

This progression map details the skills and knowledge that children at The Free School Norwich will gain at each stage of the curriculum.

Early Years

Expected Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment effectively. Children know the importance for good health of physical exercise and a healthy diet and talk about ways to keep healthy and safe. Children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. Exceeding Children can hop confidently and skip in time to music Children know about and can make healthy choices in relation to healthy eating and exercise. Children play group games with rules.

Key Stage One

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

Key Stage Two

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



			Multi skills/in	vasion games			
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Greater Depth
Learners will	Learners will be	Learners will be	Learners will	Learners will be	Learners will be	Learners will be	Learners will
be able:	able:	able:	be able:	able:	able:	able:	be able:
Fundamentals	Skills	Skills	Skills	Skills	Skills	Skills	To persevere
of Movement	Agility Moving the	Agility Moving the	Invasion	Invasion Games	Attack Disguise a	Attack Disguise a	with a task
	body from one	body from one	Games	Principles Attack:	form of shot or	form of shot or	and improve
Skills	position to another	position to another	Principles	Create space to	pass Identifying	pass Identifying	their
Physical	(changing	(changing	Attack: Create	get through	weakness in	weakness in	performance
development	direction)	direction)	space to get	defence and	defence/organis	defence/organisati	through
Develop core	Start/stop on	Start/stop on	through	score	ation of defence	on of defence and	regular
strength,	command,	command,	defence and	Maintaining	and taking	taking advantage of	practice.
stability,	maintaining	maintaining	score	possession	advantage of	this	To take part
balance,	balance Balance	balance Balance	Maintaining	Varying speed	this	Communication	in after
spatial	Centre of gravity	Centre of gravity	possession	and locomotion	Communication	skills - verbal and	school sports
awareness,	over the base of	over the base of	Varying speed	skills/agility to	skills - verbal	non-verbal	clubs with
co-ordination,	support	support	and	beat defender	and non-verbal	Identifying patterns	outside
and agility.	Counterbalancing	Counterbalancing	locomotion	Create strategies	Identifying	of play Movement	agencies and
Develop	when centre of	when centre of	skills/agility to	and tactics to	patterns of play	off the ball to open	may achieve
dance	gravity is out of	gravity is out of	beat defender	achieve desired	Movement off	space for	certificates
movement,	position Co-	position Co-	Create	result and outwit	the ball to open	teammates Game	trophies in
control and	ordination	ordination	strategies and	your opponents	space for	management	these clubs.
balance of	Synchronising limbs	Synchronising limbs	tactics to	Understanding	teammates	Defend	To have the
body parts	when performing	when performing	achieve	the importance	Game	Anticipation of	confidence to
Communicatio	an action	an action	desired result	of width and	management	attacker's next	lead a warm
n and	Generating force	Generating force	and outwit	depth of playing	Defend	move or action	up / task or
language	when sending	when sending	your	area and	Anticipation of	Identifying	group
Commenting	Locomotion skills	Locomotion skills	opponents	positions/roles	attacker's next	strengths of	showing
on their	(ways to move):	(ways to move):	Understandin	within a team –	move or action	opposition and	signs of a
imagination of	Run - forwards,	Run - forwards,	g the	apply game	Identifying	reducing/stopping	



the theme (Activity **Professional** will echo back what they say with new vocabulary added). Offer answers to knowledge check questions Personal, social, and emotional development Supported to manage emotions and understand basic competition. Support interaction with other children.

Experiences
Games played
both indoors
and outdoors
Engaging
actively in

backwards, sideways and diagonally Chase closing space between the attacker & defender Avoid increasing the space between the attacker & defender Jump block, intercept, receive object off target/on the move Stabilisation skills (maintaining physical stability): Turn - looking for spaces, chasing/avoiding Twist - when sending/receiving Stretch - when sending/receiving Ball manipulation skills (ways to use an object): Send throw/kick a ball, push an object with a hockey stick Receive - catch with hands, softly cradle with

backwards, sideways and diagonally Chase closing space between the attacker & defender Avoid increasing the space between the attacker & defender Jump block, intercept, receive object off target/on the move Stabilisation skills (maintaining physical stability): Turn - looking for spaces, chasing/avoiding Twist - when sending/receiving Stretch - when sending/receiving Ball manipulation skills (ways to use an object): Send throw/kick a ball. push an object with a hockey stick Receive - catch with hands, softly cradle with

importance of width and depth of playing area and positions/role s within a team – apply game principles Shooting methods and importance of accuracy to increase chances of success Decision making on when to shoot/distanc e from goal/net Decision making on when to shoot/distanc e from goal/net Defend Prevent opposition from scoring

principles Shooting methods and importance of accuracy to increase chances of success **Decision making** on when to shoot/distance from goal/net **Decision making** on when to shoot/distance from goal/net Defend Prevent opposition from scoring by closing space Regaining possession Create strategies and tactics to achieve desired result Understanding the importance of width and depth of playing area and positions/roles within a team Awareness of

strengths of opposition and reducing/stoppi ng this Communication skills - verbal and non-verbal Identifying patterns of play, zonal marking and awareness of pitch width and depth Game management scenario cards Locomotion skills (Attack) Run - varying speeds and direction to outwit defence Locomotion skills (Defend) Run - varying speeds and direction to manage space between attack and goal Ball manipulation skills (Attack) Send - from a static position

this Communication skills - verbal and non-verbal Identifying patterns of play, zonal marking and awareness of pitch width and depth Game management - scenario cards Locomotion skills (Attack) Run varying speeds and direction to outwit defence Locomotion skills (Defend) Run varying speeds and direction to manage space between attack and goal Ball manipulation skills (Attack) Send from a static position and on the move, into a space for a teammate to run on to and receive Receive from a static position and on the

good sports leader. To take part in a wide range of events, inside and outside of school. competing with others and showing great enthusiasm. To show an understandin g of the health and fitness side of PE. For example, why the body has to warm up/ cool down. Why the blood pumps and heart beats faster. Knowing which muscles are used when performing



stories, conversation, story-telling and role play. Share their ideas with support and modelling from the Activity **Professional** Experience a variety of equipment and explore ways to use safely. Concentrate and keep on trying if they encounter difficulties. Enjoy achievements. Creating and thinking have and develop their own ideas. make links between ideas, and develop

feet/stick Dribble continuously with hand(s), using feet to movea ball, pushing an object with a stick Pick up - static or moving object Carry - run with an object in hands Bounce bouncecatch/boun ce pass Kick - kick ball into area/at a target Invasion Games Principles: Attack - create space to get through defence and score Defend prevent opposition from scoring by closing space and retaining possession Dribble - continuously with hand(s), using feet to move a ball, pushing an object with a stick **Experiences**

Multi skills based

activities with an

feet/stick Dribble continuously with hand(s), using feet to movea ball, pushing an object with a stick Pick up - static or moving object Carry - run with an object in hands Bounce bouncecatch/boun ce pass Kick - kick ball into area/at a target Invasion **Games Principles:** Attack - create space to get through defence and score Defend prevent opposition from scoring by closing space and retaining possession Dribble - continuously with hand(s), using feet to move a ball, pushing an object with a stick

