

Evelyn Street Primary School



**Evelyn Street
Primary Academy**

Intended Curriculum: PE

As we support a diverse community that can face social and economic challenges, we have designed a curriculum to respond to the school's context, giving rich knowledge and experiences that some of our children may not naturally access, while still operating within the framework that our Multi Academy Trust has developed with all our stakeholder schools.

So in relation to PE we have taken note that our school operates within an area where NHS obesity figures are above National and Warrington averages.

In addition to the National Curriculum, more clubs that focus on physical activity have been adopted by the school both within school hours during non-structured times and before school and after school. More opportunity to aspire to club level sport is presented to all children by participating within interschool activities that are related to the after school clubs.

Furthermore, we have ensured that we bring swimming to the school so that all KS2 learners' access this because we see this as a safety issue: we are surrounded by canals and waterways in our community.

We employ a sports coach to deliver high quality teaching and experiences in lessons but also to work alongside staff developing their own expertise in this area as we are aspirational and ambitious for all; children and adults. PE is taught twice a week, concentrating on two different units each half term. As the children progress through the school they will become adept and gain confidence in the skills and the sports that are progressively planned for within the school.

PE: Purpose of study

A high-quality physical education curriculum inspires all children to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for children to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Aims

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

- 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

Attainment targets

By the end of each key stage, children are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study

School Swimming and Water Safety

Award 1 <i>With or without float equipment or support:</i>	Award 2 <i>With or without float equipment:</i>	Award 3 <i>Without floats equipment or support:</i>	Award 4 <i>Without float equipment or support:</i>	Award 5 <i>Without float equipment or support:</i>	Award 6 <i>Without float equipment or support:</i>	Safe Self Rescue Award <i>Without float, in clothing, in order without pause:</i>	End of LKS2 Expectations	End of UKS2 Expectations
Enter the water safely	Enter the water safely	Fully submerge to pick up an object.	Jump into water, submerge, surface and swim back to the point of entry (min. depth 1m).	Jump in, submerge, surface and swim back to point of entry (at least full reach depth).	Perform three different shaped jumps into deep water, including a straddle jump.	Enter the water using a fall in entry. Float on the back or scull. Tread water for 20 seconds with one arm in the air and shout for help.	Children should be competent and confident in the water.	Children should swim competently, confidently and proficiently over a distance of at least 25metres.
Move forwards, backwards and sideways for a distance of 5m, feet may be on or off the floor.	Move from a horizontal floating position on the front and return to standing.	Perform a tuck float and hold for 5 seconds.	Push and glide towards the pool floor with arms extended.	Perform a horizontal stationary scull on the back.	Perform a head first scull for 5m.	Swim 15m on front, rotate and swim 15m on back to a floating object. Take up the Heat Escape Lessening Position (H.E.L.P). Swim 10m retaining a floating object. Take up the Huddle position. Swim using a long arm front paddle (survival stroke) to the side. Climb out from water of at least full reach depth without using the steps. Discuss as a group when these skills might be used to self-rescue in different water based situations.	Children use a variety of arm and leg actions to propel themselves through the water.	Children should use a range of strokes effectively, for example front crawl, backstroke and breaststroke.
Scoop the water and wash face, be comfortable water showered from overhead.	Move from a horizontal floating position on the back and return to standing.		Perform a sequence of 3 changing shapes, whilst floating on the surface.	Kick 10m backstroke. Kick 10m front crawl. Kick 10m butterfly or breaststroke on front or back.	Two out of the following three must be completed:		Children should participate in games to develop an understanding of buoyancy and propulsion.	Children should perform a safe self rescue in different water-based situations.
Blow bubbles a minimum of 3 times, with nose and mouth submerged.	Push and glide on the front in a horizontal position, to or from the pool wall.	Push from a wall and glide on the front with arms extended.	Push & glide on the front with arms extended and log roll onto back.	Travel on back and log roll 180 degrees onto front. Travel on front and log roll 180 degrees onto back.	Swim 10m front crawl, backstroke or breaststroke.			
Take part in a movement games. Give examples of 2 pool rules.	Push and glide on the back in a horizontal position from the pool wall. Travel on the back for 5m. Travel on the front for 5m.	Push from a wall and glide on the back (optional with arms extended). Perform a rotation from the front to the back, then return to standing. Perform a rotation from the back to the front, then return to standing.	Push & glide on back with arms extended and log roll onto front. Travel 5m on front, perform a tuck to rotate onto back & return to side. Travel 10m on the front with feet off the pool floor.		Tread water for 30 seconds. Perform a handstand or forward somersault, tucked in the water. Swim 25m own choice of stroke.			
			Travel 10m on the back with feet off the pool floor.					

Nursery – Physical Development (Gross Motor Skills)

PD progression through EYFS with links to PD (Fine Motors Skills / Expressive Arts & Design – Creating with Materials)

Educational Programme: Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

ELG: Gross Motor Skills ■ Negotiate space & obstacles safely, with consideration for themselves & others ■ **Demonstrate** strength, balance & coordination when playing ■ **Move** energetically, such as running, jumping, dancing, hopping, skipping & climbing

ELG: Fine Motor Skills ■ Hold a pencil effectively in preparation for fluent writing-using the tripod grip in almost all cases ■ Use a range of small tools, including scissors, paint brushes and cutlery ■ Begin to show accuracy and care when drawing

Focus	Gymnastics movements	Basic Movement and Games	Dance	Fine Motor Skills	Health and Self Care	Vocabulary To be used daily
Nursery Skills, Knowledge & Understanding	<ul style="list-style-type: none"> ▪ Can balance on one foot or in a squat momentarily, shifting body weight to improve stability ▪ Walks down steps or slopes, using alternate feet, maintaining balance & stability 	<ul style="list-style-type: none"> ▪ Can grasp & release with two hands to throw & catch a large ball, beanbag or object ▪ Run with spatial awareness & negotiate space successfully, adjusting speed or direction to avoid obstacles ▪ Develop movement, balancing, riding (scooters, trikes & bikes) skills 	<ul style="list-style-type: none"> ▪ Increasingly able to use & remember simple sequences of movements which are related to music & rhythm ▪ Use large muscle movements to wave flags & streamers etc 	<ul style="list-style-type: none"> ▪ Use one-handed tools & equipment ▪ Use a comfortable grip with good control when holding pens & pencils ▪ Eat independently 	<ul style="list-style-type: none"> ▪ Be increasingly independent getting dressed & undressed ▪ Take care of majority of own care needs within daily routine ▪ Develop an awareness of risk ▪ Observe & describe in words or actions the effects of physical activity on their bodies 	<p>Follow, lead, copy, gallop, slither, crawl, kick, catch, throw, push, pat, slither, shuffle, roll, crawl, walk, run, hop, slide, squat, climb, land, stand, jump, balance, space, race, chase, speed, direction, obstacles, stretch, strong, firm, gentle, heavy, floppy</p>
	Autumn 1 Colours and feelings	Autumn 2 Families and Celebrations	Spring 1 Traditional Tales	Spring 2 Growing and changing	Summer 1 People Who Help Us	Summer 2 Wild Animals / Zoo
Learning Outcomes	<p>Continuous provision</p> <ul style="list-style-type: none"> ⇒ Know the importance of washing hands ⇒ Know how to hop, stand on one leg & hold a pose for a game like musical statues ⇒ Know how to climb up stairs, steps & move across equipment using alternate feet ⇒ Know how to crawl, walk & run across a low plank ⇒ Know how to push, roll & bounce a large ball ⇒ Know how to throw and catch a large ball ⇒ Know how to move a large ball using feet ⇒ Know how to change speed & direction to avoid obstacles <p>PE lesson specific - Locomotion and stability</p> <ul style="list-style-type: none"> • Follow instructions on where to sit in a space and understand their surroundings. • Understanding why we need space when being active. • Walk backwards safely, checking for space by looking around and over their shoulders. • Walk forward, backward, skip, hop on one leg and stop (holding a pose) when instructed to develop coordination and balance, and to strengthen legs. • Run in the same direction and stop and start when signalled (traffic lights) • Healthy Participation = Sharing equipment and being safe in a space 		<p>Continuous provision</p> <ul style="list-style-type: none"> ⇒ Follow simple instructions to make a series of movements ⇒ Know how to skip, gallop, slither etc & follow instructions ⇒ Begin to match movements to music ⇒ Know how to use large muscle movements to wave flags & streamers ⇒ Know how to make snips paper with scissors ⇒ Show a preference for dominant hand ⇒ Know how to hold a pen or pencil in a tripod grip ⇒ Know how to use a knife & fork <p>PE lesson specific - Dance and gymnastic</p> <ul style="list-style-type: none"> • Find a space independently and begin to create shapes, movements and actions within that space. • Move freely and confidently without bumping into each other at different levels (low, medium and high) • Make shapes and actions that link with words, themes and emotions (words). • Interpret the music and move in time to the music. • Run skilfully in the same direction and be able to change direction when asked. • Galloping confidently with either leg as the lead leg. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing • Are increasingly able to use and remember sequences and pattern of movements which are related to music and rhythm • Healthy Participation = Sharing equipment and being safe in a space. 		<p>Continuous provision</p> <ul style="list-style-type: none"> ⇒ Know how to put on a coat & fasten a coat ⇒ Know the importance and how to brush teeth ⇒ Know that equipment & tools need to be handled safely ⇒ Begin to know the changes that happen to the body after exercise, such as heart beating faster <p>PE lesson specific - Fine motor skills and target games</p> <ul style="list-style-type: none"> • Negotiate space and obstacle safely, consideration for themselves and others • Demonstrate strength, balance and coordination when playing • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing • Dodging - sliding to the left and/or right. • Share equipment and take in turns. • Play fairly and accept decision in games. • Develop fine motor skills by holding a racquet, pick it up, carry and put down with care. Move the racquet fluently and safely. • Roll, throw underarm and strike a ball with their foot at a given target. • Understand that they might have a dominant foot or hand. • Healthy Participation = Sharing equipment, taking turns and being safe in a space. Handling equipment safely. 	

