, Dribble, Support partner</p>
<p>Netball</p> <ul style="list-style-type: none"> • To use a variety of throwing techniques in game situations • To pass towards a partner in game situations. • To catch a ball passed to them, with some success. • To change direction with increasing speed in game situations. • To use space with some success in game situations. Create and use space with some success in game situations. • To create and use space for self and others with some success. • To effectively create and use space for self and others to outwit an opponent. Use simple tactics individually and within a team. <p>Swimming</p> <ul style="list-style-type: none"> • I can swim competently, confidently and proficiently over a distance of at least 25 metres • I can use a range of strokes effectively • I can perform safe self-rescue in different water-based situations • I can take part in outdoor and adventurous activity challenges both individually and within a team 	<p>Keep possession, Scoring goals, Keeping score, Making space, Pass/send/receive, Travel with a ball, Make use of space, Points/goals, Rules, Tactics, Defending, Keep the ball, Dribble, Support partner</p> <p>Front crawl, back stroke, breast stroke, water safety</p>

Year 3 – Spring 2 -	
Knowledge and skills	Vocabulary
<p>Basketball</p> <ul style="list-style-type: none"> To dribble the ball with one hand with some control. To use a variety of throwing techniques in game situations To pass towards a partner in game situations. To catch a ball passed to them, with some success. To change direction with increasing speed in game situations. To use space with some success in game situations. Create and use space with some success in game situations. To create and use space for self and others with some success. 	<p>Keep possession, Scoring goals, Keeping score, Making space, Pass/send/receive, Travel with a ball, Make use of space, Points/goals, Rules, Tactics, Defending, Keep the ball, Dribble, Support partner</p>
<ul style="list-style-type: none"> To effectively create and use space for self and others to outwit an opponent. Use simple tactics individually and within a team. <p>Net/ Wall Games</p> <ul style="list-style-type: none"> To become familiar with balls and short tennis rackets. To get the ball into play. To accurately serve underarm. To build up a rally. To build a rally, focusing on accuracy of strokes. To play a variety of shots in a game situation and to explore when different shots should be played. To play a competitive tennis game. 	<p>Keeping score, Making space, Pass/send/receive, Make use of space, Points/goals, Rules, Tactics, Defending,</p>

Year 3 – Summer 1 -	
Knowledge and skills	Vocabulary

Striking and Fielding

- To consolidate and develop a range of skills in striking and fielding.
- To develop and investigate different ways of throwing and to know when it is appropriate to use them.
- To consolidate and develop a range of skills in striking and fielding.
- To practise the correct technique for catching a ball and use it in a game.
- To consolidate and develop a range of skills in striking and fielding.
- To practise the correct batting technique and use it in a game situation.
- To consolidate and develop a range of skills in striking and fielding.
- To practise the correct technique for fielding and use it in a game situation.
- To consolidate the throwing, catching and batting skills already learned.
- To strike the ball for distance.
- To know how to play a striking and fielding game competitively and fairly.

Keeping score, Making space, , Make use of space, Points/goals, Rules, Tactics, Defending

Football

- To dribble the ball with one foot with some control.

- To dribble a ball with feet with some control in game situations.
- To pass towards a partner in game situations.
- To receive a ball sent to them using different parts of the foot.
- To strike a ball with varying techniques.
- To change direction with increasing speed in game situations.
- To use space with some success in game situations. Create and use space with some success in game situations.
- To create and use space for self and others with some success.
- To effectively create and use space for self and others to outwit an opponent. Use simple tactics individually and within a team.

Keep possession, Scoring goals, Keeping score, Making space, Pass/send/receive, Travel with a ball, Make use of space, Points/goals, Rules, Tactics, Defending, Keep the ball, Dribble, Support partner

Year 3 – Summer 2 -

Knowledge and skills

Athletics

- To begin to run at speeds appropriate for the distance. e.g. sprinting and cross country
- To perform a running jump with some accuracy
- To perform a variety of throws using a selection of equipment.
- To use equipment safely and with good control.

