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| PE: PE Passport – skills and Knowledge | | | | | | |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Nursery | Fine Motor Skills | Fine Motor Skills | Fine Motor Skills | Fine Motor Skills | Fine Motor Skills | Fine Motor Skills |
| Learn how to hold pencils, pens, crayons and brushes.  Learn how to turn the pages of a book.  Learn how to pick things up with tweezers such as conkers, buttons, etc.  Thread beads onto string and cotton  Pick up different objects of a range of sizes, shape and weight, move from one place to another.  Learn how to tie laces  Learn how to open and close Velcro.  Learn how to button and unbutton. | Make some marks with different pencils. Trace over their names with different pencils. Trace vertical and horizontal lines, spirals and anti-clock wise moves.  Adults might want to think about helping children to find a pencil grip. They may provide a range of papers, pens, a context such as a birthday card, Christmas card, Diwali card. They may have clip boards for lists.  Learn how to apply glue and pick things up to stick such as tissue paper, felt, papers (avoid glitter as it is eco unfriendly).  Tie laces faster and more securely. Tie other things such as ribbons on a teddy. Unbutton and button a coat.  Wrap a parcel | Use pencils, chalks, crayons and brushes to draw shapes.  Use markers, pictures, paints etc to create a symbol for the day’s weather.  Use pincers to pick up and move an ice cube.  Wrap a scarf around teddy. Add a hat and button up a jacket for the weather.  Use scissors to cut out a shape.  Thread alphabet lacing beads.  Put pompoms in and out of an ice tray.  Using pegs, pick up imaginary spiders from a web.  Use a hole punch to make a pattern.  Slide a car down a slope. | Use pipettes e.g. to water newly planted cress and plants, to drop paint on paper to make a spring picture e.g. to replicate blossom.  Use pincers and tweezers to pick blossom up, to pick up small beads for a collage.  Use scoopers to scoop up sand, playdough, slime.  Use pincers to pick up painted eggs to put in an egg box.  Place buttons to cover a shape e.g. a snake.  Use scissors to cut shapes e.g. sheep, chicks, eggs.  Peg pictures on a line e.g. chicks in a row on a string line.  Use fingers to pick up and move small objects such as marbles, pasta shapes | Tap numbers on a telephone.  Write notes on a clipboard or pad e.g. when taking a call at the vets.  Paint with a Q-tip or cotton bud.  Carefully turn the pages of a book and place it back where it belongs.  Trace words, letters etc in sand.  Make holes in clay, dough and playdough.  Use pipe cleaners to make an animal to take to the vet.  Weave string/wool around cardboard.  Make a badge for a job.  Make salt dough into a letter shape or number or shape.  Finger paint a picture | Take and make phone calls in a travel agents.  Turn pages of a travel brochure.  Write their names.  Fold clothes for a suitcase e.g. clothes for teddy.  Make a tape resist painting.  Create a collage for a seaside scene.  Hand exercises and sign language, press fingers together; Spock (Star Trek) finger pattern; hook fingers; touch each finger to a thumb.  Putty for strengthening hands: gross opposition, isolated opposition, finger flexion, finger extension, adduction, thumb extension. |
|  | Gross Motor Skills | Gross Motor Skills | Gross Motor Skills | Gross Motor Skills | Gross Motor Skills | Gross Motor Skills |
|  | Learn how to negotiate space when on a scooter, balance bike or pedal bike.  Learn how to negotiate obstacles such as stop signs, cones, other bikes.  Learn how to balance, e.g. when walking along a bench, when on the climbing frame  Learn how to hold rails for balance on the climbing frame.  Learn how to use hand and foot holds on a climbing frame.  Learn how to jump onto 2 feet and how to run.  Learn how to kick a ball. Different sizes. Learn how to stop a ball going into the goal.  Learn how to dance and make moves to songs e.g heads, shoulders, knees and toes; Old Macdonald.  Learn how to tip water from one container into another.  Learn how to move sand and water from one place to another. | Play a simple version of dodge ball.  Ride bikes and scooters over uneven ground. Learn the idea of uphill and downhill. Learn the concept of fast and slow.  Use anticlockwise movements.  Use construction materials to build something linked to a festival such as a tree.  Step in a dance to music.  Pull and push themselves over outdoor equipment such as a tunnel.  Put on waterproof clothes.  Navigate hazards safely e.g. cleaning the sand pit and water area.  Access and store equipment in their right place.  In sand, build/form a sand decoration e.g. coloured sand in a small test tube.  In water, explore how one bottle of water can fill containers differently | Jump into and out of puddles with one foot and two feet.  Build a snowperson. Roll snow.  Step forward, back, to the side. Play what time is it Mr Wolf?  Build a den for a Polar Bear. Build a shelter from the rain.  Navigate ice and snow safely.  Use a digger to move sand from one place to another. Use a bucket to move water from one place to another.  Play hopscotch.  Play a treasure hunt. Learn to skip.  Walk and run and balance a zig zag line and an arched line.  Throw bean bags into hoops. Sort shapes into hoops.  Learn to stretch, stand on tip toes. | Play balloon tennis and balloon volleyball.  Scavenger hunt looking for clues e.g. linked to numbers, shapes or phonics.  Play hopscotch and learn to hop.  On bikes, scooters, balance bikes, learn how to stop at a point or line, start again, turn left and right.  Learn how to bounce on a trampoline.  Step in time to songs and music and use arm actions at the same time.  Throw balls at a vertical target/ sticky Velcro balls.  Large movement exercises e.g. hoola hoops, parachutes, skipping.  Make a sand sculpture.  Use equipment to vary the flow of water e.g. down a drain pipe. | Learn how to stop balls that are rolling.  Play bowls, skittles, and boules.  Pretend to be traffic officers stopping people on bikes, in cars, on scooters.  Use moves to a song e.g. Hokey Cokey, Whigfield, heads, shoulders, knees…  Play different instruments and pretend to be musicians.  Balance on one leg.  Jump from spot to spot on a route snaking through the outdoors area.  Park bikes, scooters and cars in the car parking spaces.  Use gymnastic ribbons to make shapes in the air.  Learn to scoop, pat, mould, sieve, make a pattern in sand.  Use funnels, squeezy bottles.  Make boats to float on water. Identify which things float and which sink. | Shoulder spirals, jumping jacks, wall push ups, crab walk.  Aim balls at a target.  Multi-task running and walking such as: carrying a tray of things while stepping over a small hurdle; holding a pancake on a frying pan while dodging around cones.  Move to a song in time to the words e.g. the Macarena or dance step game on the interactive white board.  Skip.  Build a high tower so that it balances. Play jenga.  Make letter and number shapes with ribbons.  Add small sand sculptures and decoration to larger sculptures.  Sieve solids from water.  Re-direct a flow of water.  Play whack a mole. |
| Reception | Fine Motor Skills | Fine Motor Skills | Fine Motor Skills | Fine Motor Skills | Fine Motor Skills | Fine Motor Skills |
| Know how to hold a pair of scissors and cut paper effectively: one hand in the scissors with thumb on top and one hand holding the paper or card.  Will begin to use a dominant hand.  Know which hand to write with.  Know how to form recognisable letters correctly.  Children show good control and coordination in small movements. They handle tools effectively, including pencils for writing.  Know how to sit still and have times of quietness.  Know how to sit quietly in the hall with straight back and legs crossed.  Know how to wait quietly in a queue by not standing too close to another, standing still. | Know to use their dominant hand.  Will begin to use anticlockwise movement and retrace vertical lines in writing.  Know how to use scissors effectively using one and holding the paper and card with the other.  Increasing overall co-ordination of smaller movements.  Know how to be still and have times of quietness. | Continue to know how to use scissors effectively.  Know how to balance safely and negotiate space effectively.  Know how to use tools effectively, including pencils for writing, knives, forks, spoons, paintbrushes.  Know how to sit still and can be still and quiet for increasing lengths of time. | Know why it is important to handle different apparatus safely.  Know how to use scissors effectively with increasing control and precision.  Know how to handle tools, objects, construction and malleable materials safely and with increasing control.  Know how to negotiate space effectively | Know how to use a pencil effectively to form recognisable letters, most of which are formed correctly.  Know how to form letters correctly.  Will show good control and coordination in large and small movements  Know how to do buttons up and undo them when getting changed. | Show good control and coordination in large and small movements.  Know how to handle a range of equipment and tools effectively.  Beginning to do and undo buttons independently.  Letters are formed correctly to form the basis of fast, accurate and efficient handwriting.  Know how to cut out shapes with increasing precision and accuracy |
| Gross Motor Skills | Gross Motor Skills | Gross Motor Skills | Gross Motor Skills | Gross Motor Skills | Gross Motor Skills |
