

Roecliffe CE Primary School
PE Substantive Knowledge Progression



LOVING
LIVING
LEARNING
TOGETHER

Concepts throughout our PE curriculum:

motor competence rules, strategies and tactics healthy participation

- **motor competence:** the development of skills to perform basic human movement patterns, such as squatting, lunging, pushing, pulling, and rotating
- **rules, strategies and tactics:** the execution and application of movement skills in physical activities, including: understanding and applying rules, developing strategy and tactics in individual and team games, composition of movement sequences and routines, understanding and applying the elements of dance and creative and critical thinking skills
- **healthy participation:** how children participate in PE, developing essential knowledge and skills, including: emotional regulation, evaluation, reflection and goal setting, understanding the importance of healthy and active lifestyles and teamwork and communication

* linked to Sporting Influence competitions

Class 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Fundamentals Year A- Running: explore running and stopping. Explore changing direction safely. Balancing: explore balancing whilst stationary and on the move. Jumping: begin to explore take off and landing safely. Hopping: explore hopping on both feet. Skipping: explore skipping as a travelling action. Year B- Running: explore changing direction and dodging. Discover how the body moves at different speeds. Balancing: move with some control and balance. Explore stability and landing safely. Jumping: demonstrate control in take off and landing when jumping. Hopping: begin to explore hopping in different directions. Skipping: show co-ordination when turning a rope. Use rhythm to jump continuously in a French rope.</p>	<p>Fundamentals Year A- Problem solving: explore activities where I have to make my own decisions. Navigational skills: explore moving in space and following a path. Communication: develop confidence in expressing myself. Year B- Problem solving: suggest ideas in response to a task. Navigational skills: follow a path and lead others. Communication: communicate simple instructions and listen to others.</p>	<p>Gymnastics Year A- Shapes: show contrast with my body including wide/narrow, straight/curved. Balances: explore shapes in stillness using different parts of my body. Rolls: explore rocking and rolling. Jumps: explore jumping safely. Year B- Shapes: explore basic shapes straight, tuck, straddle, pike. Balances: perform balances making my body tense, stretched and curled. Rolls: explore barrel, straight and forward roll progressions. Jumps: explore shape jumps, including jumping off low apparatus.</p>	<p>*Dance Year A- Actions: explore how my body moves. Copy basic body actions and rhythms. Dynamics: explore actions in response to music and an idea. Space: begin to explore pathways and the space around me and in relation to others. Performance: perform short phrases of movement in front of others. Year B- Actions: copy, remember and repeat actions to represent a theme. Create my own actions in relation to a theme. Dynamics: explore varying speeds to represent an idea. Space: explore pathways within my performance. Relationships: begin to explore actions and pathways with a partner. Performance: perform on my own and with others to an audience.</p>	<p>Ball skills Year A- Sending: explore sending an object with hands and feet. Catching: explore catching to self and with a partner. Tracking: explore stopping a ball with hands and feet. Dribbling: explore dropping and catching with two hands and moving a ball with feet. Year B- Sending: roll and throw with some accuracy towards a target. Catching: begin to catch with two hands. Catch after a bounce. Tracking: track a ball being sent directly. Dribbling: explore dribbling with hands and feet.</p>	<p>Athletics Year A- Running: explore running and stopping safely. Jumping: explore jumping and hopping safely. Throwing: explore throwing to a target. Year B- Running: explore running at different speeds. Jumping: develop balance whilst jumping and landing. Explore hopping, jumping and leaping for distance. Throwing: explore throwing for distance and accuracy.</p>
Skills taught	Agility, balance, coordination, speed and stamina	Agility, balance, coordination, speed and stamina	Balance, coordination, flexibility and strength	Balance, coordination, flexibility and stamina	Agility, balance, coordination, speed, stamina	Agility, balance, coordination, speed and stamina
Vocabulary	balance bend crawl direction fast jump hop land run rules safely slide space slow stop travel	Dodge, jog, ready position, swing, skip	Around, balance, bend, copy, hold, jump, land, over, rock, roll, shape, squeeze, star, still, straight, through, travel	action direction finish position high move quickly slowly counts space travel	bounce catch dribbling hit kick partner points ready roll run score target throw	balance bend jog rules hop direction fast jump land run throw safely safe slow space stop target
National Curriculum	Key Stage 1: Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to: master basic movements including running, jumping,					

	throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending perform dances using simple movement patterns.					
EYFS Framework	Physical Development ELG: Gross Motor Skills Children at the expected level of development will: • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.					
