



Brown's C of E Primary School, Horbling

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Curriculum Intent for PE

Here at Brown's we want every child to be actively involved and enjoy PE sessions. Our curriculum is designed in a progressive way from EYFS through to year 6. Within this we want to develop children's broader skills across a wide range of sports and activities. Our curriculum reflects this through the range of sports and skills that we deliver to our children. Underpinning our PE curriculum are our key values that we aim to develop throughout all of our time at school. We want our children to value the importance of sportsmanship, respect and teamwork throughout all of the PE that we do.

Every student shall be physically educated - that is, shall develop the knowledge and skills necessary to perform a variety of physical activities, maintain physical fitness, regularly participate in physical activity, understand the short and long-term benefits of physical activity, and value and enjoy physical activity as an ongoing part of a healthy lifestyle.

The national curriculum for physical education aims to ensure that all pupils:

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

Our curriculum is laid out to support this. Pupils across KS1 and KS2 have 2 hours of timetabled PE per week and gain access to a wide range of sporting opportunities.

EYFS: Children in EYFS are introduced to PE as soon as they begin school. It plays a huge part in developing their confidence, communication and teamwork skills. We introduce the fundamentals of PE to them, beginning their skills progression journey. We aim to develop their movement, balance and co-ordination skills to help prepare them for the beginning of KS1

In KS1 we focus on the FUNdamental stages of learning. Within this, children are taught skills in isolation that can be used and developed later in their school journey. We work on skills such as running, jumping, throwing, catching and sending to allow the children to become more comfortable with a range of movement in PE. These skills are vital in all sports that the children will take part in. Becoming more efficient in these will allow them to become more confident and progress quicker through different sports as they move through school.



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Lower KS2: Here we focus on the FUNctional phase of learning. Children here are introduced to a wider range of sports. 3 of the main areas in our outdoor PE provision are invasion games (football, netball, basketball, hockey, tchoukball, handball), net/wall (tennis, badminton, volleyball) and striking and fielding (cricket, rounders) games. In lower KS2 we are focused on the skills required in these games and notice how they are applicable across different sports. We teach each of these 3 areas as separate units and look at how skills can be applied across all the sports within that area. We also provide opportunities for the children to learn and develop skills in dance, gymnastics, athletics, outdoor and adventurous activities and swimming.

Upper KS2: Here we are at the PROductive phase of learning. This is where we go deeper into specific sports identifying tactics and gameplay that can help us gain an advantage over an opponent. We look at how we can develop our leadership skills to make teams successful and analyse our performance and that of others. We focus on how the skills learnt in lower KS2 can be used alongside our tactics to be successful. Once again we offer a range of sports for the children, giving them opportunities to try out sports that they may not have tried before.

Sporting Opportunities: A big part of PE at Brown's is about giving children an opportunity to take part in sporting competitions outside of school. These are a mixture of competitive and non-competitive festivals giving the children chance to apply their learning in a range of situations. Children are proud to represent the school and pull on the 'Team Brown's' shirt right across the school. The range of sports provided means all children have the opportunity to represent the school showing the supportive and team-spirit ethos we aim to create through our teaching of PE. We also ensure that children are given opportunities to compete with against each other within PE sessions. These include regular end of term house competitions as well as our annual sports day. Furthermore, we run extra-curricular clubs giving opportunities for those children with a passion for sport to have more opportunities to develop their skills and understanding of different games.

British Values: These underpin all of our PE teaching at Brown's and play a hugely important role in all aspects of learning. Pupils are given opportunities to take on leadership roles understanding the responsibilities that come with this. Within this we focus on their decision making and ability to manage a team. We recognise that within PE and sport there will be times when we win and also times when we lose. We aim to promote children's ability to be good winners and good losers, showing sportsmanship respect and understanding in both of these situations. We want to develop healthy competition both against others and within oneself realising that we can make progress and push ourselves further to achieve our goals. Pupils are able to offer constructive feedback to others and support for those who find things difficult. These are planned in to our curriculum designed to develop pupil's understanding how to deal with a range of situations and be helpful to all people. PE is for everyone regardless of ability, race, gender or age.



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Links to Research

Publication	Selected Recommendations	How are we applying these to our Curriculum?
<p><i>Research Review Series: PE (March 2022)</i> Research review series: PE - GOV.UK (www.gov.uk)</p>	<p>The national curriculum for PE aims to ensure that all pupils:</p> <ol style="list-style-type: none"> 1. develop competence to excel in a broad range of physical activities 2. are physically active for sustained periods of time 3. engage in competitive sports and activities 4. lead healthy, active lives 	<ol style="list-style-type: none"> 1) Children are given access to a wide range of sporting opportunities. Within our curriculum plan we have thought about how we can give children opportunities to learn about and apply skills to a wide range of sports. Whilst still teaching the more common sports such as football, netball and cricket, we are focused on understanding how skills in these sports are transferrable to sports such as tchoukball, goalball, handball, kabaddi and dodgeball. As we move through school there is a focus on progression and how children can develop skills within games, starting with basic isolated skills, right through to developing tactics and applying leadership skills. 2) 2 hours of scheduled PE time is planned into the curriculum each week. The curriculum provides all staff with a yearly map for two different elements of the PE Curriculum per term. 3) As part of the Carre's Outreach Programme, we take part in regular sporting competitions across the Sleaford area. These competitions link to the sports that we cover within our teaching. A participation tracker is kept to monitor those children who are regularly taking part in activities and those who are less active. 4) Cross-curricular links to science and keeping our bodies healthy are made so that children understand how to keep their bodies healthy. We think about the importance of exercise to us and during KS2 opportunities for health-related fitness topics are planned in to develop this understanding further. Children focus on their own individual targets to lead a healthy lifestyle without making comparisons to others.
<p><i>Research Review Series: PE (March 2022)</i> Research review series: PE - GOV.UK (www.gov.uk)</p>	<ol style="list-style-type: none"> 1) In PE, developing competence is important because of its relationship with motivation. 	<ol style="list-style-type: none"> 1) Learning is focused through developing children's understanding of the skills required to be successful in a wide range of sports. Their understanding of these skills develops their competence in playing a wider range of sports. The focus is placed on these skills and the enjoyment of PE. PE lessons are not focused on winning and losing



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	<p>There is evidence showing that when pupils move through a well-sequenced curriculum their self-efficacy increases because of increased knowledge and competence.</p>	<p>games. The curriculum is sequenced to develop understanding and enjoyment within PE.</p>
<p><i>Research Review Series: PE (March 2022)</i> Research review series: PE - GOV.UK (www.gov.uk)</p>	<p>High quality PE will encompass the following:</p> <ol style="list-style-type: none"> 1) Teachers and leaders recognise that learning takes time. They make sure that pupils have enough time to revisit and develop their knowledge within a context before moving too quickly on to a new sport or physical activity. 2) Leaders planning the curriculum are clear that the sport or physical activity being taught matters. 3) They select physical activities and sports based on capacity to develop pupils' competence within PE. They use the 3 pillars (motor competence; rules, strategies and tactics; and healthy participation) to help identify key concepts to teach and for pupils to learn and build pupils' understanding incrementally. 4) The PE curriculum meets the needs of all pupils. All pupils feel 	<ol style="list-style-type: none"> 1) Children are given a curriculum that allows them to develop learning across different areas of PE. Within KS1 the focus is on progression of skills rather than progression in sports. This continues into Lower KS2 where children are given continued time to develop their understanding of when to apply skills. Aspects are revisited to ensure children have numerous opportunities to develop their competence and understanding of these skills. 2) Children will recognise the role of their learning in their overall PE journey. The PE has been sequenced progressively throughout all aspects. Children and teachers will be able to see where their learning sits in this journey and why it will be important in developing their physical abilities. 3) The focus of the learning in KS1 is understanding of the fundamentals of PE help their understanding of the competence of PE. Developing isolated skills before then applying these to games as they progress through school will help the children become more competent in their motor skills. Children become more understanding the rules throughout the school. As they move through KS2 we focus on their ability to referee/umpire games both following and applying rules. Assessment is planned in to monitor the children's skills within this. Healthy participation is encouraged through the range of sports offered and opportunities that are provided for all children. 4) All children are included in PE. Any needs are taken into account before the planning an delivery of lessons. 5) Extra-curricular clubs are offered throughout both KS2 and KS1. These are monitored through a participation tracker that supports our understanding of which children are both active and inactive. As part



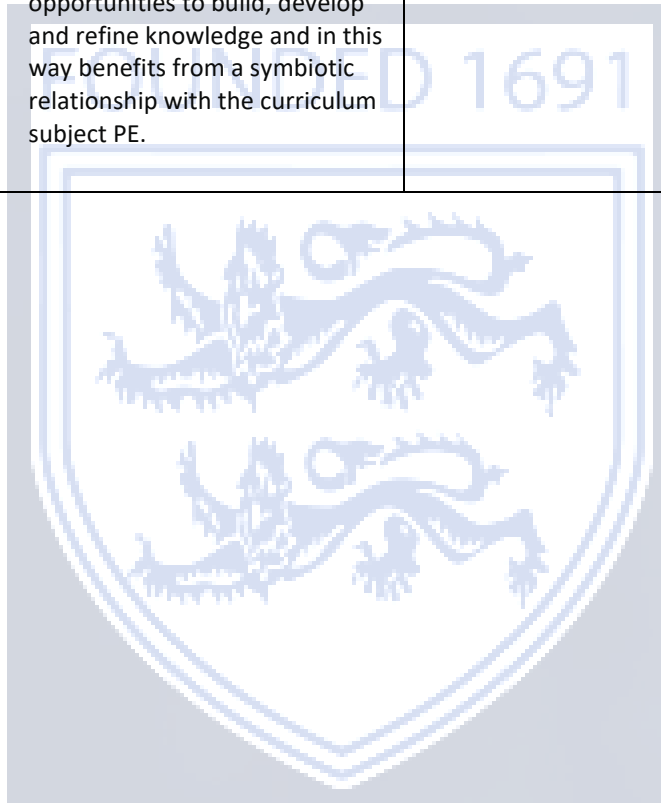
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included and able to succeed within the subject.

- 5) The extra-curricular offer is available for all pupils. It provides opportunities to build, develop and refine knowledge and in this way benefits from a symbiotic relationship with the curriculum subject PE.

of the Carré's Outreach Programme, competitions are tiered so we are aware of which events are suited to which children. This means children enjoy going to events, whether they are festivals or higher level competition.





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Physical Education – Whole School Overview (EYFS and KS1)

Year group	Hour	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	1	Introduction to PE	Fundamentals of PE	Dance	Gymnastics	Ball skills	Games/Sports Day preparation
1	1	Agility and balance	Dance	Gymnastics	Ball Skills	Team Games (Introduction to small sided games)	Athletics
	2	Running (Look at the key techniques of running to increase speed)	Jumping (Different ways of jumping looking at distance, height and speed)	Throwing and Catching (Look at how to successfully catch and throw a variety of balls and objects)	Sending and receiving (Without equipment, sending balls with different parts of our body)	Sending and receiving (With equipment. Use our control skills with other equipment)	Small sided games. Continuation of children's understanding of roles within a range of team games)
2	1	Agility and balance	Dance	Gymnastics	Ball Skills	Team Games (Introduction to small sided games)	Athletics
	2	Running (Look at the key techniques of running to increase speed)	Jumping (Different ways of jumping looking at distance, height and speed)	Throwing and Catching (Look at how to successfully catch and throw a variety of balls and objects)	Sending and receiving (Without equipment, look at control of sending balls with different parts of our body)	Sending and receiving (With equipment. Use our control skills with other equipment)	Small sided games. Continuation of children's understanding of roles within a range of team games)

EYFS Focus	Why this, why now?	KS1 Focus	Why this, why now?
Term 1 Introduction to PE	This is the first term that the children will be at school. The introduction to PE will help the children understand what PE is and how it is different to other subjects. This will include thinking about why we are in different clothes and what PE means. They will begin to learn different movements such as jumping, skipping, running and travelling in different ways. This will help prepare the children for year 1 where they will have focused terms on running and jumping.	Term 1 Agility and Balance	We begin KS1 with the topic of agility and balance to help the children understand the role that both of these play in all parts of PE. This builds on the fundamentals of PE done in EYFS where the children were focused on finding space and being able to change direction. Within year 2 children will work on their ability to use their senses to help children change direction at a quicker speed. It will develop their understanding of being able to change direction from year 1 as well as being able to maintain their balance whilst running.
		Term 1 Running	Running takes a focus this term to help the children link their work from agility and balance. Children will work on their ability to run into different spaces and plan where those spaces might be. The skills of changing direction whilst running will also link to the balance and agility work in our other PE session this term whilst also building on the finding space and changing direction skills done in fundamentals of PE in EYFS. In year 2 the children will continue to develop the understanding their running skills. They will build on their running skills from year 1 in which they developed their running skills for different purposes. They will start to look at how their running technique can be developed in a competitive situation.
Term 2 Fundamentals of PE	This will build on the work done in the previous term. It will help to focus on how children keep themselves safe in PE and how they can move into a space and direction to avoid other people. This will help the children to be ready for year 1 when they focus on running skills. Being	Term 2 Dance	Our dance in KS1 will help to develop the range of movement skills worked on in reception. We will build on the children's ability to move their body with control that was a focus within EYFS. Within this children develop their abilities to move in a range of ways and look at who they can stay balanced in a range of ways. Within KS1