Rounders

- To consolidate and develop a range of skills in striking and fielding.
- To develop and investigate different ways of throwing and to know when it is appropriate to use them.
- To consolidate and develop a range of skills in striking and fielding.
- To practise the correct technique for catching a ball and use it in a game.
- To consolidate and develop a range of skills in striking and fielding.
- To practise the correct batting technique and use it in a game situation.
- To consolidate and develop a range of skills in striking and fielding.
- To practise the correct technique for fielding and use it in a game situation.
- To consolidate the throwing, catching and batting skills already learned.
- To strike the ball for distance.

Vocabulary

Co-ordination, Strength, Individual & team (Difference), Agility, Long distance/endurance, Balance, Communication, Speed

Keeping score, Pass/send/receive, Travel with a ball, Make use of space, Points/goals, Rules, Tactics

- To know how to play a striking and fielding game competitively and fairly.

By the end of year 3 pupils will...

Throw and catch displaying with accuracy, in isolation and varied environments
 Demonstrate changes of direction, speed & level in competitive environments or during performances Demonstrates a clear understanding of how the body changes/functions during exercise
 Moves in a fluent and expressive manner
 Plan, perform and repeat sequences of movements in a group
 Competent in the FUNdamentals of movement (Jog, Sprint, Hop, Weight on Hands, Jump, Balance & Coordination)
 Use FUNdamentals of movement to employ simple tactics in competitive environments Swim 25m unaided
 Displays an understanding of fair play, respect and working well with others

Year 4 – Autumn 1 -

Knowledge and skills

Dance

- To identify and practise the patterns and actions of chosen dance style.
- To demonstrate an awareness of the music's rhythm and phrasing when improvising.
- To create an individual dance that reflects the chosen dancing style.
- To create partnered dances that reflect the dancing style and apply the key components of dance.
- To perform dance using a range of movement patterns.
- To perform and evaluate own and others' work.

Health Related Exercise

- To develop children's knowledge of how the body functions/changes during exercise
- To develop children's ability to exercise at different intensities
- To follow instructions and participate effectively in the lesson

Vocabulary

Creative and imaginative • Expressively • Emotion • Communicate • Refine • Clear and fluent, compose

Heart rate, pulse, heart, heartbeat, Jog, Sprint, Hop, Weight on Hands, Jump, Balance & Coordination

- To show an awareness of the change in heart rate during exercise
- To find their pulse and explain why their heart rate increases

Year 4 – Autumn 2 -

Knowledge and skills

Gymnastics

- To identify and practise body shapes.
- To identify and practise symmetrical and asymmetrical body shapes.
- To construct sequences using balancing and linking movements.
- To use counterbalances and incorporate them into a sequence of movements.
- To perform and evaluate own and others' sequences.

Invasion Games

- To link dribbling the ball with other actions with increasing control.
- To change direction when dribbling with some control in game situations.
- To use a variety of throwing techniques with increasing success in game situations.
- To pass with increasing success in game situations.
- To catch a ball passed to them, with increasing success.
- To receive a ball using different parts of the foot under pressure.
- To strike a ball using varying techniques with increasing accuracy.
- To change direction to lose an opponent with some success.
- To create and use space with some success in game situations.
- To use simple tactics to help their team score or gain possession.

Vocabulary

stretch, push, pull, step, spring, crawl, still, tall, long, high, low, roll, copy, land, balance

Keep possession, Scoring goals, Keeping score, Making space, Pass/send/receive, Travel with a ball, Make use of space, Points/goals, Rules, Tactics, Defending, Keep the ball, Dribble, Support partner