Experiences

Multi skills based

activities with an

by closing space Regaining possession Create strategies and tactics to achieve desired result Understandin g the importance of width and depth of playing area and positions/role s within a team Awareness of own goal/net and managing the defence of this Locomotion skills (Attack) Run identifying space to move into to receive the ball Avoid monitoring opposition

own goal/net and managing the defence of this Locomotion skills (Attack) Run – identifying space to move into to receive the ball Avoid – monitoring opposition and moving accordingly to remain in space and maintain possession Locomotion skills (Defend) Run – closing space not allowing any gaps Chase – marking a specific player as part of a strategy Jump – block, intercept, receive object off target/on the move Ball manipulation skills (Attack) – apply game

principles/rules

and on the move, into a space for a teammate to run on to and receive Receive from a static position and on the move, transitioning into an immediate pass when received (quick pass) Dribble disguising a form of shot/pass Pick up - loose ball followed by an immediate pass or shot Carry controlling the ball on the move, disguise pass or shot Shoot - kick, throw or strike/push a ball with intent into a goal or net

move, transitioning into an immediate pass when received (quick pass) Dribble - disguising a form of shot/pass Pick up - loose ball followed by an immediate pass or shot Carry controlling the ball on the move, disguise pass or shot Shoot - kick, throw or strike/push a ball with intent into a goal or net

Experiences
Competition in
different games
Scenario activities,
smallsided matches
Scenario cards
Apply game
principles/rules

certain exercises. To show the ability and confidence performing skills in a competitive format. To show a great understandin g of the rules and tactics in various games and are able to change a tactic where necessary. To be able to work effectively as a team showing great sportsmanshi p and encouraging of others. To effectively transfer skills in PE lessons



simple
strategies fo
performing
different
movements
and actions.

emphasis on space A variety of activities including themes of Basketball, Netball, Handball, Football, Tag Rugby and Hockey A variety of equipment including balls, goals and hockey sticks Working in small team Simple competition in pairs and small teams

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and moving accordingly to remain in space and maintain possession Locomotion skills (Defend) Run – closing space not allowing any gaps Chase marking a specific player as part of a strategy Jump - block, intercept, receive object off target/on the move Ball manipulation skills (Attack) apply game principles/rul es Send from a static position and on the move, into a space for a

teammate to

run on to and

Send – from a static position and on the move, into a space for a teammate to run on to and receive Receive – from a static position and on the move. transitioning into an immediate pass when received (quick pass) Dribble – varying movements to outwit opponent Pick up –loose ball followed by an immediate pass or shot Carry – controlling the ball on the move, disguise pass or shot Shoot kick, throw or strike/push a ball with intent into a

goal or net

Experiences
Competition in different games
Scenario activities, smallsided matches
Scenario cards
Apply game principles/ rules

from one sport to another sport. To review, analyse and evaluate their own and others' strengths and weaknesses. To set personal challenges and are able to achieve these challenges.



receive Receive — from a static position and on the move, transitioning into an immediate pass when received (quick pass) Dribble— varying movements to outwit opponent Pick up—loose ball followed by an immediate pass or shot Carry— controlling the ball on the move, disguise pass or shot Shoot — kick, throw or strike/push a ball with intent into a goal or net					
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Dribble — varying movements to outwit opponent Pick up —loose ball followed by an immediate pass or shot Carry — controlling the ball on the move, disguise pass or shot Shoot — kick, throw or strike/push a ball with intent into a			principles/rules		
varying movements to outwit opponent Pick up –loose ball followed by an immediate pass or shot Carry — controlling the ball on the move, disguise pass or shot Shot — kick, throw or strike/push a ball with intent into a					
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pass or shot Carry — controlling the ball on the move, disguise pass or shot Shoot — kick, throw or strike/push a ball with intent into a					
Carry — controlling the ball on the move, disguise pass or shot Shoot — kick, throw or strike/push a ball with intent into a					
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the move, disguise pass or shot Shoot - kick, throw or strike/push a ball with intent into a					
disguise pass or shot Shoot - kick, throw or strike/push a ball with intent into a					
or shot Shoot - kick, throw or strike/push a ball with intent into a					
- kick, throw or strike/push a ball with intent into a					
or strike/push a ball with intent into a					
a ball with intent into a					
intent into a					
goal or net					
		goal or net			



Experiences				
Competition				
in different				
games				
	Competition	Competition in different games Scenario activities, smallsided matches Scenario cards Apply game principles/rul	Competition in different games Scenario activities, smallsided matches Scenario cards Apply game principles/rul	Experiences Competition in different games Scenario activities, smallsided matches Scenario cards Apply game principles/rul

			Dan	ce			
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Greater Depth
Learners will be	Learners will be	Learners will be	Learners will be	Learners will be	Learners will be	Learners will be	Learners will
able:	able:	able:	able:	able:	able:	able:	be able:
							To persevere
Fundamentals of	Skills	Skills	Skills	Skills	Skills	Skills	with a task and
Movement ABC	Agility	Agility	Travel	Travel	Travel	Travel	improve their
	Moving the body	Moving the body	Pathways –	Pathways –	Pathways –	Pathways –	performance
Skills	from one	from one	forwards,	forwards,	forwards,	forwards,	through regular
Physical	position to	position to	backwards,	backwards,	backwards,	backwards,	practice.
development	another	another	sideways and	sideways and	sideways, and	sideways, and	To take part in
Develop core	(changing	(changing	diagonally. Turn	diagonally. Turn	diagonally. Turn	diagonally. Turn	after school
strength,	direction).	direction).	– change	– change	– change	– change	sports clubs
stability,	Start/stop on	Start/stop on	direction in the	direction in the	direction in the	direction in the	with outside
balance, spatial	command,	command,	dance. Twist –	dance. Twist –	dance. Twist –	dance. Twist –	agencies and
awareness, co-	maintaining	maintaining	movement of	movement of	movement of	movement of	may achieve
ordination, and	balance.	balance.	the body to	the body to	the body to	the body to	certificates

Balance

Centre of gravity



agility. Develop dance movement, control and balance of body parts Communication and language Commenting on their imagination of the theme (Activity Professional will echo back what they say with new vocabulary added). Offer answers to knowledge check questions Personal, social, and emotional development Supported to manage emotions and understand basic competition. Support interaction with other children.

Balance Centre of gravity over the base of support. Counterbalancing when centre of gravity is out of position. **Co-ordination Synchronising** limbs when performing an action. Travel Pathways forwards, backwards, sideways and diagonally. Stabilisation skills (maintaining physical stability): Turn change direction in the dance.

Twist -

shape.

movement of the

body to create a

Choreography

Count - Counting

to 4, 8, 12, or 16

for a section of

over the base of support. Counterbalancing when centre of gravity is out of position. **Co-ordination Synchronising** limbs when performing an action. Travel Pathways forwards, backwards. sideways and diagonally. Stabilisation skills (maintaining physical stability): Turn – change direction in the dance. Twist movement of the body to create a shape. Choreography Count – Counting to 4, 8, 12, or 16 for a section of

create a shape. Leap – jump from one foot to another foot. Spin – rotate on the spot. Choreography Count – counting to 4, 8, 12, or 16 for a section of movement. Dynamic moving in such a way as to represent something or someone. Isolations moving only one part of the body at a time. Transition move from one movement to another seamlessly. Working together Unison everyone in the group moving in the same way at the same time.

create a shape. Leap – jump from one foot to another foot. Spin – rotate on the spot. Choreography Count - counting to 4, 8, 12, or 16 for a section of movement. Dynamic moving in such a way as to represent something or someone. Isolations moving only one part of the body at a time. Transition move from one movement to another seamlessly. Working together Unison everyone in the group moving in the same way at

the same time.

create a shape. Leap – jump from one foot to another foot. Spin - rotate on the spot. Level change height (high, mid, and low). Choreography Count - counting to 4, 8, 12, or 16 for a section of movement. Dynamic moving in such a way as to represent something or someone. Isolations moving only one part of the body at a time. Transition -move from one movement to another seamlessly. Emotion - using movement to express feeling.