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	able to maintain a safe space and move into a different space will help to develop their running and agility skills in year 1.		we work on using music to develop their skills on staying in time with music. In year 2 the children will look at developing their ability to combine movements together in a sequence, moving their learning on from the focus of controlling movements in EYFS and being able to have an isolated range of movements in year 1.
		Term 2 Jumping	Jumping skills are another fundamental skill used in differing areas of PE. It is taught at this point in the year as an isolated skill to work on the children's understanding the combination of movements needed to perform different jumps safely. It builds on the work done in EYFS when children are introduced to different movements including jumping. In year 2 the children will look at combining different jumps into a sequence. This develops work from year 1 in which children work on jumps in isolation. This also links to our sequencing work within dance.
Term 3 Dance	This term will help the children develop their movement skills. It will continue to develop their understanding and control of their body as they are moving. Children start to learn how to move in different ways and on different levels. This topic helps to prepare the children for Year 1 when their dance focus moves towards maintaining control of their body through different movements.	Term 3 Gymnastics	Our gymnastics work will continue our work on movement and co-ordination that has been build throughout the first two terms of the year. Children will also be working on co-ordination skills from EYFS. At this stage children were focused on isolated balances and movements. Within year 1 this will be developed to incorporate the use of apparatus. It will develop their ability to move on a range of levels through the use of apparatus. It will also build on the work done in reception to help the children gain a better understanding of the differing movements of their body. Within year 2 the children will develop their sequencing skills that have been progressing throughout the last two terms. They will look at working collaboratively and create short sequences on different levels using the co-ordination, balance and travelling skills from Year 1



		Term 3 Throwing and catching	Children will be introduced the topic of throwing and catching as an isolated skill. This will build on the ball skills topic in EYFS where children began to learn to send the ball and keep control. In year 1 this is developed through smaller targets and increased distances from the target. We will focus on the hand-eye co-ordination of children to support their ability to be successful in throwing and catching. This area will be vital for the development of their skills across a wide range of sports. Children in year 2 will look at the technique of throwing with control and accuracy. Using the work from year 1 of the smaller targets and increased distances, we will develop their understanding to focus on which throw to use and when.
Term 4 Gymnastics	This term will continue to develop their control skills. Moving at different levels and in different ways will help to develop co-ordination and balance within their movements. The children will also become familiar with different parts of their body understanding the names and their roles. Moving forward to Year 1, the children will use the different movements and balances across different equipment. This topic helps them to prepare their understanding of what balance is and how their body can move.	Term 4 Ball Skills	The ball skills topic at this point of the year will focus a lot on the control of the children. This was introduced in EYFS in the ball skills topic. It will be developed in year 1 by looking at increased movement in 1 direction whilst maintaining control of the ball. Using some of the skills from throwing catching it will continue to work on our co-ordination. We will look to introduce the concept of dribbling and how we are able to keep control of the ball as we do. Within year 2 we build on the movement with the ball skills from year 1 but we will place a greater focus on being able to change direction as well as focusing on ball skills using feet. This will help to develop their agility and balance skills from earlier in the year as the children control both their ball and their body as they move.
		Term 4 Sending and receiving	This topic links together with our work on ball skills in this term. Furthermore, it build on the work done in term 3 on throwing and catching skills whilst also placing greater emphasis on the control aspect worked on in EYFS. The children will recognise how to control balls sent to them with different parts of their body whilst also recognising how co-ordination is important across all aspects of sending with varying parts of the body.



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		without equipment	In year 2 we look continue to focus on how to send and receive balls with control as in year 1. We develop those skills by looking at controlling balls whilst moving and then looking at once we have controlled a ball how we can then send the ball again quickly rather than holding on to the ball for too long.
Term 5 Ball Skills	This topic will build on the concept of co-ordination that was started in the gymnastics topic. Introducing a ball will challenge the children to understand how to combine movement and control together. Children will look at keeping control of a ball as well as begin to send it towards a direction that they would like it to go. This will involve large targets for the children to aim for. Aiming at a target and keeping control of the ball are helpful preparation for the children moving into year 1. It enables them to experience different types of ball and how they might be used in different ways.	Term 5 Sending and receiving with equipment.	This term will be a development of learning from last terms work when we looked at sending without equipment. The concepts will be similar but the focus is on how we control our use of equipment. This development will help the children's understanding of finding space and passing accurately. Similar to last term without equipment, Year 2 will be looking at developing skills from year 1 in how the use of equipment can be used whilst combining movement. This topic will also be linked to our work in our other topic of small sided games.
		Term 5 Small sided games	Year 1 children will be introduced to the concept of small sided games. This will build on skills in reception of understanding the concept of winning and losing. It will also be a way of applying the skills worked on throughout the year so far. Games will focus on sending, jumping and running to allow children in both year 1 and 2 to focus on how we apply these skills to different situations. Children in year 2 will be introduced to games that require 1 or more of the skills worked on throughout the year, developing the children's focus from an isolated skill in year 1. Children will also look at developing their communication skills in PE with a focus on how we are kind and supportive tot people on their team.
Term 6 Games / Sports Day Preparation	This topic will help the children become prepared for sports day. It will also help to introduce the children to the concept of winning and losing in an event. Sports day is also a time for involving family members and showing the progress the children have made in their first year of PE at school. This topics vital in helping the children be	Term 6 Athletics	This term will once again prepare the children for sports day, as in reception. Children will have experienced a sports day in EYFS so this term will develop their skills in taking part in different events. It will also combine our running, throwing and jumping skills from throughout the year. Children will practice the skills needed in order to be successful in a throwing or running event. Sports day also



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	<p>prepared for their athletics work in year 1 where they start to take part in different events in our sports day.</p>		<p>provides opportunities for parents to visit and see the progression of children across all year groups within their PE. Within year 2 the children will look at the competitive side of athletics developing their understanding of winning and losing in a race. This builds on their understanding from year 1 of performing against another person. It will also develop their understanding of how they can change their speed within a race and alter this depending on their position.</p>
		<p>Term 6 Small sided games.</p>	<p>Year 1 children will be introduced to the concept of small sided games. This will build on skills in reception of understanding the concept of winning and losing. It will also be a way of applying the skills worked on throughout the year so far. Games will focus on sending, jumping and running to allow children in both year 1 and 2 to focus on how we apply these skills to different situations. Children in year 2 will be introduced to games that require 1 or more of the skills worked on throughout the year, developing the children's focus from an isolated skill in year 1. Children will also look at developing their communication skills in PE with a focus on how we are kind and supportive to people on their team.</p>



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Physical Education – Whole School Overview (Lower KS2)

Year group	Hour	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
3	1	Invasion Games (Basketball and Netball)	Swimming	Dodgeball Links to invasion games work on tchoukball and handball	Gymnastics Building routines both individually and in groups	Orienteering Map skills	Athletics Sports day preparation
	2	Dance	Gymnastics Balance	Invasion Games (Tchoukball / Handball)	Net/Wall Control and gameplay	Striking and fielding Cricket and rounders	Multi-skills (Opportunities for skills to be used new sports the children won't have played before)
4	1	Swimming	Invasion Games (Attacking and defending)	Dodgeball Links to invasion games work on tchoukball and handball	Gymnastics Building routines both individually and in groups	Orienteering Map skills	Athletics Sports day preparation
	2	Invasion Games (Basketball and Netball)	Invasion game Sending and receiving	Invasion Games (Tchoukball / Handball)	Net/Wall Control and gameplay	Striking and fielding Cricket and rounders	Multi-skills (Opportunities for skills to be used new sports the children won't have played before)



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Physical Education – Whole School Overview (Upper KS2)

Year group	Hour	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
5	1	Gymnastics Balance and Co-ordination	Dance	Swimming	Gymnastics Routines and use of equipment	Orienteering Map Skills	Athletics Sports day preparation.
	2	Invasion games Tag Rugby	Invasion Games Football	Net/Wall Tennis	Multi-skills (Opportunities for skills to be used new sports the children won't have played before)	Striking and fielding Cricket	Health and Fitness
6	1	Gymnastics Balance and Co-ordination	Dance	Swimming	Gymnastics Routines and use of equipment	Orienteering Map Skills	Athletics Sports day preparation.
	2	Invasion games Tag Rugby	Invasion Games Football	Net/Wall Tennis	Multi-skills (Opportunities for skills to be used new sports the children won't have played before)	Striking and fielding Cricket	Health and Fitness



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Lower KS2 Focus	Why this, why now?	Upper KS2 Focus	Why this, why now?
<p>Term 1 Dance (Year 3) Term 1 Swimming (Year 4)</p>	<p>Children begin the year once again focusing on movement skills with control. This is done to help the children understand the importance of Co-ordination throughout the entirety of the PE curriculum within KS2. Furthermore, it will build on the work done in Year 2 in which the children began to work on short sequences of dance. In year 3 the sequences become longer and involve more people.</p> <p>Swimming is a vital part of the KS2 curriculum, beginning in year as the children become comfortable in the water and begin to work on entering and exiting the water safely. Alongside this, children work on kicking their arms and legs in unison to propel them across the water.</p>	<p>Term 1 Gymnastics</p> 	<p>As we have done throughout the school, we begin the year focusing on understanding how to control our movement. This will work on developing the children's skills from lower KS2. In year 4 the children focused on performing a range of movements in canon with one another. Year 5 will develop this by performing in unison, ensuring movements are identical and in time with one another. We will work on the children understanding of their core strength and how this helps their balance skills. Children will focus on more complex sequences of movement involving different apparatus building on the sequencing work done in year 4.</p> <p>Within year 6 children will look at the role music can play within a routine as well as being more in control of designing individual routines that suit both them and the people within their groups. Building on the unison work done in year 5, children will look at how music can be applied to their routines and adapt their routine according to the pace and mood of the music.</p>
<p>Term 1 Invasion Games Basketball and Netball</p>	<p>Invasion games will build on the work done at the end of KS1 on small sided games. At the end of year 2 children will be able to apply skills of running, jumping and sending and receiving to different games. Year 3 will focus on them selecting which of these skills to use and</p>	<p>Term 1 Invasion Games Tag Rugby</p>	<p>This topic will build on the skills aspect taught in year 4 when the children worked on decision making and finding space. Children in year 4 started to work on how to attack and defend. This is built on in year 5 where we focus more on the individual tactics and rules appropriate for the sport of tag</p>



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	<p>when. Look at the 3 different types of passes used in netball and basketball and when best to use them. Year 3 children apply their sending skills correctly in those different situations to benefit their team.</p> <p>Within year 4 we will look at developing attacking and defending skills and how that can be done both individually and collectively within a team. This builds on the selection of skills focus in year 3 by thinking which pass is the best pass to help my team attack successfully. Year 4 will also build on decision from year 3 with a focus on what the children should do without the ball, finding space, making runs when attacking so that the person with the ball can make a good attacking or defending decision.</p>		<p>rugby. Children will look at specific rules such as the knock on rule. Tag rugby also sees a development of throwing and catching skill from KS1 through, lower KS2 and now into upper KS2. These skills are fundamental to being successful within this game but the focus is now on how we use team tactics rather than the skills within games.</p> <p>Year 6 children develop their learning by taking on leadership and officiating rules to support their understanding the game. Within year 5 they worked on attacking and defending tactics. In year 6 taking on the leadership role will develop their decision making skills that could mean their team might win or lose a game. They will look at analysing the game in play to see how their team is being successful or not.</p>
<p>Term 2 Dance (Year 4)</p> <p>Swimming (Year 3)</p>	<p>Children begin the year once again focusing on movement skills with control. This is done to help the children understand the importance of Co-ordination throughout the entirety of the PE curriculum within KS2. Year 4 dance builds on the work done in year 3 in which the children worked on longer sequences of movement. Year 4 develop these skills by the children being able to dance in canon and being able to ensure movements are identical with one another.</p> <p>Swimming is a vital part of the KS2 curriculum, beginning in year as the children become comfortable in the water and begin to work on entering and exiting the water safely. Building on the work done in year 3 in which the children worked on kicking their arms and legs in unison to propel them across the water, they start to learn different strokes. Children use floats to support their progress and confidence within the water.</p>	<p>Term 2 Dance</p>	<p>This term's dance develops the children's work from lower KS2 in which the children danced in canon with each other. In year 5 the children will look at being able to dance in unison with each other, ensuring that movements are identical and in time with one another. This will help with the understanding of a routine and how to form one successfully. We will also develop the children's understanding how mood and atmosphere can be shown through dance. Children will also look at how to give specific and constructive feedback to support other groups.</p> <p>Within year 6 children will look at how a group routine can be put together to support the strengths and weaknesses of all those within the group. This will build on the year 5 work of dancing in unison and they will work on developing their ability to understand phrasing and how the pace of music can change the pace of dance.</p>



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<p>Term 2 Invasion Games (football and tag rugby)</p>	<p>Invasion games continue in term 2 with a different focus. Invasion games will build on the work done at the end of KS1 on small sided games. At the end of year 2 children will be able to apply skills of running, jumping and sending and receiving to different games. Year 3 will focus on them selecting which of these skills to use and when. Look at the different types of passes available in the sports of rugby and football. Year 3 children apply their sending skills correctly in those different situations to benefit their team.</p> <p>Within year 4 we will look at developing attacking and defending skills and how that can be done both individually and collectively within a team. This builds on the selection of skills focus in year 3 by thinking which pass is the best pass to help my team attack successfully. Year 4 will also build on decision from year 3 with a focus on what the children should do without the ball, finding space, making runs when attacking so that the person with the ball can make a good attacking or defending decision.</p>	<p>Term 2 Invasion Games (football)</p> 	<p>This topic will build on the skills aspect taught in year 4 when the children worked on decision making and finding space. Children in year 4 started to work on how to attack and defend. This is built on in year 5 where we focus more on the individual tactics and rules appropriate for the sport of football. These skills are fundamental to being successful within this game but the focus is now on how we use team tactics rather than the skills within games.</p> <p>Year 6 children develop their learning by taking on leadership and officiating rules to support their understanding the game. Within year 5 they worked on attacking and defending tactics. In year 6 taking on the leadership role will develop their decision making skills that could mean their team might win or lose a game. They will look at analysing the game in play to see how their team is being successful or not.</p>
<p>Term 3 Dodgeball</p>	<p>Dodgeball is focus for this term to develop the children's throwing and catching skills worked on in KS1. In year 2 the children were working on throwing at smaller targets as well as being able to catch a range of balls. Dodgeball in year 3 develops this by working on aiming at moving targets in which children will have to constantly rejudge their aiming technique.</p> <p>Year 4 develops the children's catching skills from year 2 and 3 by looking at catching the ball whilst moving. It also develops their skills as the person throwing the ball</p>	<p>Term 3 Swimming</p> 	<p>Children continue to develop their swimming skills from year 3 and 4 in which they were introduced to the water and used floats to support their swimming technique. Within year 5 the children begin to swim without the floats. They are now more confident within the water and the focus is developing their swimming technique across different strokes.</p> <p>Within year 6, children continue to develop swimming technique with the aim of being able to swim 25m across 3 different strokes. Children start to focus on their breathing</p>