End Points Nursery	Begin to negotiate space safely. Begin to take turns with others. Build confidence to try new challenges. Explore movement skills, beginning to demonstrate balance and co-ordination when playing games. Follow instructions with support. Play games honestly guided by rules with support.	Begin to negotiate space safely. Beginning to take turns and congratulate others. Begin to understand how I feel in different situations. Build confidence to try new challenges. Explore movement skills. Follow instructions with support. Play games honestly guided by the rules with support.	Begin to negotiate space safely. Beginning to take turns. Building confidence to try new challenges. Explore movement skills. Match skills to tasks and apparatus. Use a range of large and small apparatus with an awareness of safety. Follow instructions with support.	Begin to negotiate space safely. Begin to use and remember sequences and patterns of movements which are related to music and rhythm. Build confidence to try new challenges and perform in front of others. Explore movement skills. Follow instructions with support. Show respect towards others.	Begin to explore a range of ball skills. Begin to negotiate space safely. Begin to take turns with others. Make guided choices. Persevere with support when trying new challenges. Play ball games guided by the rules with support.	Begin to explore a range of ball skills. Begin to negotiate space safely. Begin to take turns with others. Begin to understand how I feel in different situations. Explore movement skills. I follow instructions with support. Play games honestly guided by the rules with support.
End Points Reception	Confident to try new challenges. Negotiate space safely with consideration for theirself and others. Follow instructions involving several ideas or actions. Play co-operatively, take turns and encourage others. Play games honestly with consideration of the rules. Use movement skills with developing balance and co-ordination when playing games.	Confident to try new challenges, deciding on the skills I use to complete the task. Negotiate space safely with consideration for theirself and others. Follow instructions involving several ideas or actions. Play co-operatively, take turns and congratulate others. Play games honestly with consideration of the rules. Show an understanding of their feelings and can regulate their behaviour. Use movement skills with developing balance and co-ordination.	Confident to try new challenges. Combine movements, selecting actions in response to the task and apparatus. Confidently and safely use a range of large and small apparatus. Negotiate space safely with consideration for myself and others. Follow instructions involving several ideas or actions. Use movement skills with developing strength, balance and co-ordination showing increasing control and grace. Work co-operatively with others and take turns.	Confident to try new challenges and perform in front of others. Combine movements fluently, selecting actions in response to the task. Negotiate space safely with consideration for myself and others. Follow instructions involving several ideas or actions. Show respect towards others when providing feedback. Use movement skills with developing strength, balance and co-ordination showing increasing control and grace.	Make independent choices. Negotiate space safely with consideration for myself and others. Persevere when trying new challenges. Play ball games with consideration of the rules. Play co-operatively and take turns with others. Use ball skills with developing competence and accuracy.	Negotiate space safely with consideration for myself and others. Follow instructions involving several ideas or actions. Play co-operatively, take turns and encourage others. Play games honestly with consideration of the rules. Show an understanding of their feelings and can regulate their behaviour. Use ball skills with developing competence and accuracy. Use movement skills with developing balance and co-ordination.
End Points Year 1	Demonstrate fundamental locomotor skills, such as running, jumping, hopping, skipping, and galloping, with control and coordination. Show an increasing ability to throw and catch a range of objects	Demonstrate fundamental locomotor skills, such as running, jumping, hopping, skipping, and galloping, with control and coordination. Show an increasing ability to throw and catch a range of objects	Confident to perform in front of others. Link simple actions together to create a sequence. Make their body tense, relaxed, stretched and curled. Recognise changes in their body when I do	Begin to use counts. Copy, remember and repeat actions. Move confidently and safely. Use different parts of the body in isolation and together. Work with others to share ideas and select actions.	Begin to catch with two hands. Begin to dribble a ball with their hands and feet. Begin to understand simple tactics. Roll and throw with some accuracy towards a target. Say when someone was	Recognise changes in their body when they do exercise. Use an overarm throw aiming towards a target. Throw with some accuracy over increasing distances. Use an underarm throw aiming towards a target.