Evaluation -

create a shape. Leap – jump from one foot to another foot. Spin – rotate on the spot. Level change height (high, mid, and low). Choreography Count – counting to 4, 8, 12, or 16 for a section of movement. Dvnamic moving in such a way as to represent something or someone. Isolations moving only one part of the body at a time. Transition -move from one movement to another seamlessly. Emotion – using movement to express feeling. Evaluation -

trophies in these clubs. To have the confidence to lead a warm up / task or group showing signs of a good sports leader. To take part in a wide range of events, inside and outside of school, competing with others and showing great enthusiasm. To show an understanding of the health and fitness side of PE. For example, why the body has to warm up/ cool down. Why the blood pumps and heart beats faster. Knowing which muscles are used when performing



Experiences Games played both indoors and outdoors Engaging actively in stories, conversation, story-telling and role play. Share their ideas with support and modelling from the Activity **Professional** Experience a variety of equipment and explore ways to use safely. Concentrate and keep on trying if they encounter difficulties. Enjoy achievements. Creating and thinking - have and develop their own ideas. make links between ideas. and develop simple strategies for performing

movement. Dynamic -Moving in such a way as to represent something or someone. Isolations -Moving only one part of the body at a time. Working together Unison -Everyone in the group moving in the same way at the same time. Mirroring & Contrasting – Showing movements as if in a mirror and using opposite dynamics (jagged and smooth). Call & Response – Movements as a direct consequence of the previous movement.

Canon – One

movement. Dynamic – Moving in such a way as to represent something or someone. Isolations -Moving only one part of the body at a time. Working together Unison -Everyone in the group moving in the same way at the same time. Mirroring & Contrasting – Showing movements as if in a mirror and using opposite dynamics (jagged and smooth). Call & Response – Movements as a direct consequence of the previous movement.

Canon – One

Mirroring & Contrasting – showing movements as if in a mirror and using opposite dynamics (jagged and smooth). Call & Response movements as a direct consequence of the previous movement. Canon – one child moving followed by another and another like a Mexican wave. **Synchronisation** - moving together at the same time to create effect. Experiences

Working alone,

groups and as a

Performing parts

in pairs, small

whole class.

consistent Mirroring & checking and Contrasting – showing adaptation of movements as if movements. in a mirror and Style – adapting using opposite own personal creativity to a dynamics (jagged and sequence. smooth). Call & Working Response together Unison movements as a direct everyone in the consequence of group moving in the previous the same way at movement. the same time. Canon – one Mirroring & child moving Contrasting followed by showing another and movements as if another like a in a mirror and Mexican wave. using opposite **Synchronisation** dynamics moving (jagged and smooth). Call & together at the same time to Response create effect. movements as a direct Experiences consequence of Working alone, the previous in pairs, small movement. groups and as a Canon – one whole class. child moving Performing parts followed by

consistent checking and adaptation of movements. Style – adapting own personal creativity to a sequence. Working together Unison everyone in the group moving in the same way at the same time. Mirroring & Contrasting – showing movements as if in a mirror and using opposite dynamics (jagged and smooth). Call & Response – movements as a direct consequence of the previous movement. Canon – one child moving followed by

certain exercises. To show the ability and confidence performing skills in a competitive format. To show a great understanding of the rules and tactics in various games and are able to change a tactic where necessary. To be able to work effectively as a team showing great sportsmanship and encouraging of others. To effectively transfer skills in PE lessons from one sport to another sport.



different movements and actions.

child moving followed by another and another like a Mexican wave.

Experiences Working alone, in pairs, small groups and as a whole class. Performing parts of a sequence and entire dance sequences to small groups and to the class. **Exploring** humanities subjects terms and vocabulary within the dance routines.

child moving followed by another and another like a Mexican wave.

Experiences Working alone, in pairs, small groups and as a whole class. Performing parts of a sequence and entire dance sequences to small groups and to the class. **Exploring** humanities subjects terms and vocabulary within the dance routines.

of a sequence and entire dance sequences to small groups and to the class. Using creative ideas to build on sequences and create brand new choreography. Use terms and vocabulary from Science and Humanities subjects within dance routines. Use music. characters, and

ideas from West

End stage shows

choreography.

to support

of a sequence and entire dance sequences to small groups and to the class. Using creative ideas to build on sequences and create brand new choreography. Use terms and

vocabulary from Science and Humanities subjects within dance routines. Use music. characters, and ideas from West End stage shows to support choreography.

new

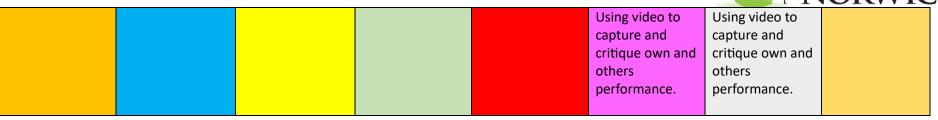
another and another and another like a another like a Mexican wave. Mexican wave. **Synchronisation Synchronisation** moving - moving together at the together at the same time to same time to create effect.

create effect. **Experiences Experiences** Working alone, Working alone, in pairs, small in pairs, small groups and as a groups and as a whole class. whole class. Performing parts Performing parts of a sequence of a sequence and entire dance and entire dance sequences to sequences to small groups and small groups and to the class. to the class. Using creative Using creative ideas to build on ideas to build on sequences and sequences and create brand create brand new choreography. choreography. Using the Using the vocabulary and vocabulary and terminology of terminology of Science and Science and **Humanities Humanities** subjects within subjects within the routine. the routine.

To review, analyse and evaluate their own and others' strengths and weaknesses. To set personal challenges and are able to achieve these

challenges.





			Gymn	astics			
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Greater Depth
Learners will be	Learners will be	Learners will be	Learners will be	Learners will be	Learners will be	Learners will be	Learners will be
able:	able:	able:	able:	able:	able:	able:	able:
							To persevere
Fundamentals of	Skills	Skills	Skills	Skills	Skills	Skills	with a task and
Movement	Agility	Agility	Agility	Agility	Agility	Agility	improve their
	Moving the body	performance					
Skills	from one	through regular					
Physical	position to	practice.					
development	another	another	another	another	another	another	To take part in
Develop core	(changing	(changing	(changing	(changing	(changing	(changing	after school
strength,	direction).	direction).	direction).	direction).	direction).	direction).	sports clubs
stability,	Start/stop on	Start/stop on	Balance	Balance	Balance	Balance	with outside
balance, spatial	command,	command,	Centre of gravity	Centre of gravity	Centre of gravity	Centre of gravity	agencies and
awareness, co-	maintaining	maintaining	over the base of	may achieve			
ordination, and	balance	balance	support. Linking	support. Linking	support.	support.	certificates
agility. Develop	Balance	Balance	& mirroring with	& mirroring with	Counterbalancing	Counterbalancing	trophies in
dance	Centre of gravity	Centre of gravity	another person.	another person.	with another	with another	these clubs.
movement,	over the base of	over the base of	Co-ordination	Co-ordination	person or group.	person or group.	To have the
control and	support. Linking	support. Linking	Synchronising	Synchronising	Co-ordination	Co-ordination	confidence to
balance of body	& mirroring with	& mirroring with	limbs when	limbs when	Synchronising	Synchronising	lead a warm up
parts	another person.	another person.	performing an	performing an	limbs when	limbs when	/ task or group
Communication	Co-ordination	Co-ordination	action.	action.	performing an	performing an	showing signs
and language	Synchronising	Synchronising	Locomotion	Locomotion		action.	