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	<p>doesn't want it to be caught. As we move into year 5 and 6 in our striking and fielding work, the fielder will have to move and adjust their body position to be able to catch the ball. Furthermore, this is planned during term 3 when PE often takes place inside due to the weather. Dodgeball is an extremely popular activity with the children in year 3/4 so we have planned in an opportunity to develop the skills needed to be successful within the game.</p>		<p>technique including being able breathe underwater and knowing when to breathe.</p>
<p>Term 3 Invasion games tchoukball/ handball</p>	<p>Invasion games continue in term 2 with a different focus. Invasion games will build on the work done at the end of KS1 on small sided games. At the end of year 2 children will be able to apply skills of running, jumping and sending and receiving to different games. Year 3 will focus on them selecting which of these skills to use and when. Look at the different types of passes available in the sports of rugby and football. Year 3 children apply their sending skills correctly in those different situations to benefit their team.</p> <p>Within year 4 we will look at developing attacking and defending skills and how that can be done both individually and collectively within a team. This builds on the selection of skills focus in year 3 by thinking which pass is the best pass to help my team attack successfully. Year 4 will also build on decision from year 3 with a focus on what the children should do without the ball, finding space, making runs when attacking so that the person with the ball can make a good attacking or defending decision.</p>	<p>Term 3 Net/wall Tennis</p>	<p>This topic will build on the net wall topic from lower KS2 as well as showing a thread through school with the sending with equipment work done in KS1. Throughout this area, the focus has been on being able to control the ball through our understanding direction and power. In year 4 the focus was on being able to keep a rally going through our own movement and control. This is developed in year 5 by looking at the different strokes we can play, including forehand and backhand as well as using direction and power to win a point against an opponent including knowing how to direct the ball to different sides to make it harder for an opponent to return the ball.</p> <p>In Year 6 the children build on their tactics work in year 5 in which they looked at how to change direction to beat their opponents. This is developed in year 6 by looking at how we can bring our opponent forwards and backwards as well as sideways. They will also look at how volleying a ball can reduce the opponent's time. Children will also know how to umpire and keep the score accurately in games.</p>



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<p>Term 4 Gymnastics</p>	<p>As with our dance topic, the children will work on their ability to move in a range of ways with both control and understanding their movement. It will build on the work done in KS1. Children in year 2 began to create short sequences involving different methods of travel. This is developed in year 3 by lengthening the sequences and involving a greater range of movements including rolls and varied ways of balancing.</p> <p>Within year 4 the children will look at group sequences as well as understanding how core strength is used within a routine. As with dance, the children's Year 4 learning is developed by performing routines in canon. This builds on the sequencing work done in year 3.</p>	<p>Term 4 Rhythmic Gymnastics</p>	<p>This term will continue to develop our movement skills but develop our understanding of rhythmic gymnastics. Children will develop their routine skills from earlier in the year but look at how we can involve equipment and props within a performance. In year 4 the children focused on performing a range of movements in canon with one another. Year 5 will develop this by performing in unison, ensuring movements are identical and in time with one another. We will work on the children understanding of their core strength and how this helps their balance skills. Children will focus on more complex sequences of movement involving different apparatus building on the sequencing work done in year 4.</p> <p>Within year 6 children will look at the role music can play within a routine as well as being more in control of designing individual routines that suit both them and the people within their groups. Building on the unison work done in year 5, children will look at how music can be applied to their routines and adapt their routine according to the pace and mood of the music.</p>
<p>Term 4 Net/Wall</p>	<p>Children are introduced to the concept of net/wall games. This builds on the children's sending and receiving skills from KS1. In year 2 children looked at being able to send a ball towards a target with control. This is developed in year 3 by looking at how we can hit a moving ball towards a target with control. This will involve the children being able to move towards a ball predicting where it will land or roll to and move themselves accordingly. In year 3 we will look at how we can build on our control work in year 2 by understanding how we change our power and aim effectively.</p>	<p>Term 4 Multi-skills</p>	<p>As in lower KS2, this term offers an opportunity for children to be able to access a wider range of sports. We want them to have access to as many different sports as possible and have a rich PE curriculum. This is important to be maintained throughout the whole of their KS2 PE. Once again, it is done at this point of the year to ensure the different sports are not dependent on the weather and supports our offer to give everyone an opportunity to have access to different sports and games.</p>



	<p>Year 4 will begin to look at how to control a ball in a rally and keep it going for an extended period. This builds on the sending work from year 3 as the more control the children have the longer the rally will last. Furthermore, it develops the children's movements skills from year 3, understanding where the ball will land and how they have to move themselves to be in the correct position to hit the ball back. Alongside this, they will develop their understanding rules and how to score points against the other team.</p>		
<p>Term 5 Orienteering</p>	<p>Orienteering is introduced in year 3. This will look at combining with some of our geography work, identifying how we read maps accurately. This topic is also designed to improve communication skills that are vital throughout their PE journey. In year 3 children will work in groups to follow the map correctly finding points given to them.</p> <p>In year 4 children will work on more complicated maps and routes. Developing the work from year 3 in which they worked in groups to follow maps, they will work on following routes individually, setting out plans as to how they can work through the route in the quickest and most productive manner.</p>	<p>Term 5 Orienteering</p>	<p>Orienteering in year 5 develops the children's map reading skills from year 4. They will develop their work done on being able to follow more complicated routes and begin to design their own. Using their understanding of following routes in year 4, children set their routes for other people to follow. Once again, we want to give the children an opportunity to recognise how orienteering can be linked across the curriculum. Their learning will be developed with the children being able to design their own maps and routes for other people to follow.</p> <p>In year 6, children will look at continuing to set routes as done in year 5. To develop skills further we will add a time limit onto the children to encourage them to plan their route accurately and with the time constraints in mind.</p>
<p>Term 5 Striking and fielding</p>	<p>Our striking and fielding topic help the children to build on their sending skills from KS1 as well as their throwing and catching skills. In Year 2, the children worked on throwing at different targets whilst being able to send a stationary ball. Year 3 looks at being able to strike a moving ball in a direction that they want the ball to go. We also focus on their catching skills with smaller balls to</p>	<p>Term 5 Striking and fielding (cricket)</p>	<p>This term develops the children's skills from year 3 and 4. In year 4 children worked on batting skills and being able to hit the ball in a given direction. Year 5 builds on this by being able to change their stroke based on where the ball is. They will also work on running once the ball has been hit, deciding whether a run can be made or not based on where the fielders are and where they have hit the ball. Children will also work on the</p>



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	<p>shadow a cricket and rounders game. Year 3 begins to look at isolated skills of batting and bowling and how we change the control and powers of these areas. We also start to think about when different throws are used and how we can be accurate with our throwing and bowling. Within year 4 we start to apply these to more game play situations. Children will recognise when to use batting and how to hold and use a bat correctly from their year 3 work. Year 4 children start to work on looking at where the spaces are in the field and therefore use direction and power to hit the ball into the gaps. Children in year 4 will also start to work on bowling skills and the correct technique for bowling in cricket.</p>		<p>year 4 skills of bowling correctly ensuring they are using the overarm technique correctly. Again, a theme runs right through from KS1 and their throwing and catching skills. In year 6 we continue to develop the children's batting skills from year 5 looking at developing our understanding of how to manipulate the fielders when batting and how to score runs correctly in a game. We also continue with the children's ability to bowl accurately with the correct technique. As with our invasion games work, we will look at the year 5 and 6 children developing their captaincy and leadership skills. Children will also focus on the bowling technique needed in cricket.</p>
Term 6 Multi-Skills	<p>This term offers an opportunity for children to be able to access a wider range of sports. We want them to have access to as many different sports as possible and have a rich PE curriculum. It is done at this point of the year to ensure the different sports are not dependent on the weather and supports our offer to give everyone an opportunity to have access to different sports and games.</p>	Term 6 Athletics	<p>This term once again prepares the children for sports day. We begin to develop the skills taught in KS1 and lower KS2 athletics. The children start to think about how to hone their running, jumping and throwing techniques (building on skills form throughout the year) to try to be a successful as possible across these 3 formats. This is done in year 4 and developed in year 5 as the children become more understanding of events that they are stronger in. We also introduce correct techniques for running in relay races. In year 6 children continue to work on the relay work done in year 5. Look at how this changeover can be done at speed with the correct technique. Within longer distance events, children plan their race to recognise how they can perform at their maximum for as long as possible.</p>
Term 6 Athletics	<p>This term once again prepares the children for sports day. We begin to develop the skills taught in KS1 athletics. Children in year 2 will have worked on their different running, throwing and jumping techniques.</p>	Term 6 Health related fitness	<p>To finish the year, upper KS2 will focus on health-related fitness. This is done at the end of the year to support children in their understanding of their own body and their own fitness. It links well with our science and PSHE topic as we look at going</p>



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They will also have taken part in competitive sports days. This is developed in year 3 as children become more aware of the different lengths of running events and how they adapt their running to counter for this. Look at how they need to run slower in a long distance race compared to faster in a short distance event.

In year 4 we develop the children's understanding of different lengths of race by introducing their understanding of pacing themselves in a race. In year 4 we look further at the different throwing techniques needed for different events such as javelin and discus. The children start to think about how to hone their running, jumping and throwing techniques (building on skills form throughout the year) to try to be a successful as possible across these 3 formats.

Within year 4 we continue this development and look at building in how to control their pace in different races and how to take part in a conventional relay.

through changes to our body. Furthermore, it supports the year 6 children in understanding their own body as they become ready for their transition process towards secondary school.



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EYFS PE Curriculum

Term	Area of PE	Procedural Knowledge	Declarative Knowledge	Key Vocabulary
Term 1	Introduction to PE	<ul style="list-style-type: none">• I can move into space taking into account other people.• I can use movement skills and stay balanced when moving.• I can follow instructions within a game.• I can control my emotions and be kind to others.• I can play co-operatively and take turns with others.	<ul style="list-style-type: none">• I know what space is.• I know what it means to take turns.• I know how to follow 1 instruction at a time.• I can say when I am feeling sad in a game	Turns, space, skills, games
Term 2	Fundamentals of PE	<ul style="list-style-type: none">• I can run safely and avoid other people.• I can change direction when running.• I can change my speed including slowing down when I am close to other people.• I can explore different ways of moving around the room on different levels.• I can say how to keep myself safe in PE.	<ul style="list-style-type: none">• I know why I wear different clothes for PE.• I know how to jump in different way landing safely.• I can say ways I can keep myself safe in PE.• I know I need to look where I am going when running.• I know I need to slow down when approaching a person or object.	Running, jumping, travelling, levels.
Term 3	Dance	<ul style="list-style-type: none">• I can copy simple dance movements.• I can show some rhythm when dancing.• I can move to music.• I know when to stop moving.• I can create my own movements.• I can perform in front of other people.• I can combine movements together staying in control.• I can use large movements to wave flags or streamers.	<ul style="list-style-type: none">• I know how to move in different ways.• I know to stop moving when the music stops.• I know how to move my body when music is playing.• I know that I can move at different speeds.	Music, movement, control, dancing,



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Term 4	Gymnastics	<ul style="list-style-type: none">• I can move freely with confidence in a range of ways.• I can climb under, along and through different pieces of equipment.• I can jump and land safely.• I can create different shapes with my body and hold them still.• I can negotiate space safely taking into account other people.• I can move across different levels, high and low.	<ul style="list-style-type: none">• I know the names of some of the parts of my body including arms, legs, head, feet and hands.• I know the names of some basic movements including crawling, climbing, walking, and hopping.• I know I have to get on and off a bench safely.• I know that I have to change the way I move on different equipment.	Shapes Big movements Small movements Pairs Equipment
Term 5	Ball Skills	<ul style="list-style-type: none">• I can make an object move through pushing, pulling, bouncing and rolling• I can catch a large ball.• I can direct an object towards a target• I can move with a ball in my hands.• I can move a ball to someone else.• I can show I am ready for someone to pass a ball to me.• I can throw a beanbag in the air and catch it.• I can keep a balloon in the air and catch it.	<ul style="list-style-type: none">• I know I must use my arms and hands to push a ball.• I know I must have my hands close together to catch a ball.• I know I must keep my eyes open to watch the ball.• I know how to tell someone I am ready to receive a ball using my voice.• I know I have to tell someone that I am about to roll or throw an object to them.	Pushing, rolling, bouncing, throwing
Term 6	Games/ sports day preparation	<ul style="list-style-type: none">• I can run in a straight line in preparation for sports day.• I can run against other people.• I can work as a team and on my own.• I can support other people when they are running.• I can practise different activities that I will need for sports day.	<ul style="list-style-type: none">• I know where the start line is and this is where I start running.• I know that there is a signal to start a race.• I know where the finish line is and that this is where the race ends.• I know I stop running at the finish line.• I know how to be kind to other people who are running.	Sprinting, finish, start, race, relay.