<p>with improved accuracy and coordination. Actively participate in PE lessons, regulating their own emotions to consistently follow rules, routines and expectations. Demonstrate the ability to strike or kick a ball with control and directional accuracy. Maintain basic balance and coordination during movements, both on the ground and on equipment. Follow and respond to simple changes in rules to participate in games and physical activities.</p>	<p>with improved accuracy and coordination. Reflect on their own and others' strengths and begin to identify areas for improvement in physical activities. Demonstrate the ability to strike or kick a ball with control and directional accuracy. Maintain basic balance and coordination during movements, both on the ground and on equipment. Make simple strategic decisions in group games and physical activities.</p>	<p>exercise. Remember and repeat actions and shapes. Say what they liked about someone else's performance. Use apparatus safely and wait for their turn. Follow instructions involving several ideas or actions.</p>	<p>Choose appropriate movements for different dance ideas. Say what they liked about someone else's performance. Show some sense of dynamic and expressive qualities in their dance. Follow instructions involving several ideas or actions.</p>	<p>successful. Track a ball that is coming towards me. Work co-operatively with a partner.</p>	<p>Work co-operatively with a partner. Understand what good technique looks like.</p>
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Class 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Swimming Strokes: begin to use arms and legs together, more effectively across the water unaided. Breathing: begin to explore breathing in sync with my kicking action. Water safety: demonstrate an awareness of water safety and float on my front and on my back.</p> <p>Invasion games (*football) Year A- Sending & receiving: developing s&r with increased control. Dribbling: explore dribbling with hands and feet with increasing control on the move. Space: explore moving into space away from others. Attacking: developing moving into space away from defenders. Defending: explore staying close to other players to try and stop them getting the ball. Year B- Sending & receiving: explore s&r abiding by the rules of the game. Dribbling: explore dribbling the ball abiding by the rules of the game under some pressure. Space: develop using space as a team. Attacking: develop movement skills to lose a defender. Explore shooting actions in a range of invasion games. Defending: develop tracking opponents to limit their scoring opportunities.</p>	<p>Swimming Strokes: begin to use arms and legs together, more effectively across the water unaided. Breathing: begin to explore breathing in sync with my kicking action. Water safety: demonstrate an awareness of water safety and float on my front and on my back.</p> <p>Target games Year A-Throwing overarm: develop co-ordination and technique when throwing overarm towards a target. Throwing underarm: develop co-ordination and technique when throwing underarm towards a target. Striking: develop striking a ball with equipment with some consistency. Year B- Throwing: explore throwing at a moving target. Catching (dodgeball): begin to catch whilst on the move. Striking: begin to strike a ball with accuracy and balance.</p>	<p>Swimming Strokes: explore technique for specific strokes to include head above water breaststroke, backstroke and front crawl. Breathing: begin to explore front crawl breathing technique. Water safety: explore techniques for personal survival to include survival strokes such as sculling and treading water.</p> <p>*Dance Year A- Actions: accurately remember, repeat and link actions to express an idea. Dynamics: develop an understanding of dynamics. Space: develop the use of pathways and travelling actions to include levels. Relationships: explore working with a partner using unison, matching and mirroring. Performance: develop the use of facial expressions in my performance. Year B- Actions: create actions in response to a stimulus individually and in groups. Dynamics: use dynamics effectively to express an idea. Space: use direction to transition between formations. Relationships: develop an understanding of formations. Performance: perform short, self-choreographed phrases showing an awareness of timing.</p>	<p>Swimming Strokes: explore technique for specific strokes to include head above water breaststroke, backstroke and front crawl. Breathing: begin to explore front crawl breathing technique. Water safety: explore techniques for personal survival to include survival strokes such as sculling and treading water.</p> <p>Gymnastics Year A- Shapes: explore using shapes in different gymnastic balances. Balances: remember, repeat and link combinations of gymnastic balances. Rolls: explore barrel, straight and forward roll and put into sequence work. Jumps: explore shape jumps and take off combinations. Year B- Shapes: explore matching and contrasting shapes. Balances: explore point and patch balances and transition smoothly into and out of them. Rolls: develop the straight, barrel, and forward roll. Jumps: develop stepping into shape jumps with control.