| Know how to use the climbing frames and GIFT garden safely.  Know how to negotiate space effectively moving in different ways.  Develop their core muscle strength to achieve a good posture when sitting at a table or on the floor.  Know that a straight back with legs crossed is how we sit, straight back and two feet flat on the floor for sitting in a chair.  Revise and refine the fundamental movement skills they have already acquired:- rolling - crawling -walking - jumping -running - hopping -skipping – climbing.  Know how to link at least 2 movements. | Continue to develop and use the climbing frames and GIFT garden equipment safely, developing in confidence.  Encourage the children to use the equipment that allows them to spin, rock, tilt, fall, slide and bounce.  Know how to and why they need to negotiate space effectively.  Progress towards a more fluent style of moving, with developing control and grace.  Develop their core muscle strength to achieve a good posture when sitting at a table or on the floor.  Know that a straight back with legs crossed is how we sit, straight back and two feet flat on the floor for sitting in a chair | Develop the overall body strength, coordination, balance and agility needed to engage successfully with physical activities.  Know how to jump of equipment safely – land on two feet and bend knees, use arms as a balance.  Know how to hold a balance using arms, focus on one point.  Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. | Knows how to combine different movements with ease and fluency eg walking to skipping, hopping, jumping etc  Remember an increasing sequence of movements.  Chn move with increase grace and fluency – know how to develop their movements so that they can run faster, climb higher etc. complete obstacle courses  Know how their core muscle strength helps achieve a good posture when sitting at a table or sitting on the floor.  Know how to hold a balance using arms, focus on one point for an increasing length of time. | Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.  Know how to and explore holding a increasing range of balances using arms, focus on one point.  Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.  Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. | Know how to negotiate space and obstacles safely, with consideration for themselves and others.  Demonstrates strength, balance and coordination when playing.  Knows how to move energetically, such as running, jumping, dancing, hopping, skipping and climbing |
| Vocab |
| Equipment |
| Year 1  Games | Games - Fundamental Movement skills | Games – Invasion Games Skills 2 | Games – Net and Wall Games skills 1 | Games – Striking and Fielding skills 1 | Athletics 1 | Target Games 2 |
|  | Children can:  -Hop  -Move carefully whilst retaining balance  - Travel backwards safely  -Share space considerately  - Jump in a variety of ways  -Land safely in different jumps  -Combine a run and a jump  -Dodge  -Move safely with awareness of others  -Evade others  -Attack and defend  -Punt a ball  -Strike a ball accurately and with  power with my laces. | Children can:  -Get into a good ready position to receive chest and bounce passes consistently well.  -Pass the ball from my chest using a bounce pass.  -Change direction confidently and competently  -Move around safely in a limited space.  -Keep my head up and travel with control whilst dribbling a ball  -Bounce / dribble a ball with my hands with good control.  - Move around safely whilst bouncing/dribbling.  -Push pass a hockey ball.  -Receive a hockey ball  -Dribble a ball with my feet with good control.  -Stop a ball on the run by trapping it | Children can:  -Send a large ball with some degree of accuracy.  - Receive a ball by moving swiftly into the right position  -Strike a large ball, with one hand, whilst it is airborne.  -I can play passive and then active rallies by striking over a net with my hand  -Strike and volley a large ball with some degree of accuracy. -Dig a ball by getting underneath it  -Strike a small ball using an open palm and move into position to receive it back.  -Strike a small ball with my open palm with some accuracy Keep a rally going with a partner  -Throw with accuracy and power. -Keep my eye on the ball at all times | Children can:  -Strike a ball off a tee  -Get in line with the ball and field it.  -Stop a ball with 2 hands, creating a barrier behind it with my feet or body.  -Hit a ball to the leg side  -Bowl a ball overarm at a target. --Strike a ball off a tee through the off side  -Pick up a ball with one hand and throw it underarm  -Call for runs sensibly and decisively when batting.  -Chase and retrieve a ball  -Make good decisions when batting about when to run and when not to.  -Bowl either under or overarm with some accuracy  -Wicket keep effectively | Children can:  -Share space and run with my head up React quickly  -Jump 1 foot to 2 feet and 2 feet to 2 feet.  -Coordinate a run with a jump  -Throw accurately  -Work cooperatively with a partner and within a group Share equipment and take turns  -Run efficiently and within a lane -Sustain my form during a race.  -Dip for the finish  -Jump for height  -Time my take off to clear an obstacle  -Throw a variety of pieces of equipment well  -Throw for distance  -Throw with good technique | Children can:  Coordinate the skill of punting a ball consistently.  -Work with a friend and encourage them to punt better  -Coordinate the action of punting with either foot  -Punt a ball with increasing accuracy with both feet.  -Strike a ball at a target using equipment.  -Strike with increasing accuracy  -Strike a ball at a target with some degree of force  -Strike into spaces  -Choose correctly when it is best to throw underarm and when to throw overarm.  -Throw a ball overarm with some accuracy at a target  -Throw overarm on, ‘one bounce’ to a friend.  -Receive a ball consistently well after one bounce |
|  | Children know:  That focusing my eyes and using my arms helps me to balance better.  -To use my arms to help me hop  - Potential dangers if I am not sensible  -To glance periodically over both shoulders when travelling backwards  -To make a W shape when I want to receive a catch  -Which my preferred take off foot is  - To travel around the space being aware of others sharing it with me.  -To stay focused and keep my head up when moving around  - To always be focused and aware of what is going on.  - When to attack and when to defend  - That a punt is a kick from my hands  -That when kicking from the ground, I need to get my standing foot adjacent to the ball | Children know:  -How far to bounce a pass between me and a friend.  -How to receive a bounce pass differently to a chest pass  -How to move around and be aware of others.  -That we only use the flat side of the stick in hockey and all play right handed  -That a bounce in a push down with 2 hands and dribbling is with one hand.  -To use my fingers to push the ball down  -That my hands need to ‘give’ and be ‘soft’ when receiving a hockey pass.  -To move into space after passing a ball  -To use ‘big toe, little toe’ to dribble keeping the ball close to me.  -How to trap a ball by moving in line with it and putting my foot on it | Children know:  -What a ‘ready position’ looks like.  -To call my name when playing doubles if the ball is between me and my partner.  -To leave a ball which is going to land out  -That a good dig gives more time for teammates to set up our own attack  -What a T position is and how it can help me.  -To move to the line of the ball and to get into a T position.  -That the ball needs to be struck over the net  -Not to turn my back on the ball -- How to throw for accuracy and power | Children know:  -That I need to run, after striking a ball, to accumulate runs.  -To touch my bat over the crease line and slide it on my final run  -When to run and when not to.  -How to form a long barrier to stop a ball  -That I have to bowl from on or behind the crease  -To try and bowl keeping my arms straight.  -That I need to communicate with my partner to accumulate runs  -The different calls used by batsmen/ women when they want to run.  -That, as a batter, I don’t always have to run  -The importance of staying in my crease. How to adopt a wicket keeping stance. To demonstrate The School Games values | Children know:  -What a good position of readiness looks like.  -That I need to be focused and avoid distractions  -To land with really soft knees.  -To use my arms to help power me forward when jumping  -How to stand to throw overarm -The importance of my non-throwing arm  -How to stay focused on my own performance when running in a lane.  -Why it is important to dip at the finish  -Which parts of my body are really important when jumping high.  -How to grip a Frisbee  -That I need to throw from a side- on position  -To draw my body back by lifting my front leg to generate | Children know:  -Which part of my foot I need to strike with  -How to punt high.  -To hold the ball over to the side I want to punt the ball with.  -I need to be in a ‘ready position’ to catch my friend’s punts.  -To get into a sideways position when striking.  -That I have to keep my head still when striking.  -That I have to take turns and share equipment.  - How I should stand when throwing overarm  -When to throw underarm and when to throw overarm.  -Why we sometimes throw to a friend to receive after one bounce |
| Year 1  Gym/Dance | Gym - Balancing & spinning on points and patches | Dance - Animals | Gym – Pathways - small and long | Dance – Under the Sea | Gym - Wide, narrow, curled rolling and balancing | Dance |
|  | I can:  -Perform controlled spins  -Support my body weight in symmetrical balances  -Spin on apparatus  -Perform asymmetrical spins on side front back and bottom  -Demonstrate quality work on the floor and apparatus  -Balance asymmetrically  -Work with a partner to perform routines in different formations  -Perform a combination of symmetrical and asymmetrical spins on patches  -Spin at different levels on points -Perform a sequence of spins on points, with a mixture of symmetrical, asymmetrical shapes,  -Hold balances on points of the body.  -Hold balances at different levels -Spin out of balances to form a sequence  -Perform spins and balances in different formations as part of a wider routine  -Perform in different formations i.e. adjacent, front and back, mirroring | I can:  -Use my body and create theme related shapes, movements and actions  -Use my body to express simple theme related shapes, movements and feelings  -Travel safely and creatively in space.  -Show different levels when I travel  -Communicate effectively with a partner  -Use pictures to create shapes, movements and actions  -Work with a partner.  -Look at pictures and create shapes, movements and actions  -Remember and perform a basic sequence of movement when led by a teacher  Identify what good looks like | I can:  -How to step in controlled elegant movement.  -Create a sequence involving sideways, forwards and backward stepping  -Push and pull myself along the ground on different parts of my body  -Form a sequence by travelling in specified pathways  -Step and turn gracefully  -Travel at high levels to trace a pattern on the floor  -Jump in different pathways with coordination  -Perform a sequence in zig zag pathway  -Create sequences in curved pathways on the floor and on the apparatus  -Travel across the floor like a spider  -Use different pathways within a sequence .  -Mount and dismount apparatus using different pathways | I can:  -Use my body and create theme related shapes, movements and actions  -Use my body to express simple theme related shapes, movements and feelings  -Travel safely and creatively in space.  -Show different levels when I travel  -Communicate effectively with a partner  -Use pictures to create shapes, movements and actions  -Work with a partner.  -Look at pictures and create shapes, movements and actions  -Remember and perform a basic sequence of movement when led by a teacher  Identify what good looks like | I can:  -Travel and balance with my body in a wide shape  -Take up wide balances and spin in wide body positions.  -Take my own body weight and move in tight curled shapes.  -Create a sequence of curled movements on the floor and apparatus  -Form a sequence of long shapes whilst in balance, motion and flight  -Transfer some of my floor work onto the apparatus  -Move from narrow shapes, to tight curled shapes and back, to form a sequence  -Change the direction and level of my work  -Form a sequence to include a curled shape, a narrow shape and a wide shape  -Perform at different levels  -Perform a sequence of moves with a partner.  -Work in curled, long and narrow shapes and moves | I can:  -Use my body and create theme related shapes, movements and actions  -Use my body to express simple theme related shapes, movements and feelings  -Travel safely and creatively in space.  -Show different levels when I travel  -Communicate effectively with a partner  -Use pictures to create shapes, movements and actions  -Work with a partner.  -Look at pictures and create shapes, movements and actions  -Remember and perform a basic sequence of movement when led by a teacher  Identify what good looks like |
|  | I know:  How to observe a partner and give positive feedback  -How to start and finish a sequence  -What symmetrical shapes are  -How to demonstrate good starting and finishing positions.  -The difference between symmetrical and asymmetrical shapes  -How to work with a partner in different formations  -What Points are  -How to start linking my moves  -What good gym work looks like  -To comment positively on my partner’s work  -What different options there are, of performing with a partner -That my work should involve changes of level and direction. | I know:  -How to contribute simple key words to an age appropriate theme related mind map  -How to translate ideas into simple theme related shapes, movements, actions  -How to use the words in a poem to create shapes, movements or feelings  -That we need to look forwards to safely move around in space -That we need to control our speed to ensure safety  -How to turn what I see into ways of moving  -How to listen to other people’s ideas and vocalise my own thoughts  -How to turn what I see into ways of moving  -How to listen to other people’s ideas and vocalise my own thoughts  -How to use simple technical language to give constructive and useful feedback. | I Know:  -To form interesting starting positions.  -How to form symmetrical and asymmetrical arm positions  -Some different pathways to travel in  -To start my sequences in clearly defined shapes  -How to turn to my right and left elegantly  -Different ways of changing direction  -How to share space considerately  -How to link skills to perform actions  -To use a variety of work at different levels  -That changes of direction make my work more aesthetically pleasing.  -How to mount and dismount apparatus imaginatively and safely  -That my sequence work needs to flow from one move to the next | I know:  -How to contribute simple key words to an age appropriate theme related mind map  -How to translate ideas into simple theme related shapes, movements, actions  -How to use the words in a poem to create shapes, movements or feelings  -That we need to look forwards to safely move around in space -That we need to control our speed to ensure safety  -How to turn what I see into ways of moving  -How to listen to other people’s ideas and vocalise my own thoughts  -How to turn what I see into ways of moving  -How to listen to other people’s ideas and vocalise my own thoughts  -How to use simple technical language to give constructive and useful feedback. | I know:  -To control my moves and move elegantly from one move to the next  -To work at different levels and with changes of direction  -What inversion is  -How to feedback to a partner  -To find a good starting position on the floor or apparatus  -To control my movements  -What a contrast is  -Why changing level and direction are important.  -How to share the apparatus  -To give constructive feedback  -How to work with a partner to agree a sequence  -Different ways of performing with a partner | I know:  -How to contribute simple key words to an age appropriate theme related mind map  -How to translate ideas into simple theme related shapes, movements, actions  -How to use the words in a poem to create shapes, movements or feelings  -That we need to look forwards to safely move around in space -That we need to control our speed to ensure safety  -How to turn what I see into ways of moving  -How to listen to other people’s ideas and vocalise my own thoughts  -How to turn what I see into ways of moving  -How to listen to other people’s ideas and vocalise my own thoughts  -How to use simple technical language to give constructive and useful feedback. |
| Year 2 | Fundamental Movement Skills 3 | Invasion Game Skills 3 | Games – Net and Wall Games skills 2 | Games – Striking and Fielding Skills 2 | Athletics 2 | Target Games 3 |
|  | Children can:  -Skip using a rope  -Jump in a variety of ways  - Dribble a ball with either hand - - Travel with a ball with my head up and with the ball under control.  - Receive a ball and trap it.  - Cushion a pass sent to me  - Pass in different ways  - Pass accurately  -Jump for height  -Broad jump for distance  -Catch consistently well  - Signal that I want the ball | Children can:  -Dodge  -Be aware of my environment and others  -Get into good positions to receive a ball  -Pass and move into space  -Shield a ball from an opponent  -Turn in different ways whilst in possession  -Dribble with control and using both hands/ feet Deceive my opponents by feinting/ dummying/ giving the eyes  -Close the space and then jockey awaiting for my opponent to lose control  -Force my opponent onto their weaker side  -Communicate with my fellow players to make sure everyone is in the right position and alert | Children can:  -Send and receive a ball with some degree of accuracy.  -Move quickly into good positions to catch  -Strike a ball with some degree of accuracy  -Volley a ball by getting in line and underneath it  -Send a ball with increasing accuracy  -Keep a short rally going with a partner  -Develop a good grip and stance  -Begin to strike with more consistency and accuracy on the forehand  -Return a ball after one bounce that has been thrown to me by a partner.  -Begin to rally a few shots with more success  -Strike a backhand from my own feed.  -Play a game against an opponent using a variety of shots -Move fluently around the court | Children can:  -Catch a ball after one bounce  -Strike a ball off a tee  -Bowl overarm with a straight arm  -Stop the ball consistently as wicket keeper  -Pick up a ball one handed and return it underarm  -I can return the ball quickly from my bootlaces  -Strike a ball to leg from a short delivery  -I can back my friends up in the field  -Make along barrier  -Chase a ball and throw it back accurately  -Strike a ball off a tee whilst on the move  -Play a game applying the skills I have learned  -Demonstrate the school games values | Children can:  -Show a sense of anticipation to begin work  -React quickly  -Demonstrate agility, balance and coordination  -Jump in a variety of ways  -Coordinate a run with a jump  -Discover and develop different styles of jumping Leap, jump and hop  -Jump in a variety of ways competently  -Add a short run up to my jump -Throw with good technique  -Throw with a run up  -Help a peer improve their performance with good feedback  -Demonstrate a variety of athletic techniques competently | Children can:  -Throw a ball underarm with either hand and with some accuracy at a target  -Take parts in challenges enthusiastically and taking turns  -Kick a ball with some accuracy with both feet  -Strike at targets that move  -Roll with good technique with either hand  -Roll with some accuracy with either hand  -Punt a ball with some accuracy with both feet  -Strike with more control over the height of my punt  -Strike a ball, with a racket or bat, at a target with some degree of force  -Strike with a degree of accuracy  -Aim with accuracy at a target so it hits on the second bounce  -Throw flatter and with more force |