Commenting on their imagination of the theme (Activity Professional will echo back what they say with new vocabulary added). Offer answers to knowledge check questions Personal, social, and emotional development Supported to manage emotions and understand basic competition. Support interaction with other children.

Experiences
Games played
both indoors and
outdoors
Engaging actively
in stories,
conversation,
story-telling and

limbs when performing an action. Locomotion Pathways forwards, backwards, sideways, and diagonally. Turn change direction Shapemovement of the body to create a shape (pike, straddle, star, straight, tuck). **Rotation** Spin – turn on the spot using different levels (pivot and seated) Roll – use log roll, egg roll and teddy bear roll Jump straight and star with safe landing Sequencing Connecting

Movements-

level and

thinking about

limbs when performing an action. Locomotion Pathways – forwards, backwards, sideways, and diagonally. Turn change direction Shapemovement of the body to create a shape (pike, straddle, star, straight, tuck). Rotation Spin – turn on the spot using different levels (pivot and seated) Roll – use log roll, egg roll and teddy bear roll Jump straight and star with safe landing Sequencing Connecting Movements-

thinking about

level and

Pathways – forwards, backwards, sideways, and diagonally. Turn change direction: quarter, half, full Shapemovement of the body to create a shape (pike, straddle, star, straight, tuck). Leap jump from one foot to another foot. Rotation Roll – use log roll, egg roll, teddy bear roll, arch and dish roll Jump – on, off, over apparatus, linked jumps Sequencing Connecting Movementsthinking about level and direction Transition -

Pathways – forwards, backwards, sideways, and diagonally. Turn change direction: quarter, half, full Shapemovement of the body to create a shape (pike, straddle, star, straight, tuck). Leap jump from one foot to another foot. Rotation: Roll – use log roll, egg roll, teddy bear roll, arch and dish roll Jump – on, off, over apparatus, linked jumps Sequencing Connecting Movementsthinking about level and direction Transition move from one

action. Locomotion Pathways – forwards, backwards, sideways and diagonally. Turn change direction: quarter, half, full Shapemovement of the body to create a shape (pike, straddle, star, straight, tuck). Leap – jump from one foot to another foot. Level - change height (high, mid, and low). Rotation Roll – backwards roll Jump – on, off, over apparatus, linked jumps Cartwheel rotate over hands Sequencing Connecting Movements-

thinking about

Locomotion Pathways forwards, backwards, sideways and diagonally. Turn change direction: quarter, half, full Shapemovement of the body to create a shape (pike, straddle, star, straight, tuck). Leap – jump from one foot to another foot. Level - change height (high, mid, and low). Rotation Roll – backwards roll Jump – on, off, over apparatus, linked jumps Cartwheel rotate over hands Sequencing Connecting Movementsthinking about level and

of a good sports leader. To take part in a wide range of events, inside and outside of school, competing with others and showing great enthusiasm. To show an understanding of the health and fitness side of PE. For example, why the body has to warm up/ cool down. Why the blood pumps and heart beats faster. Knowing which muscles are used when performing certain exercises. To show the ability and confidence performing skills in a



role play. Share their ideas with support and modelling from the Activity **Professional** Experience a variety of equipment and explore ways to use safely. Concentrate and keep on trying if they encounter difficulties. Enjoy achievements. Creating and thinking - have and develop their own ideas. make links between ideas. and develop simple strategies for performing different movements and actions.

direction **Apparatus** Small – using objects when moving and balancing Large jump off low platforms Working together Unison -Everyone in the group moving in the same way at the same time. Mirroring & Matching -Making shapes

Experiences
Working alone,
in pairs, small
groups and as a
whole class.
Performing parts
of a sequence
and entire
sequences to
small groups and
to the class.
Exploring
humanities

as if in a mirror

direction **Apparatus** Small – using objects when moving and balancing Large jump off low platforms Working together Unison – Everyone in the group moving in the same way at the same time. Mirroring & Matching -Making shapes as if in a mirror

Experiences
Working alone, in pairs, small groups and as a whole class.
Performing parts of a sequence and entire sequences to small groups and to the class.
Exploring humanities

move from one movement to another seamlessly. **Apparatus** Small – using objects when moving and balancing Large jump on and off low platforms Working together Mirroring, Matching and Linking -Creating movements together Canon - one child moving followed by another and another like a Mexican wave. Synchronisation - moving together at the same time to create effect.

Experiences

Working alone,

in pairs, small

movement to another seamlessly. **Apparatus** Small – using objects when moving and balancing Large – jump on and off low platforms Working together Mirroring, Matching and Linking -Creating movements together Canon one child moving followed by another and another like a Mexican wave. **Synchronisation** moving together at the same time to create effect. **Experiences** Working alone, in pairs, small

groups and as a

level and direction Transition - move from one movement to another seamlessly. Evaluation consistent checking and adaptation of movements. Style - adapting own personal creativity to a sequence. **Apparatus** Small – using objects when moving and balancing Large -**Balance** and move on, over and under apparatus Working together Mirroring. Matching and Linking -Creating movements

together Canon -

direction Transition - move from one movement to another seamlessly. Evaluation consistent checking and adaptation of movements. Style – adapting own personal creativity to a sequence. **Apparatus** Small – using objects when moving and balancing Large -Balance and move on, over and under apparatus Working together Mirroring, Matching and Linking – Creating movements together Canon one child moving

competitive format. To show a great understanding of the rules and tactics in various games and are able to change a tactic where necessary. To be able to work effectively as a team showing great sportsmanship and encouraging of others. To effectively transfer skills in PE lessons from one sport to another sport. To review, analyse and evaluate their own and others' strengths and weaknesses. To set personal



subjects terms	subjects terms	groups and as a	whole class.	one child moving	followed by	challenges and
and vocabulary	and vocabulary	whole class.	Performing parts	followed by	another and	are able to
within the dance	within the dance	Performing parts	of a sequence	another and	another like a	achieve these
routines.	routines.	of a sequence	and entire	another like a	Mexican wave.	challenges.
		and entire	sequences to	Mexican wave.	Synchronisation	
		sequences to	small groups and	Synchronisation	– moving	
		small groups and	to the class.	– moving	together at the	
		to the class.	Using creative	together at the	same time to	
		Using creative	ideas to build on	same time to	create effect	
		ideas to build on	sequences and	create effect		
		sequences and	create brand			
		create brand	new			
		new	movements. Use			
		movements. Use	terms and			
		terms and	vocabulary from			
		vocabulary from	Science and			
		Science and	Humanities			
		Humanities	subjects within			
		subjects within	Gymnastics			
		Gymnastics	routines			
		routines.				