</p>	<p>Swimming Strokes: develop technique for specific strokes to include head above water breaststroke, backstroke and front crawl. Breathing: demonstrate improved breathing technique in front crawl. Water safety: are comfortable with some personal survival techniques to include survival strokes such as sculling and treading water.</p> <p>Striking and fielding (*Rowicket) Year A- Striking: develop striking a ball with their hand and equipment with some consistency. Fielding: develop tracking a ball and decision making with the ball. Throwing: develop co-ordination and technique when throwing over and underarm. Catching: catch with two hands with some co-ordination and technique. Year B- Striking: begin to strike a bowled ball after a bounce with different equipment. Fielding: explore bowling to a target and fielding skills to include a two-handed pick up. Throwing: use overarm and underarm throwing in game situations. Catching: catch with some consistency in game situations.</p>	<p>Swimming Strokes: develop technique for specific strokes to include head above water breaststroke, backstroke and front crawl. Breathing: demonstrate improved breathing technique in front crawl. Water safety: are comfortable with some personal survival techniques to include survival strokes such as sculling and treading water.</p> <p>Athletics: running, throwing and jumping Year A- Running: develop the sprinting action. Jumping: develop jumping, hopping and skipping actions. Explore safely jumping for distance and height. Throwing: develop overarm throwing for distance. Year B- Running: develop the sprinting technique and apply it to relay events. Jumping: develop technique when jumping for distance in a range of approaches and take off positions. Throwing: explore the technique for a pull throw.</p>

Skills developed	Swimming: balance, coordination, flexibility, speed, stamina and strength Agility, balance, coordination and speed	Swimming: balance, coordination, flexibility, speed, stamina and strength Agility, balance, coordination, speed	Swimming: balance, coordination, flexibility, speed, stamina and strength Balance, coordination and felxibility	Swimming: balance, coordination, flexibility, speed, stamina and strength Agility, balance, coordaintion, speed and stamina	Swimming: balance, coordination, flexibility, speed, stamina and strength Agility, balance, coordination and speed	Swimming: balance, coordination, flexibility, speed, stamina and strength Agility, balance, coordination, speed, stamina, strength
Vocabulary	Sending and receiving defend goalkeeper possession tactic opponent send receive shoot teammate accurate opposition	agility communicate drive opposition power caught out technique chip grip hit out putt tactic tournament	dynamics expression matching mirroring perform speed unison create canon formation	match patch point take off body tension contrast extend flow landing position	caught out grip no ball run out short barrier strike technique tournament umpire wicket	baton power relay accuracy strength event personal best speed technique take off landing
National Curriculum objectives	<p>Key Stage 1: Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending perform dances using simple movement patterns.</p> <p>Key Stage 2: Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to: use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] perform dances using a range of movement patterns take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>					
End points Year 2	Describe how their body feels during exercise. Dodge and find space away from the other team. Move with a ball towards goal. Sometimes dribble a ball with hands and feet. Stay with another player to try and win the ball. Know how to score points and can remember the score. Know who is on their team and attempt to send the ball to them.	Select the appropriate skill for the situation. Throw, roll or strike a ball to a target with some success. Work co-operatively with a partner and a small group. Understand the principles of a target game and can use different scoring systems when playing games. Understand what good technique looks like and can use key words in the feedback they provide.	Begin to provide feedback using key words. Copy, remember, repeat and create dance phrases. Describe how their body feels during exercise. Show a character and idea through the actions and dynamics they choose. Use counts to stay in time with the music. Work with a partner using mirroring and unison in our actions. Show confidence to perform.	Begin to provide feedback using key words. Proud of their work and confident to perform in front of others. Perform the basic gymnastic actions with some control and balance. Plan and repeat simple sequences of actions. Use directions and levels to make their work look interesting. Use shapes when performing other skills. Work safely with others and apparatus.	Begin to provide feedback using key words. Develop underarm and overarm throwing skills. Hit a ball using equipment with some consistency. Track a ball and collect it. Use simple tactics. Know how to score points and can remember the score. Understand the rules of the game and can use these to play fairly in a small group.	Describe how their body feels during exercise. Identify good technique. Jump and land with control. Use an overarm throw to help me to throw for distance. Work with others, taking turns and sharing ideas. Show balance and co-ordination when running at different speeds. Try their best.