|  | Children know:  - To watch the hands of the people turning a rope to know when to jump.  - That there are different ways of jumping a rope  -To push down on the ball using my fingers  -To relax whilst dribbling and not be too tense  - To send a ball over a short distance using the inside of my foot  - How to turn my foot to cushion a pass sent to me  -How far to bounce pass between me and my partner.  -That good bounce passes are easier to receive.  - The difference between a vertical and broad jump  -How to measure a vertical jump  -To make a target for my partner to send the ball to.  -To relax when catching to cushion the impact of the ball | Children know:  -I know to travel with my head up.  -To signal for the ball with my hands so as not to alert defenders  -To get my body between my opponent and the ball  -How to dummy pass  -How to trick opponents by looking one way and then passing another  -Close the space down quickly when defending  -The importance of keeping my eye on the ball and not player’s feet when defending  -The importance of clearing the danger in any way possible near my goal | Children know:  -What a position of readiness looks like.  -To track the flight of the ball with my eyes  -Which the best technique to use is, to return a ball.  -That I have to get under the ball sufficiently to strike it upwards and over a net  -How to form a ready position  - What a T shape is  -That the ball has to go over the net and land in the court on the other side.  -That I need to move quickly to get into good positions to return the ball  -How to play a game of short tennis against an opponent.  -To try and get back to the centre of the court after each shot. | Children know:  -To run between the wickets after striking a ball into space  -To touch or slide my bat over the crease line  -To bowl from the crease line  -The stance to adopt when keeping wicket  -Why is is important to be adept at picking the ball up with both hands  -At which point from the crease I need to slide my bat  -The importance of a high backlift when playing short bowling  -How to forma a long barrier  -What the correct technique for throwing overarm is  -Why it is important to back throws up in the field  -Why we might chase down the pitch as a batsman  -Why outfielders walk in with the bowler whilst close fielders stand still  The importance of good communication between batters and fielders | Children know:  -To retain my focus  -The importance of a good start  -To cushion my knees when landing  -The technique for different types of jump  -How to improve my technique to increase the height and distance of my jumps.  -The difference between a leap and a jump  -How to increase the distance of my jumps.  -Why it is important to warm up  -How to increase the distance of my throws  -How to keep other safe when I am throwing  -To demonstrate the school games values  -How to share equipment and take turns | Children know:  -What position I need to get my body in to throw well  -How to encourage others to do their best  -That I need to get my standing foot next to the ball when striking  -That it is more challenging to hit moving targets  -To change my stance depending on which hand I am rolling with  -That when playing games I need to share resources  -That it is hard to hit a target which is moving at speed  -What technique I need to use, when striking a ball with a racket  -How to hit with more force  -When I might want to throw a ball to arrive, 'on the second bounce' |
| Year 2 | Gym: Spinning, turning and twisting | Dance- Mini Beasts | Gymnastics – Pathways: zigzag, straight and curving | Dance – Under the Sea | Gym: Stretching, curling and arching | Dance - |
|  | Children can:  -Devise a sequence of balances and spins on patches.  -Twist in flight  Change the point of contact in balances by leading into the next balance by twisting  - Twist my body, whilst firstly in motion and then in balance  -Work at all 3 levels  -Perform a twist and then roll -Change my pathway after each roll by spinning  -Twist whilst in inversion  -Perform counter balances against the apparatus  -Work in synchronisation with a partner to perform different balances and twists  -Work with a partner in counter balance and counter tension.  -Mirror the moves of my partner -Create a sequence of work with a clear start and controlled twists, spins and turns | I can:  -Use my body and create theme related shapes, movements and actions  -Use my body to express simple theme related shapes, movements and feelings  -Travel safely and creatively in space.  -Show different levels when I travel  -Communicate effectively with a partner  -Use pictures to create shapes, movements and actions  -Work with a partner.  -Look at pictures and create shapes, movements and actions  -Remember and perform a basic sequence of movement when led by a teacher  Identify what good looks like | Children can:  Run and jump through 90, 180 and 270 degrees.  -Turn elegantly Perform a sequence in different pathway  -Create a sequence in zig zag pathways.  -Demonstrate variety in my movements  -Perform with clear starting and finishing positions.  -Demonstrate zig zag and straight pathways in my sequence work  -Perform with control and adaptations to my original work  -Work at all 3 levels  -Perform a sequence of moves in a curved pathway.  -Improve my work by acting upon feedback  -Travel backwards and sideways as part of a sequence  -Link my movements together well  -Perform a variety of moves on floor and apparatus using different pathways  -Make my sequences flow | I can:  -Use my body and create theme related shapes, movements and actions  -Use my body to express simple theme related shapes, movements and feelings  -Travel safely and creatively in space.  -Show different levels when I travel  -Communicate effectively with a partner  -Use pictures to create shapes, movements and actions  -Work with a partner.  -Look at pictures and create shapes, movements and actions  -Remember and perform a basic sequence of movement when led by a teacher  Identify what good looks like | I can:  -Travel in curled positions. -Support my own body weight in curled positions  -Stretch whilst in balance  -Create a sequence which flows and involves arching and stretching  -Create a sequence with seamless transitions between stretches and curls  -Arch my body  -Stretch and curl whilst performing a variety of gymnastic movements  -Show inversion and counter balance using the apparatus Form front and back supports  -Demonstrate a variety of ways of travelling into and out of supports  -Perform a sequence with clear starting and finishing positions  -Demonstrate curling, stretching and arching in my work | I can:  -Use my body and create theme related shapes, movements and actions  -Use my body to express simple theme related shapes, movements and feelings  -Travel safely and creatively in space.  -Show different levels when I travel  -Communicate effectively with a partner  -Use pictures to create shapes, movements and actions  -Work with a partner.  -Look at pictures and create shapes, movements and actions  -Remember and perform a basic sequence of movement when led by a teacher  Identify what good looks like |
|  | Children know:  -What patches are.  -The difference between symmetry and asymmetry  -What a twist is  Ways of twisting with different body parts  -How to perform a fluent routine where work is controlled and varied.  -How to work with others to put out the apparatus in absolute silence  -What the difference between a turn and a twist is.  -How to counter balance using the apparatus  -How to coordinate movements at the same time as my partner.  -What the difference between counter balance and counter tension  -How to up level my work  - How to use transitional movements to link my ideas. | I know:  -How to contribute simple key words to an age appropriate theme related mind map  -How to translate ideas into simple theme related shapes, movements, actions  -How to use the words in a poem to create shapes, movements or feelings  -That we need to look forwards to safely move around in space -That we need to control our speed to ensure safety  -How to turn what I see into ways of moving  -How to listen to other people’s ideas and vocalise my own thoughts  -How to turn what I see into ways of moving  -How to listen to other people’s ideas and vocalise my own thoughts  -How to use simple technical language to give constructive and useful feedback. | I know:  To take off from one foot and then spring from two into a jump.  -How to land safely  -What a zig zag pathway is  -That feedback is essential to help me improve  -Ways that I can adapt work to make it even better.  -The importance of changes of level and direction  -What a curved pathway is.  - Different gymnastic moves that fit nicely into performing in a curved pathway.  -What mirroring is  -How to perform in synchrony with a partner  -Good ways of transitioning from one move to the next  -How to make my performances aesthetically pleasing. | I know:  -How to contribute simple key words to an age appropriate theme related mind map  -How to translate ideas into simple theme related shapes, movements, actions  -How to use the words in a poem to create shapes, movements or feelings  -That we need to look forwards to safely move around in space -That we need to control our speed to ensure safety  -How to turn what I see into ways of moving  -How to listen to other people’s ideas and vocalise my own thoughts  -How to turn what I see into ways of moving  -How to listen to other people’s ideas and vocalise my own thoughts  -How to use simple technical language to give constructive and useful feedback. | I know:  -What a curled shape looks like  -That I can magpie ideas from others  -What points are  -How to form arches with my body  -The importance of working at different levels and with different dynamics  -How to give good feedback to a partner  -The difference between stretching and curling  How to ‘perform’ with good starting and finishing positions, good eye focus and a positive confident demeanour  -How to share the apparatus and space with others  - A range of different types of jumps and which are stretched and which are curled  -That timing is important in a routine  -To perform with changes of level, direction and speed | I know:  -How to contribute simple key words to an age appropriate theme related mind map  -How to translate ideas into simple theme related shapes, movements, actions  -How to use the words in a poem to create shapes, movements or feelings  -That we need to look forwards to safely move around in space -That we need to control our speed to ensure safety  -How to turn what I see into ways of moving  -How to listen to other people’s ideas and vocalise my own thoughts  -How to turn what I see into ways of moving  -How to listen to other people’s ideas and vocalise my own thoughts  -How to use simple technical language to give constructive and useful feedback. |
| Year 3 | Health Related Fitness LKS2 | Football – Invasion LKS2 | Dodgeball – Net and wall | Cricket – cricket - Striking and Fielding | Handball (Unfamiliar Sport) | Athletics: |