Year 4 – Spring 1 -

Knowledge and skills	Vocabulary
<p>Hockey</p> <ul style="list-style-type: none"> To link dribbling the ball with other actions with increasing control. To change direction when dribbling with some control in game situations. 	<p>Keep possession, Scoring goals, Keeping score, Making space, Pass/send/receive, Travel with a ball, Make use of</p>
<ul style="list-style-type: none"> To pass with increasing success in game situations. To strike a ball using varying techniques with increasing accuracy. To change direction to lose an opponent with some success. To create and use space with some success in game situations. To use simple tactics to help their team score or gain possession. <p>Netball</p> <ul style="list-style-type: none"> To use a variety of throwing techniques with increasing success in game situations. To pass with increasing success in game situations. To catch a ball passed to them, with increasing success. To change direction to lose an opponent with some success. To create and use space with some success in game situations. To use simple tactics to help their team score or gain possession. 	<p>space, Points/goals, Rules, Tactics, Defending, Keep the ball, Dribble, Support partner</p> <p>Keep possession, Scoring goals, Keeping score, Making space, Pass/send/receive, Travel with a ball, Make use of space, Points/goals, Rules, Tactics, Defending, Keep the ball, Dribble, Support partner</p>

Year 4 – Spring 2 -

Knowledge and skills	Vocabulary
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<p>Basketball</p> <ul style="list-style-type: none"> • To link dribbling the ball with other actions with increasing control. • To change direction when dribbling with some control in game situations. • To use a variety of throwing techniques with increasing success in game situations. • To pass with increasing success in game situations. • To catch a ball passed to them, with increasing success. • To strike a ball using varying techniques with increasing accuracy. • To change direction to lose an opponent with some success. • To create and use space with some success in game situations. • To use simple tactics to help their team score or gain possession. <p>Net/ Wall Games</p> <ul style="list-style-type: none"> • Play games using throwing and catching skills. 	<p>Double dribble – Two hands when dribbling, Block – To stop movement of opponent or stop a pass or shot, Travelling – Moves both feet with bouncing the ball, Personal foul – When a player challenges another player unfairly. Technical foul – A player or coach who argues with a referee. Chest, bounce and shoulder passes, Three throw – shooting from outside the D</p>
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<ul style="list-style-type: none"> • • Vary strength, length and direction of throw. • • Understand how they can make it difficult for opponent to receive ball. • Understand where to stand when receiving. Understand attack and defence tactics. Understand rules about the games. 	<p>Stance, Serve, Understand, Weight, Select, Strike, Court, Shot types – backhand & forehand, Foot work, CoOrdination, Agility, Movement, Balls of the feet</p>
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<p>Year 4 – Summer 1 -</p>	
<p>Knowledge</p>	<p>Vocabulary</p>

Striking and Fielding

- To develop and investigate different ways of throwing, and to know when each is appropriate.
- To use ABC (agility, balance, co-ordination) to field a ball well.
- To use ABC (agility, balance, co-ordination) to move into good positions for catching and apply it in a game situation.
- To use hand-eye coordination to strike a moving and a stationary ball.
- To develop fielding skills and understand their importance when playing a game. To play in a competitive situation, and to demonstrate sporting behaviour.

Barrier – Long & short, Wicket, kwik cricket, Runs, Bowling, Overarm, Positions – Wicket keeper, fielder, bowler, batter Rules

Year 4 – Summer 2 -

Knowledge and skills

Football

- To link dribbling the ball with other actions with increasing control.
- To change direction when dribbling with some control in game situations.
- To pass with increasing success in game situations.
- To receive a ball using different parts of the foot under pressure.

Vocabulary

Pass to feet – Asking for a pass to feet, Player on – Telling a teammate when they are under pressure. Time – Making a player aware when they have time on the ball.
Defending – To prevent the other team from scoring,
Attacking – To try and invade and score. Possession – To

- To strike a ball using varying techniques with increasing accuracy.
- To change direction to lose an opponent with some success.
- To create and use space with some success in game situations.
- To use simple tactics to help their team score or gain possession.