End points Year 3	Catch different sized objects with increasing consistency with two hands. Dribble a ball with control. Persevere when learning a new skill. Provide feedback using key words.	Demonstrate basic understanding and control of a range of fundamental movement skills, such as running, skipping, and jumping. Show improved coordination and balance while moving and playing different	Be respectful of others when watching them perform. Provide feedback using key words. Repeat, remember and perform a dance phrase. Use counts to keep in time with a partner and	Adapt sequences to suit different types of apparatus. Choose actions that flow well into one another. Complete actions with increasing balance and control. Provide feedback using key words.	Bowl a ball towards a target. Begin to strike a bowled ball after a bounce. Develop an understanding of tactics and begin to use them in game situations. Learn the rules of the game and begin to use	Develop jumping for distance. Identify when they were successful. Take part in a relay activity, remembering when to run and what to do. Throw a variety of objects, changing action

	<p>Show a variety of throwing techniques. Throw with accuracy and increasing consistency to a target. Track the path of a ball that is not sent directly to them. Learn the rules of the game and begin to use them honestly.</p>	<p>sports or games. Begin to develop and apply simple tactics and strategies in different team games, considering the importance of teamwork and cooperation. Show progress in throwing, catching, and striking a ball with increasing accuracy, using both hands and implements.</p>	<p>group. Use dynamic and expressive qualities in relation to an idea. Work with a partner and in a small group, sharing ideas. Create short dance phrases that communicate the idea.</p>	<p>Use matching and contrasting actions in a partner sequence. Use a greater number of their own ideas for movements in response to a task. With help, recognise how performances could be improved.</p>	<p>them honestly. Persevere when learning a new skill. Provide feedback using key words. Use overarm and underarm throwing, and catching skills. Work co-operatively with their group to self-manage games.</p>	<p>for accuracy and distance. Use different take off and landings when jumping. Use key points to help improve sprinting technique. Work with a partner and in a small group, sharing ideas. Show determination to achieve a personal best.</p>
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Class 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p><u>Invasion Games (*Football/ *High 5 netball)</u> Year A- Sending & receiving: develop passing techniques appropriate to the game with increasing success. Catch and receive a ball with feet/object with increasing success. Dribbling: link dribbling the ball with other actions and change direction whilst dribbling with some control. Space: develop moving into space to help my team. Attacking: change direction to lose an opponent with some success. Defending: develop defending one on one and begin to intercept. Year B- Sending & receiving: develop control when s&r under pressure. Dribbling: dribble with some control under pressure. Space: explore moving to create space for themselves and others in their team. Attacking: use a variety of techniques to lose an opponent e.g. change of direction or speed. Defending: develop tracking and marking with increased success. Explore intercepting a ball using one and two hands. Year C- Sending & receiving: s&r consistently using a range of techniques with increasing control under pressure. Dribbling: dribble consistently using a range of techniques with increasing control under pressure. Space: move to the correct space when transitioning from attack to defence or defence to attack and create and use space for self and others. Attacking: confidently change direction to lose an opponent. Defending: use a variety of defending skills (tracking, interception) in game situations.</p>	<p><u>*Dance</u> Year A- Actions: respond imaginatively to a range of stimuli related to character and narrative. Dynamics: change dynamics confidently within a performance to express changes in character. Space: confidently use changes in level, direction and pathway. Relationships: use action and reaction to represent an idea. Performance: perform complex dances that communicate narrative and character well, performing clearly and fluently. Year B- Actions: choreograph dances by using, adapting and developing actions and steps from different dance styles. Dynamics: confidently use dynamics to express different dance styles. Space: confidently use direction and patterning to express different dance styles. Relationships: confidently use formations, canon and unison to express a dance idea. Performance: perform dances expressively, using a range of performance skills, showing accuracy and fluency. Year C- Actions: show controlled movements which express emotion and feeling. Dynamics: explore, improvise and combine dynamics to express ideas fluently and effectively on my own, with a partner or in a small group. Space and relationships: use a variety of compositional principles when creating my own dances. Performance: demonstrate a clear understanding of timing in relation to the music and other dancers throughout my performance.</p> <p><u>Invasion Games (Tag rugby)</u></p>	<p><u>Target Games (dodgeball)</u> Year A- Throwing: throw with increasing accuracy at a target. Catching (dodgeball): catch with increasing consistency. Striking: strike a ball with increasing consistency. Year B (Golf)- Throwing: demonstrate clear technique and accuracy when throwing at a target. Catching (dodgeball): demonstrate good technique and consistency in catching skills. Striking: develop a wider range of striking techniques and begin to use them under pressure. Year C (dodgeball)- Throwing: throw with increasing control under pressure. Catching (dodgeball): catch with increasing control under pressure. Striking: use a variety of striking techniques with control and under pressure.