Children in nursery will have lots of opportunities to reinforce their developing physical skills through: □ High quality outdoor learning space with a focus on large and multi-sensory experiences □ P.E (Physical Education) lesson with a coach □ Weekly Forest School sessions □ Yoga □ Balance bikes

Reception – Physical Development (Gross Motor Skills)

PE progression through EYFS with links to PD (Fine Motors Skills / Expressive Arts & Design – Creating with Materials)

Educational Programme: Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

ELG: Gross Motor Skills ■ Negotiate space & obstacles safely, with consideration for themselves & others ■ Demonstrate strength, balance & coordination when playing ■ Move energetically, such as running, jumping, dancing, hopping, skipping & climbing

ELG: Fine Motor Skills ■ Hold a pencil effectively in preparation for fluent writing-using the tripod grip in almost all cases ■ Use a range of small tools, including scissors, paint brushes and cutlery ■ Begin to show accuracy and care when drawing

Focus	Gymnastics Movements	Dance	Basic Movement and Games		Fine Motor Skills	Health and Self Care	Vocabulary- To be used daily.
Reception Skills, Knowledge & Understanding	<ul style="list-style-type: none"> ▪ Revise & refine fundamental movements, making changes to body shape, position & pace of movement such as slithering, shuffling, rolling, skipping, hopping & sliding ▪ Combine different movements with ease & fluency ▪ Develop overall body strength, coordination, balance & agility 	<ul style="list-style-type: none"> ▪ Initiates new combinations of movements & gestures to express & respond to feelings, ideas & experiences ▪ Watch & talk about dance & performance art, expressing their feelings & responses ▪ Explore & engage in dance, performing solo or in groups 	<ul style="list-style-type: none"> ▪ Negotiate space successfully when playing racing or chasing games, adjusting speed or changing direction to avoid obstacles ▪ Develop & refine a range of ball skills including throwing, catching, kicking, batting & aiming ▪ Develop confidence, competence, precision & accuracy with activities that involve a ball ▪ Develop overall body strength, coordination, balance & agility e.g., wheelbarrows, balance bikes & pedal bikes 		<ul style="list-style-type: none"> ▪ Develop their small motor skills so that they can use a range of tools competently, safely and confidently. ▪ Suggested tools are pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. ▪ Develop the foundations of a handwriting style which is fast, accurate and efficient. 	<ul style="list-style-type: none"> ▪ Can manage their own personal hygiene ▪ know and talk about the different factors that support their overall health and wellbeing Can describe the importance of physical activity, healthy eating, toothbrushing, good sleep routines and 	Follow, lead, copy, gallop, slither, crawl, kick, catch, throw, push, pat, slither, shuffle, roll, crawl, walk, run, hop, slide, squat, climb, land, stand, jump, balance, space, race, chase, speed, direction, obstacles, stretch, strong, firm, gentle, heavy, floppy
Learning Outcomes	Autumn 1 My Environment & Me	Autumn 2 Special Times & Special Places	Spring 1 Same and Different	Spring 2 Lifecycles	Summer 1 In My Garden	Summer 2 People in our Community	
	<ul style="list-style-type: none"> • To know how to manage my own personal hygiene such as washing my hands and brushing my teeth. • Use a variety of mark making tools with control. • To know how to successfully roll, crawl, hop, skip, run, jump and climb (fundamental movement skills). • To move through an obstacle course skilfully and safely, showing control over their bodies and objects. To negotiate space and equipment safely and fairly. • Develop overall body strength, coordination, balance and agility. • Healthy participation - Work safely within a space, with others and with equipment and take responsibility. 		<ul style="list-style-type: none"> • Healthy participation - Talk about the importance of exercise and sleep • Hold my pencil with a dominant hand and write recognisable letters for all set one sounds. • To move in a variety of ways in isolation and combination including rolling (variety of ways), crawling, walking, jumping, running, hopping, skipping, climbing and galloping. • To develop grace and control when combining different actions and movements and be increasingly able to use and remember a simple sequence, which are related to music and poems. • Use core muscles and strength to achieve a good posture when posing in or holding various positions at different levels. • Travel safely and with confidence under, over and through apparatus (hoops) and be able to jump off an object and land safely. • Healthy participation - Begin to understand the importance of posture and core strength in balance and movement. Landing safely. Head up, eyes forward and controlling speed. 		<ul style="list-style-type: none"> • Explain a healthy diet and different food combinations • Write with a clear tripod grip and create accurately formed letters ready for joining. • Ride a balance bike effectively and with control. • Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group. Negotiate space and equipment safely and fairly. • Always keep eye on ball when throwing and catching and do not turn back on ball. • Send a ball with a degree of accuracy to a partner and receive the ball in the correct position (ready position). • Develop motor skills with a hand/racquet/bat and be able to strike, volley and dig a ball with some degree of accuracy and keep a rally going with a partner. • Throw a variety of equipment with a good technique e.g. soft javelin, ball, frisbee • Be able to interpret basic rules and accept decisions. • Run with head up, not looking down at feet or others within a lane. Use arms and legs at the same time whilst running. • Jump from one foot to two feet and from two feet to one foot, from a range of heights. 		

			<ul style="list-style-type: none">• Healthy participation - Recognise the importance of warming up and cooling down and the importance of hydration. Take part in games where they work with others respectfully and fairly.
<p>□ Children in reception have lots of opportunities to reinforce their developing physical skills through the provision provided both indoors and out. □ In addition to this children have a weekly PE session with a PE coach in the main school hall and outside which cover fundamental movement skills, dance, games and gymnastics apparatus work throughout the year.</p>			

KS1 Year A: PE skills		
<p>Core Knowledge- Understanding of how exercise effects the body, understand why it is important to eat healthily and exercise, understand how the body feels before during and after exercise and how it changes.</p> <p>Core Skills- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>Participate in team games, developing simple tactics for attacking and defending. Perform dances using simple movement patterns</p> <p>Core behaviours- Children 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.</p>		
<p>KS1: Subject content</p> <p>Children should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Children should be taught to:</p> <ul style="list-style-type: none"> • Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • Participate in team games, developing simple tactics for attacking and defending • Perform dances using simple movement patterns 		<p>Self-evaluating Performance</p> <ul style="list-style-type: none"> • Watch and describe performances • Begin to say how they could improve <p>Core vocabulary across units of study - Speed, balance, coordination, teamwork</p>
Unit of Study	Year A - End goals	Vocabulary
<p>Athletics</p> <p>In this unit children explore running and jumping activities, and take part in simple challenges and competitions. They experiment with different ways of travelling, and jumping, increasing their awareness of speed and distance. As in all athletic activities, children think about how to achieve the greatest possible speed, distance or accuracy.</p>	<ul style="list-style-type: none"> • To know the rules and stages of a sprint race and be able to follow them • To know the technique and posture required for a successful short distance run and know about acceleration and deceleration • To know the rules and stages of a long jump and be able to follow them with some accuracy • To know the correct posture and technique required for a successful long jump 	<p>Fast, backwards, stop, start, safely, pump arms, run, forwards, slow, head up, drive, lift knees, kicking horses, hop, skip, step, aim, fast, medium, slow, flight, head up, acceleration, deceleration, strength.</p>
<p>Inclusive sports</p> <p>In this unit children will participate in, and learn the rules of, Blind Football and will begin to develop their communication skills effectively to work as a team within an inclusive sport. They will concentrate on developing passing skills and developing control of the ball when moving and receiving.</p>	<ul style="list-style-type: none"> • To be able to understand the adaptations for someone who can't see in a game of football • To know how to control the ball and feel comfortable receiving the ball with the help of another child • To know how to listen to the sound of the ball and to be able to locate it. • To know how to work together with others, communicate and use teamwork; using compass points to assist on another • To know how to navigate around the space, travel, move to sharp stops and shoot. 	<p>Verbal ques, aware, equipment, sound, sight, clapping, partially blind, adaptations, space, guidance, receiving, passing, shooting.</p>
<p>Football</p> <p>In this unit children will develop and refine their learning from the previous unit on blind football, incorporating their teamwork skills and their footwork. As well as developing previously taught skills, children will begin to dribble the ball around a space in order to gain further control of the ball. They will play the game in small sided teams and begin to apply the rules.</p>	<ul style="list-style-type: none"> • To know how to use their feet effectively in different ways to stop, pass and keep the ball under control • To be able to change directions, turn and dribble attempting to keep the ball under control and close to them. • To know how to demonstrate the technique of a goalkeeper and know how to shoot in different scenarios. • To be able to find a space in any area successfully and begin to understand how to attack and defend. • To know how to play a basic game in small sided games of 4v4, play fairly and apply the rules. 	<p>passing, running, accuracy, speed, teamwork, inclusion,</p>