|  | Children can:  -Warm up and cool down after exercise.  -Sustain my performance even when tiring.  Perform a variety of yoga poses.  -I can retain my focus and concentrate on the quality of my own work.  -Demonstrate good core strength.  - Keep going even when my muscles are really fatiguing  -Jump dynamically  - Land safely  -Start and finish a sprint race with good technique.  -Demonstrate good sprinting technique  -Refine my techniques.  -Improve on previous personal bests | Children can:  -Trap a ball and cushion it when receiving  -Pass the ball accurately  -Dribble a ball using both feet and manipulate it using different parts of the foot  -Shield a ball from an opponent  -Turn confidently with a football  -Play a small game and demonstrate my turns  -Make good decisions when in possession  -Focus and retain my concentration when the ball isn't in my area of the pitch  -Show the skills and knowledge you have developed in a competitive environment |  | Children can:  -Stand sideways-on, with a high back lift, ready to receive a ball.  -Bowl a ball overarm with a straight arm  -Throw accurately and powerfully  -Hit a ball by driving it and then run between a set of wickets, sliding my bat when necessary  -Bat successfully with a partner, communicating effectively  -Bowl with increasing accuracy  -Bowl with a run up  -Stop hard balls struck at me by forming a long barrier | Children can:  -Send accurately using a javelin style pass.  -Catch a handball on the run  -Pass and receive the ball on the move  -Pass quickly under pressure  -Throw/shoot accurately using good overarm technique  -Intercept passes Block a shot  -Participate purposefully in a small sided game  -Play to the rules of the game  -Show a wide range of skills Play in a variety of positions with equal proficiency  -Keep control of my emotions whilst playing a tournament | Children can:  -Use the correct technique to start a sprint race  -Develop my coordination to improve my speed  -Hurdle efficiently and consistently  -Sprint between hurdles  -Develop the technique and consistency of my jumps  -Jump consistently off the same foot  -Throw overarm accurately  -Throw overarm with power, for distance  -Accurately replicate the technique for running, jumping and throwing events  -Run a relay efficiently as part of a team  -Replicate the techniques for running, jumping and throwing events in competitive situations  -Challenge myself to beat previous performances |
|  | Children know:  -What stamina is and how to sustain physical exertion over periods of time.  -How to adapt exercises to make them easier/ harder  -What flexibility is and why it is important in life.  -Why relaxation is important  -Why core strength and flexibility are important in almost every sport.  -A range of exercises that can help me develop my fitness  -What plyometrics are and how practising them can benefit me in PE.  -What area of fitness plyometrics is developing  -What different parts of my body should be doing when I am sprinting.  - How to start and finish a sprint race  -Why it is important to cool down and stretch after vigorous exercise. | Children know:  -To be on the balls of my feet when waiting to receive a pass  -To move into space after passing  -To use the inside of my foot to send when passing over short distances  -How to position my body in relation to the ball and my opponent when shielding  -Why it's important to take touches with different parts of the foot when dribbling  -To get the ball out wide and use the full width of the pitch  -Which might be the best turn to use in certain circumstances.  -How to defend against someone when in a 1v1 situation  -To pass and move into space  -To always be planning ahead when out of possession |  | Children know:  -How to grip the bat  -What the crease is for  -How to grip a ball when bowling  -The process of bowling from the coil to release of the ball  -When to slide my bat to make my ground when running between the wickets  -What 'backing up' means to fielders  -Which batsman/woman calls and the circumstances when each should call  -How to form a long barrier to field a hard shot | Children know:  To signal with my hands when I want to receive a pass.  -To move into space after passing  -How to lose an opponent to get free If a player holds possession, they can take up to three steps before passing or shooting  -That I can throw from the top of my jump and that shooting very low or very high is likely to be more successful.  -Why a goalkeeper comes off his/her line at times to force attackers to rush shots The rules of handball.  -That at times I need to turn my body sideways when attacking and defending so that I can see the ball and my opponents.  -The importance of demonstrating values of teamwork and sportsmanship | Children know:  -How to start a sprint race  -The importance of keeping my first few metres low and powerful  -Which my take-off foot is  -The technique associated with hurdling  -That my furthest landing point backwards, in long jump and triple jump, is the point measured in competition  -To run in an arc and to approach the bar sideways on when high jumping  -To position my body sideways-on when throwing  -The 'pull' technique in throwing  -How to receive and transfer a baton safely  How to remember the technique for triple jump  -I can improve on personal bests  -How to measure my own and others' performances |
| Year 3 | Gym: Receiving body weight | Dance: Dance Around the World | Gym: Symmetry and asymmetry | Dance: Theme in class | Gymnastics – Linking movements together | OAA |
|  | Children can:  -Take weight on patches  -Create asymmetrical and symmetrical shapes in balances on patches  -Take body weight on my back and shoulders, both in balance and in motion  -Perform in front of my peers with physical confidence  -Take weight on my hands as part of a sequence of moves  -Go into inversion  -Take my weight on my back, bottom and shoulders both in balance and in motion  -Perform shoulder and teddy bear rolls  -Take my weight on my back, bottom and shoulders both in balance and in motion  -Perform with control and a range of dynamics  -Receive, and hold, my own body weight through a variety of points and patches, both in balance and in motion | Children can:  -Develop a motif demonstrating some agility, balance, coordination and precision  -Creatively change static actions into travelling movements  -Show different levels and pathways when I travel  -Communicate effectively with a partner/group  -Improve our ideas  -Evaluate the work of other’s using accurate technical language | Children can:  -Create a sequence using different spins on patches  -Perform with smooth transitions  -Create a sequence of spins on points at different levels and with smooth transitions  -Spin symmetrically and asymmetrically on points and patches  -Work at different levels  -Perform a series of symmetrical and asymmetrical rolls with a partner  -Work in different formations  -Perform in unison with others  -Create a sequence using a range of symmetrical and asymmetrical gymnastic moves  -Alternate between performing symmetrically and asymmetrically | Children can:  --Develop a motif demonstrating some agility, balance, coordination and precision  -Creatively change static actions into travelling movements  -Show different levels and pathways when I travel  -Communicate effectively with a partner/group  -Improve our ideas  -Evaluate the work of other’s using accurate technical language | Children can:  -Step gracefully and with control  -Turn through 90, 180, 270 and 360 degrees  -Spin on points and patches  -Hold balances with good control  -Find ways of moving out of one balance and into another  -Show different graceful ways of getting from floor to ground and vice versa  -Link high and low moves  -Explore a variety of rolls  -Create a sequence of rolls and balances  -Travel on patches close to the ground  Perform with work at contrasting levels  -Perform a range of gymnastic movements at my own level  -Link movements seamlessly | Children can:  -Work as part of a team  -Show enthusiasm, determination and resilience  -Work together in a small group to solve problems  -Compete under pressure  -Negotiate with my group  -Plan a route map  -Work with others to solve problems  -Follow the rules of an activity  -Identify areas of the school grounds using a map  -Run and think simultaneously to compete in a competition  -Identify where a number of controls are situated around the school grounds via photographic clues  -Take photographs of interesting places around the school site |
|  | Children know:  -The difference between symmetrical and asymmetrical work  -The importance of clarity in my shapes  -What inversion is  -How to feedback constructively to a partner  -How to perform a cartwheel  -A variety of moves where I can take weight on hands  -The importance of good timing and control in my movements  -The technique for rolling safely on my shoulders and in a teddy bear roll  -How to travel like a spider  -What points and patches are  -Share the apparatus space with others | Children know:  -How to contribute key words to a theme related mind map  -How to translate words/ideas into actions and combine together  -How to translate theme related actions into travelling movements  -How to translate images into actions to communicate meaning  -How to listen to other’s and share my own ideas  How to translate words from a poem into movements  -How to use canon, formation changes, direction and level to improve our ideas  -How to listen to other people’s ideas and vocalise my own thoughts  -How to recognise good timing, execution and performance skills | Children know:  -How to use feedback to improve my sequencing work  -The importance of working with control and good transitions between movements  -What symmetrical and symmetrical shapes look like  -The importance of clear starting and finishing positions  -How to work constructively with a partner  -Different ways of performing with a partner  -How to work in time with a partner  -How to listen to peer assessment and use the comments to uplevel my work | Children know:  -How to contribute key words to a theme related mind map  -How to translate words/ideas into actions and combine together  -How to translate theme related actions into travelling movements  -How to translate images into actions to communicate meaning  -How to listen to other’s and share my own ideas  How to translate words from a poem into movements  -How to use canon, formation changes, direction and level to improve our ideas  -How to listen to other people’s ideas and vocalise my own thoughts  -How to recognise good timing, execution and performance skills | Children know:  -The difference between a point and a patch  -How to spin with control  -The importance of working at different levels  -How to move from one shape to another smoothly  -The importance of contrasts in my work  -How to perform symmetrically and asymmetrically  -How to use the space available to the best of my ability  -The importance of control in everything I do  -The importance of a good starting position and finishing position  -To move with control with good quality transitions between movements  -The importance of uplevelling my work and acting upon feedback  -My own ability and choose to perform moves which are within my limitations | Children know:  -How to use the process of elimination to work out symbols I don't know  -I have to communicate well and negotiate to solve problems in a group  -To persevere and try again when things don't go immediately to plan  -How to navigate around an area following directions  -The importance of listening to others and communicating well  -How to orientate a map and find clues  -How to use an Ipad to take photographs  -How to take turns and use equipment safely |