</p> <p><u>Gymnastics</u> Year A-Shapes: develop the range of shapes I use in my sequences. Inverted movements: develop strength in bridge and shoulder stand. Balances: develop control and fluency in individual and partner balances. Rolls: develop the straight, barrel, forward and straddle roll and perform them with increased control. Jumps: develop control in performing and landing rotation jumps Year B- Shapes: perform shapes consistently and fluently linked with other gymnastic actions. Inverted movements: explore progressions of a cartwheel. Balances: explore symmetrical and asymmetrical balances. Rolls: develop control in the straight, barrel, forward, straddle and backward roll. Jumps: select a range of jumps to include in sequence work.</p>	<p><u>Outdoor adventurous activities (OAA)</u> Year A- Problem solving: plan independently and in small groups, implementing a strategy with increased success. Navigational skills: identify key symbols on a map and follow a route. Communication: confidently communicate ideas and listen to others. Year B- Problem solving: explore tactical planning within a team to overcome increasingly challenging tasks. Navigational skills: develop navigational skills and map reading in increasingly challenging tasks. Communication: explore a variety of communication methods with increasing success. Year C- Problem solving: pool ideas within a group, selecting and applying the best method to solve a problem. Navigational skills: orientate a map efficiently to navigate around a course with multiple points. Communication: inclusively communicate with others, share job roles and lead when necessary.</p> <p><u>Net and wall games (volleyball)</u> Year A- Shots: demonstrate technique when using shots playing co-operatively and beginning to execute this competitively. Rallying: develop rallying using both forehand and backhand with increased technique. Footwork: begin to use appropriate footwork patterns to move around the court. Year B- Shots: develop the range of shots used in a variety of games. Serving: develop the range of serving techniques appropriate to the game. Rallying: use a variety of shots to keep a continuous rally. Footwork:</p>	<p><u>Striking and fielding (* Kwik cricket)</u> Year A- Striking: develop batting technique with a range of equipment. Fielding: develop bowling with some consistency, abiding by the rules of the game. Throwing: use overarm and underarm throwing with increased consistency in game situations. Catching: begin to catch with one and two hands with some consistency in game situations. Year B- Striking: explore defensive and driving hitting techniques and directional batting. Fielding: develop over and underarm bowling technique. Develop long and short barrier and two handed pick up. Throwing: demonstrate good technique when using a variety of throws under pressure. Catching: explore catching skills (close/deep and wicket keeping) and apply these with some consistency in game situations. Year C- Striking: strike a bowled ball with increasing accuracy and consistency. Fielding: use a wider range of fielding skills with increasing control under pressure. Throwing: consistently demonstrate good technique in throwing skills under pressure. Catching: consistently demonstrate good technique in catching skills under pressure.</p> <p><u>Net and wall games (tennis)</u> Year A- Shots: demonstrate technique when using shots playing co-operatively and beginning to execute this competitively. Rallying: develop rallying using both forehand and backhand with increased technique. Footwork: begin to use appropriate footwork patterns to</p>	<p><u>Athletics: running, throwing and jumping</u> Year A- Running: develop an understanding of speed and pace in relation to distance. Develop power and speed in the sprinting technique. Jumping: develop technique when jumping for distance. Throwing: explore power and technique when throwing for distance in a pull and heave throw. Year B- Running: apply fluency and co-ordination when running for speed in relay changeovers. Effectively apply speeds appropriate for the event. Jumping: explore technique and rhythm in the triple jump. Throwing: Develop technique and power in javelin and shot put. Year C- Running: demonstrate a clear understanding of pace and use it to develop their own and others sprinting technique. Jumping: develop power, control and technique in the triple jump. Throwing: develop power, control and technique when throwing discus and shot put</p>

		<p>Year A- Sending & receiving: develop passing techniques appropriate to the game with increasing success. Catch and receive a ball with feet/object with increasing success. Dribbling: link dribbling the ball with other actions and change direction whilst dribbling with some control. Space: develop moving into space to help my team. Attacking: change direction to lose an opponent with some success. Defending: develop defending one on one and begin to intercept.</p> <p>Year B- Sending & receiving: develop control when s&r under pressure. Dribbling: dribble with some control under pressure. Space: explore moving to create space for themselves and others in their team. Attacking: use a variety of techniques to lose an opponent e.g. change of direction or speed. Defending: develop tracking and marking with increased success. Explore intercepting a ball using one and two hands.</p> <p>Year C- Sending & receiving: s&r consistently using a range of techniques with increasing control under pressure. Dribbling: dribble consistently using a range of techniques with increasing control under pressure. Space: move to the correct space when transitioning from attack to defence or defence to attack and create and use space for self and others. Attacking: confidently change direction to lose an opponent. Defending: use a variety of defending skills (tracking, interception) in game situations.</p>	<p>Year C- Shapes: combine and perform gymnastic shapes more fluently and effectively. Inverted movements: develop control in progressions of a cartwheel bridge and shoulder stand. Balances: explore counter balance and counter tension. Rolls: develop fluency and consistency in the straddle, forward and backward roll. Jumps: combine and perform a range of gymnastic jumps more fluently and effectively.