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KS1 PE Curriculum

Term	Area of PE	Procedural Knowledge	Declarative Knowledge	Key Vocabulary
Term 1	Agility and balance Year 1	<ul style="list-style-type: none"> I can change direction when running. I can alter my direction to avoid other people. I can travel in different ways. I can move in different directions including forwards, backwards and sideways. I can change directions safely. I can choose a correct movement based on a target. 	<ul style="list-style-type: none"> I know that I can move in different directions to avoid people. I know how to stay balanced when changing direction. I know I need to look around me before changing direction. I know that I need to be aware of my surroundings. 	Direction, movement, forwards, backwards, sideways,
	Agility and balance Year 2	<ul style="list-style-type: none"> I can balance on different parts of my body. I can speed up and slow down based on given commands. I can change direction at speed. I am aware of people around me. I can change the levels that I am moving at with co-ordination. I can move forwards, backwards and sideways at speed without falling over. I can dodge around people in a game. I can dodge around targets coming towards me e.g. a dodgeball. 	<ul style="list-style-type: none"> I know that I can dodge people by changing direction at speed. I know that I have to move my body weight to change direction. I know that my arms can be used to help balance my weight. I know how to use my eyes to help decide my next direction. I know that co-ordination involves all parts of my body. 	Spatial awareness, levels, dodging, commands, sideways, forwards, backwards
	Running Year 1	<ul style="list-style-type: none"> I am beginning to show balance and co-ordination. I can run at different speeds. I can change my speed depending on the people around me. 	<ul style="list-style-type: none"> I know how to run into spaces. I know I need to bend my knees when I run. I know I need to use my arms when I run. I know that running makes my heart beat faster. 	Balance, speed, accelerate, breath, heart rate.



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		<ul style="list-style-type: none"> I can run without falling over. I am able to accelerate my speed. I can talk about how running impacts my body. 	<ul style="list-style-type: none"> I know how to run in a straight line. I know when to run at my fastest in a game. 	
	<p>Running</p> <p>Year 2</p>	<ul style="list-style-type: none"> I can compete against other people in a race. I know how my whole body can be used to help me run faster. I know how running impacts on my body. I can run in different styles for different purposes. I can use my running skills in a range of games. I can run in a relay race I can run holding equipment e.g. (hockey stick rugby ball) I have spatial awareness in smaller spaces when running 	<ul style="list-style-type: none"> I know when I am competing in a race. I know how to pump my arms to help me move faster. I know that my arms and legs need to work in time with each other. I know that when running for longer distances I have to slow my running down. I know I still need to be balanced when holding a piece of equipment. I know when I have won or lost a race. I know how to accept whether I have won or lost a race. 	<p>Relay, purpose, sprinting, energy, competing.</p>
<p>Term 2</p>	<p>Dance</p> <p>Year 1</p>	<ul style="list-style-type: none"> I can move in a simple sequence. I can copy simple dance movements. I can create a short performance. I can show and understand some rhythm when dancing. I can make shapes with my body changing the size. I can change my actions on different levels. I can stop and start dance based on commands. I can say what I liked about someone else's performance. I can work with others on a short routine. 	<ul style="list-style-type: none"> I know what different levels are including higher and lower. I know that dance involves a range of different movements. I know that I have to stay balanced when dancing. I know that when dancing you try to stay in time with the music. I know how to be kind when offering feedback. 	<p>Sequence, movements, shapes, dance, command, performance</p>
	<p>Dance</p>	<ul style="list-style-type: none"> I can perform basic shapes or movements. I can make a patterns to music. 	<ul style="list-style-type: none"> I know what patterns of movement are. 	<p>Patterns, control, co-ordination,</p>



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	<p>Year 2</p>	<ul style="list-style-type: none"> • I can move with careful control and co-ordination. • I can copy a sequence of dance movements and positions. • I can create a short sequence based on a stimulus. • I can experiment with different actions, direction and levels. • I can move in time with music. • I can work with a partner to synchronise movements. 	<ul style="list-style-type: none"> • I know what a short sequence of movement is. • I know how to move in time to music. • I know that I can change direction in music and how to stay balanced. • I know that when working with a partner I will have to listen to their ideas. • I know how to share my own ideas about a sequence with a partner. 	<p>stimulus, synchronise, positions, levels</p>
	<p>Jumping Year 1</p>	<ul style="list-style-type: none"> • I know how to jump and land safely. • I can jump in a variety of ways including: 1 foot to 2 feet, 1 foot to 1 foot, 2 feet to 1 foot and 2 feet to 2 feet. • I can jump for different purposes. • I can measure how far I have jumped using cones. • I can compare how far I have jumped with other people. • I can offer support to help people with how far they are jumping. • I can jump over and object and act safely. 	<ul style="list-style-type: none"> • I know that jumping involves my whole body leaving the floor. • I know that when I land I need to stay balanced. • I know the dangers of jumping off something too high. • I know I need to bend my knees when I land. • I know how to measure, with a cone, how far someone has jumped. • I know how to jump in different ways. • I know how to help someone who is struggling to land and stay balanced. 	<p>Jump, land, safely, feet, how far, measure</p>
	<p>Jumping Year 2</p>	<ul style="list-style-type: none"> • I can perform jumps for different purposes such as distance, height and speed. • I can perform a speed bounce focusing on jumping from 2 feet to 2 feet. • I can speed bounce for 30 seconds. • I understand how to use my whole body to help me jump further including bending my knees and using my arms to help propel me forward. 	<ul style="list-style-type: none"> • I know that jumps can be used for different purposes. • I know how to use my arms to help propel me forward or upwards. • I know how to use my legs and arms at the same time. • I know the importance of bending my knees both at the start and end of my jump. • I know how to use a landing to continue into the next jump. 	<p>Distance, speed, height, sequence, speed bounce, feedback, landing,</p>



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		<ul style="list-style-type: none"> I can land effectively bending my knees to support a soft landing. I can combine jumps within a sequence, taking off and landing on different feet. I can work with a partner on a jumping sequence. I can give feedback on someone else's jump to help them jump further, higher or quicker. 	<ul style="list-style-type: none"> I know how to give supportive advice to someone on their jumping technique. 	
Term 3	Gymnastics Year 1	<ul style="list-style-type: none"> I can perform basic shapes on different body parts on the floor including my back, side bottom, feet and front. I can travel across the floor in different ways including: jumping, hopping, skipping and galloping. I can balance on large body parts that I know. I can show a variety of wide and narrow balances. I can perform balances on low apparatus. I can rock on different body parts to stand up or turn over on the floor. I can control my body when moving in different ways. I can travel on apparatus with some control and care moving around, under, over and through different objects. 	<ul style="list-style-type: none"> I know the names of different body parts including: back, bottom, side, toes and fingers. I know that travelling is a way of moving. I know that balance involves being able to stay still and not move. I know the difference between a wide and narrow balance. I know that I need to be safe on apparatus. I know that keeping control of my body helps keep me safe I know that I may get injured if I am not in control of my body. 	Body parts, floor, jumping, hopping, skipping, balance, different, under, over, through
	Gymnastics Year 2	<ul style="list-style-type: none"> I can hold a shape whilst balancing on different parts of my body. I can travel in a variety of ways including rolling (pencil roll, teddy bear roll) 	<ul style="list-style-type: none"> I know how to make shapes in a balance. I know different types of roll including pencil roll and teddy bear roll. I know that I must enter and exit apparatus at a certain place. 	Sequence, safety, apparatus, balance, roll, equipment, landing, actions, feedback



		<ul style="list-style-type: none"> I can jump in a variety of ways including: straight jump, tuck jump, pike and straddle jump I can climb onto equipment safely. I can jump off low apparatus safely I can copy and remember actions within a sequence. I can create my own short sequence. I can work safely using different apparatus. I can give feedback to other people saying what I liked about their performance 	<ul style="list-style-type: none"> I know that a sequence will involve more than one type of movement. I know that balance is vital throughout all types of movement. I know that I have to be kind when giving feedback on someone else's sequence. 	
	<p>Throwing and Catching</p> <p>Year 1</p>	<ul style="list-style-type: none"> I can throw a ball with some accuracy towards a target. I can send a ball, beanbag or quoit forwards using an underarm throw. I can receive a ball, beanbag or quoit with control. I can roll and retrieve a hoop. I can catch a ball or beanbag that I have thrown myself. 	<ul style="list-style-type: none"> I know what a target is. I know that I have to have my eyes on the target when throwing. I know what an underarm throw is. I know which hand I am better at throwing with. I know I have to roll a hoop straight to keep it moving. I know I have to throw a beanbag / ball gently in order to catch it. 	<p>Thrown, catch, hands, beanbag, quoit, target</p>
	<p>Throwing and Catching</p> <p>Year 2</p>	<ul style="list-style-type: none"> I can begin to become more accurate throwing at a smaller target. I can throw both overarm and underarm. I can throw a ball whilst moving towards a target. I can throw at different speeds and over different distances. I can catch a bean bag that has been thrown to me. I can gradually move further away when catching a bean bag or larger ball. 	<ul style="list-style-type: none"> I know to point at a target with my other hand before throwing. I know the difference between an underarm and overarm throw. I know that I have to change how hard I throw a ball based on the distance I want it to go. I know how to keep my hands next to each other when catching a smaller object. I know that I have to change my aiming when throwing at a moving target. I know I have to pull my arm back and then extend forward when throwing overarm. 	<p>Accuracy, overarm, underarm, catching, target, distance, further away, movement.</p>



		<ul style="list-style-type: none"> I can use throwing skills in games such as dodgeball I can try to catch smaller balls using the correct technique 		
Term 4	Ball Skills Year 1	<ul style="list-style-type: none"> I can pass a ball around different parts of my body. I can bounce or pat a ball onto the floor with some control. I can dribble a ball with some control I can direct a ball towards a target. I can walk slowly whilst dribbling a ball with my feet. 	<ul style="list-style-type: none"> I know that balls will roll away from me if I let go of them. I know that the harder I bounce a ball the higher it will bounce back upwards. I know that I have to look at the ball when I am dribbling. I know that dribbling means I am in control of the ball. I know that I have to slow my speed to keep control of the ball. 	Target, control, slowly, body, bounce, pat
	Ball Skills (Focus on using feet) Year 2	<ul style="list-style-type: none"> I can dribble a ball using my feet. I can change direction when dribbling ball with my feet. I can pass a ball using my feet to a partner. I can control a ball that is passed towards me. I can kick a ball towards a target. I know how to alter my shooting based on a previous effort I can shoot towards gradually smaller targets. I can dribble with a ball and shoot whilst moving. 	<ul style="list-style-type: none"> I know that when dribbling I need to look where I am going as well as at the ball. I know that when passing to a partner I have to aim for where they are standing. I know that I have to control the speed as well as direction when passing to a partner. I know that controlling a ball means to stop it close to me. When aiming at a target, I know how to change my throw or kick based on previous attempts. 	Shooting, dribbling, targets, direction,
	Sending and receiving without equipment	<ul style="list-style-type: none"> I can send a ball or beanbag using an underarm throw. I can point at the target I want to hit to help me aim. 	<ul style="list-style-type: none"> I know that power is how hard I am throwing an object. I know that pointing at a target helps me aim towards it. 	Send, receive, power, target, control



	<p>Year 1</p>	<ul style="list-style-type: none"> • I can change the power and distance of my thrown. • I can alter my power or aim based on a previous go. • I can control a ball as it rolls towards me on the ground. 	<ul style="list-style-type: none"> • I know that distance is how far a target is away from me. • I know whether I was successful in hitting a target or not. • I know that I need to be ready when someone rolls a ball towards me. 	
	<p>Sending and receiving without equipment (Focus on using all parts of the body) Year 2</p>	<ul style="list-style-type: none"> • I can send an object with different parts of my body. • I can show continuous and controlled bouncing with one two hands. • I can show continuous and controlled bouncing with one hand. • I can dribble with 2 hands whilst moving. • I can pass a ball around an opponent. • I can find space so a partner can pass to me. • I can use control in my passing. • I can reflect on why a pass to a partner was successful or unsuccessful. • I can aim towards small targets. 	<ul style="list-style-type: none"> • I know what continuous bouncing means. • I know that I have to keep a similar power each time I bounce the ball down to keep a continuous bounce. • I know that finding space is more likely to mean I am passed to. • I know that if I am dribbling whilst moving, I can't just look at the ball. • I know that a partner needs to be in space to avoid an opponent. • I know how to tell a partner where to stand so they are in space. • I know how to describe whether a pass was successful or unsuccessful. • I know how to suggest supportive improvements to someone's passing. 	<p>Aiming, control, opponent, space, partner, reflection, successful, unsuccessful, passing</p>
<p>Term 5</p>	<p>Team games (Introduction to small sided games) Year 1</p>	<ul style="list-style-type: none"> • I can follow simple rules in games. • I can play safely with a partner or small groups. • I can use different ways of travelling in games. • I combine travelling movements with simple defensive movements such as marking a player. 	<ul style="list-style-type: none"> • I know what the rules of the game are. • I know that there are other people on my team. • I know that I have to be kind to members of my team. • I know that in games there are people who win and people who lose. • I know that sometimes in games my team will lose. 	<p>Rules, team, groups, partner, safety</p>



		<ul style="list-style-type: none"> I can combine travelling movements with simple attacking movements such as dodging a player. 	<ul style="list-style-type: none"> I know how to act when my team wins or loses. 	
<p>Small sided games</p> <p>Year 2</p>	<ul style="list-style-type: none"> I can travel with equipment in a purposeful way. I can direct an object on a purposeful path towards a target. I can throw and catch within a pair. I can control a ball with a stick or bat. I know when to pass or send an object towards a target. I can develop simple tactics for attacking and defending. I can follow the rules of a game. I can choose the best space to use in a game. I can begin to use throwing, catching and kicking skills in a game. I can co-operate with other members of my team. 	<ul style="list-style-type: none"> I know that in team games I have to be part of a team. I know how to follow rules in different games. I know that in games I need to find space to receive the ball. I know that sometimes in games other people will get the ball more than me. I know that in team games you have attackers and defenders. I know that I have to talk to my teammates in games. I know that sometimes my teammates will make mistakes in games. I know that I have to support my teammates when they get things wrong. 	Teamwork, target, space, attacking, defending, rules,	
<p>Sending and receiving with equipment</p> <p>Year 1</p>	<ul style="list-style-type: none"> I can steer a ball along the ground towards a target. I can use a range of equipment to send a ball including a hockey stick, tennis racket and cricket bat. I can keep control of the ball when moving at walking pace. I can control a ball as it moves towards me. I know that when I am sending a ball to a partner that I need to swing my racket with some force. I can balance a ball on a racket whilst moving. 	<ul style="list-style-type: none"> I know I have to handle equipment safely. I know that I need to hold equipment with both hands. I know that I have to aim towards where I want the ball to go. I know that I have to move the stick/racket backwards before I move it towards the ball. I know that the harder I swing the stick/racket the more power I am putting on the ball. I know that I can use the stick/racket to control the ball rather than my hands. 	Racket, bat, stick, walking, moving, partner, floor, moving	