| Year 4 | Swimming | Swimming | Swimming | Swimming | Swimming | Swimming |
| Year 4 | Games – Invasion game skills | Gymnastics – Rolling and Travelling | Net and Wall Games Tennis | Dance - Romans | Hockey (Unfamiliar Sport) | Athletics |
|  | Children can:  -Dodge and be aware of their environment and others.  -adopt sideways on positions to receive the ball  -Use the full width of the pitch.  -Overlap and underlap  -Defend one on one  -Track an opponent playing man to man  -Adopt a low press and defend a zone.  -Pass attackers on to other defenders when they run across the pitch  -Come off my line, if I am in goal, to narrow the angle  -Make diagonal runs to confuse defenders  -I can be mobile and fluid in my attacking and not stick rigidly to one position | Children can:  -Forward roll with good technique and control  -Perform a forward roll as part of a sequence of rolls  -Link forward rolls into a rolling sequence seamlessly  -Roll along benches, nesting tables, round tables or horses or even bars on the climbing frame  -Roll backwards and come to standing without knees touching the mat  -Roll backwards into straddle  -Create a sequence involving a variety of rolls  -Roll over a partner  -Mirror a partner’s rolls with good timing  -Act on feedback from others  -Produce a sequence of rolls which show elements of unison, canon and mirroring | Children can:  -Take up a ‘ready position’ and move into good positions to strike a ball  -Play a game of hand tennis trying to move my opponent around the court  -Hit consistent forehand returns  -Get into consistently good positions to hit the ball after one bounce  -Get into good positions to play backhand shots  -Strike the ball on the backhand with some consistency  -Volley a ball on the forehand and backhand striking the ball downwards  -Serve from the baseline into my opponent's side of the court  -Move into the correct position to play a variety of shots  -Use tactics against an opponent | Children can:  -Develop a 32 – 48 count Romans Motif using a mind map and whole group choreography to produce actions**.**  -develop a 32 count Individual travelling section using 2 – 3 of the actions  **-**work in pairs and use pictures as s stimulus to develop a 16 count pairs section to add to our performance piece.  -work in small groups (suggest 4’s) and use their poems to start developing a 16 or 32 count group section including Canon and change in Formation  -Creatively change static actions into travelling movements Show different levels and pathways when I travel  -Communicate effectively with a partner or group.  -Improve our ideas  -Evaluate the work of other’s using accurate technical language | Children can:  -Dribble a ball confidently.  -Stop a ball  -Develop my dribbling technique -Change direction easily  -Pass a ball accurately.  -Control a ball sent to me.  -Pass in a variety of ways using good technique.  -Receive a pass on the run.  -Perform a jab tackle  -Play advantage appropriately  -Compete in a hockey tournament?  -Work effectively as part of a team | Children can:  -Use the correct technique to start a sprint race  -Develop my coordination to improve my speed  -Hurdle efficiently and consistently  -Sprint between hurdles  -Develop the technique and consistency of my jumps  -Jump consistently off the same foot  -Throw overarm accurately  -Throw overarm with power, for distance  -Accurately replicate the technique for running, jumping and throwing events  -Run a relay efficiently as part of a team  -Replicate the techniques for running, jumping and throwing events in competitive situations  -Challenge myself to beat previous performances |
|  | Children know:  -to travel with their head up  -it is sometimes better to go backwards if nobody is free.  -when to attack and when not to attack  -how to create space for teammates  -The importance of defending as a team.  - there are different ways to defend.  - strategies to cope with having fewer players than my opponents  -Communicate with fellow attackers | Children know:  -How to perform a forward roll safely  -How to adjust my hands when rolling along or over apparatus  -The correct technique for rolling backwards.  -How to roll over a partner safely  -How to mirror a partner on the apparatus  -How to present myself when performing for others | Children know:  -What the ready position is  -To try and get into the centre of the court after playing each shot  -To hit with a nice full backswing  -To keep my head still and to try and hit with control.  -That I can play backhand with one hand or two, whichever feels more comfortable  -To volley a ball by deflecting it downwards  -The rules of tennis  -How to score  -My own and my opponent's strengths and weaknesses | Children know:  -How to contribute key words to a theme related mind map  -How to translate words/ideas into actions and combine  -How to translate theme related actions into travelling movements  -How to translate images into actions to communicate meaning  -How to listen to other’s and share my own ideas.  -How to translate words from a poem into movements  -How to use canon, formation changes, direction and level to improve our ideas  -How to listen to other people’s ideas and vocalise my own thoughts  -How to recognise good timing, execution and performance skills | Children know:  -How to hold the stick and that everybody plays field hockey right handed.  -The importance of good close control  -To put my body between the ball and my opponent when shielding it  -The technique of push passing. - Not to raise the stick above waist height  -The technique for push passing. -To use a short and flat backswing, with the stick parallel to the ground when hitting a slap pass.  -What to do if the ball hits someone’s feet.  -How to jab tackle  -How to make a plan before each game.  -The school games values | Children know:  -How to start a sprint race  -The importance of keeping my first few metres low and powerful  -Which my take-off foot is  -The technique associated with hurdling  -That my furthest landing point backwards, in long jump and triple jump, is the point measured in competition  -To run in an arc and to approach the bar sideways on when high jumping  -To position my body sideways-on when throwing  -The 'pull' technique in throwing  -How to receive and transfer a baton safely  How to remember the technique for triple jump  -I can improve on personal bests  -How to measure my own and others' performances |
| Year 5 Focus | Health Related Fitness UKS2 | Games: Netball - Invasion | Games – Dodgeball - Net and Wall | Games: Cricket - Striking and Fielding | Games – badminton - Unfamiliar sport | Athletics |
| Year 5 Skills | Children can:  -Sustain my pace when running. --Motivate myself to do my best in a range of exercises  -Show determination and perseverance.  -Run for a period of time, maintaining a good pace  -Perform a variety of exercises demonstrating good technique -Work with determination  -Perform exercises with control and good technique.  -Show a desire to improve on previous performances  -Improve on previous performances.  - Prepare properly for exercise.  -Communicate and negotiate with others to agree what we are going to do as a group  -Work as part of a group to set up a circuit of exercises | Children can:  -Send a netball in a variety of ways  -Receive a ball and already know what I want to do with it  -Pass accurately and using a variety of passes  -Anticipate the play and release the ball quickly and efficiently.  -Shoot with good technique  -Land and pivot to pass the ball  -Shoulder pass accurately and with force  -Create space for myself  - Position myself to take rebounds from missed shots  -Participate purposefully in a netball match  -Apply some tactics we have decided on as a team  -Play by the rules | Children can:  -Throw hard and low at my opponents  -I can dodge to evade the ball  -I can catch balls to get teammates back in the game.  - Dodge balls well that are thrown at me  - Throw with increasing power and at a low trajectory.  -catch balls low down and thrown at pace at me.  -Use a ball to block incoming fire  -Play adapted games with special rules.  -Play, abiding by the rules  -Work as a group to come up with some tactics  -Choose the right moment to attack and defend  -Compete against others effectively | Children can:  -Catch consistently well under pressure  -Throw accurately overarm  -I can bowl with a short run up and straight arm with some accuracy  -Perform a range of fielding techniques confidently and consistently  -Bowl with a run up  - Bowl with consistent accuracy and length  -Pick up and return a ball with one hand quickly and consistently well  -Use my feet to get to the pitch of the ball when batting  - Show tactical awareness as a fielder  - Link my skills and perform in a competitive game | Children can:  -Assume a position of readiness -Hit a forehand  -Perform a forehand and backhand serve  -Serve with accuracy  -Move quickly to be in a position to consistently return a shuttle.  -I can serve long and short  -Demonstrate a split step and understand its use  -Chasse in to the net to retrieve shots  -Smash  -Drop shot  -Perform different shots consistently and with accuracy  -Compete in an intra-school badminton tournament. -Demonstrate the school games values | Children can:  -Change pace and run at different tempos  -Sustain their pace over longer distances  - Throw with accuracy and power using the pull technique  -Throw after a run up  - Throw with greater force and over longer distances  -Throw with greater control, accuracy and efficiency  - Perform the correct techniques for triple jump, high jump and standing vertical jump  -Measure accurately my performance at standing vertical jumping  - Combine sprinting with hurdling  - Transfer a relay baton efficiently as part of a team |