</p>	<p>demonstrate effective footwork patterns to move around the court.</p> <p>Year C- Shots: demonstrate increased success and technique in a variety of shots. Serving: serve accurately and consistently. Rallying: successfully apply a variety of shots to keep a continuous rally. Footwork: demonstrate a variety of footwork patterns relevant to the game I am playing.</p>	<p>move around the court.</p> <p>Year B- Shots: develop the range of shots used in a variety of games. Serving: develop the range of serving techniques appropriate to the game. Rallying: use a variety of shots to keep a continuous rally. Footwork: demonstrate effective footwork patterns to move around the court.</p> <p>Year C- Shots: demonstrate increased success and technique in a variety of shots. Serving: serve accurately and consistently. Rallying: successfully apply a variety of shots to keep a continuous rally. Footwork: demonstrate a variety of footwork patterns relevant to the game I am playing.</p>	
Skills developed	Agility. Balance, coordination, speed and stamina	Balance, coordination and flexibility	Balance, coordination, strength and flexibility	Agility. Balance, coordination, speed and stamina	Agility. Balance, coordination and speed	Agility. Balance, coordination, speed and stamina
Vocabulary	gain protect obstruct offside cushion tackle momentum support accelerate pressure onside option delay	aesthetic express freeze frame inspiration mood refine rehearse stimulus style choreograph choreography collaboratively genre motif posture quality transition	Aesthetics , contrasting, counter balance/ tension, refine, extension, mirroring, stable, synchronisation, transition, fluidly, inverted	ball carrier barrier create dominant close down drive maintain sporting behaviour situation sportsmanship	appropriate back up consecutive close catch deep catch long barrier collaborate consistently stance Baseline non dominant pressure	changeover track drive field force approach momentum dominant shot put strategy rhythm pattern grip phase fling stance release explosive meet consistent
National Curriculum objectives	<p>Key Stage 2: Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to: use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] perform dances using a range of movement patterns take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>					

<p>End points Year 4</p>	<p>Delay an opponent and help to prevent the other team from scoring. Dribble, pass, receive and shoot the ball with increasing control. Move to space to help their team to keep possession and score goals. Provide feedback using key terminology and understand what they need to do to improve. Use simple tactics to help their team score or gain possession. Share ideas and work with others to manage their game. Understand the rules of the game and I can use them often and honestly.</p>	<p>Choose actions and dynamics to convey a character or idea. Copy and remember set choreography. Provide feedback using appropriate language relating to the lesson. Respond imaginatively to a range of stimuli relating to character and narrative. Use changes in timing and spacing to develop a dance. Use counts to keep in time with others and the music. Use simple movement patterns to structure dance phrases independently, with a partner and in a group. Show respect for others when working as a group and watching others perform.</p>	<p>Explain what happens to their body when they exercise and how this helps make them healthy. Plan and perform sequences with a partner that include a change of level and shape. Provide feedback using appropriate language relating to the lesson. Safely perform balances individually and with a partner. Watch, describe and suggest possible improvements to others' performances and their own. Understand how body tension can improve the control and quality of their movements. Create, adapt and link movement sequences to create increasingly complex routines.</p>	<p>Delay an opponent and help to prevent the other team from scoring. Dribble, pass, receive and shoot the ball with increasing control. Move to space to help their team to keep possession and score goals. Provide feedback using key terminology and understand what to do to improve. Use simple tactics to help their team score or gain possession. Share ideas and work with others to manage our game. Understand the rules of the game and use them often and honestly.</p>	<p>Bowl a ball with some accuracy and consistency. Learn the rules of the game and begin to use them to play honestly and fairly. Communicate with their teammates to apply simple tactics. Persevere when learning a new skill. Provide feedback using key terminology and understand what they need to do to improve. Strike a bowled ball after a bounce. Use overarm and underarm throwing, and catching skills with increasing accuracy. Share ideas and work with others to manage our game.</p>	<p>Demonstrate the difference in sprinting and jogging techniques. Explain what happens in their body when I warm up. Identify when they were successful and what they need to do to improve. Jump for distance with balance and control. Throw with some accuracy and power to a target area. Show determination to improve their personal best. Support and encourage others to work to their best. Demonstrate creativity, innovation and critical thinking to support decision making and performance in physical activities.</p>