	Net and Wall										
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Greater Depth				
Learners will be	Learners will be able:	Learners will be able:	Learners will be								
able:	Skills	Skills	able:	able:	able:	able:	able:				
Fundamentals	Agility	Agility	Skills	Skills	Skills	Skills	To persevere				
of Movement	Moving the body	Moving the body	Attack	Attack	Attack	Attack	with a task				
	from one position to	from one position to	simplified	simplified	simplified	simplified	and improve				
Skills	another (changing	another (changing	versions of	versions of	versions of	versions of	their				
Physical	direction) Start/stop	direction) Start/stop	games (2v1,	games (2v1,	games (2v1,	games (2v1,	performance				
development	on command,	on command,	3v3), hitting,	3v3), hitting,	3v3), hitting,	3v3), hitting,	through				



Develop core strength, stability, balance, spatial awareness, coordination, and agility. Develop dance movement, control and balance of body parts Communicatio n and language Commenting on their imagination of the theme (Activity **Professional** will echo back what they say with new vocabulary added). Offer answers to knowledge check questions Personal, social, and emotional development Supported to

maintaining balance **Balance** Centre of gravity over the base of support Counterbalancing when centre of gravity is out of position Co-ordination **Synchronising limbs** when performing an action Generating force when sending **Locomotion skills** (ways to move) Run forwards, backwards, sideways and diagonally Chase closing space between the attacker & defender Jump – block, intercept, receive object off target/on the move Stabilisation skills (maintaining physical stability) Turn – looking for spaces, chasing/avoiding Twist - when

maintaining balance Balance Centre of gravity over the base of support Counterbalancing when centre of gravity is out of position **Co-ordination** Synchronising limbs when performing an action Generating force when sending **Locomotion skills** (ways to move) Run forwards, backwards, sideways and diagonally Chase closing space between the attacker & defender Jump – block, intercept, receive object off target/on the move Stabilisation skills (maintaining physical stability) Turn – looking for spaces, chasing/avoiding

Twist – when

game scenarios Varying speed and locomotion skills/agility to beat defender Create strategies and tactics to achieve desired result and outwit your opponents **Understanding** the importance of width and depth of playing area and positions/roles within a team apply game principles Shooting methods and importance of accuracy to increase chances of success Decision making on when to shoot/distance

game scenarios game scenarios Varying speed Varying speed and locomotion and locomotion skills/agility to skills/agility to beat defender beat defender Create Create strategies and strategies and tactics to tactics to achieve desired achieve desired result and result and outwit your outwit your opponents opponents Understanding **Understanding** the importance the importance of width and of width and depth of depth of playing area playing area and and positions/roles positions/roles within a team within a team apply game apply game principles principles Shooting Shooting methods and methods and importance of importance of accuracy to accuracy to increase increase chances of chances of success success Decision Decision making on making on when to when to shoot/distance shoot/distance

game scenarios Varying speed and locomotion skills/agility to beat defender Create strategies and tactics to achieve desired result and outwit your opponents Understanding the importance of width and depth of playing area and positions/roles within a team apply game principles Shooting methods and importance of accuracy to increase chances of success Decision making on when to shoot/distance

regular practice. To take part in after school sports clubs with outside agencies and may achieve certificates trophies in these clubs. To have the confidence to lead a warm up / task or group showing signs of a good sports leader. To take part in a wide range of events, inside and outside of school, competing with others and showing great enthusiasm. To show an understanding of the health



manage
emotions and
understand
basic
competition.
Support
interaction with
other children.

Experiences Games played both indoors and outdoors **Engaging** actively in stories, conversation, story-telling and role play. Share their ideas with support and modelling from the Activity **Professional** Experience a variety of equipment and explore ways to use safely. Concentrate and keep on trying if they

sending/receiving Stretch – when blocking, intercepting, receiving **Ball manipulation** skills (ways to use an object) Send – push, hit, throw a ball, with hands Receive catch with hands Pick up – static or moving object Carry - run with an object in hands or on a racket Bounce bouncecatch/bounc e pass **Net & Wall Games Principles** Attack – send an object into the opponent's area making it difficult for them to return it Defend – prevent

opposition from

scoring by closing

possession

Experiences

space and retaining

sending/receiving Stretch – when blocking intercepting, receiving **Ball manipulation** skills (ways to use an object) Send – push, hit. throw a ball, with hands Receive catch with hands Pick up – static or moving object Carry run with an object in hands or on a racket Bounce bouncecatch/bounc e pass **Net & Wall Games Principles** Attack – send an object into the opponent's area making it difficult for them to return it Defend – prevent opposition from scoring by closing space and retaining possession

Experiences

from net Defend simplified versions of games (2v1, 3v3), game scenarios Create strategies and tactics to achieve desired result **Understanding** the importance of width and depth of playing area and positions/roles within a team Locomotion skills (Attack) apply game principles/rule s Run identifying space to move into to receive the ball Avoid monitoring opposition and moving

accordingly to

from net Defend simplified versions of games (2v1, 3v3), game scenarios Create strategies and tactics to achieve desired result Understanding the importance of width and depth of playing area and positions/roles within a team Locomotion skills (Attack) apply game principles/rule s Run identifying space to move into to receive the ball Avoid – monitoring opposition and moving accordingly to

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and fitness side of PE. For example, why the body has to warm up/ cool down. Why the blood pumps and heart beats faster. **Knowing** which muscles are used when performing certain exercises. To show the ability and confidence performing skills in a competitive format. To show a great understanding of the rules and tactics in various games and are able to change a tactic where necessary.



encounter difficulties. Enjoy achievements. Creating and thinking - have and develop their own ideas. make links between ideas. and develop simple strategies for performing different movements and actions.

Net & Wall based activities with an emphasis on space. A variety of activities including themes of Tennis, Badminton, Table Tennis and Volleyball. A variety of equipment including balls, nets and rackets Working in small teams

Simple competition in pairs and small teams

Net & Wall based activities with an emphasis on space. A variety of activities including themes of Tennis, Badminton, Table Tennis and Volleyball. A variety of equipment including balls, nets and rackets Working in small teams

Simple competition in pairs and small teams

remain in space Locomotion skills (Defend) apply game principles/rule s Jump - block, intercept, receive object off target/on the move Ball manipulation skills (Attack) apply game principles/rule s Send - from a static position and on the move, into a space for a teammate to run on to and receive Receive - from a static position and on the move, transitioning into an immediate pass when received (quick pass) **Experiences**

Net & Wall

remain in space Locomotion skills (Defend) apply game principles/rule s Jump – block, intercept, receive object off target/on the move Ball manipulation skills (Attack) apply game principles/rule s Send – from a static position and on the move, into a space for a teammate to run on to and receive Receive from a static position and on the move, transitioning into an immediate pass when received (quick pass) **Experiences** Net & Wall

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To be able to work effectively as a team showing great sportsmanshi p and encouraging of others. To effectively transfer skills in PE lessons from one sport to another sport. To review, analyse and evaluate their own and others' strengths and weaknesses. To set personal challenges and are able to achieve these challenges.