| Year 5 knowledge | Children know:  -The physical and mental benefits of regular exercise.  -Why flexibility is important.  -Why core strength is important in most sports.  -Why stamina is very important in some sports  -How to develop all round strength for my body.  -Why relaxation and stretching is an important part of all athletes training.  -Why it is important to warm up prior to exercise.  - How drinking water can rehydrate the body.  -What factors have contributed to any improvement in performance.  -How to measure elements of fitness.  What exercises will develop core strength  -How to set up a circuit of exercises | Children know:  -How to signal for a pass  -That I need to move to new space after passing.  -How to disguise my passes  -That when I get sideways on to receive a ball it opens up the court  -What the terms,'landing foot, pivot and stepping',mean  -The rules around shooting  -Some attacking principles  -To communicate non verbally on court  -Where I am allowed on court when playing specific positions  -The school games values that I need to display - passion, self-belief, respect, honesty, determination and teamwork  -What infringements look like and how to restart games after infringements | Children Know:  -To aim low to get a child out.  -Not to turn my back on the other team.  - That by moving around I make myself more difficult to hit.  -That if I drop an attempted catch I am out  -When it is wise to attempt to catch the ball and when to dodge  -That I need to work as part of a team.  -The agreed rules of the game and can officiate if asked  -What my own strengths are and where I can improve  -Who to target on the opposition and what tactics might be best deployed | Children Know:  -To slide my bat over the crease when running  -What a position of anticipation -How to grip the bat correctly, take up a suitable stance and strike the ball consistently well  -To bowl from the crease line and that my foot can land on the line itself.  -Which ground fielding technique to use and why  -Which calls I should use when batting.  -That I can leave my crease to hit balls  -When I might use a one-handed pick-up technique  -Why it is important for outfielders to walk in with the bowler as he/she runs up.  -To work as a team ensuring that I back up for possible overthrows  -The importance of great communication when batting | Children know:  -How to grip a racket.  To keep the racket head below waist height when striking a serve  -Why it is important to serve in different ways.  -Where to stand and how to position my body to serve  -That I need to move my opponent around the court.  - To target my opponent’s weaknesses  -The variety of different shots that are open to me  -When to play certain shots  -How to keep score How to umpire | Children know:  -How to control my running over middle distance  -To get sideways on when throwing  -How to throw safely as part of a group  -To use my non-throwing arm to help me throw  - How to generate power from the thighs.  - The technique, 'same, different, both' for triple jump  - Their take off foot and lead leg  - How to hurdle efficiently  - How to position themselves to receive a baton |
| Year 5 Focus | Gymnastics – Matching, mirroring and contrast | Dance – Through the Ages | Gym: Partner work – under and over | Dance: Anglo Saxons and Vikings | Gymnastics – Synchronisation and Cannon | Leadership |
| Year 5 Skills | Children can:  -Perform matching moves with a partner within a sequence  -Hold balances on different numbers of points of contact  - Contrast my partner’s moves so that we work at different levels and in different pathways.  - Perform a sequence, mirroring a partner’s symmetrical and asymmetrical shapes.  - Perform a sequence with a partner, which moves from matching moves to contrasting.  - Work as a group to demonstrate fluent routines involving mirroring and contrasts  - Perform elements of unison and canon in a group routine | Children can:  - Develop a motif demonstrating some agility, balance, coordination and precision.  - Creatively change static actions into travelling movements  -Show different levels, pathways and directions when I travel  - Communicate effectively with a partner and group.  - Evaluate the work of other’s using simple technical language | Children can:  -Roll over my partner who is in a long pencil shape  - Form strong arches and bridges  -Create a sequence with a partner involving supporting body weight on front and back  - Create opportunities for others to travel over and under me.  - Work with a partner, to travel over and under, on both floor and benches  -Travel in lots of interesting ways over benches, creating fluent and controlled sequences  - Travel over a partner by taking my weight on my hands  -Spin from a front to a back support.  - Work over and under on the floor and apparatus  -Perform with good technique and seamless transitions | Children can:  - Develop a motif demonstrating some agility, balance, coordination and precision.  - Creatively change static actions into travelling movements  -Show different levels, pathways and directions when I travel  - Communicate effectively with a partner and group.  - Evaluate the work of other’s using simple technical language | Children can:  -Slide, scramble, push and spin  -Work with a partner to create a sequence  -Perform in canon to a consistent tempo, so that my sequence flows  -Create a sequence working at different levels and with different dynamics  -Perform balances on patches and in unison, and rolls in canon  -Work symmetrically and asymmetrically  - How to work cooperatively and collaboratively with others.  -Perform a routine as a group, displaying canon and unison  -Work in different pathways with my group | Children can:  -See when children might get bored because there is a lack of challenge  -Recognise when the teams are unfair  -Sort teams quickly and efficiently  -Arrange tasks for maximum involvement for everyone  -Suggest ways to manage inappropriate behaviour effectively  -Lead a warm up effectively  -Work with others to apply a plan  -Keep going, when things are not necessarily going as I would want them to |
| Year 5 Knowledge | Children know:  - Some interesting ways of transition from one move to another.  - To use gymnastic terminology in my feedback  - How to mirror in unison with my partner  - The importance of timing and how to ensure I work in synchrony with my partner.  - How to communicate and negotiate to agree a sequence as a group  - How to perform effectively in canon | Children know:  - How to translate words/ideas into actions and combine together  - How to translate theme related actions into creative travelling movements  - How to translate images into actions to communicate meaning  - How to use chance choreography to create a sequence  - How to use canon, formation changes, direction and level to improve our ideas  -How to listen to other people’s ideas and vocalise my own thoughts  - How to recognise good timing, execution and performance skills | Children Know:  - That they need to get some momentum through their forward and backward rolls to be able to get back to their feet.  - What an arch and bridge are  - How to leapfrog safely.  - How to vary the speed of my movements, to demonstrate contrast.  - How to refine sequences ensuring real quality in my work  - How to perform to an audience | Children know:  - How to translate words/ideas into actions and combine together  - How to translate theme related actions into creative travelling movements  - How to translate images into actions to communicate meaning  - How to use chance choreography to create a sequence  - How to use canon, formation changes, direction and level to improve our ideas  -How to listen to other people’s ideas and vocalise my own thoughts  - How to recognise good timing, execution and performance skills | Children know:  -How to use feedback to up level their work.  -How to coordinate my moves, in time with their partner  -What counter tension balances are  -What unison and canon are  -How to work in symmetry and asymmetrically  -How to work cooperatively and collaboratively with others  -How to perform | Children know:  -That leaders are creative and enthusiastic  -That we can change activities if they are not working  -A variety of ways of picking teams and the pros and cons associated with each  -What inappropriate behaviour looks like and some strategies for dealing with it  -How to work independently  -The importance of clear instructions  -That the team needs a plan before an activity begins  -How to speak encouragingly to teammates |
| Year 6 | Games: Football - Invasion | Games: Basketball - Invasion | Games: Tennis - Net and Wall | Games: Cricket – Striking and fielding | Games: Ultimate Frisby Unfamiliar Sport | Athletics |
|  | Children can:  - Demonstrate skill and close control  -Pass the ball and move into space  -Combine skills to allow my team to retain possession.  -Dribble at different tempos  -Identify which shooting technique to use to be successful  -Keep the ball moving when running at an opponent  -Communicate well with my teammates  - defend thoughtfully, slowing attackers down and not overcommitting too soon.  Combine skills to create a goal scoring opportunity  -Make the most of having and extra player/s on my team  -Cooperate, communicate and collaborate with others to achieve shared goals  -Officiate if given the chance  -Play competitive games and control my emotions | Children can:  - control a basketball using both hands and protect the ball under pressure.  -Pass the ball using good techniques of having a target  - use different skills such as varying speed and direction to get past defenders.  - mark a player or an area of the court to limit opportunities for the opposition  - use the correct technique to shoot a ball.  -dribble, pass and shoot the basketball using correct the correct technique to play in a game | Children can:  -Get into the ‘ready position'  -Grip a racket and get into sideways positions to strike the ball  -Hit a forehand shot, consistently  -Control where I hit the ball  -Get into a good position and play backhand shots with some consistency  -I can play deft shots near the net within a small area  -Volley accurately on my forehand and backhand  - Smash  -Lob  -Serve  -Use some tactics against an opponent  -Play a competitive game using a range of ground strokes | Children can  -Catch consistently well under pressure  -Throw accurately overarm  -bowl with a short run up and straight arm with some accuracy  - Perform a range of fielding techniques confidently and consistently  -Bowl with consistent accuracy and length  -Pick up and return a ball with one hand quickly and consistently well  -Use my feet to get to the pitch of the ball when batting  - Show tactical awareness as a fielder  - Link my skills and perform in a competitive game | Children can:  -Send a Frisbee accurately.  -Catch a Frisbee consistently using 2 hands  -Throw a Frisbee on the forehand side  -Intercept a Frisbee  -Catch one handed  - Dummy passes  -Build attacks, gradually retaining possession carefully  -Time my runs to breach my opponent’s defence.  -Find space in tight situations. -Play purposefully, contributing in defence and attack  -Apply my skills and knowledge in a game situation.  -Communicate well in a game situation. | Children can:  -Change pace and run at different tempos  -Sustain my pace over longer distances  - Throw with accuracy and power using the pull technique  -Throw after a run up  - Throw with greater force and over longer distances  Throw with greater control, accuracy and efficiency  -Perform the correct techniques for triple jump, high jump and standing vertical jump  -Measure accurately my performance at standing vertical jumping  -Combine sprinting with hurdling  -Transfer a relay baton efficiently as part of a team |