		<ul style="list-style-type: none"> I can send a ball both on the ground and through the air. 		
	<p>Sending and receiving with equipment</p> <p>Year 2</p>	<ul style="list-style-type: none"> I can send a ball off a tee using a bat or racket. I can move and dribble a ball in different directions. I can dribble a ball at a quick walking pace avoiding obstacles. I can aim at a smaller target understanding how to change where to hit the ball. I can hit a ball that is moving towards me. I can tell a partner where to stand to receive the ball. I am able to move to a position based on where I think the ball will go. I can use different equipment to send and receive balls. 	<ul style="list-style-type: none"> I know how to keep a ball close to a racket/stick when moving. I know that I need to change my speed depending on the control I have. I know that I need to change direction of my body and stick/racket when dribbling to avoid obstacles I know how that I have to wait for a ball to reach me before trying to hit it. I know to watch the ball carefully as it approaches me. I know that I need to know where I want to hit the ball before it comes to me. 	<p>Direction, aiming, movement, power, space, communication</p>
<p>Term 6</p>	<p>Athletics</p> <p>Year 1</p>	<ul style="list-style-type: none"> I can run at different speeds showing the difference between sprinting and jogging. I can show a variety of throwing techniques including throwing overarm and underarm. I can throw a ball towards a target with increasing accuracy. I can perform different types of jumps, e.g. 1-1, 1-2, 2-2. I can jump and land safely with confidence and control. I can show the difference between jumping and landing. 	<ul style="list-style-type: none"> I know what sports day is. I know that I will be competing as part of a team. I know that I am competing against other people. I know the importance of supporting other runners. I know that I need to run towards a finish line. I know that people will cheer for myself and other people in a race. I know that I need to use what I have learnt this year to help me. 	<p>Sprinting, jogging, speed, throwing, running, target, start, finish</p>



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		<ul style="list-style-type: none"> I can use my running skills to compete against other people. I know where the start and finish lines are. 	<ul style="list-style-type: none"> I know that I can throw overarm or underarm in an event. 	
Athletics Year 2	<ul style="list-style-type: none"> I can show balance and co-ordination when running at different speeds. I can compete against another opponent. I can change how I run depending on the distance. I can stay in a lane during a running race. I can throw in different ways depending on the object. I can measure distances and decide who has thrown an object further. I can tell who has won a race and followed the rules correctly. I can hurdle an obstacle. I can complete an obstacle course with control and agility. 	<ul style="list-style-type: none"> I know that I need to increase my speed when running. I know that there are different places within a race. I know that in a relay I only run part of the race. I know which lane I am in when running. I know that it is important to support other athletes in an athletics event. I know I have to jump over a hurdle when it is in front of me. I know I need to slow down before coming to the hurdle. I know how to apply skills from the year within the same race. 	Distance, competing, lane, distance, control, furthest, measurement	
Small sided games Year 1	<ul style="list-style-type: none"> I can follow simple rules or adaptations to play games. I can play safely with a small groups. I can play games with a partner and be able to keep the score. I can use my sending and receiving skills within a game. I can use steering, hitting along the ground or in the air to play games. I can aim consistently at a variety of different targets. I can stop quickly and change direction to avoid being 'hit' or 'tug' in a game. 	<ul style="list-style-type: none"> I know what the rules of the game are. I know that teams can have different numbers of players. I know that I can't always be on a team with people I want to be. I know that there are other people on my team. I know that I have to be kind to members of my team. I know that in games there are people who win and people who lose. I know that sometimes in games my team will lose. 	Rules, games, groups safely, targets, sending, receiving	



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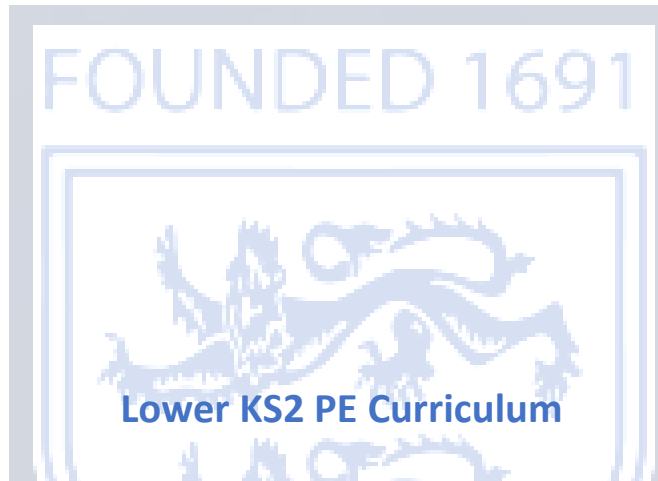
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			<ul style="list-style-type: none">I know how to act when my team wins or loses.	
Small sided games Year 2	<ul style="list-style-type: none">I can travel with equipment in a purposeful way.I can direct an object on a purposeful path towards a target.I can throw and catch within a pair.I can control a ball with a stick or bat.I know when to pass or send an object towards a target.I can develop simple tactics for attacking and defending.I can follow the rules of a game.I can choose the best space to use in a game.I can begin to use throwing, catching and kicking skills in a game.I can co-operate with other members of my team.	<ul style="list-style-type: none">I know that in team games I have to be part of a team.I know how to follow rules in different games.I know that in games I need to find space to receive the ball.I know that sometimes in games other people will get the ball more than me.I know that in team games you have attackers and defenders.I know that when attacking I am trying to score in my opponents goal.I know when defending I am trying to stop the other team from scoring.I know that I have to talk to my teammates in games.I know that sometimes my teammates will make mistakes in games.I know that I have to support my teammates when they get things wrong.	Teamwork, target, space, attacking, defending, rules,	



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Lower KS2 PE Curriculum

Term	Area of PE	Procedural Knowledge	Declarative Knowledge	Key Vocabulary
Term 1	Dance Year 3	<ul style="list-style-type: none"> • I can begin to perform a pair or group dance. • I can involve canon and unison in my routine. • I can respond to rhythm in music in time showing like and unlike actions. • I can respond to music and express a variety of moods and feelings. • I can count beats and change direction when dancing. • I can keep count and tempo when dancing. 	<ul style="list-style-type: none"> • I know that canon means performing moves that I copy off a partner • I know that moving in unison means performing moves in time with a partner. • I know how to count beats correctly. • I know that rhythm flows through music and dance. • I know how to communicate with a partner to signal a change in direction when dancing 	Sequence, pivot, performance, canon, tempo, timing, patterns, duet



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	<p>Swimming</p> <p>Year 4</p>	<ul style="list-style-type: none"> I can enter and leave the water safely, including exiting from the side. I can use a range of strokes effectively over 10m. I can begin to use some safety techniques including floating. I can swim using a float if needed. 	<ul style="list-style-type: none"> I know the name of different strokes including front crawl and back crawl. I know that water can be dangerous. I know that I enter the water using the steps. I know I exit the water using the steps. I know I need to keep my head above the water when waiting. I know when swimming to kick my legs. I know I need to move my arms through the water in order to move. I know that floats or armbands can be used to help me stay afloat. 	<p>Front crawl, strokes, back crawl, safety</p>
	<p>Invasion Games</p> <p>Year 3</p> <p>(Basketball/Netball)</p>	<ul style="list-style-type: none"> I can select appropriate movements within a game. I can change direction with speed and control I can move to find space. I can demonstrate control of a ball. I can dribble towards a target using one hand. I can make key passes to people who are in space. I can mark another player and try to stop them receiving the ball. I can apply rules to a game and follow them accurately. 	<ul style="list-style-type: none"> I know that to receive the ball I need to be in a space. I know that changing direction might help me find space. I know that there are different types of pass I can make. I know that it is better to pass to someone in space rather than someone who is being marked. I know that I need to mark people who are in space. I know that sometimes I will try to score and not succeed I know that sometimes myself or my team mates will lose a game. 	<p>Movement, passing, dribbling, rules, space, possession</p>
	<p>Invasion Games</p> <p>Year 4</p> <p>(Basketball/Netball)</p>	<ul style="list-style-type: none"> I can make a series of passes to someone in good spaces. I can pass in different ways including using a chest pass, shoulder pass and bounce pass. 	<ul style="list-style-type: none"> I know that I will have to make different passes to score. I know that my teammates might be marked and therefore I have to select my pass carefully. 	<p>Attacking, defending, marking, rules, position, decision</p>



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		<ul style="list-style-type: none"> I can select which pass to use depending on the situation. I can show someone a target of where I want them to pass the ball. I know where space might be on a pitch and can move myself into this area. I can use a shooting technique to help me score points. I can follow rules of a game and identify when they are not being followed. I can dribble a ball quickly and change direction when a defender approaches. I can make decisions on who is the best person to pass to based on their position. I can mark both space and people. I can intercept a pass correctly 	<ul style="list-style-type: none"> I know that different passes (chest pass, bounce pass, shoulder pass) might need to be used in different parts of the game. I know that I will have to change direction quickly to find space. I know that my team might win or lose. I know that it is the whole team's responsibility as to whether we win or lose a game. I know when shooting I need to use my whole body (legs, knees, arms, hands) in order to shoot accurately into a net. I know I need to be supportive of teammates when they make mistakes. 	making, choices, scoring
Term 2	Swimming Year 3	<ul style="list-style-type: none"> I can enter the water safely, as taught, from the side. I can use different arm and leg movements to propel through the water. I can control my breathing and am comfortable on the surface and under the water. I can travel on my back or front for 5m with or without floats. I can recognise the rules of being in the pool. I can float on the water in different positions with or without aids. I can push or glide away from the wall. 	<ul style="list-style-type: none"> I know the name of different strokes including front crawl and back crawl. I know that water can be dangerous. I know that I enter the water using the steps. I know I exit the water using the steps. I know I need to keep my head above the water when waiting. I know when swimming to kick my legs. I know I need to move my arms through the water in order to move. I know that floats or armbands can be used to help me stay afloat. 	Safety, pool, water, floating, aids,
	Dance Year 4	<ul style="list-style-type: none"> I can respond imaginatively to stimuli. I can identify and repeat the actions of a dance style with precision and control. I can relate to characters, music or a story. 	<ul style="list-style-type: none"> I know that canon means performing moves that I copy off a partner 	Expression, rhythm, choreography, precision, control



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		<ul style="list-style-type: none"> • I can perform clear and fluent dances that show some sensitivity to the stimuli. • I can give specific feedback on a performance. • I can compose longer, more complex dance sequences. • I can use different dance techniques within a sequence. • I can confidently improvise with a partner or individually. • I can make up a dance within a small group. 	<ul style="list-style-type: none"> • I know that moving in unison means performing moves in time with a partner. • I know that dance can be used to show emotion. • I know that there are different dance styles and can name them. • I know how to count beats correctly. • I know that rhythm flows through music and dance. • I know how to combine ideas from different people into a routine. • I know how to communicate with a partner to signal a change in direction when dancing. 	
	<p>Invasion games Year 3</p> <p>(Football, tag rugby)</p>	<ul style="list-style-type: none"> • I can select appropriate movements within a game. • I can change direction with speed and control • I can move to find space. • I can demonstrate control of a ball. • I can dribble towards a target using my feet. (football) • I can signal when I want the ball to be passed to me. • I know the difference between attacking and defending. • I can make key passes to people who are in space. • I can mark another player and try to stop them receiving the ball. • I can apply rules to a game and follow them accurately. 	<ul style="list-style-type: none"> • I know that to receive the ball I need to be in a space. • I know that changing direction might help me find space. • I know when kicking a football I use the instep of my foot. • I know to control a ball with the instep of my foot. • I know the difference between passing and shooting. • I know that it is better to pass to someone in space rather than someone who is being marked. • I know that I need to mark people who are in space. • I know that sometimes I will try to score and not succeed. 	<p>Passing, movement, space, attacking, defending, control, dribbling, direction.</p>



	<p>Invasion games Year 4 (Football, tag rugby)</p>	<ul style="list-style-type: none"> • I can make a series of passes to someone in good spaces. • I can pass to people using different parts of my feet (football) • I can show someone a target of where I want them to pass the ball. • I know where space might be on a pitch and can move myself into this area. • I can use a shooting technique to help me score points. • I can follow rules of a game and identify when they are not being followed. • I can dribble a ball quickly and change direction when a defender approaches. • I can make decisions on who is the best person to pass to based on their position. • I can mark both space and people. • I can intercept a pass correctly. • I can reflect on performance thinking about how my team performed and why. 	<ul style="list-style-type: none"> • I know that sometimes myself or my team mates will lose a game. • I know that I will have to make more than one pass to score. • I know when it is best to pass or dribble the ball. • I know that my teammates might be marked and therefore I have to select my pass carefully. • I know that in rugby I can only pass sideways or backwards. • I know how to position my body so I can pass to either side of me. • I know that in rugby I have to touch the ball down over the line to score a try. • I know that I will have to change direction quickly to find space. • I know that my team might win or lose. • I know that it is the whole team's responsibility as to whether we win or lose a game. • I know I need to be supportive of teammates when they make mistakes. 	<p>Attacking, defending, marking, rules, position, decision making, choices, scoring</p>
	<p>Year 3 Dodgeball (Links to our invasion games focus for this term,</p>	<ul style="list-style-type: none"> • I can learn the rules of the game correctly. • I can provide feedback on performance. • I can throw with increasing accuracy towards a target. • I am able to catch a ball with increasing consistency. • I can work within a team to suggest how to win. • I can dodge a ball as it approaches me. • I can decide on how best to move myself to avoid being hit. 	<ul style="list-style-type: none"> • I know that in dodgeball I have to avoid being hit by the ball. • I know that I have to try and hit the opposing team with the ball. • I know that when I am hit I am out of the game. • I know how to change the direction of my throw. • I know where is best to stand in the court to avoid being hit. 	<p>Target, dodging, throwing, accuracy, speed, feedback</p>