			1 1	
based activities	based activities	based activities	based activities	
with an	with an	with an	with an	
emphasis on	emphasis on	emphasis on	emphasis on	
space. A variety	space. A variety	space. A variety	space. A variety	
of activities	of activities	of activities	of activities	
including	including	including	including	
themes of	themes of	themes of	themes of	
Badminton and	Badminton and	Badminton and	Badminton and	
Volleyball. A	Volleyball. A	Volleyball. A	Volleyball. A	
variety of	variety of	variety of	variety of	
equipment	equipment	equipment	equipment	
including balls,	including balls,	including balls,	including balls,	
nets and	nets and	nets and	nets and	
rackets	rackets	rackets	rackets	
Working in	Working in	Working in	Working in	
small teams	small teams	small teams	small teams	
Simple	Simple	Simple	Simple	
competition in	competition in	competition in	competition in	
pairs and small	pairs and small	pairs and small	pairs and small	
teams	teams	teams	teams	

	Athletics										
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Greater Depth				
Learners will be	Learners will be	Learners will be	Learners will be	Learners will be	Learners will be	Learners will be	Learners will be				
able:	able:	able:	able:	able:	able:	able:	able:				
							To persevere				
Sports Day	Sports Day	Sports Day	Athletics	Athletics	Athletics	Athletics	with a task and				
Preparation	Athletics	Athletics					improve their				
			Skills	Skills	Skills	Skills	performance				
Skills	Skills	Skills	Outdoor	Outdoor	Outdoor Track	Outdoor Track	through regular				
					Events	Events	practice.				



Physical development Develop core strength, stability, balance, spatial awareness, coordination, and agility. Develop dance movement. control and balance of body parts Communication and language Commenting on their imagination of the theme (Activity Professional will echo back what they say with new vocabulary added) Offer answers to knowledge check questions Personal, social, and emotional development Supported to manage

Running **Technique** Smaller steps quicker -Arms with a bend at the elbow alternate forwards and backwards. opposite arm and leg leading at a time (arms help momentum) -Straight back and head/eyes facing the direction of travel **Throwing action** -Underarm Stand facing the target, holding the object in throwing hand -Raise hand backwards in a swinging motion, with a slight bend at elbow -Look at the target area to help with

accuracy -Swing

Running Technique Smaller steps quicker -Arms with a bend at the elbow alternate forwards and backwards. opposite arm and leg leading at a time (arms help momentum) -Straight back and head/eyes facing the direction of travel **Throwing action** -Underarm Stand facing the target, holding the object in throwing hand -Raise hand backwards in a swinging motion with a slight bend at elbow -Look at the target area to help with

accuracy -Swing

Track Events Running – How long will it take you to finish? Long Distance: -Pacing yourself, cannot sprint for the full race -Start of the race important; if you start too quickly you may not finish -No lanes to stay in Sprint Races: -Ran in lanes, if left, disqualified from the race -Complete the race as fast as vou can -Accelerate at the start from a standing position 1. Stronger leg at the front with a bend at the knee 2. Opposite arm to leading leg raised in front with a bend at the elbow 3. Lean slightly

Track Events Running – How long will it take you to finish? Long Distance: -Pacing yourself, cannot sprint for the full race -Start of the race important; if you start too quickly you may not finish -No lanes to stay in Sprint Races: -Ran in lanes, if left, disqualified from the race -Complete the race as fast as vou can -Accelerate at the start from a standing position 1. Stronger leg at the front with a bend at the knee 2. Opposite arm to leading leg raised in front with a bend at the elbow 3. Lean slightly

Running -Refining technique, **Qualifying heats** & Placing for medals Long Distance: -Must pace yourself but still need to run as fast as you can to finish as quickly as possible Sprint Races: -Run as fast as you can for the full race, remembering to keep going a little after the finish line to make sure you cross it at your quickest speed Hurdles: -Keeping a consistent stride will help in jumping over the hurdles without disrupting your rhythm Relay Race: -The changeover is

Running -Refining technique, Qualifying heats & Placing for medals Long Distance: -Must pace vourself but still need to run as fast as you can to finish as quickly as possible Sprint Races: -Run as fast as you can for the full race, remembering to keep going a little after the finish line to make sure you cross it at your quickest speed Hurdles: -Keeping a consistent stride will help in jumping over the hurdles without disrupting your rhythm Relay Race: -The changeover is

To take part in after school sports clubs with outside agencies and may achieve certificates trophies in these clubs. To have the confidence to lead a warm up / task or group showing signs of a good sports leader. To take part in a wide range of events, inside and outside of school. competing with others and showing great enthusiasm. To show an understanding of the health and fitness side of PE. For example, why the body has to warm up/ cool



emotions and understand basic competition. Support interaction with other children. **Experiences** Games played both indoors and outdoors **Engaging actively** in stories, conversation, story-telling and role play. Share their ideas with support and modelling from the Activity **Professional** Experience a variety of equipment and explore ways to use safely. Concentrate and keep on trying if they encounter difficulties. Enjoy achievements. Creating and thinking - have and develop

hand forwards and release when passes hip **Throwing action** Overarm Stand shoulder width apart, side on to the target -Raise throwing arm to behind the head at a 90° angle -Point nonthrowing arm at target -Transfer body weight from back foot to front foot, rotating hips and torso towards target -Pull throwing arm through and release object Jumping -Feet hip to shoulder width apart with knees bent -Swing both arms simultaneously forward and backwards to gain momentum -When arms are

hand forwards and release when passes hip **Throwing action** Overarm Stand shoulder width apart, side on to the target -Raise throwing arm to behind the head at a 90° angle -Point nonthrowing arm at target -Transfer body weight from back foot to front foot. rotating hips and torso towards target -Pull throwing arm through and release object Jumping -Feet hip to shoulder width apart with knees bent -Swing both arms simultaneously forward and backwards to gain momentum -When arms are

forwards with eves looking straight throughout the race 4.Dip head forward as you finish to cross the line guicker Hurdles: -Ran in lanes and involve jumping over hurdles throughout the race -Involves a mixture of sprinting and slight slowing in pace when approaching and jumping over hurdles -Complete the race as fast as you can Relay Race: -Team race using a baton -Each runner takes turns to run, holding the same baton -Run as fast as you can. but be careful when

forwards with eves looking straight throughout the race 4.Dip head forward as you finish to cross the line quicker Hurdles: -Ran in lanes and involve jumping over hurdles throughout the race -Involves a mixture of sprinting and slight slowing in pace when approaching and jumping over hurdles -Complete the race as fast as you can Relay Race: -Team race using a baton -Each runner takes turns to run, holding the same baton -Run as fast as you can, but be

careful when

vital to completing this race. -As runner 1 is approaching runner 2, runner 2 needs to begin to run so the baton is exchanged whilst both runners are on the move. This allows runner 2 to get to top speed quicker **Outdoor Field Events** Throwing -Refining technique. Qualifying heats & Placing for medals Howler/Javelin: -A straight or bent arm action can be used. -Follow through the throw by continuing arm pull and hip rotation Jumping

Refining

completing this race. -As runner 1 is approaching runner 2, runner 2 needs to begin to run so the baton is exchanged whilst both runners are on the move. This allows runner 2 to get to top speed quicker **Outdoor Field Events** Throwing -Refining technique, Qualifying heats & Placing for medals Howler/Javelin: -A straight or bent arm action can be used. -Follow through the throw by continuing arm pull and hip rotation Jumping Refining