<p>Tag rugby In this attacking and defending unit children will learn the basics of tag rugby; as well as how to outwit their opponents and score when playing invasion games. They develop skills in finding and using space to keep the ball. They play with the same basic court set-up and rules, but use a range of equipment and skills, including throwing, catching, kicking and striking skills. Children think about how to use skills, strategies and tactics to outwit the opposition.</p>	<ul style="list-style-type: none"> To know how to use running, jumping, and catching in isolation and how to link these skills in different ways to make actions and sequence movements. To know how to chase and tag another player when moving, and how to make smooth passes in different directions and have hands in ready position To know how to communicate to support attacking and defending To begin to compete safely in and play competitive/ modified games of tag rugby (knowing the basics) and apply some basic principles for attacking. 	<p>Agility, balance, coordination, jumping, hopping, pacing-slow/ fast, walking, jogging, running, tagging, attacking, defending, sprint, dodging, accuracy, control.</p>
<p>Dance – A day in the sunshine (“Walking on sunshine”) In this unit children will explore basic body actions, eg jumping and turning and use different parts of their body to make movements. They create and repeat short dances inspired by the music they are presented and ideas of the sunshine. In dance as a whole, children think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts.</p>	<ul style="list-style-type: none"> To know how to listen to the music and move bodies in time and with control to the music To know how to create theme or word related shapes, actions, and movements. To show different levels, pathways and direction when travelling; and to show travelling in different way To know how to link ideas together so that they flow into a dance performance 	<p>balance, control, teamwork, jump, turn, travel, stillness, time, start, finish, levels, unison, perform, feedback.</p>
<p>Gymnastics In this unit children will choreograph a short sequence using a range of pathways, jumps, balances, stretches and carefully selected apparatus.</p>	<ul style="list-style-type: none"> To know how to travel in different ways from low to high, including hands and feet, and to be able to combine traveling actions together, including over, under, through and around apparatus changing levels and pathways To know how to move around the space in different ways and how to move faster or slower To know how to work with a partner to link actions together in a sequence with a start, middle and end, using a turn or jump to form a sequence and holding start and ending positions. To explore ways of using low level apparatus safely to perform a balance, bounce or jump and to know how to safely jump and land from apparatus To know how to perform a sequence in a final performance and perform it to the class and be open to give and receive feedback 	<p>travel, high, low, apparatus, over, under, space, body parts, pathways, direction, space, sequence, actions, flight, tension, extension</p>
<p>Pickleball In this net and wall unit children will be introduced to the game of pickleball. They will learn to use a paddle to control, serve, strike and return a ball over a net. They will learn the techniques involved and how to position their bodies for the greatest success. They will participate in games and learn to follow the rules fairly against an opponent.</p>	<ul style="list-style-type: none"> To know how to hold the paddle correctly and how to balance and roll the pickleball around using the paddle To know how to and when to strike the pickleball and how to hit a pickleball using a forehand drive using the correct technique. To know how to keep eyes on the ball. To know how to use the correct technique to serve, strike and return the ball To know how to play a game of pickleball and how to score points. 	<p>paddle, hold, strike, roll, power, drive, forehand, backhand, technique, serve.</p>
<p>Volleyball In this net and wall unit, children will develop their skills of holding, passing, returning, serving and striking the volleyball within the context of a competition. They will engage in small games, learning and applying the basic rules of the game. Children will further develop teamwork and communication as they enhance their coordination, accuracy and speed.</p>	<ul style="list-style-type: none"> To know how to send the ball using a volley to a partner with some degree of accuracy, using under and overarm passes and keep a short rally going To know how to play games against an opponent using all shots – volley, dig, set, and spike. To know how to move around the court and get underneath the ball. To play short games of volleyball and be able to score points. To accept decisions given and have some understanding of the rules of the game. 	<p>control, teamwork, speed, power, spike, volley.</p>

<p>Kwik Cricket</p> <p>In this striking and fielding unit, children will become increasingly familiar with the game of cricket. They will recognise and use the equipment when practising and within the context of games. They will further hone their bowling, striking and fielding skills through well selected activities.</p>	<ul style="list-style-type: none"> • To know about what wickets and bails are. • To know how to play Kwik cricket in small groups and demonstrate the school values, beginning to show some strategy (e.g. strike the ball to a space where there are no fielders) • To know where the fielders stand and what they do, beginning to understand basic fielding strategies such as rolling, catching and stopping the ball • To throw and catch different sized balls at different distances • To know how to bowl underarm and catch a ball with some control, and to know that a bowl is different to a throw. • To know how to hold a bat correctly and bat a ball using the correct technique. 	<p>speed, power, confidence, slow, fast, accuracy, inclusion, wickets, bail, bat, rolling, target</p>
<p>Softball</p> <p>In this striking and fielding unit, children will learn the basic rules of softball. They will enhance and refine their striking and fielding skills by practising their swing techniques as well as how to track and receive a ball successfully in a range of situations</p>	<ul style="list-style-type: none"> • To know how to use key rules that are specific to softball and to show awareness of these rules and boundaries; playing fairly. • To know how to work safely within a defined space and communicate effectively with a team • To know how to bowl the ball at a target and how to strike a ball with the correct swing technique • To use striking and fielding techniques in a game. • To know how to throw and roll the ball, and how to use tracking and retrieving skills. 	<p>Control, Pass. target, catch, personal best, team, dribble, game, score, determination, teamwork</p>
<p>Disc golf</p> <p>In this target game unit, children will learn about and practise aim and accuracy as they send an object toward targets different distances away. Players score when they successfully throw or strike an object closer to a target than their opponents were able to. Tactical problems related to target games include shot selection, judging distance, preventing points, and protecting the shot.</p>	<ul style="list-style-type: none"> • To know how to play the game safely and fairly To know how to hold, aim and throw the disc at a target with increasing consistency and accuracy. • Demonstrate underarm throwing when aiming at targets with varying degrees of accuracy • To use simple strategies e.g. longer throws followed by shorter more accurate ones 	<p>disc, basket, completion, course, hole, penalties, stroke, marker, fewer, farthest</p>
<p>Skittle bowl</p> <p>In this target game unit, children will learn about and practise aim and accuracy as they send an object toward targets different distances away. Players score when they successfully throw or strike an object closer to a target than their opponents were able to. Tactical problems related to target games include shot selection, judging distance, preventing points, and protecting the shot.</p>	<ul style="list-style-type: none"> • To know how to aim and roll a ball with some accuracy at a target. • To know how to work well with others and communicate effectively. • To know how to negotiate space successfully. • To know how to keep a low stance to help with your balance and how to use arms to help improve balance • To know how to set up, play the game of skittle bowls fairly and score a game successfully. 	<p>Roll, throw, target, forward, big, small, little, hard, soft, bowling, add, rolling, throwing, hand eye coordination, targeting</p>