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	<p>developing our throwing skills)</p>		<ul style="list-style-type: none"> • I know I need to be honest if I am hit by the ball. • I know that catching the ball will remove the other team's player. 	
	<p>Year 4 Dodgeball</p> <p>(Links to our invasion games focus for this term, developing our throwing skills)</p>	<ul style="list-style-type: none"> • I know the rules of the game and can use them fairly and honestly. • I can begin to catch balls thrown at a greater speed. • I can return to a balanced ready position to help defend myself. • I am able to vary my speed and power of my throw. • I can aim clearly at a moving target. • I can make in game decisions that impact on how successful my team is. • I can contribute to being part of a team. 	<ul style="list-style-type: none"> • I know the rules of the game and when I will be out. • I know where to stand in the court to stay in the game but how the position differs when I am throwing. • I know that I need to throw with power and accuracy. • I know when to make a decision about when to try and catch or dodge a ball. • I know that some of my teammates will need support within a game. • I know that I will need to change direction at speed throughout the game. 	<p>Target, decision making, accuracy, balanced, ready position, movement, teamwork</p>
	<p>Invasion Games Year 3</p> <p>(Tchoukball, handball)</p>	<ul style="list-style-type: none"> • I can select appropriate movements within a game. • I can change direction with speed and control • I can move to find space. • I can demonstrate control of a ball. • I can dribble towards a target using my feet. (football) • I can signal when I want the ball to be passed to me. • I know the difference between attacking and defending. • I can make key passes to people who are in space. • I can mark another player and try to stop them receiving the ball. • I can apply rules to a game and follow them accurately. 	<ul style="list-style-type: none"> • I know that to receive the ball I need to be in a space. • I know that sometimes people may get the rules of a new game wrong. • I know the importance of supporting people to understand the rules. • I know that changing direction might help me find space. • I know how to signal that I want the ball. • I know how to catch a ball to keep possession. • I know the difference between passing and shooting. • I know that it is better to pass to someone in space rather than someone who is being marked. 	<p>Control, movements, attacking, defending, receiving, passing, rules, signals, space</p>



			<ul style="list-style-type: none"> • I know that I need to mark people who are in space. • I know that sometimes I will try to score and not succeed • I know that sometimes myself or my team mates will lose a game. 	
	<p>Invasion Games (Tchoukball, handball)</p> <p>Year 4</p>	<ul style="list-style-type: none"> • I can make a series of passes to someone in good spaces. • I can show someone a target of where I want them to pass the ball. • I know where space might be on a pitch and can move myself into this area. • I can use a shooting technique to help me score points. • I can follow rules of a game and identify when they are not being followed. • I can dribble a ball quickly and change direction when a defender approaches. • I can make decisions on who is the best person to pass to based on their position. • I can mark both space and people. • I can intercept a pass correctly. • I can apply invasion games skills to different sports. • I can reflect on performance thinking about how my team performed and why. 	<ul style="list-style-type: none"> • I know that I will have to make more than one pass to score. • I know when it is best to pass or dribble the ball. • I know how to change between attacking when we have possession to defending when we don't have possession. • I know how to follow new rules of a game accurately. • I know that my teammates might be marked and therefore I have to select my pass carefully. • I know when a ball has been intercepted fairly. • I know when there has been a foul and can say why. • I know how to position my body so I can pass to either side of me. • I know that I will have to change direction quickly to find space. • I know that my team might win or lose. • I know that it is the whole team's responsibility as to whether we win or lose a game. • I know I need to be supportive of teammates when they make mistakes. 	<p>Decision making, dribbling, invasion games, performance, skills, shooting, technique, areas, rules</p>



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Term 4	<p>Gymnastics</p> <p>Year 3</p>	<ul style="list-style-type: none"> • I can combine movements to create a sequence. • I can use both the floor and apparatus within a sequence. • I can change actions both in their speed and level. • I can create a sequence or performance in pairs or small groups. • I can show symmetry in performance in canon or unison. • I can repeat and perform sequences. • I can balance using different body parts. • I can travel in different ways and directions. • I can combine a range of actions within a sequence. • I can give constructive feedback on other people's work. 	<ul style="list-style-type: none"> • I know what a sequence of movements is. • I know that symmetry will show a reflection of movements. • I know that travelling involves movement from one place to another. • I know that a balance can be performed on different body parts. • I know a sequence can involve balances, rolls, jumps and travelling. • I know how to transition between different actions in a sequence without stopping. 	<p>Apparatus, symmetry, canon, unison, sequence, actions, feedback</p>
	<p>Gymnastics</p> <p>Year 4</p>	<ul style="list-style-type: none"> • I can combine movement of different types into sequences. • I can take my body weight on my hands. • I can improve a gymnastics sequence by changing shape, speed, space or body part. • I can plan, perform and repeat different sequences. • I recognise the impact my core has on my ability to perform different movements. • I have good techniques when travelling or balancing using equipment. • I can perform techniques using a greater clarity, fluency and accuracy. • I can create longer, more complex sequences. • I can give specific feedback to other people's sequences. 	<ul style="list-style-type: none"> • I know how to combine ideas of others in a sequence. • I know what I am comfortable in performing in gymnastics • I know that I need to tuck my head under when performing rolls and not have the back of my head/neck on the floor. • I know what core strength is. • I know I need to keep centre of gravity in my core when balancing. • I know how to make adaptations to a sequence. E.g. a pencil roll instead of a forward roll. 	<p>Sequence, shape, speed, body parts, technique, clarity, fluency, accuracy, balance.</p>



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	<p>Net/wall (Tennis, badminton, volleyball)</p> <p>Year 3</p>	<ul style="list-style-type: none"> • I can strike a ball with some control over a net. • I know where I want to hit ball and can do so with some accuracy. • I can apply some simple tactics by hitting a ball from side to side making my opponent move. • I can feed a partner correctly giving them a chance to practise returning the ball. • I can play a forehand and understand it's name. • I can return a ball hit to me to form the start of a rally. • I know I need to move towards where the ball lands to make it easier for me to return. • I can move my racket from low to high to ensure the object is high enough to go over the net. • I can identify why I am being successful or unsuccessful. 	<ul style="list-style-type: none"> • I know when a forehand or backhand is used. • I know I can play with 1 hand or 2 hands. • I know when feeding a partner a ball I want to make it bounce was. • I know I need to control my power and not just hit the ball as hard as possible. • I know that I can't stand still when playing. • I know that hitting a moving ball to a partner is called a return. • I know I have to start my racket low and bring it higher to hit the ball upwards over the net. • 	<p>Forehand, control, rally, tactics, accuracy, power, return, movement.</p>
	<p>Net/wall (Tennis, badminton, volleyball)</p> <p>Year 4</p>	<ul style="list-style-type: none"> • I can keep a rally going for more than 3 shots. • I am more confident in aiming towards a target knowing how I can change my technique in order to do this. • I am able to control my swing understanding the impact this will have on the power of the ball. • I can play a 1 v 1 game following rules accurately. • I understand the outlie of court and whether the ball lands in or out. • I can try to use both forehand and backhands when needed. • I can being to move my opponent in different directions including side to side and forwards and backwards to make it harder for them to return. • I can umpire my own game keeping fair record of the score. 	<ul style="list-style-type: none"> • I know that when playing with a partner it is called a rally. • I know the layout of the court and when a ball lands in or out. • I know how to move towards where the ball lands. • I know it is easier to control a shot after letting it bounce. • I know how to keep track of a score. • I know that I where my racket ends u facing is the direction in which the ball will go. • I know I need to aim to different parts of the court to move my opponent and make it difficult. • I know I need to alter the direction and power of my shots in a game. 	<p>Rally, tactics rules, backhand, placement, rules, scoring, opponents</p>



Term 5	<p>Orienteering (Map skills)</p> <p>Year 3</p>	<ul style="list-style-type: none"> I can use a key and symbols with support if necessary. I know the meaning of some common map symbols. I can follow a simple course using a map. I know what orienteering involves and know some of the basic symbols. I can establish direction of travel in a small area. I can work co-operatively with a partner when following a course. I can orientate with increasing confidence around a short trail. I can take part in outdoor adventurous activities both individual and in a team. 	<ul style="list-style-type: none"> I know what orienteering is. I know how to use a simple map. I know that a key will help me to find objects. I know that I am timed on how fast I finish the course. I know that the symbols on a map represent real life items. I know that I may need to listen to other people to follow the map. I know that communication is important when working with a partner. 	<p>Map skills, orientate, course, direction, symbols, key, teamwork</p>
	<p>Orienteering (Map Skills)</p> <p>Year 4</p>	<ul style="list-style-type: none"> I can orientate with increasing confidence around a short trail. I can use a map to create a trail for others to follow. I can begin to use a map to complete a more complex orienteering course. I can choose sensible skills for the challenge set. I can confidently orientate myself and a partner around a short trail. I can work effectively as part of a team taking on different roles. 	<ul style="list-style-type: none"> I know how to use a map effectively. I know how to navigate a more complex map. I know it is better to plan a route before starting. I know how to set a trail for someone else. I know how to use a key accurately. I know how different roles within the team are important. 	<p>Trails, orientate, complex, effectiveness, map reading,</p>
	<p>Striking and fielding (Rounders, cricket)</p> <p>Year 3</p>	<ul style="list-style-type: none"> I can use different types of thrown including overarm and underarm. I can field a ball rolling to me from the front or the side. I can strike a ball with control sending it in the direction I want it to go. I can receive ball from one direction and strike it back to another. 	<ul style="list-style-type: none"> I know that when feeding a ball I want to make it bounce once. I know the important of letting the ball go as my arm is moving in the upwards motion of an underarm throw. I know to hold the bat with two hands. I know to stand sideways as the ball comes towards me to allow me to swing the bat. 	<p>Overarm, underarm, catching, accuracy, hitting, direction, fielding.</p>



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		<ul style="list-style-type: none"> I can identify good striking techniques including how to stand and how to hold the bat correctly. I can catch a ball that is thrown towards me. I can throw a ball towards someone who is hitting with some accuracy. I can begin to use skills in striking and fielding games. 	<ul style="list-style-type: none"> I know where I want to hit the ball as it comes towards me. I know how far I hit a ball will depend on how hard I swing. I know I need to keep watching the ball until I hit it. 	
	<p>Striking and fielding (Rounders, cricket)</p> <p>Year 4</p>	<ul style="list-style-type: none"> I can gain more control when striking a ball in the direction I would like it to go. I can throw a ball different distances when fielding. I can gain control over the speed and power of my throw when fielding, knowing when I need to throw further or shorter distances. I can gain more control when bowling (underarm) or feeding to the batter, making the ball bounce once or not at all. I can strike a moving ball along the ground or in the air in different directions. I can direct a strike into spaces to help me score a run or point in a game. I can combine my striking and fielding skills within games following the rules and understanding how to score runs or points for my team. I can try to catch a ball that has been hit towards me. I know that when if someone catches the ball I have hit then I am out. I am starting to protect my stumps or wickets to stop me being out. 	<ul style="list-style-type: none"> I know that I have to avoid the fielders when batting. I know how to hit the ball along the ground so I am not caught. I know that if I am caught I am out. I know how to stand differently to hit the ball in different directions. I know to move my front foot towards the ball to help my timing. I know when I can run and make sure I do not get run out. I know how to keep track of runs or points scored. I know where to position myself when fielding to make it more likely I will receive the ball. I know that I need to throw with power when throwing long distances. I know how to use the 'long barrier' technique to stop the ball rolling past me. 	<p>Direction, striking, runs, points, interception, control, catching, stumps, wickets.</p>
<p>Term 6</p>	<p>Multi-skills Year 3</p>	<ul style="list-style-type: none"> I can play a range of games using skills from throughout the year. I can pick up new rules within games. 	<ul style="list-style-type: none"> I know that there are new sports where I don't know all the rules. I know that I will have to learn new rules to a game. 	<p>Skills, rules, support, teamwork,</p>



	<p>Kabaddi, boccia, bowls, quidditch, hockey, benchball</p>	<ul style="list-style-type: none"> • I can understand how skills might link to these games. • I am willing to try sports that I have not played before. • I can work through different rules in games. • I can identify what skills I will need to bring to different games. • I can work as part of a team supporting those struggling to understand. • I can accept that I make mistakes when trying a new sport. • 	<ul style="list-style-type: none"> • I know how to be part of a team. • I know how to support people who don't know the rules. • I know that I will make mistakes on a new sport. 	<p>communication, development</p>
	<p>Multi-skills Year 4</p> <p>Kabaddi, boccia, bowls, quidditch, hockey, benchball</p>	<ul style="list-style-type: none"> • I can play a range of games using skills from throughout the year. • I can work as part of a team supporting those struggling to understand. • I can accept that I make mistakes when trying a new sport. • I can accurately use skills from other sports in games. • I can pick up the rules quickly and apply them correctly. • I can be supportive of others who aren't understanding the rules. • I can begin to lead teams in these new sports. 	<ul style="list-style-type: none"> • I know which skills are useful in new games. • I know how to compare sports and see how what I have learnt this year might be useful. • I know how to lead a team in a new game. • I can begin to know which people are suited to positions in my team. • I know how to include everyone in my team in a new game. • I know that my team might make mistakes and lose because of it. 	<p>Skills, rules, support, teamwork, communication, development, leadership</p>
	<p>Athletics (Sports day preparation)</p> <p>Year 3</p>	<ul style="list-style-type: none"> • I can run individually and as part of a team. • I can run at different speeds in a controlled manner. • I can think about my arm and leg action to support my running technique. • I know what a lead leg and trail leg are over hurdles. 	<ul style="list-style-type: none"> • I know the difference between an individual and relay race. • I know how use my arms and legs in unison to create speed. • I know how to keep my knees pumping upwards to maintain momentum in running. • I know the position I finish in a race. 	<p>Control, individual, standing long jump, landing, improvements, technique</p>