<p>End points Year 5</p>	<p>Communicate with teammates and move into space to keep possession and score. Dribble, pass, receive and shoot the ball with some control under pressure. Identify when they were successful and what they need to do to improve. Often make the correct decision of who to pass to and when. Use tracking and intercepting when playing in defence. Understand the need for tactics and can identify when to use them in different situations. Understand the rules of the game and use them most of the time to play honestly and fairly. Understand there are different skills for different situations and begin to apply this.</p>	<p>Accurately copy and repeat set choreography. Choreograph phrases individually and with others considering actions and dynamics. Confidently perform different styles of dance, clearly and fluently, showing a good sense of timing. Lead a group through short warm-up routines. Refine the way they use actions, dynamics, relationships and space in dance in response to a stimulus. Suggest ways to improve their own and other people's work using key terminology. Use counts when choreographing to stay in time with others and the music. Use feedback provided to improve their work.</p>	<p>Create and perform sequences using apparatus, individually and with a partner. Lead a partner through short warm-up routines. Use canon and synchronisation, and matching and mirroring when performing with a partner and a group and say how it affects the performance. Use feedback provided to improve their work. Use set criteria to make simple judgments about performances and suggest ways they could be improved. Use strength and flexibility to improve the quality of a performance. Work safely when learning a new skill to keep them self and others safe.</p>	<p>Communicate with teammates and move into space to keep possession and score. Dribble, pass, receive and shoot the ball with some control under pressure. Identify success and what they need to do to improve. Use tracking, tackling and intercepting when playing in defence. Know what position they are playing in and how to contribute when attacking and defending. Understand the need for tactics and can identify when to use them in different situations. Understand the rules of the game and use them most of the time to play fairly and honestly. Understand there are different skills for different situations and</p>	<p>Develop a wider range of fielding skills and begin to use these under some pressure. Identify success and what they need to do to improve. Strike a bowled ball with increasing consistency. Work co-operatively with others to manage their game. Understand the need for tactics and can identify when to use them in different situations. Understand the rules of the game and I can apply them honestly most of the time. Understand there are different skills for different situations and begin to use this.</p>	<p>Choose the best pace for a running event. Identify good athletic performance and explain why it is good. Perform a range of jumps showing some technique. Show control at take-off and landing in jumping activities. Take on the role of coach, official and timer when working in a group. Use feedback to improve their sprinting technique. Persevere to achieve a personal best. Show accuracy and power when throwing for distance.</p>

				begin to apply this.		
End points Year 6	<p>Create and use space to help their team. Dribble, pass, receive and shoot the ball with increasing control under pressure. Select the appropriate action for the situation and make this decision quickly. Use marking, tackling and/or interception to improve their defence. Use the rules of the game consistently to play honestly and fairly. Work collaboratively to create tactics with a team and evaluate the effectiveness of these. Recognise own and others strengths and areas for development and can suggest ways to improve.</p>	<p>Choreograph a dance and work safely using a prop. Lead a small group through a short warm-up routine. Perform dances confidently and fluently with accuracy and good timing. Refine the way they use actions, dynamics and relationships to represent ideas, emotions, feelings and characters. Use appropriate language to evaluate and refine their own and others' work. Use feedback provided to improve the quality of work. Work creatively and imaginatively independently, with a partner and in a group to choreograph and structure dances.</p>	<p>Combine and perform gymnastic actions, shapes and balances with control and fluency. Create and perform sequences using compositional devices to improve the quality. Lead a small group through a short warm-up routine. Use appropriate language to evaluate and refine their own and others' work. Work collaboratively with others to create a sequence. Understand how to work safely when learning a new skill. Understand what counter balance and counter tension is and can show examples with a partner.</p>	<p>Create and use space to help their team. Dribble, pass, receive and shoot the ball with increasing control under pressure. Select the appropriate action for the situation and make this decision quickly. Use marking, tackling and/or interception to improve defence. Use the rules of the game consistently to play honestly and fairly. Work collaboratively to create tactics with teammates and evaluate the effectiveness of these. Work in collaboration with others so that games run smoothly. Recognise own and others strengths and areas for development and can suggest ways to improve.</p>	<p>Select the appropriate action for the situation. Strike a bowled ball with increasing consistency and accuracy. Use a wider range of fielding skills with increasing control under pressure. Use the rules of the game consistently to play fairly. Work in collaboration with others so that games run smoothly. Recognise their own and others strengths and areas for development and can suggest ways to improve. Understand and can apply some tactics in the game as a batter, bowler and fielder.</p>	<p>Compete within the rules showing fair play and honesty. Help others to improve their technique using key teaching points. Identify own and others' strengths and areas for development and can suggest ways to improve. Perform jumps for distance using good technique. Select and apply the best pace for a running event. Show accuracy and good technique when throwing for distance. Understand that there are different areas of fitness and how this helps in different activities. Use different strategies to persevere to achieve a personal best.</p>