KS1 Year B: PE skills progression		
<p>Core Knowledge- Understanding of how exercise effects the body, understand why it is important to eat healthily and exercise, understand how the body feels before during and after exercise and how it changes.</p> <p>Core Skills- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>Participate in team games, developing simple tactics for attacking and defending; perform dances using simple movement patterns</p> <p>Core behaviours- 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.</p>		
<p>KS1: Subject content</p> <p>Children should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Children should be taught to:</p> <ul style="list-style-type: none"> • Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • Participate in team games, developing simple tactics for attacking and defending • Perform dances using simple movement pattern 	<p>Self-evaluating Performance</p> <ul style="list-style-type: none"> • Watch and describe performances • Begin to say how they could improve 	
Unit of Study	Year B - End goals	Vocabulary
<p>Athletics – 200m sprint and javelin throw</p> <p>In this unit children explore running and throwing activities and take part in simple challenges and competitions. They experiment with different ways of travelling and throwing, increasing their awareness of speed and distance. As in all athletic activities, children think about how to achieve the greatest possible speed, distance or accuracy.</p>	<ul style="list-style-type: none"> • To know the rules and stages of a sprint race and be able to follow them • To know the technique and posture required for a successful run, and knowing how to perform a sprint finish • To know the safety procedures, rules and stages of a javelin throw and be able to follow them • To know the correct posture and technique required for a successful javelin throw 	<p>Fast, backwards stop, start, safely, pump arms, run, forwards, slow, head up, lift knees, kicking horses, hop, skip, step, aim, fast, medium, slow, acceleration, deceleration, strength, Elbows out, grip</p>
<p>Inclusive sports – Tabletop Cricket</p> <p>In this unit children will participate in, and learn the rules of, Tabletop cricket which is an inclusive sport. Children will learn about the adaptations of this game to the original game and will learn how this inclusive sport can improve communication, teamwork and an understanding of game strategy and play.</p>	<ul style="list-style-type: none"> • To understand the basic rules, positions and adaptations of tabletop cricket • To know how to effectively use communication throughout the game using verbal and non-verbal demonstrations, signs/signals/gestures, positioning, eye contact, body language and listening • To know the basic cricket terms that can be used while playing matches. 	<p>Action, highest score, crease mark, wide ball mark, fielder, batter, bowler, verbal, nonverbal, pitch, signs/signals/gestures, eye contact, body language, listening, scorer, umpire, table buddy.</p>
<p>Football</p> <p>In this unit children will develop and refine their learning by incorporating their teamwork skills and their footwork. As well as developing previously taught skills, children will begin to dribble the ball around a space to gain further control of the ball. They will play the game in small-sided teams and begin to apply the rules.</p>	<ul style="list-style-type: none"> • To know how to use their feet effectively in different ways to stop, pass and keep the ball under control • To be able to change directions, turn and dribble attempting to keep the ball under control and close to them. • To know how to demonstrate the technique of a goalkeeper and know how to shoot in different scenarios. • To be able to find a space in any area successfully and begin to understand how to attack and defend. • To know how to play a basic game in small sided games of 4v4, play fairly and apply the rules. 	<p>passing, running, accuracy, speed, teamwork, inclusion,</p>

<p>Tag rugby In this attacking and defending unit children will learn the basics of tag rugby; as well as how to outwit their opponents and score when playing invasion games. They develop skills in finding and using space to keep the ball. They play with the same basic court set-up and rules, but use a range of equipment and skills, including throwing, catching, kicking and striking skills. Children think about how to use skills, strategies and tactics to outwit the opposition.</p>	<ul style="list-style-type: none"> • To know how to use running, jumping, and catching in isolation and how to link these skills in different ways to make actions and sequence movements. • To know how to chase and tag another player when moving, and how to make smooth passes in different directions and have hands in ready position • To know how to communicate to support attacking and defending • To begin to compete safely in and play competitive/ modified games of tag rugby (knowing the basics) and apply some basic principles for attacking. 	<p>jumping, hopping, pacing- slow/ fast, walking, jogging, running, tagging, attacking, defending, sprint, dodging, accuracy, control.</p>
<p>Dance – Seaside (“I do like to be beside the seaside”) In this unit children will explore basic body actions, eg jumping and turning and use different parts of their body to make movements. They create and repeat short dances inspired by the music they are presented and ideas of the seaside. In dance as a whole, children think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts.</p>	<ul style="list-style-type: none"> • To know how to listen to the music and move bodies in time and with control to the music • To know how to create theme or word related shapes, actions, and movements. • To show different levels, pathways and direction when travelling; and to show travelling in different way • To know how to link ideas together so that they flow into a dance performance 	<p>precision, jump, turn, travel, stillness, time, start, finish, levels, unison, perform, canon, feedback.</p>
<p>Gymnastics In this unit children will choreograph a short sequence using a range of pathways, jumps, balances, stretches and carefully selected apparatus.</p>	<ul style="list-style-type: none"> • To know how to travel in different ways, find space and to be able to combine traveling actions together around apparatus • To know how to work with a partner to link actions together in a sequence with a start, middle and end, using a turn or jump to form a sequence and holding start and ending positions. • To explore ways of using low level apparatus safely to perform a balance, bounce or jump • To know how to roll in different ways • To perform a sequence in a final performance and perform it to the class and be open to give and receive feedback 	<p>Travel, apparatus, over, under, space, body parts, pathways, direction, space, sequence, actions, flight, roll, pencil, dish, forward roll, tension, extension</p>
<p>Pickleball In this unit children will be introduced to the game of pickleball. They will learn to use a paddle to control, serve, strike and return a ball over a net. They will learn the techniques involved and how to position their bodies for the greatest success. They will participate in games and learn to follow the rules fairly against an opponent.</p>	<ul style="list-style-type: none"> • To know how to hold the paddle correctly and how to balance and roll the pickleball around using the paddle • To know how to and when to strike the pickleball and how to hit a pickleball using a forehand drive using the correct technique. • To know how to keep eyes on the ball. • To know how to use the correct technique to serve, strike and return the ball • To know how to play a game of pickleball and how to score points. 	<p>paddle, hold, strike, roll, power, drive, forehand, backhand, technique, serve.</p>
<p>Volleyball In this net and wall unit, children will develop their skills of holding, passing, returning, serving and striking the volleyball within the</p>	<ul style="list-style-type: none"> • To know how to send the ball using a volley to a partner with some degree of accuracy, using under and overarm passes and keep a short rally going • To know how to play games against an opponent using all shots – volley, dig, set, and spike. • To know how to move around the court and get underneath the ball. 	<p>speed, power, spike, volley, dig, set.</p>

context of a competition. They will engage in small games, learning and applying the basic rules of the game. Children will further develop teamwork and communication as they enhance their coordination, accuracy and speed.	<ul style="list-style-type: none"> To play short games of volleyball and be able to score points. To accept decisions given and have some understanding of the rules of the game. 	
Kwik Cricket In this striking and fielding unit, children will become increasingly familiar with the game of cricket. They will recognise and use the equipment when practising and within the context of games. They will further hone their bowling, striking and fielding skills through well selected activities.	<ul style="list-style-type: none"> To know about what wickets and bails are. To know how to play Kwik cricket in small groups and demonstrate the school values, beginning to show some strategy (e.g. strike the ball to a space where there are no fielders) To know where the fielders stand and what they do, beginning to understand basic fielding strategies such as rolling, catching and stopping the ball To throw and catch different sized balls at different distances To know how to bowl underarm and catch a ball with some control, and to know that a bowl is different to a throw. To know how to hold a bat correctly and bat a ball using the correct technique. 	speed, power, confidence, slow, fast, rolling, catch, release, bat, wickets, bails, fielding
Softball In this striking and fielding unit, children will learn the basic rules of softball. They will enhance and refine their striking and fielding skills by practising their swing techniques as well as how to track and receive a ball successfully in a range of situations	<ul style="list-style-type: none"> To know how to use key rules that are specific to softball and to show awareness of these rules and boundaries; playing fairly. To know how to work safely within a defined space and communicate effectively with a team To know how to bowl the ball at a target and how to strike a ball with the correct swing technique To use striking and fielding techniques in a game. To know how to throw and roll the ball, and how to use tracking and retrieving skills. 	Control, target, catch, personal best, team, game, score, strike, field
Disc golf In this target game unit, children will learn about and practise aim and accuracy as they send an object toward targets different distances away. Players score when they successfully throw or strike an object closer to a target than their opponents were able to. Tactical problems related to target games include shot selection, judging distance, preventing points, and protecting the shot.	<ul style="list-style-type: none"> To know how to play the game safely and fairly To know how to hold, aim and throw the disc at a target with increasing consistency and accuracy. Demonstrate underarm throwing when aiming at targets with varying degrees of accuracy To use simple strategies e.g. longer throws followed by shorter more accurate ones 	disc, basket, completion, course, hole, penalties, stroke, marker, fewer, farthest
Skittle bowl In this target game unit, children will learn about and practise aim and accuracy as they send an object toward targets different distances away. Players score when they successfully throw or strike an object closer to a target than their opponents were able to. Tactical problems related to target games include shot selection, judging distance, preventing points, and protecting the shot.	<ul style="list-style-type: none"> To know how to aim and roll a ball with some accuracy at a target. To know how to work well with others and communicate effectively. To know how to negotiate space successfully. To know how to keep a low stance to help with your balance and how to use arms to help improve balance To know how to set up, play the game of skittle bowls fairly and score a game successfully. 	Roll, throw, target, forward, big, small, little, hard, soft, bowling, add, rolling, throwing, hand eye coordination, targeting