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		<ul style="list-style-type: none"> • I recognise how I can change my effort and speed when throwing. • I can develop my technique for throwing further distances. • I can recognise different throwing actions including pushing, pulling and swinging. • I can show the basic principles of safe jumping and landing. • I can use one or two feet to take off with. • I can measure the lengths of my jumps accurately. • I can perform a standing long jump with control. • I can compete against myself and others demonstrating improvements. 	<ul style="list-style-type: none"> • I know when throwing to use an overarm technique. • I know how to finish an overarm throw pointing my hand where I want the ball to go. • I know how to bend and extend my arm when throwing. • I know how to land on two feet and measure my jump. • I know how to use my arms and bend my knees to propel my jumps. 	
	<p>Athletics (Sports day preparation)</p> <p>Year 4</p>	<ul style="list-style-type: none"> • I can use good running posture and technique when running. • I can demonstrate how to complete a sprint finish. • I can alter the speed of my running based on competitors around me. • I can run in a relay focusing on baton changeovers, including how to be the incoming and outgoing runner. • I can measure the distance accurately of both my throws and jumps. • I can throw and jump with more control and efficiency. • I can use my whole body to help me throw further. • I can use my whole body to help me jump higher and further. • I can complete a running long jump with control. • I can keep up the speed of my run up before jumping. 	<ul style="list-style-type: none"> • I know that my posture needs to be straight when running. • I know that good technique will have everything moving forward rather than side to side. • I know when to run at my full speed and when to conserve energy. • I know to be already on the move when receiving a relay baton. • I know I need to have my arm extended out when giving and receiving the baton. • I know where the start of a jump takes place. • I can jump without fouling the start point. • I know how my whole body can be used within jumps. • I know how the momentum of my run up will help me jump further. 	<p>Baton, changeovers, posture, technique, control higher, further, landing.</p>



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Upper KS2 PE Curriculum

Term	Area of PE	Procedural Knowledge	Declarative Knowledge	Key Vocabulary
Term 1	Gymnastics Year 5	<ul style="list-style-type: none">• I can improve a gymnastics routine by changing the speed, level and body part.• I can perform sequences using different movement categories.• I can perform routines that incorporate: jumps, shapes, rolls and balances.• I can understand where my centre of gravity is within a balance.• I can combine equipment in movement to create sequences.• I can enter and exit a roll in different ways e.g. handstand forward roll, straddle stand.	<ul style="list-style-type: none">• I know the different body parts that I can use for balance.• I know the different elements of a gymnastics routine.• I know which elements are suited to apparatus.• I know how the rhythm of music can be shown in a routine.• I know that how I enter and exit a movement are as important as the movement itself.• I know that my core strength helps me to perform movements cleanly.	Categories, speed, level, equipment, apparatus, exit, entry, sequence, routines, gravity.



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		<ul style="list-style-type: none"> I can select different ideas to come up with a range of movements to form a sequence. I can perform my sequence to music. I know how to land safely when jumping off equipment including the correct technique of landing without falling. I can perform group balances and know how to enter and exit them safely. 	<ul style="list-style-type: none"> I know the importance of landing on the balls of my feet and bending my knees to soften the impact of landing. I know how to work collaboratively with others in a group routine. I know how to give constructive feedback to a group. 	
Gymnastics Year 6	<ul style="list-style-type: none"> I can create a complex sequence involving the full range of actions and movements. I can demonstrate precise and controlled placement of body parts in their shapes, actions and balances. I can confidently use equipment safely and accurately. I know how to develop flexibility, strength and technique throughout performances. I can incorporate equipment and apparatus into sequences. I can create and perform a group routine using fluency, precision and control. I can use jumping, leaping, swinging, balance, travelling and holding shapes within a routine. I can give specific feedback and improvement suggestions to other groups. I can be self-aware of my own routine and look at improvements I can make to my own routines. 	<ul style="list-style-type: none"> I know how to combine complex sequences of movement together. I know how to alter my centre of gravity to help control movements in different directions. I know how to select pieces of apparatus that will help my routine. I know how stretching develops flexibility. I know how to make improvements to an individual and group routine. I know how to work collaboratively with others in a group routine. I know how to give constructive and specific feedback to a group thinking about individual areas of improvement. 	Flexibility, strength, precision, fluency, control, feedback, apparatus, travelling, self-awareness.	
Invasion Games Tag Rugby	<ul style="list-style-type: none"> I can use width and direction within attacking. I can dodge and weave to create an advantage or go past an opponent. I can retain possession of the ball as part of a team. 	<ul style="list-style-type: none"> I know that having width in a game creates more space. I know I have to time my runs to stay behind the person with ball. 	Tactics, decision making, interception, teamwork, attacking,	



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	<p>Year 5</p>	<ul style="list-style-type: none"> • I can make progression towards an opponents goal/scoring area. • I can mark an opponent effectively and defend my own goal/scoring area. • I can develop tactics using space and change of direction to help progress the team. • I can apply the simple rules of the game accurately (passing backwards, being behind the person with the ball) • I can intercept passes from opposing teams to regain possession. • I can work as part of a team in both attacking and defending. • I can reflect on the success of my team thinking about how and why things happened. 	<ul style="list-style-type: none"> • I know that I am involved in the game even if the ball isn't near me. • I know that sometimes I am not the correct person to pass to. • I know that 'dumming' a pass can be used to fool opponents. • I know that I can pass the ball before I am tug. • I know that keeping width is important when defending as well as attacking. • I know that if someone runs past me I can still run back to defend. • I know why my team won or lost a game based on more than just the score. 	<p>defending, reflection.</p>
	<p>Invasion Games Tag Rugby</p> <p>Year 6</p>	<ul style="list-style-type: none"> • I can apply appropriate rules (including the offside rule and knock on rule) effectively. • I can demonstrate a range of passing, receiving and dribbling skills effectively. • I can make choices in the game which will impact on the success of my team. • I can make effective choices on where, when and how to pass the ball to teammates • I can make decisions on when to keep the ball or pass to a team mate. • I can take on leadership and captain roles within teams, understanding the responsibilities that come with these. • I know that there are different skills needed for different positions on the pitch. • I can organise my teams into different formations and systems to change the outcome of games. 	<ul style="list-style-type: none"> • I know that dropping the ball forwards is a knock on. • I know that when in possession I must stand in line or behind the person with the ball. • I know when a tag is made I must return to my own side otherwise I am offside. • I know that as soon as the opposing player releases the ball I can intercept. • I know how to make recovery runs when defending. • I know that I need to communicate with teammates to pass on information when attacking and defending. • I know the role of the captain involves making decisions that could cause the team to win or lose. • I know that I can make in game decisions such as changing someone's position or a tactic. 	<p>Leadership, captain, tactics, systems, formation, effectiveness, choices,</p>



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		<ul style="list-style-type: none"> I can use the strengths of my team to my advantage e.g. a quicker runner to be used in wider areas where there is more space. 		
Term 2	Dance Year 5	<ul style="list-style-type: none"> I can improve my dance by changing the speed, space, shape or body part. I can move in a clear, fluent expressive manner. I can choreograph movements into a routine linked to music. I can perform using a range of patterns or dynamics. I can express ideas and feelings about music in original ways. I can plan, perform and repeat sequences. 	<ul style="list-style-type: none"> I know that choreographing a routine involves designing the sequence of movements. I know that in music you can create mood. I know that my dance needs to reflect the mood of the music. I know that I can alter my tempo of movements in accordance with the music. I know that a routine can be repeated and changed based on feedback. I know how to work collaboratively with others in a group routine. I know how to give constructive feedback to a group. 	Expression, awareness, dynamics, feelings, emotion, choreograph.
	Dance Year 6	<ul style="list-style-type: none"> I can identify and practise patterns and actions of a dance style. I can develop my dance and performance skills. I can demonstrate an awareness of the music's rhythm and phrasing. I can create an individual dance based on a style. I can work within small groups to create a routine. 	<ul style="list-style-type: none"> I know that a phrase of dance links to a particular part of the music. I know how to match phrases of music and dance together. I know that rhythm and tempo can be altered within the same piece of music and dance. I know how to make my work individual in comparison to other people I know how to work collaboratively with others in a group routine. I know how to give constructive and specific feedback to a group thinking about individual areas of improvement 	Pattens, awareness, phrasing, routine



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	<p>Invasion Games (Football)</p> <p>Year 5</p>	<ul style="list-style-type: none"> I can use width and direction within attacking. I can dribble the ball effectively and at some speed. I can make decisions about when to pass or when to dribble. I can dodge and weave to create an advantage or go past an opponent. I can retain possession of the ball as part of a team. I can make progression towards an opponents goal/scoring area. I can mark an opponent effectively and defend my own goal/scoring area. I can develop tactics using space and change of direction to help progress the team. I can intercept passes from opposing teams to regain possession. I can work as part of a team in both attacking and defending. I can reflect on the success of my team thinking about how and why things happened. 	<ul style="list-style-type: none"> I know that in football there are different positions including goalkeeper, defender, midfield, attacker. I know that these positions hold different roles within a team. I know that I need to stay in my position wherever the ball is on the field. I know that there are different tactics in football including possession based, counterattack and long ball. I know that if I make a foul it will be a free kick or penalty to the other team. I know that at times other people will be in a better position to receive a pass than me. I know what position in football I am best suited to and why. I know that I have to communicate with my team mates in attack and defence. I know why my team won or lost a game based on more than just the score. 	<p>Tactics, decision making, interception, teamwork, attacking, defending, reflection.</p>
	<p>Invasion Games (Football)</p> <p>Year 6</p>	<ul style="list-style-type: none"> I can apply appropriate rules effectively. I can demonstrate a range of passing, receiving and dribbling skills effectively. I can make choices in the game which will impact on the success of my team. I can make effective choices on where, when and how to pass the ball to teammates I can make quick decisions in game when attacking. E.g. should I shoot? Is there a better person to pass to? What happens if I try this pass? 	<ul style="list-style-type: none"> I know that I need to make off the ball runs to create space. I know that my runs can create space for other people. I know that I need to look at who is around me both before and after I receive the ball. I know that tactics within a game can change depending on whether my team is winning or losing. I know that near the end of the game if we are losing then more players need to go into attack. 	<p>Leadership, captain, tactics, systems, formation, effectiveness, choices,</p>



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		<ul style="list-style-type: none"> I can make quick decisions when defending e.g. should I dribble past opponents near my own goal? Should I clear it out of play so the defenders can reset? I can take on leadership and captain roles within teams, understanding the responsibilities that come with these. I know that there are different skills needed for different positions on the pitch. I can organise my teams into different formations and systems to change the outcome of games. I can use the strengths of my team to my advantage e.g. a quicker runner to be used in wider areas where there is more space. 	<ul style="list-style-type: none"> I know that near the end of the game if we are winning then more players need to come into defence. I know that I need to communicate with teammates to pass on information when attacking and defending. I know the role of the captain involves making decisions that could cause the team to win or lose. I know that I can make in game decisions such as changing someone's position or a tactic. 	
Term 3	Swimming Year 5	<ul style="list-style-type: none"> I can swim over a distance of 15 metres using different strokes. I know the names of 4 different strokes, front crawl, back crawl, breast stroke, butterfly. I can perform different strokes on my front and back. I can propel myself away from the wall effectively. I can control breathing to allow my face to be under the water when swimming. 	<ul style="list-style-type: none"> I know that I can swim with my head under the water. I know that I need to bend my arm when swimming front crawl to help move the water backwards.] I know that the more splash I make the more water resistance works against me. I know to blow bubbles under water to help breath. I know my arms and legs need to work together in time when performing breaststroke. I know that I need to be aware of the wall when completing backstroke. 	Breaststroke, butterfly, front crawl, back crawl, treading water, breathing
	Swimming Year 6	<ul style="list-style-type: none"> I can swim competently over a distance of 25m. I can swim the 25m using 3 different strokes. I can use breathing techniques to help me pick things up off the pool floor. I can tread water effectively allowing me to float on the surface. 	<ul style="list-style-type: none"> I know when to use the 3 different strokes. I know which stroke I find the easiest to perform. I know how to control my breathing over 25m. I know how to control the speed of my swimming so I don't run out of energy before 25m. I know that treading water involves using the arms and legs together. 	Breaststroke, butterfly, front crawl, back crawl, treading water, breathing



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		<ul style="list-style-type: none"> I know the risks of being in the water and how to navigate them effectively. 	<ul style="list-style-type: none"> I know how to control my breathing when swimming. I know I do not need to take a breath after every stroke. 	
Net/Wall (Tennis)	Year 5	<ul style="list-style-type: none"> I can play both shots on both sides of my body, (forehand and backhand) I can play shots from above my head. I can recognise where there is space on the other side of the court and try to hit them. I can play both singles and doubles games. When playing doubles, I communicate with my partner as to who is hitting the ball. I can make quick decisions about when to volley or let the ball bounce. I can keep control of the ball in play to maintain the rally. I can umpire a game following the rules 	<ul style="list-style-type: none"> I know when a ball is in or out. I know to return myself to the centre of the court after each shot I play. I know that when serving the ball only bounces on my opponents side. I know that I can move my partner side to side but also forwards and backwards to create space. I know that I can move to my backhand side to play a forehand. I know that my opponent may have strengths or weaknesses that I can target to be successful. I know that in doubles you do not have to take shots in turn. I know the rules of the game and who's serve it is. I know the direction of the ball is impacted by the direction of my racket. 	Forehand, backhand, volley, decisions, rally, control, spaces, umpire, rules
Net/Wall (Tennis)	Year 6	<ul style="list-style-type: none"> I can play a variety of shots on both the forehand and backhand including volleys. I can serve overarm. I can manoeuvre my opponent to create openings on the other side of the court. I can apply tactics to games. I can see the strengths and weakness in both mine and my opponent's game. I can direct the ball into my opponent's court at different speeds, angles heights. I can explain why I played the shots I did. I can move forwards, backwards or sideways to cut off angles and spaces for my opponent. 	<ul style="list-style-type: none"> I know that I can use volleying to restrict the time my opponent has. I know that I need to be close to the net in order to make a volley. I know that I should come to the net when my opponent is out of position I know that when my opponent is at the net I can 'lob' or 'pass' them to win the point. I know that I can vary my spin with backspin or topspin. I know how to come under the ball to create backspin and go over the ball to create topspin. I know that I can create angles in the court. 	Court, angles, tactics, decision making, reasoning, manoeuvring, overarm, serving.