Athletics

- To begin to build a variety of running techniques and use with confidence.
- To perform a running jump with more than one component. e.g. hop skip jump (triple jump)
- To demonstrate accuracy in throwing and catching activities.
- To describe good athletic performance using correct vocabulary.
- To use equipment safely and with good control.

try and keep the ball. General rules such as Goal kick, Centre kick, throw in, Fouls etc

Co-ordination, Strength, Individual & team (Difference), Agility, Long distance/endurance, Balance, Communication, Speed

By the end of year 4 pupils will...

Utilise changes of direction, speed & level during performances/competition to succeed
 Select and utilise appropriate tactics and techniques to cause problems for opponents
 Demonstrates a developed understanding of how the body changes/functions during exercise
 Create movements that convey a clear stimulus, refining these movements into sequences
 Displays an understanding of fair play, working well with others and leading a small group
 Plan, perform & repeat sequences of movements, experimenting with ways of travelling and complex movements
 Can adapt throwing technique to ensure success in a variety of activities (distance, accuracy, control)
 Change running styles according to distance, with the intention of beating personal best's

Year 5 – Autumn 1 -	
Knowledge and skills	Vocabulary
<p>Dance</p> <ul style="list-style-type: none"> To identify and practise the patterns and actions of the chosen dance style. To demonstrate an awareness of the music's rhythm and phrasing when improvising. To create and perform an individual dance that reflects the chosen dance style. To create partnered dances that reflect the chosen dancing style and apply the key components of dance. To perform a dance using a range of movement patterns. To perform and evaluate own and others' work. <p>Jag Tag</p> <ul style="list-style-type: none"> To use a variety of throwing techniques with some control under increasing pressure. To use a variety of passing techniques with some control under increasing pressure. To catch and intercept a ball using one and two hands with some success in game situations. To use a variety of techniques to change direction to lose an opponent. To create and use space for self and others with some success 	<p>Dance style, Technique, Rhythm, Unison, Canon, Formation, Motif, Interpret, Exploration</p> <p>Passing, Shooting, Support, Marking, Attackers/defenders, Team play, Offside, Covering, Repossession</p>

Year 5 – Autumn 2 -	
Knowledge and skills	Vocabulary

Gymnastics

- To identify and practise body shapes and balances.
- To identify and practise symmetrical and asymmetrical body shapes.
- To use and refine the following skills: flexibility, strength, balance, power and mental focus.
- To develop skills, including rolling, balancing and travelling.
- To use counterbalances and incorporate them into a sequence of movements.
- To perform movements in canon and in unison.
- To perform and evaluate own and others' sequences.

Muscles, Joints, Symmetrical, asymmetrical, Rotation, Turn, Shape, Landing, Take-off, Flight, Performance/evaluation, Refine, Dynamics, Combination, Canon, Counter-tension, Counter-balance

Handball

- To use dribbling to change the direction of play with some control under pressure.
- To dribble with hands with some control under increasing pressure.
- To use a variety of throwing techniques with some control under increasing pressure.
- To use a variety of passing techniques with some control under increasing pressure. To catch and intercept a ball using one and two hands with some success in game situations.
- To use a variety of techniques to change direction to lose an opponent. To create and use space for self and others with some success

Pressure, Disguise, Create, Rebound, Attack, Demonstrate, Support, Contain, Positions, Tactics

Year 5 – Spring 1 -

Knowledge and skills

Vocabulary

Hockey

- To use dribbling to change the direction of play with some control under pressure.
- To dribble with some control under increasing pressure.
- To use a variety of passing techniques with some control under increasing pressure.
- To strike a ball using a wider range of skills. Apply these with some success under pressure.
- To use a variety of techniques to change direction to lose an opponent.
- To create and use space for self and others with some success

Football

- To use dribbling to change the direction of play with some control under pressure.
- To dribble with feet with some control under increasing pressure.
- To use a variety of passing techniques with some control under increasing pressure.
- To intercept a ball using one and two hands with some success in game situations.
- To receive a ball using different parts of the foot under pressure with increasing control.
- To strike a ball using a wider range of skills. Apply these with some success under pressure.
- To use a variety of techniques to change direction to lose an opponent.
- To create and use space for self and others with some success

Passing, Shooting, Support, Marking, Attackers/defenders, Team play, Offside, Covering, Repossession

Retention – To retain the ball. Press – To apply pressure to the opponent, Competitive – To be as good or better than opponent and compete. Positions – GK, Defender, midfielder attackers and the roles involved within these. Tactics – A planned strategy. Offside law. Fair play .