<p><u>Experiences</u> KS1 will have access to a range of extra curricula activities as well as an opportunity to experience inclusive sports.</p>	<p><u>SMSC</u> Spiritual PE lessons include teamwork, self-reflection, aspirations to improve performance, rules, sportsmanship and etiquette and an appreciation of sports from all around the world. Through dance, gymnastics and games across the school, children are encouraged to be creative, designing and creating their own small sided games or by expressing feelings and emotions in their dance and gymnastic performances. In PE lessons children are encouraged to delve deeper into their understanding of PE and the body and how it can be maximised to improve performance.</p> <p>Moral Throughout various games children make choices regarding rules, sportsmanship and choices including teams, tactics and positions. PE teaches children about code of conduct, rules, etiquette and fair play unwritten rules. Competitive games provide our sports leaders and other children with leadership opportunities. They develop the ability to tell between right and wrong through fair play in lessons, events and participating in other competitive situations. PE encourages children to be understanding of the ability of others and the need to be supportive rather than critical when playing as part of a team.</p> <p>Social PE allows all children to develop the necessary skills to work in teams or pairs as the majority of activities are based around team games or creating sequences in groups. Giving the children roles such as: leaders, coaches, umpires or referees offers them the opportunity to develop communication, leadership and mediation skills. Problem solving skills and teamwork are fundamental to PE through creative thinking, discussion, performance of, and the explanation and presentation of ideas. Children are encouraged to develop their reasoning and decision making skills communicating with others and explaining concepts with each other. Through various different competitive games and competitions, children are encouraged to work with and socialise with a variety of other children they may not normally choose to mix with in classroom situations.</p> <p>Cultural Through participation in sporting festivals and competitions, children are exposed to a wider range of social, economic and ethnic backgrounds, helping them to develop their understanding and tolerance of these different groups. Actively supporting charitable events, such as Sport Relief, children will become more aware the wider world they live in. Some the ways we can learn about cultural learning in PE lessons include: learning about the developments of sports in different countries, learning where different sports originate from, exploring and respect a variety of different cultural dances.</p>	<p><u>British values</u> Individual Liberty – Within our lessons children are taught about self-discipline and that to be successful you must work hard, show resilience and have a growth mind-set that anything can be achieved if you put your mind to it.</p> <p>The Rule of Law – A key part of Physical Education lessons is about teaching children about rules, sportsmanship, etiquette and fair play.</p>	<p><u>WPAT/school values</u></p> <ul style="list-style-type: none"> • Resilience is taught by exploring personal best challenges, we aim for children to be physically and mentally resilient when participating in challenges against themselves and others. • Responsibility is taught through being responsible for the equipment they use within the environment. Children have the understanding of how to store equipment safely after lessons. • Honesty is taught through the idea of working to the best of their ability and being honest about their efforts. • Humility is taught through the idea of teamwork and selflessness
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LKS2 Year A: PE skills progression		
<p>Core Skills- use running, jumping, throwing and catching in isolation and in combination</p> <ul style="list-style-type: none"> • play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best <p>Core behaviours- They should enjoy communicating, collaborating and competing. 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.</p>		
<p>KS2: Subject content</p> <p>Children 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.</p> <p>They should enjoy communicating, collaborating and competing. 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. Children should be taught to:</p> <ul style="list-style-type: none"> • Use running, jumping, throwing and catching in isolation and in combination • Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • Perform dances using a range of movement patterns • Take part in outdoor and adventurous activity challenges both individually and within a team • Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<p>Self-evaluating Performance</p> <ul style="list-style-type: none"> • Watch, describe and evaluate the effectiveness of a performance • Describe how their performance has improved over time <p>Core vocabulary across units of study - Speed, agility, balance, coordination, teamwork, accuracy, co-ordination</p>	
Year A Units of study		
Unit of Study	Year A - End goals	Vocabulary
<p>Athletics - In this Athletics unit, children will engage in and learn about long distance pace running up to 800m as well as two different types of jump: long and high.</p>	<ul style="list-style-type: none"> • To know how to run over a long distance and how to use pace to maintain speed for the duration of the race. • To know how to identify dominant take off leg, jump with one and two footed take offs and landings, to swing both arms to drive the jump further. • To know how to use effective long and high jump techniques, ensuring they land with soft knees in a safe and controlled manner. • To know how to measure jumps, record and compare data with other pupils. 	improve, power, technique, compete, short/long distance, confidence, resilience, pace, height, distance, flight, take off, pace, strength, endurance, knee drive, lead leg, curved approach, stride.
<p>OAA</p>	<ul style="list-style-type: none"> • To know how to work well with others and as a team and to know what it takes to be a good leader. • To develop knowledge and understanding of key words that relate to leadership and team building. • To know how to identify if their strategy worked. • To know the difference between verbal and non-verbal communication. • To know how to work collaboratively and communicate with partners and to find solutions to problems. 	Verbal communication, non- verbal communication, trust, confidence, co-operation, problem solving skills, teamwork, leadership, balance, co-ordination
<p>Football – Passing, dribbling, attack and defending, Zones, kicks, and penalties, stopping the ball.</p>	<ul style="list-style-type: none"> • To know how to pass the ball to each other when stationary, one player is moving and when players are moving. • To know how to demonstrate basic movement techniques (dribbling) applied with some coordination and control to gain an advance over an opponent. • To know how to use basic techniques in a small, sided game and pass and shoot with reasonable accuracy. • To discuss tactics as a team and understand the idea of attacking and defending; knowing how to attack safely • To learn how to complete a corner kick, goal kick and the rules for a corner kick. • To learn what you can and cannot do as a goalkeeper. 	passing, running, inclusion.

<p>Tag rugby - Ball familiarisation, intro passing and receiving, passing use of width, tackling technique, attacking, and outwitting an opponent, Game Play.</p>	<ul style="list-style-type: none"> • To know how to maintain possession and outwit opponents. • To know how to pass from the waist and receive, using accuracy and control. • To know the rules of tag rugby regarding the pass, catching the ball (i.e., backwards, pass and knock-Ons.) • To know how to perform these skills in small-sided games making decisions on how best to advance on opposition. • To know how to do a backwards pass and how to score a try. • To know how to tackle correctly and safely. 	<p>tagging, attacking, defending, sprint, dodging, control, tactics, space, changing speed, direct, following through, tackle</p>
<p>Dance- Samba Carnival Music- Samba Do Brazil. In this unit, children perform dances, focusing on creating, adapting and linking a range of dance actions around the theme of 'Carnival' and linked to the traditional dance of Samba. As they work, they develop an awareness of the historical and cultural origins of Samba.</p>	<ul style="list-style-type: none"> • To choreograph and perform a basic motif in a small group, displaying creative ideas from a mind map around the dance of Samba and theme of Carnival. • To know how to dance in unison, using canon, in a group showing good timing, energy, and strength. • To know how to use different levels, pathways, and directions when I travel. • To know how to perform in front of an audience and provide feedback to other pupils using technical language 	<p>Timing, create, motif, Symmetry, Shimmy, carnival wave, carnival clap, samba roll, choreograph, canon, unison</p>
<p>Gymnastics Balances, rolling, jumping, sequences, tension, control, Rhythmic gymnastics</p>	<ul style="list-style-type: none"> • To know how to perform and receive peer feedback. • To know how to develop an individual sequence which includes jumping, twisting, turning, rolling, and travelling. • To know how to use their creativity to add movement skills to their ribbon skills e.g., travelling, balancing, rolls etc. • To know how to create sequences using a ribbon allowing pupils to become independent learners – add a rhythmic section to a sequence. 	<p>symmetrical, travel, actions, jumping, twisting, turning, rolling, swings, spirals, circles, figure of 8, snakes, sequence, position, high, low, extension, tension, control.</p>
<p>Tennis – Grip and ready position, forehand, backhand, Volley, Rules, Tactics.</p>	<ul style="list-style-type: none"> • To know how to use the “ready” position and be able to play and return shots using forehand, backhand and smash shots • To know how to get into the centre of the court after playing a shot • To have some understanding of rules and how to score. • To know how set up and play a game of tennis in partners, understanding the basic rules and system of scoring. 	<p>balance, control, coordination, ready, forehand, backhand, smash, shots, rally, short, high, low, court, flight, direction.</p>
<p>Volleyball – The Dig, The Set, The Serve, The Spike, Tactics, Game Play.</p>	<ul style="list-style-type: none"> • To know what a rally is and how a point is scored • To know how to receive a volleyball using a bump and dig, and to know how to set and spike with some accuracy • To know how to serve over the net and over a distance. • To work well in a team and come up with tactics that can be used in game play 	<p>speed, power, agility, flexibility, awareness, confidence, creativity, spike, high, game play, dig, set, serve, tactics</p>
<p>Cricket - Throwing and Catching, Bowling, Batting, Scoring Runs, Fielding, Game play.</p>	<ul style="list-style-type: none"> • To know how to throw and catch underarm with both hands in different situations • To know how to bowl over and underarm at a wicket in a modified game against a batter • To know how to hold a cricket bat correctly and how to hit the ball • To know how to use fielding techniques with throwing, catching, stopping, and scooping up the ball. • To know how to play adapted games using tactics when striking and fielding. 	<p>teamwork, batting, bowling, straight drive, fielding, decisions, positioning, striking, wicket, direction, direct, stumps, bails</p>