|  | Children know:  -To move to space after passing  -To anticipate that the ball might come to me at any moment  -How to get free from a defender  -To dribble with the ball close to me and my head up  -To run at pace when trying to dribble past a defender  -When defending how to make it harder for the attacker  -T he skills required to be able to defend well against an opponent  - What an overload, overlap and underlap are  -The importance of concentration and discipline when defending  -To demonstrate the school games values of passion, self-belief, respect, honesty, determination and teamwork | Children know:  - how to use my body to protect the ball.  - how to create space to receive a pass  - how to defend against an attacking player  - what the difference between man v man defence and zone defence and understand the benefits of both styles  -I know how to work as a team to create shooting opportunities  -I know how to communicate with team mates and understand the principles of attacking and defending when playing a competitive game | Children know:  -What the 'ready position' is  -What the baseline is  -To strike balls away from my opponent  -To have a big backswing from a sideways on position  -To change my grip slightly to hit backhand shots  -To play deft shots with a loose grip  -How we hit a backhand differently from a forehand  -How to deflect the ball when volleying  -How to link shots e.g.serve and volley  -The rules of tennis  -How to score | Children know:  -What a position of anticipation looks like when fielding  -How to grip the bat correctly.  -To bowl from the crease line and that my foot can land on the line itself.  - Which ground fielding technique to use and why  -Which calls I should use when batting  - Why I might leave my crease  -When I might use a one handed pick up technique.  -Why it is important for outfielders to walk in with the bowler as he/she runs up  - To work as a team ensuring that I back up for possible overthrows  The importance of great communication when batting | Children know:  Techniques for throwing and catching.  -To pass and move  -How to create angles to help a player in possession.  -That when defending I need to position my body so that I can see my opponent and the person in possession.  -How to defend against an opponent, stopping them from having an impact.  -To have an idea of what I want to do with the Frisbee if I come into possession of the disc.  -How to utilise having a numerical advantage in a game -How to compensate for having a numerical disadvantage in a game  -What a ‘Pull’ is.  -The basic rules of Ultimate Frisbee  -The offside rule  -To apply the school games values | Children know:  **-**How to control my running over middle distance  -How running a bend differs from running a straight  -How to throw safely as part of a group  -To use my non-throwing arm to help me throw  -How to throw a shot using, 'clean palm, dirty neck' technique  -How to generate power from the thighs  - The technique, 'same, different, both' for triple jump- -My take off foot and lead leg  -How to hurdle efficiently  - How to position myself to receive a baton |
| Year 6 | Gymnastics: Counter-balance and counter-tension | Dance – Dance Through the Ages | Gymnastics - Flight | Dance - Victorians | Gymnastics – Group sequencing | Team Building and problem solving |
|  | Children can:  -Hold controlled balances on a variety of points and patches on a given number of body parts  -Create a sequence of moves in unison with a partner  -Hold a range of symmetrical and asymmetrical counter balances  -I can work at different levels with weight on a variety of points and patches  -Create a sequence of moves in unison with a partner  -Hold a range of symmetrical and asymmetrical counter balances  -Roll as part of a balancing and rolling sequence  -Use my own body weight in opposition to the apparatus  -Perform a sequence in canon at different levels  -Link asymmetrical counter tension balances and counter balances using transitional moves | Children can:  -Develop a motif demonstrating some agility, balance, coordination and precision  -Creatively change static actions into travelling movements  -Show different levels, pathways and directions when I travel  -Communicate effectively with a partner/group.  -Improve our ideas  -Evaluate the work of other’s using simple technical language | Children can:  -Take off, from one foot and two feet  -Gain elevation from a powerful run and dynamic take off  -Land with soft knees and in a strong symmetrical position  -Share space and apparatus safely with other.  -Mount and dismount the apparatus safely in imaginative ways.  -Perform jumps gracefully  -cat spring  -use a range of interesting jumps.  -Explore different levels in my sequences to include flight and travelling close to the ground  -Work to create a sequence as a group | Children can:  - Develop a motif demonstrating some agility, balance, coordination and precision.  - Creatively change static actions into travelling movements  -Show different levels, pathways and directions when I travel  - Communicate effectively with a partner and group.  - Evaluate the work of other’s using simple technical language | Children can:  -Work in a group of 4 to create a sequence of rolls  -Perform in unison with others  -Create a sequence where starting and finishing points are clearly defined  -Work in a group of 6 to create a sequence involving different formations and pathways  -Work as part of a team to create a sequence involving flight.  -Create a sequence working at different levels and with different dynamics  -Spin on a variety of points and patches.  Take weight on my hands in different ways  -Travel on different body parts  -Perform a sequence as a group with changes in direction, level and speed  -Create sequences with pathways that cross  -Mirror asymmetrical body shapes within a group  -Time my moves within a group sequence | Children can:  -Communicate verbally  -Use non- verbal communication effectively  -Work with others effectively  - To respect the opinions of my teammates  - Put my trust in others  -That the team needs a plan before an activity begins  -Work with others to apply a plan  - Keep going when things are not necessarily going as I would want them to |
|  | Children know:  -How to links skills to perform actions and sequences of movement  -Technical language associated with gymnastics  -What counter balancing is  -What push and pull forces are.  -How to use a range of dynamics to make my sequence aesthetically pleasing  -How to peer assess  -A range of pathways  -What counter tension is  -How to use a range of dynamics to make my sequence aesthetically pleasing  -What the difference between counter tension and counter balance is  -How to perform effectively in canon | Children know:  -How to contribute key words to a theme related mind map  -How to translate words/ideas into actions and combine together  -How to translate theme related actions into creative travelling movements  -How to translate images into actions to communicate meaning  -How to use chance choreography to create a sequence  -How to use canon, formation changes, direction and level to improve our ideas  -How to listen to other people’s ideas and vocalise my own thoughts.  -How to recognise good timing, execution and performance skills | Children know:  -How to land safely  -A variety of shapes in the air  -How to use apparatus as part of my jumping  How to make my jumps aesthetically pleasing.  -To take off one foot and then spring from two into flight  -What safe mounts and dismounts look like.  -How to mount and dismount the apparatus safely  - Different ways of linking movements and jumps  -How to use different pathways within my flight sequences.  What canon and unison are  -The importance of timing when performing as a group | Children know:  - How to translate words/ideas into actions and combine together  - How to translate theme related actions into creative travelling movements  - How to translate images into actions to communicate meaning  - How to use chance choreography to create a sequence  - How to use canon, formation changes, direction and level to improve our ideas  -How to listen to other people’s ideas and vocalise my own thoughts  - How to recognise good timing, execution and performance skills | Children know:  -What unison is  -How to transition from one roll to another  -How to jump safely  -How to mount and dismount apparatus safely.  -What points and patches are  -What mirroring, canon and unison are  -How to change the dynamics within a sequence  -How to adapt a floor sequence to make it work on the apparatus  -How to perform in front of an audience | Children know:  -To make a plan  -The difference between non-verbal and verbal communication  - To respect the opinions of my teammates  - To evaluate as a team to see if we can improve in the future  -The importance of clear instructions  - That the team needs a plan before an activity begins  -How to speak encouragingly to teammates |