Year 5– Spring 2 -

Knowledge and skills

Vocabulary

Basketball

- To use dribbling to change the direction of play with some control under pressure.
- To dribble with hands with some control under increasing pressure.
- To use a variety of throwing techniques with some control under increasing pressure.
- To use a variety of passing techniques with some control under increasing pressure.
- To catch and intercept a ball using one and two hands with some success in game situations.
- To use a variety of techniques to change direction to lose an opponent.
- To create and use space for self and others with some success

Table Tennis

- To develop children's ability to grip the racket correctly
- To develop children's ability to control the movement of a ball with a racket
- Use knowledge of the relationship between the body and exercise to improve various fitness components
- Field, defend and attack tactically by anticipating the direction of play
- Utilise new skills in competitive situations, as an individual or part of a team

Tip off – The start of a game in basketball, Jump shot – Jump to make a shot at the basket, Lay up shot – Shooting of the back board, Positions on the court – Small forward, Quarters – Played over four quarters. Assist – To pass to a team mate who scores. Backboard – The board behind the basket, Guarding – Player on player tactic to stop them shooting or dribbling. Possession – To be in control of the ball, Rebound – Getting the ball of the backboard after a failed shot. Violation – When a player breaks the rules

Manipulate, Racket face, Lines – Lines on the table, Awareness, Position, Guidance, Rally.

Knowledge and skills	Vocabulary
<p>Cricket</p> <ul style="list-style-type: none"> • To develop skills in batting and fielding. • To choose fielding techniques. • To run between the wickets. • To run, throw and catch. • To develop a safe and effective overarm throw. • To learn batting control. • To use all the skills learned by playing in games. <p>Netball</p> <ul style="list-style-type: none"> • To use a variety of throwing techniques with some control under increasing pressure. • To use a variety of passing techniques with some control under increasing pressure. • To catch and intercept a ball using one and two hands with some success in game situations. • To use a variety of techniques to change direction to lose an opponent. • To create and use space for self and others with some success 	<p>Objective, Shot selection, Rounders – Rules, Base, Rules, Advance, Runs, Tactics</p> <p>Passing, Shooting, Support, Marking, Attackers/defenders, Team play, Offside, Covering, Repossession</p>

Year 5 – Summer 2 -

Knowledge and skills	Vocabulary
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<p>Athletics</p> <ul style="list-style-type: none"> To begin to build a variety of running techniques and use with confidence. To perform a running jump with more than one component. e.g. hop skip jump (triple jump) To begin to record peers performances, and evaluate these. To demonstrate accuracy and confidence in throwing and catching activities. To describe good athletic performance using correct vocabulary. To use equipment safely and with good control. <p>Rounders</p> <ul style="list-style-type: none"> To develop skills in batting and fielding. To choose fielding techniques. To run, throw and catch. To develop a safe and effective overarm throw. To learn batting control. 	<p>Dynamic/static stretching, Relay, Acceleration, Endurance, Main muscle groups in the body, Triple jump</p> <p>Objective, Shot selection, Rounders – Rules, Base ,Rules, Advance, Runs, Tactics</p>
<ul style="list-style-type: none"> To use all the skills learned by playing in games. 	

By the end of year 5 pupils will...