Softball	<ul style="list-style-type: none"> • To know how to demonstrate throwing and catching techniques. • To know how to perform a range of fielding techniques confidently, making sure to find space • To know how to play modified games of softball and implement some rules into the game • To know how to bowl using an under-arm throw with some accuracy and to use the correct grip when batting. • To know how to apply teamwork, sportsmanship, and attitude to game situations. 	Arm action, backhand, backstop, attack, base, catcher, fair, force out, foul, grip, hand-eye coordination, hit, innings, strike, pitcher, stance.
Boules	<ul style="list-style-type: none"> • To know how to pull the arm back and roll a ball in a set direction • To know how to play the game of boules and know the rules of the game, as well as how to measure the distance from the jack • To know evaluate the strength and the direction of the shot, to gauge what to do to improve. • To know how to use a forehand throw aiming to get close to an object and improving their skills of directional throws. • To explore different use of tactics to win the game 	balance, control, coordination, shot, target, follow through, directional, throws, roll, jack, points, shot, placing, skills, strengths, direction.
Ultimate Frisbee Throwing to a moving target, forehand throw, throwing to both sides, cutting (attacking), clearing (making space), defending, competition.	<ul style="list-style-type: none"> • To know and understand the basic rules of the game. • To know how to catch and throw the frisbee with accuracy using forehand and backhand • To know how to maintain throwing consistency and accuracy to a moving target, but also throwing catchable throws • To know how to play small, sided games introducing some of the rules. 	disc, referee, stationary, thrower, target, space, straight, flat, backhand throw, accuracy, consistency, forehand throw, body, fake, direction,

LKS2 Year B: PE skills progression		
<p>Core Skills- use running, jumping, throwing and catching in isolation and in combination</p> <ul style="list-style-type: none"> • play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best <p>Core behaviours- 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.</p>		
<p>KS2: Subject content</p> <p>Children 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.</p> <p>They should enjoy communicating, collaborating and competing. 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. Children should be taught to:</p> <ul style="list-style-type: none"> • Use running, jumping, throwing and catching in isolation and in combination • Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • Perform dances using a range of movement patterns • Take part in outdoor and adventurous activity challenges both individually and within a team • Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<p>Self-evaluating Performance</p> <ul style="list-style-type: none"> • Watch, describe and evaluate the effectiveness of a performance • Describe how their performance has improved over time <p>Core vocabulary across units of study - Speed, agility, balance, coordination, teamwork, accuracy, co-ordination</p>	
Year B Units of study		
Unit of study	End goals	Vocabulary
<p>Athletics Long distance pace running 1500m, Discus, Shot put</p>	<ul style="list-style-type: none"> • To know how to run over a long distance (1500m) and use pace to spread energy across the whole race. • To know why it is important to have good stamina when running over a long distance. • To know how to develop technique to throw a discus for increased distance and successfully use a fling throw. • To know the safety principles of throwing and collecting equipment. • To know how to throw a shot put using the correct technique and demonstrate an explosive shot putt throw. 	<p>improve, power, technique, compete, short/long distance, confidence, resilience, pace, height, distance, strength, endurance, stride.</p>
<p>OAA</p>	<ul style="list-style-type: none"> • To know how to encourage, co-operate and discuss tactics in a group to successfully navigate a given course • To know how to look at a map of the school grounds and to orientate where north, south, east, and west are. • To know how to orienteer the map (turning it) based on where you are standing to use navigational skills, map reading and compass bearings. 	<p>Rules, maps, teamwork, competition, direction, skills, symbols, move, travel, safely, instructions, route, trust, team building, problem solving, strategy, communication, verbal, non- verbal.</p>
<p>Football– Passing, dribbling, attack and defending, kicks, and penalties, shooting.</p>	<ul style="list-style-type: none"> • To know how to pass the ball to each other when stationary, one player is moving and when players are moving. • To know how to demonstrate basic movement techniques (dribbling) applied with some coordination and control to gain an advance over an opponent. • To know how to use basic techniques in a small, sided game and pass and shoot with reasonable accuracy. • To discuss tactics as a team and understand the idea of attacking and defending; knowing how to attack safely • To learn how to complete a corner kick, goal kick and the rules for a corner kick. • To learn what you can and cannot do as a goalkeeper. 	<p>passing, running, inclusion</p>
<p>Tag rugby Ball familiarisation, intro passing and receiving, passing use of width, tackling technique, attacking, and</p>	<ul style="list-style-type: none"> • To know how to maintain possession and outwit opponents. • To know how to pass from the waist and receive, using accuracy and control. To know the rules of tag rugby regarding the pass, catching the ball (i.e., backwards, pass and knock- Ons.) • To know how to perform these skills is small-sided games making decisions on how best to advance on opposition. • To know how to do a backwards pass and how to score a try. 	<p>spacing- slow/ fast, tagging, attacking, defending, sprint, dodging, accuracy, control, tactics, space, changing speed, direct, covering, delaying,</p>

outwitting an opponent, Game Play.	<ul style="list-style-type: none"> To know how to tackle correctly and safely. 	moving feet, following through, knock on, tackle, try.
Dance- Egyptians Music “Walk like an Egyptian”	<ul style="list-style-type: none"> To choreograph and perform a basic motif in a small group, displaying creative ideas from a mind map around the dance inspired by Walk like an Egyptian. To know how to dance in unison, using canon, in a group showing good timing, energy, and strength. To know how to use different levels, pathways, and directions when I travel. To know how to perform in front of an audience and provide feedback to other pupils using technical language 	unison, levels, perform, canon, feedback, inspire, pathways, direction, counts, collaborate, choreograph, timing, create, motif, symmetry
Gymnastics	<ul style="list-style-type: none"> To know how to perform and receive peer feedback. To know how to develop an individual sequence which includes jumping, twisting, turning, rolling, and travelling. To know how to use their creativity to add movement skills to their ribbon skills e.g., travelling, balancing, rolls etc. To know how to create sequences using a ribbon allowing pupils to become independent learners – add a rhythmic section to a sequence. 	balance, coordination, symmetrical, travel, actions, jumping, twisting, turning, rolling, swings, spirals, circles, figure of 8, snakes, sequence, position, extension, tension, control.
Tennis – Grip and ready position, forehand, backhand, Volley, Rules, Tactics.	<ul style="list-style-type: none"> To know how to use the “ready” position and be able to play and return shots using forehand, backhand and smash shots To know how to get into the centre of the court after playing a shot To have some understanding of rules and how to score. To know how set up and play a game of tennis in partners, understanding the basic rules and system of scoring. 	ready, forehand, backhand, smash, shots, rally, short, high, low, court, flight, direction, positioning.
Volleyball – The Dig, The Set, The Serve, The Spike, Tactics, Game Play.	<ul style="list-style-type: none"> To know what a rally is and how a point is scored To know how to receive a volleyball using a bump and dig, and to know how to set and spike with some accuracy To know how to serve over the net and over a distance. To work well in a team and come up with tactics that can be used in game play 	power, agility, flexibility, awareness, confidence, spike, high, game play, bump, dig, set, serve, tactic
Cricket- Throwing and Catching, Bowling, Batting, Scoring Runs, Fielding, Game play.	<ul style="list-style-type: none"> To know how to throw and catch underarm with both hands in different situations To know how to bowl over and underarm at a wicket in a modified game against a batter To know how to hold a cricket bat correctly and how to hit the ball To know how to use fielding techniques with throwing, catching, stopping, and scooping up the ball. To know how to play adapted games using tactics when striking and fielding. 	teamwork, speed, power, batting, bowling, straight drive, fielding, decisions, positioning, striking, wicket, direction, fast, slow, direct, stumps, bails, straight arm.
Softball	<ul style="list-style-type: none"> To know how to demonstrate throwing and catching techniques. To know how to perform a range of fielding techniques confidently, making sure to find space To know how to play modified games of softball and implement some rules into the game To know how to bowl using an under-arm throw with some accuracy and to use the correct grip when batting. To know how to apply teamwork, sportsmanship, and attitude to game situations. 	Arm action, backhand, backstop, attack, base, batting tee, block technique, catcher, foul, grip, hand-eye coordination, innings, strike, pitcher, stance.
Boules	<ul style="list-style-type: none"> To know how to pull the arm back and roll a ball in a set direction To know how to play the game of boules and know the rules of the game, as well as how to measure the distance from the jack To know evaluate the strength and the direction of the shot, to gauge what to do to improve. To know how to use a forehand throw aiming to get close to an object and improving their skills of directional throws. To explore different use of tactics to win the game 	follow through, directional, throws, roll, jack, points, shot, placing