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their own ideas, make links between ideas, and develop simple strategies for performing different movements and actions. at the furthest point behind the body, push through feet and swing arms forward, landing on both feet **Experiences** A variety of activities using agility, balance and coordination A variety of equipment including hoops, beanbags and balls Working individually and in small groups Simple competition alone and in pairs Working indoors and outdoors Running at different speeds for short and long distances and durations Throwing for accuracy and

at the furthest point behind the body, push through feet and swing arms forward, landing on both feet **Experiences** A variety of activities using agility, balance and coordination A variety of equipment including hoops, beanbags and balls Working individually and in small groups Simple competition alone and in pairs Working indoors and outdoors Running at different speeds for short and long distances and durations Throwing for accuracy and

passing the baton **Outdoor Field Events** Throwing – How far can you throw? Can you measure your distance? Howler/Javelin: -Overarm action used to throw as far as you can Jumping – How far can you jump? Can you measure your distance? Standing Long Jump: -Two footed iump landing on both feet **Indoor Track & Field Events Running Lap** Running -Runners start in the middle of 2 reversaboards or cones, distanced accordingly. -Runner will run

passing the baton **Outdoor Field Events** Throwing – How far can you throw? Can you measure your distance? Howler/Javelin: -Overarm action used to throw as far as you can Jumping – How far can you jump? Can you measure your distance? **Standing Long** Jump: -Two footed jump landing on both feet **Indoor Track & Field Events** Running Lap Running -Runners start in the middle of 2 reversaboards or cones, distanced accordingly. -Runner will run

technique, Qualifying heats & Placing for medals Long Jump: -Usually done in a sand pit, athletes will have a run up before take-off -Leading foot must not cross the take-off board (line) -When landing, allow a landing on 1 leg (will appear as a leap) for safety purposes and measure from first contact with the floor. **Indoor Track & Field Events** Running -Refining technique, Qualifying heats & Placing for medals Lap Running -Runners start in the middle of 2

technique, Qualifying heats & Placing for medals Long Jump: -Usually done in a sand pit, athletes will have a run up before take-off -Leading foot must not cross the take-off board (line) -When landing, allow a landing on 1 leg (will appear as a leap) for safety purposes and measure from first contact with the floor. Indoor Track & **Field Events** Running -Refining technique, Qualifying heats & Placing for medals Lap Running -Runners start in the middle of 2

To effectively transfer skills in PE lessons from one sport to another sport. To review, analyse and evaluate their own and others' strengths and weaknesses. To set personal challenges and are able to achieve these challenges.



distance Jumping	distance Jumping	to first board, to	to first board, to	reversaboards or	reversaboards or	
for distance	for distance	the other end to	the other end to	cones, distanced	cones, distanced	
		the 2nd board	the 2nd board	accordingly	accordingly	
		and return to the	and return to the	Runner will run	Runner will run	
		middle when 1	middle when 1	to first board, to	to first board, to	
		lap is counted.	lap is counted.	the other end to	the other end to	
		Throwing Chest	Throwing Chest	the 2nd board	the 2nd board	
		Push -Hold a	Push -Hold a	and return to the	and return to the	
		basketball or	basketball or	middle when 1	middle when 1	
		heavy ball in	heavy ball in	lap is counted.	lap is counted.	
		both hands	both hands	Throwing -	Throwing -	
		against chest -	against chest -	Refining	Refining	
		Push the ball as	Push the ball as	technique,	technique,	
		hard as you	hard as you	Qualifying heats	Qualifying heats	
				& Placing for	& Placing for	
				medals Chest	medals Chest	
				Push -Hold a	Push -Hold a	
				basketball or	basketball or	
				heavy ball in	heavy ball in	
				both hands	both hands	
				against chest	against chest	

	Striking and Fielding										
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Greater				
							Depth				
Learners will	Learners will be	Learners will be	Learners will be	Learners will be	Learners will be	Learners will be	Learners				
be able:	able:	able:	able:	able:	able:	able:	will be able:				
Team Games	Games (striking	Games (striking	Striking &	Striking &	Striking & Fielding	Striking & Fielding	То				
	and fielding)	and fielding)	Fielding Games	Fielding Games	Games – Cricket	Games – Cricket	persevere				
Skills							with a task				
Physical	Skills	Skills	Skills	Skills	Skills	Skills	and				
development	Agility	Agility					improve				



Develop core strength, stability, balance, spatial awareness, COordination. and agility. Develop dance movement, control and balance of body parts Communicati on and language Commenting on their imagination of the theme (Activity **Professional** will echo back what they say with new vocabulary added). Offer answers to knowledge check

Moving the body from one position to another (changing direction) Start/stop on command, maintaining balance **Balance** Centre of gravity over the base of support Counterbalancing when centre of gravity is out of position **Co-ordination Synchronising** limbs when performing an action Generating force when sending **Locomotion skills** (ways to move) Run – forwards, backwards. sideways and diagonally Chase closing space between self and

travelling ball

Moving the body from one position to another (changing direction) Start/stop on command, maintaining balance Balance Centre of gravity over the base of support Counterbalancing when centre of gravity is out of position **Co-ordination Synchronising** limbs when performing an action Generating force when sending **Locomotion skills** (ways to move) Run – forwards, backwards. sideways and diagonally Chase closing space between self and travelling ball

Striking & **Fielding Principles** different types of games. Batting - simplified versions of games Strike into space Correct grip for different pieces of equipment (cricket/rounders bats) Create tactics to achieve desired result and outwit your opponents. Understanding the importance of striking into space and varying shots played – apply game principles Shot selection and importance of timing to increase chances of success. Decision making on where to hit and why Fieldingsimplified versions of games, game

Striking & **Fielding Principles** - different types of games. Batting - simplified versions of games Strike into space Correct grip for different pieces of equipment (cricket/rounders bats) Create tactics to achieve desired result and outwit your opponents. Understanding the importance of striking into space and varying shots played – apply game principles Shot selection and importance of timing to increase chances of success. Decision making on where to hit and why Fieldingsimplified versions of games, game

Striking & Fielding Principles different types of games. **Batting** Identifying weaknesses in organisation of fielders and taking advantage of this Communication skills – verbal and non-verbal Identifying patterns of play bowler/types of delivery (simple line and length principles pitched short/full/full toss), fielders with stronger throwing techniques/consis tent accuracy Game management **Fielding** Create tactics to achieve desired result Identifying strengths of opposition and

Striking & Fielding Principles different types of games. **Batting** Identifying weaknesses in organisation of fielders and taking advantage of this Communication skills - verbal and non-verbal Identifying patterns of play bowler/types of delivery (simple line and length principles pitched short/full/full toss), fielders with stronger throwing techniques/consis tent accuracy Game management **Fielding** Create tactics to achieve desired result Identifying strengths of opposition and

performanc e through regular practice. To take part in after school sports clubs with outside agencies and may achieve certificates trophies in these clubs. To have the confidence to lead a warm up / task or group showing signs of a good sports leader. To take part in a wide range of events, inside and outside of



questions Personal, social, and emotional development Supported to manage emotions and understand basic competition. Support interaction with other children.