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		<ul style="list-style-type: none"> I can umpire a match showing an understanding and application of the rules. 	<ul style="list-style-type: none"> I know that if I create an angle to the side then my opponent is likely to return the ball across the same angle. I know that I can anticipate an angle and move to a position on the court where it is likely the ball will be returned. 	
Term 4	Gymnastics Year 5	<ul style="list-style-type: none"> I can adopt and change the way I use weight, space and rhythm to express myself. I can plan gymnastics creatively and collaboratively within small groups. I can remember and practise complex gymnastics phrases. I can perform different styles of gymnastics clearly and fluently. I can be accurate and precise within my movements. I can give specific feedback to other people's performances. 	<ul style="list-style-type: none"> I know that choreographing a routine involves designing the sequence of movements. I know that in music you can create mood. I know that my gymnastics needs to reflect the mood of the music. I know that gymnastics can show how a person is feeling about the world. I know that I can alter my tempo of movements in accordance with the music. I know that a routine can be repeated and changed based on feedback. I know how to work collaboratively with others in a group routine. I know how to give constructive feedback to a group. 	Rhythm, styles, collaboration, creation, feedback
	Gymnastics Year 6	<ul style="list-style-type: none"> I can use dynamic, rhythmic and expressive qualities clearly and with control. I can use movement to explore and communicate ideas through gymnastics. I can perform a routine with fluency and control. I can work creatively and imaginatively on my own and with others. I can be self-critical, reflecting on how my own performance can be improved 	<ul style="list-style-type: none"> I know that a phrase of gymnastics links to a particular part of the music. I know how to match phrases of music and gymnastics together. I know that ideas and opinions can be represented in gymnastics. I know that gymnastics can be used as a way to express emotions. I know that rhythm and tempo can be altered within the same piece of music and gymnastics. I know how to make my work individual in comparison to other people 	Imaginative, fluency, dynamism, exploration, communication



			<ul style="list-style-type: none"> I know how to work collaboratively with others in a group routine. I know how to give constructive and specific feedback to a group thinking about individual areas of improvement 	
<p>Multi-skills Year 5</p> <p>Kabaddi, boccia, bowls, tchoukball, handball</p>	<ul style="list-style-type: none"> I can play a range of games using skills from previous years. I can work through different rules in games. I can identify what skills I will need to bring to different games. I can work as part of a team supporting those struggling to understand. I can apply simple tactics of attacking and defending in a range of games. I can decide how to approach a new game sharing ideas with others. I can attack and defend both individual and as part of a team. I can identify strengths and weakness in the other team. 	<ul style="list-style-type: none"> I know that skills I have learnt can be used across different sports. I know that I need to learn the rules of a new game before playing I know that tactics I have used in other games can be applied to a range of sports. I know that quick decisions need to be made within games. I know that mistakes will be made and they are an opportunity to learn and improve. I know that in team games I cannot perform on my own. I know I need the support of my team mates and they need my support to be successful. 	<p>Strengths, weaknesses, tactics, individual, team, ideas, attacking, defending.</p>	
<p>Multi-skills Year 6</p> <p>Kabaddi, boccia, bowls, tchoukball, handball</p>	<ul style="list-style-type: none"> I can lead a team in new sports. I can decide on tactics and game plans for myself and teammates to follow. I can adapt to different game play situations within the game. I can make decisions that will impact on my whole team. I can referee and take charge of different games applying the rules fairly. I can recognise what skills I need to use within games and how they might apply to games I am more familiar with. 	<ul style="list-style-type: none"> I know that there are sports I may not be good at straight away. I know that I can make quick improvements based on the understanding of the rules. I know where my strengths and weaknesses lie based on different sports I have played. I know that I need to be self -reflective of both my own and my team's performance. I know that there are similar decision-making qualities across all sports. I know that sometimes I will disagree with decisions made during a game. 	<p>In play decisions, gameplay, teammates, captaincy, refereeing, recollection, application</p>	



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		<ul style="list-style-type: none"> I can feedback on the success or failure of my team. I can identify strengths and weakness in new games and use tactics to exploit them. 	<ul style="list-style-type: none"> I know that I have to respect the captain and their decision. I know I have to accept the referee's decision even if I think it is wrong. 	
Term 5	Orienteering Year 5	<ul style="list-style-type: none"> I can improve my accuracy and consistency when reading a map. I can follow a shorter more complex route set out for me. I can identify a key on the map and use the symbols effectively. I can design an orienteering course that can be used by others. I can consistently work with others collaboratively to solve problems. I can start to orientate myself with increasing confidence. I can communicate clearly and effectively with others. I can complete orienteering activities effectively both individually and as part of a team. 	<ul style="list-style-type: none"> I know what each symbol on a map represents. I know how to plan the most effective route to keep down time. I know the roles of everyone within a team. I know how to design my own orienteering course. I know how to track back and check places I have already visited. I know the importance of communicating with people in my team. I know not to ask other people/groups where markers are hidden. 	Collaboration, orientate, map reading, confidence, effectiveness
	Orienteering Year 6	<ul style="list-style-type: none"> I can orientate myself under time pressure. I can remain calm working well within my team under this pressure. I can take on more challenging orienteering maps against an opposition. I can design an orienteering course that provides the right level of challenge. I can make decisions on the best approach to tackling an orienteering course under the time pressure. I can allocate roles within my team fairly playing to the strengths of my team. 	<ul style="list-style-type: none"> I know and understand what time pressure means. I know how to lead a team under time pressure. I know when to stop the team and pause for thought to help create a plan. I know how to decide on roles within a team. I know how to design a more complex course for my teammates or other people to follow. I know that it is more rewarding to complete the course within my team rather than asking others where markers are. 	Communication, collaboration, time constraints, pressure, teamwork, roles, responsibilities.



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		<ul style="list-style-type: none"> I can keep communication between my team ensuring all are pulling the same direction. 		
	<p>Striking and fielding (Cricket)</p> <p>Year 5</p>	<ul style="list-style-type: none"> I can begin to consistently hit the ball in the direction I want it to go. I can change my direction of strike based on where the fielders are. I can combine accurate running with my striking to score runs or points. I can make decisions of whether or not to run based on where I have hit the ball. I am able to spot spaces in fielders where I want to hit the ball. I can contribute to a team striking and fielding game. I am able to catch balls that are coming from further away with different heights and speeds. I can become more accurate with my fielding throwing understanding how much speed and power is needed. I am starting to predict where a batter will hit the ball so moving myself into this position before they do. I am able to bowl with accuracy from a further distance (introduce overarm technique) 	<ul style="list-style-type: none"> I know where fielders are positioned in a game. I know how to alter the direction of the bat to avoid fielders. I know that I may hit the ball but do not have to run. I know that I need to make sure my batting partner can make the run as well as myself. I know that I can play shots through the 'offside' and the 'legside'. I know when bowling overarm I have to keep my bowling arm straight. I know to release the ball at the top of my arm swing. I know where my hand finishes facing is where the ball will go. I know I can 'set a field' for different batters. I know when to try and run a batter out or when to keep hold of the ball. 	<p>Consistency, accuracy, direction, overarm, spaces, heights, speeds, distances.</p>
	<p>Striking and fielding (Cricket)</p> <p>Year 6</p>	<ul style="list-style-type: none"> I know how to stand correctly in order to maintain balance and power through striking. I know my own strengths and weaknesses as to where I can or cannot hit the ball. I can manipulate fielders by placing the ball with high accuracy into gaps. I can control my power and direction when striking. 	<ul style="list-style-type: none"> I know how to move my feet based on where the ball pitches. I know how to alter my body shape and stance to hit the ball where I want. I know how to manoeuvre the ball into gaps to avoid the fielders. I know when to run to make maximum use of my scoring strokes. 	<p>Tactics, captaincy, technique, manipulate, direction, accuracy, speed, run up</p>



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		<ul style="list-style-type: none"> • I can make confident decisions about when to run to ensure I score runs/points but do not get out. • I can bowl with accuracy including using the correct overarm technique. • I can bowl using a run up to add speed to my bowling. • I can suggest where other fielders should stand based on the person batting. • I can bowl in specific areas to make it harder for the batter to score. • I can catch balls from a long distance way whilst moving. • I can throw quickly and accurately from long distances. • I can suggest team tactics to stop the other team from scoring runs/points. • I can captain and lead a team correctly supporting everyone in my team. 	<ul style="list-style-type: none"> • I know when to hit the ball along the floor or in the air. • I know how a run up adds speed to my bowling. • I know that I need to make the ball bounce once when bowling. • I know where to bowl to make it harder for the batter to score. • I know how to put fielders into positions to stop batters scoring runs. • I know which people to put in fielding positions based on their throwing and catching skills. • I know how to alter the 'set field' for different batters. • I know the correct technique of fingers pointing up to catch a ball. • I know how to umpire fairly using the rules of the game. • As a captain, I know how to involve all my team in the game. 	
Term 6	Athletics Year 5	<ul style="list-style-type: none"> • I can run at a consistent pace when running at different speeds. • I can refine my technique for when I am sprinting. • I can demonstrate some ability to judge my pace based on the distance of a race. • I can accelerate from a variety of positions. • I can take part in a relay including a running changeover. • I can throw in different ways identifying the best method to create the furthest distance. • I can apply techniques within my throws including transferring weight and rotation to help the object go further. 	<ul style="list-style-type: none"> • I know in a sprint race I want all my momentum moving forward. • I know the more I move side to side in running the more air resistance there is. • I know that I need to move at different speeds in different races. • I know in a long-distance race I need to conserve energy. • I know in a relay change over to communicate with the other person. • I know how to alter my throwing technique for a javelin, discus or chest push. • I know how to create height in a distance jump. 	Consistency, relay, changeover, accelerate, judgement, height, distance, triple jump



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		<ul style="list-style-type: none"> I understand that to jump a far distance I also need height. I can develop control within my take off and landings. I can perform a triple jump using a hop skip and jump beginning with a standing start. 	<ul style="list-style-type: none"> I know a triple jump requires a hop, step and a jump. I know how to balance myself during different stages of the jump. 	
Athletics Year 6	<ul style="list-style-type: none"> I can maintain good running technique in a competitive situation. I can confidently judge and vary my pace within a race. I can accelerate past other people towards the end of a race. I can make a fast start to a race knowing the importance of this. I can run over hurdles with fluency maintaining pace both before and after the hurdle. I can develop my throwing skills across different levels to maintain maximum distance. I can perform and land jumps safely from a running start. I can mark out a run up so I am jumping from the same spot without fouling. I can perform a triple jump using a hop skip and jump beginning with a running start. I know how to judge and take part in a competition. 	<ul style="list-style-type: none"> I know that fatigue will kick in during long distance events. I know how to pace myself correctly in a long distance event. I know my position within a race and can alter my speed according to this. I know how to create a 'stride pattern' when jumping hurdles. I know how to maintain a good posture during running. I know how to mark a run up out for a jump. I know the importance of momentum in a jump event. I know how to alter my run up if I am fouling. I know how to judge if someone has fouled during an athletics event. 	<p>Triple jump, running start, competition, fouling, judging, run up</p>	
Health related fitness	<ul style="list-style-type: none"> I know what my resting heart rate is. I know the importance of fitness within my everyday life. I can take part in a bleep test following the rules clearly. I can take part in a simple fitness circuit. 	<ul style="list-style-type: none"> I know that stretching my muscles helps prepare them for more work. I know what my resting heart rate is. I know that my own fitness is personal to me and not to compare it to anyone else. I know how to set myself personal goals. 	<p>Fitness, stretching, warm up, cool down, heart rate, exercises, circuits</p>	



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<p>Year 5</p>	<ul style="list-style-type: none"> • I can perform fitness exercises including sit ups, start jumps, press ups and wall sits effectively. • I can recognise the importance of rest and recovery. • I can contribute to a warm up and cool down. • I know why I need to warm up and cool down. 	<ul style="list-style-type: none"> • I know my own limits and how far I can push myself. • I know which parts of my body are impacted by different exercises. • I know stretching after exercise helps remove lactic acid from my body. • I know that exercise helps the heart work faster meaning when resting it does not have to work as hard. • I know that a circuit involves different exercises. 	
<p>Health related fitness</p> <p>Year 6</p>	<ul style="list-style-type: none"> • I can take part in a fitness circuit. • I can contribute to the design of a circuit understanding what impact the exercises are having on my body. • I can talk people through a circuit I have designed. • I can decide on the lengths of period of rest and activity and the impact this has. • I can recognise the limits that I have on exercise. • I can set personal goals for myself and not compare to others. • I can recognise and celebrate when I have achieved personal fitness goals. 	<ul style="list-style-type: none"> • I know the importance of fitness in my own life. • I know what my personal goals are for my fitness. • I know that any steps of improvement are beneficial. • I know how to design a circuit to exercise different parts of the body. • I know how to alter periods of rest and exercise to make a circuit more difficult. • I know how to track progress effectively and suggest ways to speed up progress. • I know the importance of supporting other people with their health. • I know how positive comments can be helpful to other people's physical and mental wellbeing. 	<p>Personalised goals, circuit, design, impact, exercise, reflection.</p>