<p>Ultimate Frisbee Throwing to a moving target, forehand throw, throwing to both sides, cutting (attacking), clearing (making space), defending, competition.</p>	<ul style="list-style-type: none">• To know and understand the basic rules of the game.• To know how to catch and throw the frisbee with accuracy using forehand and backhand• To know how to maintain throwing consistency and accuracy to a moving target, but also throwing catchable throws• To know how to play small, sided games introducing some of the rules.	<p>disc, referee, stationary, thrower, target, backhand throw, accuracy, consistency, forehand throw, fake</p>
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<p>Experiences During Y3 and 4 children get to experience a range of sports and activities. This ranges from participating in local rugby festivals provided by Warrington Wolves or experiencing a range inclusive sporting workshops, Children also begin their swimming journey in Y3.</p>	<p>SMSC</p> <p>Spiritual PE lessons include teamwork, self-reflection, aspirations to improve performance, rules, sportsmanship and etiquette and an appreciation of sports from all around the world. Through dance, gymnastics and games across the school, children are encouraged to be creative, designing and creating their own small sided games or by expressing feelings and emotions in their dance and gymnastic performances. In PE lessons children are encouraged to delve deeper into their understanding of PE and the body and how it can be maximised to improve performance.</p> <p>Moral Throughout various games children make choices regarding rules, sportsmanship and choices including teams, tactics and positions. PE teaches children about code of conduct, rules, etiquette and fair play unwritten rules. Competitive games provide our sports leaders and other children with leadership opportunities. They develop the ability to tell between right and wrong through fair play in lessons, events and participating in other competitive situations. PE encourages children to be understanding of the ability of others and the need to be supportive rather than critical when playing as part of a team.</p> <p>Social PE allows all children to develop the necessary skills to work in teams or pairs as the majority of activities are based around team games or creating sequences in groups. Giving the children roles such as: leaders, coaches, umpires or referees offers them the opportunity to develop communication, leadership and mediation skills. Problem solving skills and teamwork are fundamental to PE through creative thinking, discussion, performance of, and the explanation and presentation of ideas. Children are encouraged to develop their reasoning and decision making skills communicating with others and explaining concepts with each other. Through various different competitive games and competitions, children are encouraged to work with and socialise with a variety of other children they may not normally choose to mix with in classroom situations.</p> <p>Cultural Through participation in sporting festivals and competitions, children are exposed to a wider range of social, economic and ethnic backgrounds, helping them to develop their understanding and tolerance of these different groups. Actively supporting charitable events, such as Sport Relief, children will become more aware the wider world they live in. Some the ways we can learn about cultural learning in PE lessons include: learning about the developments of sports in different countries, learning where different sports originate from, exploring and respect a variety of different cultural dances.</p>	<p>British values</p> <p>Individual Liberty – Within our lessons children are taught about self-discipline and that to be successful you must work hard, show resilience and have a growth mind-set that anything can be achieved if you put your mind to it. Leadership is another area that we look to develop within our children within lessons and extra-curricular activities. Children in year 5 & 6 have the opportunity to take part in a sport leaders activities where they learn about the rules of sports and leadership and how they can ensure this is represented throughout school.</p> <p>Democracy – Within all lessons children get the opportunity to have their opinions heard amongst their peers when discussing topics and current issues and tactics. Children are encouraged to learn about democracy and allowing everyone the opportunity to have their say. This is often seen through feedback and peer and self-analysis tasks within lessons.</p> <p>Mutual Respect – Individuals are encouraged to make sensible and informed choices in lessons and to take ownership and leadership for this. This is demonstrated through ensuring the working environment is safe as well as children regularly being in charge of warm-ups and cool-downs. They are encouraged to respect everyone’s abilities and performances during lessons and extra-curricular activities.</p> <p>Tolerance – Children in PE use of a range of social skills in different contexts, including working and socialising with children from different religious, ethnic and socio-economic backgrounds. They are also taught about respecting children’ different abilities and also the calls/judgements made by officials during games.</p> <p>The Rule of Law – A key part of Physical Education lessons is about teaching children about rules, sportsmanship, etiquette and fair play. In every lesson children abide by the rules and regulations, gaining a good understanding of rules of each sport and the importance of infringements such as fouls, penalties, cautions and red cards allowing children to understand the consequences of their actions which in turn helps children apply this understanding to their own lives.</p>	<p>WPAT/school values</p> <ul style="list-style-type: none"> • Resilience is taught by exploring physical and mental resilience and how combining physically literate bodies with a growth mindset enables greater results when testing ourselves in self competition. • Responsibility is taught through allowing children to take ownership of their learning I.E within Dance being able choreograph a phrase with a group or being able to choose and use equipment safely and with purpose within other units of study. • Honesty is taught through the idea of working honestly and being able to self reflect on their own and others performances. • Humility is taught through the idea putting other children’s views and ideas in front of own to allow all children to feel valued and listened to when participating in team games.
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UKS2 Year A: PE skills progression		
<p>Core Skills-</p> <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, netball, rounders and tennis], and apply basic principles suitable for attacking and defending. • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns & take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best <p>Core behaviours- 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.</p>		
<p>KS2: Subject content</p> <p>Children 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.</p> <p>Children should be taught to:</p> <ul style="list-style-type: none"> • Use running, jumping, throwing and catching in isolation and in combination • Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • Perform dances using a range of movement patterns • Take part in outdoor and adventurous activity challenges both individually and within a team • Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 		<p>Self-evaluating Performance</p> <ul style="list-style-type: none"> • Watch, describe and evaluate the effectiveness of a performance • Describe how their performance has improved over time <p>Core vocabulary across units of study - Agility, balance, coordination, teamwork, accuracy, co-ordination</p>
Unit of Study	Year A - End goals	Vocabulary
Athletics: Hurdles, Triple Jump, 100m Relay Race	<ul style="list-style-type: none"> • To know the four steps of triple-jump: the approach, the hop, the step and the jump. • To know how to land safely and how to measure the distance of the jump • To know how to successfully complete the pass and run a 100m relay race with 4 team members – concentrating on communication, tactics and exchange • To know how to successfully and safely run over three full hurdles without knocking them down, thinking about leading leg, posture and technique. 	Speed, improve, power, technique, compete, distance, confidence, resilience, pace, height, flight, take off, strength, endurance, knee drive, lead leg, curved approach, stride.
OAA - strategy	<ul style="list-style-type: none"> • To know how to work well with others, develop trust and confidence within a team, and to know what it takes to be a good leader. • To know how to discuss, problem solve, plan and come up with a strategy before the challenge • To be able to demonstrate that they can effectively communicate with the rest of their team, using verbal and non-verbal techniques. 	Verbal communication, non- verbal communication, trust, confidence, co-operation, problem solving skills, leadership, precision.
Rugby- Touch rugby Passing, Attacking, Defending, Tackling, Game Situations	<ul style="list-style-type: none"> • To know how to pass in a range of different drills and understand the need for concentration and accuracy when passing • To know the correct technique for receiving and passing the ball • To know how to participate in Touch Rugby and understand how to produce an effective defensive line. • To know how to tackle safely and fall correctly keeping possession. 	tagging, attacking, defending, sprint, dodging, accuracy, control, tactics, space, direct, covering, delaying, following through, knock on, tackle, try
Football – Passing, Tackle, go around defenders, tactics of defence and attack,	<ul style="list-style-type: none"> • To know how to replicate the core skills of passing and receiving and be able to use these to outwit opponents • To know how to improve their dribbling skills and keeping the ball close to the foot. • To know how to tackle someone with the ball and know how to defend in different situations • To know how to improve their strategy and their positioning. 	passing, running, accuracy, speed, teamwork, inclusion.

ball control, small-sided games.	<ul style="list-style-type: none"> To know the positions and rules of the game and how to use the skills they have learnt and put them into small-sided football games. 	
Dance- The Haka Sound critters – “The haka war chant” Ka Mate haka	<ul style="list-style-type: none"> To know how to develop a motif linking to the theme of the Haka; incorporating strong, sharp and bold movements into the performance To know how to dance the actions and learn the words to the HAKA To know how to develop a section using CHANCE choreography. To know what makes a good performer/ dance performance using technical language – head up, good timing, extension, facial expressions, accuracy, and fluency of movements. 	motif, storyline, theme, precision, chance choreography, direction, formation, dynamics, canon, unison, Haka
Gymnastics- Locomotion, Balancing, Matching and Mirroring, Twisting, Rocking and Rolling, apparatus work.	<ul style="list-style-type: none"> To know how to balance using several points of contact, and explore counterbalance and counter tension at different levels and in different directions (on and off apparatus) To develop a sequence including travelling, jumping, balancing and use of levels (on and off apparatus). To know how to develop a short sequence on mats and apparatus using different twisting, turning, and spinning movements To know how to demonstrate rocking, rolling, and wheeling and know how to roll forwards, backwards and sideways 	locomotion, counterbalance, counter tension, travelling, levels, contact, body parts, direction, twisting, sequence, rocking, sideways, rolling, wheeling
Tennis- Grip and ready position, Forehand, Backhand, Volley, Serves and lobs, Rules and Tactics.	<ul style="list-style-type: none"> To use tactical awareness to return shots using a backhand, forehand and smash. To know the full serve stroke and how to play serves in the desired direction To know why a lob is a useful shot and practise how to play the lob shot To know the rules of tennis and how to score and use some tactics against an opponent 	ready, forehand, backhand, smash, shots, flight, direction, positioning, lob, tactics, rallies, serve, awareness.
Spike ball – Bounce, Down Strike, Serve/Spike, Return Shots, Modified Game, Game Play.	<ul style="list-style-type: none"> To know the basic rules of and how to play the game spike ball, and to understand the similarities to volleyball. To know how to return a serve/ spike shot for defensive plays To develop underhand passes and overhead passes as well as serve and spike shots To know how to keep score and score a spike ball game. 	flexibility, stamina, timing, awareness, confidence, creativity, grab, reach, bounce, strike, serve, spike, return shots
Cricket- fielding techniques, Batting (Straight drive), Bowling (Pace), Scoring, Game Play.	<ul style="list-style-type: none"> To know how to throw (under and overarm) and catch under pressure in modified games and know how to get into the correct positioning to field the ball (both throwing and stopping it). To know how to use a basic stance/grip when batting and begin to aim shots around the field. To know how to use a basic bowling grip and know how to use a basic bowling action toward a target (wicket). To know how to score runs by running to the opposite crease. To know how to play games of cricket improving the accuracy of the bowling, fielding, and batting, and begin to develop team strategies. 	speed, power, stamina, awareness, confidence, batting, bowling, drive, fielding, decisions, positioning, striking, wicket, direction, direct, stumps, bails, tactics.
Softball	<ul style="list-style-type: none"> To know how to throw with accuracy and speed; and know catching techniques for game situations. To know how to bowl a good bowl/pitch and confidently demonstrate fielding techniques. To know the correct grip for batting and how to hit the ball for different reasons e.g., power, direction or contact To know the positions and rules of the game and begin to use tactical awareness when batting and fielding. To know how to run between bases with speed, tactical awareness and accuracy. 	Arm action, backhand, backstop, attack, base, batting tee, block technique, catcher, fair, force out, foul, hand-eye coordination, hit, innings, strike, pitcher, stance