Experiences Games played both indoors and outdoors Engaging actively in stories, conversation, story-telling and role play. Share their ideas with support and modelling from the

Jump - receive object/stop object travelling away from self Stabilisation skills (maintaining physical stability) Turn – pick up and throw to designated target Twist - when sending/receiving Stretch – when receiving/stop object travelling away from self **Ball manipulation** skills (ways to use an object) Send – throw an object to designated target Receive – catch with hands Pick up – static or moving object Carry – run with a bat in hands Striking & Fielding **Principles Fielding** retrieve an object and send to designated

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scenarios Prevent opposition from scoring by closing space as best as you can Create tactics to achieve desired result Understanding the area and positions/roles within a team Awareness of playing area and how to run a batter out Awareness of additional methods to get batter out (cricket; bowled/caught, rounders: 3 strikes/caught) **Bowling**simplified versions Bounce feed/underarm/fi gure of 6 breakdown (overarm action) **Locomotion skills** (Batting) - apply game principles/rules

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school, competing with others and showing great enthusiasm. To show an understandi ng of the health and fitness side of PE. For example, why the body has to warm up/ cool down. Why the blood pumps and heart beats faster. Knowing which muscles are used when performing certain exercises. To show the ability and confidence



Activity **Professional** Experience a variety of equipment and explore ways to use safely. Concentrate and keep on trying if they encounter difficulties. Enjoy achievement s. Creating and thinking - have and develop their own ideas, make links between ideas, and develop simple strategies for performing different movements and actions.

target, to prevent opposition scoring runs/rounders/po ints Batting strike an object into space to gain n advantage and allow to score runs/rounders/po ints

Experiences Multi skills based activities with an emphasis on sending and receiving A variety of activities including themes of Cricket. Rounders and Kick Rounders A variety of equipment including balls, bats, wickets and bases Working in small teams Simple competition in small teams

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Run – in between wickets/around bases **Locomotion skills** (Fielding) - apply game principles/rules Run – closing space not allowing any gaps Chase – retrieving an object (once struck) following the direction it is travelling in Bat manipulation skills (Batters) apply game principles/rules Strike – an object from a static position and on the move, into a space to gain an advantage to score Ball manipulation skills (Bowler/Fielders) apply game principles/rules Catch – a moving

object - varying

Run – in between wickets/around bases **Locomotion skills** (Fielding) - apply game any gaps principles/rules Run – closing space not allowing any gaps to gain an Chase - retrieving an object (once struck) following the direction it is skills travelling in **Bat manipulation** skills (Batters) apply game principles/rules Strike – an object from a static position and on the move, into a space to gain an advantage to batter(s) score **Ball** manipulation skills (Bowler/Fielders) throw apply game principles/rules

Catch – a moving

object - varying

skills (Fielding) apply game principles/rules Run - closing space not allowing **Bat manipulation** skills (Batters) Strike – vary shots advantage over the fielders **Ball manipulation** (Bowler/Fielders) apply game principles/rules Catch - a moving object - varying speeds, angles and heights Throw to a designated target/person dependant on the movements Pickup – gather a rolling object and

skills (Fielding) apply game principles/rules Run – closing space not allowing any gaps Bat manipulation skills (Batters) Strike – vary shots to gain an advantage over the fielders **Ball manipulation** skills (Bowler/Fielders) - apply game principles/rules Catch – a moving object - varying speeds, angles and heights Throw - to a designated target/person dependant on the batter(s) movements Pickup - gather a rolling object and throw

performing skills in a competitive format. To show a great understandi ng of the rules and tactics in various games and are able to change a tactic where necessary. To be able to work effectively as a team showing great sportsmans hip and encouraging of others. To effectively transfer skills in PE lessons from one sport to



	speeds, angles	speeds, angles		another
	and heights Throw	and heights Throw		sport.
	 to a designated 	to a designated		To review,
	target/person	target/person		analyse and
	dependant on the	dependant on the		evaluate
	batter(s)	batter(s)		their own
	movements Pick-	movements Pick-		and others'
	up – gather a	up – gather a		strengths
	rolling object and	rolling object and		and
	throw	throw		weaknesses
				. To set
				personal
				challenges
				and are able
				to achieve
				these
				challenges.

Swimming								
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Greater Depth	
Learners will be	Learners will be	Learners will be						
able:	able:	able:	able:	able:	able:	able:	able:	
				Stroke Action	Stroke Action	Stroke Action	To swim further	
				Explore	Pupils	Identify their	than 50	
				technique for	demonstrate	personal best in	metres.	
				specific strokes	increased	a range of	To swim	
				to include head	technique in a	strokes.	fluently and	
				above water	range of strokes,	Successfully	confidently for	
				breaststroke,	swimming over a	select and apply	over 90	
				backstroke and	distance of 25	their fastest	seconds.	



		front crawl.	metres or	stroke over a	To use all 3
		Breathing	beyond.	distance of 25	strokes with
		Pupils	Breathing	metres or more.	control.
		demonstrate	Pupils explore	Breathing	To swim short
		improved	underwater	Demonstrates	distances using
		breathing	breaststroke	smooth and	butterfly. To
		technique in	breathing	consistent	breathe so that
		front crawl.	technique over a	breathing	the pattern of
		Breathing in	distance of 25	technique in a	their swimming
		Breaststroke is	metres Water	range of strokes	is not
		established in	safety.	over a distance	interrupted.
		sync with arm	Pupils	of 25 metres or	To perform a
		action and push	demonstrate a	beyond.	wide range of
		and glide phase	good	Water safety	personal
		Water safety	understanding of	Pupils can select	survival
		Pupils are	water safety.	and apply the	techniques
		comfortable with	Explore safety	appropriate	confidently.
		some personal	techniques to	survival	To know what
		survival	include the	technique for	the different
		techniques to	H.E.L.P. and	the situation	tasks demand
		include survival	Huddle	over a range of	of their body,
		strokes such as	positions.	water based	and pace their
		sculling and	Body alignment	scenarios.	efforts well to
		treading water.	Streamline	Body alignment	meet
		Body alignment	aquatic body	Streamlined	challenges.
		Streamline	position clearly	aquatic body	To describe
		shape in all	visible.	position clearly	good
		strokes.	Dip to hip visible	visible.	swimming
		Dip to hip visible	in all strokes.	Dip to hip in all	technique and
		in all strokes.	Effective	strokes.	show and
		Leg action	propulsion in all	Pupils	explain it to
		controlled and	leg actions and	understand	others.
		synchronised	strokes.	terms Catch,	



	with arm act	ion Arm and leg	Pull, Push and	
	and increasi	ngly cycles link with	glide and can	
	breathing cy	cle. breathing.	demonstrate and	
	Flutter kick o	n	explain them	
	front crawl a	nd	Pupils can	
	backcrawl		demonstrate	
	developing		effective	
	consistently.		propulsion from	
	Breaststroke	leg	leg action and	
	action include	les	also their arm	
	whip kick an	d	action by	
	effective		isolating each in	
	propulsion.		turn (e.g. holding	
			a float with	
			hands for just leg	
			propulsion,	
			holding float	
			between thighs	
			for just arm	
			propulsion).	
		and increasing breathing cy Flutter kick of front crawl at backcrawl developing consistently. Breaststroke action include whip kick an effective	and increasingly breathing cycle. Flutter kick on front crawl and backcrawl developing consistently. Breaststroke leg action includes whip kick and effective	with arm action and increasingly breathing cycle. Flutter kick on front crawl and backcrawl developing consistently. Breaststroke leg action includes whip kick and effective propulsion. Bropulsion. With arm action and increasingly breathing. Arm and leg cycles link with breathing. Pull, Push and glide and can demonstrate and explain them Pupils can demonstrate effective propulsion from leg action and also their arm action by isolating each in turn (e.g. holding a float with hands for just leg propulsion, holding float between thighs for just arm