Uses knowledge of the relationship between the body and exercise to improve various fitness components
 Compose creative and imaginative dance sequences with a clear stimulus, performing expressively and precisely
 Create complex and well executed sequences containing a variety of gymnastic components Display
 an understanding of fair play, working well with others and leading a medium sized group Field,
 defend and attack tactically by anticipating the direction of play.
 Utilise new skills in competitive situations, as an individual or part of a team
 Utilise knowledge of technique to perform at an optimum level in different types of throw, jump and run

Year 6 – Autumn 1 -	
Knowledge and skills	Vocabulary
<p>Dance</p> <ul style="list-style-type: none"> • Can children respond in the correct manner to commands (Inside, Outside, Freeze etc). • Can children repeat some simple sequences of movements relating to a stimulus • Compose creative & imaginative dance sequences with a clear stimulus, performing expressively and precisely). • Display an understanding of fair play, working well with others & leading a medium sized group • Can children create some complex sequences of movements relating to a stimulus • Utilise new skills in competitive situations, individually or part of a team. <p>Jag Tag</p> <ul style="list-style-type: none"> • To use a variety of throwing techniques including fake passes to outwit an opponent. • To select and apply the appropriate passing technique with control. 	<p>Dance style, Technique, Rhythm, Unison, Canon, Formation, Motif, Interpret, Exploration</p>

- To intercept a ball, with increasing success in game situations.
- To receive a ball with consideration to the next move.
- To confidently change direction to successfully outwit an opponent.
To effectively create and use space for self and others to outwit an opponent
To work collaboratively to create tactics within their team and evaluate the effectiveness of these.

Passing, Shooting, Support, Marking,
Attackers/defenders, Team play, Offside, Covering,
Repossession

Year 6 – Autumn 2 -

Knowledge and skills

Vocabulary

<p>Gymnastics</p> <ul style="list-style-type: none"> • To develop pupils knowledge of gymnastics balances. • To develop pupils ability to hold a balance • To develop pupils ability to travel in a variety of ways • To develop children’s knowledge of Mirror/Match & Canon & Unison • Use knowledge of the body & exercise to improve various fitness components • Create complex & well executed sequences containing a variety of gymnastic components • Display an understanding of fair play, working well with others & leading a medium sized group <p>Handball</p> <ul style="list-style-type: none"> • Develop pupils’ ability to throw effectively • Develop pupils’ ability to catch effectively • Display an understanding of fair play, working well with others and leading a medium sized group) 	<p>Muscles, Joints, Symmetrical, asymmetrical, Rotation, Turn, Shape, Landing, Take-off, Flight, Performance/evaluation, Refine, Dynamics, Combination, Canon, Counter-tension, Counterbalance</p> <p>Pressure, Disguise, Create, Rebound, Attack, Demonstrate, Support, Contain, Positions, Tactics</p>
<ul style="list-style-type: none"> • Field, defend and attack tactically by anticipating the direction of play • Utilise new skills in competitive situations, as an individual or part of a team 	

Year 6 – Spring 1 -

Knowledge and skills

Vocabulary

<p>Hockey</p> <ul style="list-style-type: none"> • Develop pupil's ability to pass the Hockey ball to teammates • Develop pupil's ability to apply skill in a competitive environment • Display an understanding of fair play, working well with others and leading a medium sized group • Field, defend and attack tactically by anticipating the direction of play • Utilise new skills in competitive situations, as an individual or part of a team <p>Football</p> <ul style="list-style-type: none"> • Can children use teaching points to pass effectively • Can children use knowledge of technique to suggest ways for peer's to improve • Can children use teaching points to shoot effectively • Display an understanding of fair play, working well with others and leading a medium sized group • Field, defend and attack tactically by anticipating the direction of play • Utilise new skills in competitive situations, as an individual or part of a team. 	<p>Passing, Shooting, Support, Marking, Attackers/defenders, Team play, Offside, Covering, Repossession</p> <p>Retention – To retain the ball. Press – To apply pressure to the opponent, Competitive – To be as good or better than opponent and compete. Positions – GK, Defender, midfielder attackers and the roles involved within these. Tactics – A planned strategy. Offside law. Fair play .</p>
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Year 6 – Spring 2 -	
Knowledge and skills	Vocabulary
<p>Basketball</p> <ul style="list-style-type: none"> • To develop pupils understanding of the rules of Basketball • To develop pupils ability to dribble legally in Basketball 	<p>Tip off – The start of a game in basketball, Jump shot – Jump to make a shot at the basket, Lay up shot -Shooting of the back board, Positions on the court – Small forward, Quarters – Played over four quarters. Assist –</p>

- Develop pupils ability to pass effectively in Basketball
- Develop pupils ability to shoot effectively in Basketball
- Select & utilise appropriate tactics & techniques
- Displays an understanding of fair play, working well with others
- Can adapt throwing technique to ensure success in a variety of activities

To pass to a team mate who scores. Backboard – The board behind the basket Guarding – Player on player tactic to stop them shooting or dribbling. Possession – To be in control of the ball. Rebound – Getting the ball of the backboard after a failed shot. Violation – When a player breaks the rules.

Table Tennis

- To develop children's ability to grip the racket correctly
- To develop children's ability to control the movement of a ball with a racket
- Uses knowledge of the relationship between the body and exercise to improve various fitness components
- Field, defend and attack tactically by anticipating the direction of play
- Utilise new skills in competitive situations, as an individual or part of a team.
- To officiate games and evaluate certain shots.
- To set a challenge related to shot (e.g. forehand bouncer) and aim to improve shot each week.

Manipulate, Racket face, Lines – Lines on the table, Awareness, Position, Guidance, Rally

Year 6 – Summer 1 -	
Knowledge	Vocabulary
<p>Netball</p> <ul style="list-style-type: none"> • Develop pupils ability to throw effectively • Develop pupils ability to catch effectively • Display an understanding of fair play, working well with others and leading a medium sized group • Field, defend and attack tactically by anticipating the direction of play • Utilise new skills in competitive situations, as an individual or part of a team <p>Rounders</p> <ul style="list-style-type: none"> • Develop children’s co-ordination & ability to field & strike effectively • Develop children’s understanding of the rules of Rounders • Display an understanding of fair play, working well with others and leading a medium sized group • Field, defend and attack tactically by anticipating the direction of play • Utilise new skills in competitive situations, as an individual or part of a team 	<p>Passing, Shooting, Support, Marking, Attackers/defenders, Team play, Offside, Covering, Repossession</p> <p>Objective, Shot selection, Rounders – Rules, Base, Rules, Advance, Runs, Tactics</p>

Year 6 – Summer 2 -	
Knowledge	Vocabulary

Cricket

- Develop children's co-ordination & ability to field effectively
- Develop children's ability to hold & use that bat effectively
- Display an understanding of fair play, working well with others and leading a medium sized group
- Field, defend and attack tactically by anticipating the direction of play
- Utilise new skills in competitive situations, as an individual or part of a team

Athletics

- To begin to build a variety of running techniques and use with confidence.

Objective, Shot selection, Rounders – Rules, Base, Rules, Advance, Runs, Tactics

Dynamic/static stretching • Relay • Acceleration • Endurance • Main muscle groups in the body • Triple jump

- To perform a running jump with more than one component. e.g. hop skip jump (triple jump)
- To begin to record peers performances, and evaluate these.
- To demonstrate accuracy and confidence in throwing and catching activities.
- To describe good athletic performance using correct vocabulary.
- To use equipment safely and with good control.

By the end of year 6 pupils will...

Uses knowledge of the relationship between the body and exercise to improve all fitness components

Compose and perform creative and imaginative dance sequences with a clear stimulus, performing expressively and precisely

Create complex, demanding and well executed sequences containing a variety of gymnastic components Display an understanding of fair play, working well with others and leading a large group

Field, defend and attack tactically by anticipating and reacting to the direction of play.

Utilise new skills in competitive situations, as an individual or part of a team

Utilise knowledge of technique to perform at an optimum level in different types of throw, jumps and runs (sprints, middle distance and hurdles) Swim 25m fluently with controlled strokes (breast stroke, front and back.) To perform self rescue in different water based situations.