Crown Green Bowl	<ul style="list-style-type: none"> • To know how to hold the boule; practise using all three techniques. • To know how to throw the boule with aim and to keep balance through the delivery. • To successfully set up a game of boules, understand the rules and know how to score 	distance, score, points, direction, centre, close, target, wobble, bowling arm, shot, score, technique, claw grip.
Tri Golf	<ul style="list-style-type: none"> • To know the basic rules and safety of tri-golf games and to have an understanding on how to use putting, chipping and long game technique within a game. • To know how to hold the golf club appropriately and be able to show control and balance when putting and swinging • To know how to vary swing length to control distance and know when to use a put, chip, and long shot. • To know how to score games fairly and effectively. 	putting, chipping, long game, golf hole, control, tunnel, safety, par, tee, teams, distance

UKS2 Year B: PE skills progression		
<p>Core Knowledge-</p> <p>Core Skills- use running, jumping, throwing and catching in isolation and in combination § play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, netball, rounders and tennis], and apply basic principles suitable for attacking and defending. § develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] § perform dances using a range of movement patterns § take part in outdoor and adventurous activity challenges both individually and as a team § compare their performances with previous ones and demonstrate improvement to achieve their personal best</p> <p>Core behaviours- 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.</p>		
<p>KS2: Subject content</p> <p>Children 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.</p> <p>Children should be taught to:</p> <ul style="list-style-type: none"> • Use running, jumping, throwing and catching in isolation and in combination • Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • Perform dances using a range of movement patterns • Take part in outdoor and adventurous activity challenges both individually and within a team • Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<p>Self-evaluating Performance</p> <ul style="list-style-type: none"> • Watch, describe and evaluate the effectiveness of a performance • Describe how their performance has improved over time <p>Core vocabulary across units of study - Agility, balance, coordination, teamwork, accuracy</p>	
Year B-Units of study		
Unit of Study	Year A - End goals	Vocabulary
Athletics - Discus, Shot put and 400m Relay Races	<ul style="list-style-type: none"> • To know how to successfully complete the pass and run a 400m relay race with 4 team members – concentrating on communication, tactics and exchange • To develop the correct technique to throw a discus for increased distance and successfully use a fling throw. • To know the safety principles of throwing and collecting equipment (shot put and discus). • To know how to throw a shot-put using the correct technique and demonstrate an explosive shot-put throw. 	pump arms, head up, drive, lift knees, kicking horses, hop, skip, step, aim, acceleration, deceleration, endurance, strength, Elbows out, V grip, finish grip, cord grip, strong, stable
OAA	<ul style="list-style-type: none"> • To know how to orientate a map and use it to navigate and solve problems in an orienteering course • To know how to note down 8 checkpoints from the main map in an orienteering challenge. • To know how to use navigational skills, map reading and compass bearings. • To know how to use a map, 8 point references, route card and their purpose. 	Rules, maps, partner, competition direction, skills, symbols, travel, safely, instructions, route, trust, team building, problem solving, strategy, communication, verbal, non-verbal.
Football – Passing, Tackle, go around defenders, tactics of defence and attack, ball control, small-sided games.	<ul style="list-style-type: none"> • To know how to replicate the core skills of passing and receiving and be able to use these to outwit opponents • To know how to improve their dribbling skills and keeping the ball close to the foot. • To know how to tackle someone with the ball and know how to defend in different situations • To know how to improve their strategy and their positioning. • To know the positions and rules of the game and how to use the skills they have learnt and put them into small-sided football games. 	passing, running, accuracy, speed, teamwork, inclusion.
Rugby- Passing, Attacking, Defending, Tackling, Game Situations.	<ul style="list-style-type: none"> • To know how to pass in a range of different drills and understand the need for concentration and accuracy when passing • To know the correct technique for receiving and passing the ball • To know how to participate in Touch Rugby and understand how to produce an effective defensive line. • To know how to tackle safely and fall correctly keeping possession. 	attacking, defending, sprint, dodging, accuracy, control, tactics, space, changing speed, direct, covering, delaying, following through, knock on, tackle, try.

<p>Dance- Dance through the ages- 20s to now</p>	<ul style="list-style-type: none"> To know how to develop a motif linking to the theme 20's/30's dance which will incorporate the Charleston kicks, hand and knees the pupils performance/ class motif; and develop a section linking to the theme of 40s/50s dance which will incorporate hand jive and kicks into the performance. To choreograph a motif linking to the theme of 60s/70s dance which will incorporate swim, mashed potato, hitch hike and Saturday night fever arms into the performance. To develop a 32- 64 count section using CHANCE choreography to create a motif for 90/00s dance which will incorporate the 6 step, lock, running man and the cabbage patch into the performance To use prior knowledge to choreograph a section for now 	<p>control, motif, storyline, theme, precision, dance decade, chance, choreography, direction, formation, dynamics, canon, unison, direction, levels.</p>
<p>Gymnastics- Locomotion, Balancing, Matching and Mirroring, Twisting, Rocking and Rolling, apparatus work.</p>	<ul style="list-style-type: none"> To know how to balance using several points of contact, and explore counterbalance and counter tension at different levels and in different directions (on and off apparatus) To develop a sequence including travelling, jumping, balancing and use of levels (on and off apparatus). To know how to develop a short sequence on mats and apparatus using different twisting, turning, and spinning movements To know how to demonstrate rocking, rolling, and wheeling and know how to roll forwards, backwards and sideways 	<p>locomotion, counterbalance, counter tension, travelling, jumping, levels, contact, direction, changes of speed, twisting, sequence, rocking, sideways, backwards, forward, rolling, wheeling</p>
<p>Tennis- Grip and ready position, Forehand, Backhand, Volley, Serves, lobs, Rules and Tactics.</p>	<ul style="list-style-type: none"> To use tactical awareness to return shots using a backhand, forehand and smash. To know the full serve stroke and how to play serves in the desired direction To know why a lob is a useful shot and practise how to play the lob shot To know the rules of tennis and how to score and use some tactics against an opponent 	<p>ready, forehand, backhand, smash, shots, rally, short, high, low, court, flight, direction, positioning, lob, tactics, rallies, serve, awareness</p>
<p>Spike ball – Bounce, Down Strike, Serve/Spike, Return Shots, Modified Game, Game Play</p>	<ul style="list-style-type: none"> To know the basic rules of and how to play the game spike ball, and to understand the similarities to volleyball. To know how to return a serve/ spike shot for defensive plays To develop underhand passes and overhead passes as well as serve and spike shots To know how to keep score and score a spike ball game. 	<p>power, agility, flexibility, stamina, timing, awareness, grab, reach, give, bounce, strike, serve, spike, return shots</p>
<p>Cricket- fielding techniques, Batting (Straight drive), Bowling (Pace), Scoring, Game Play.</p>	<ul style="list-style-type: none"> To know how to throw (under and overarm) and catch under pressure in modified games and know how to get into the correct positioning to field the ball (both throwing and stopping it). To know how to use a basic stance/grip when batting and begin to aim shots around the field. To know how to use a basic bowling grip and know how to use a basic bowling action toward a target (wicket). To know how to score runs by running to the opposite crease. To know how to play games of cricket improving the accuracy of the bowling, fielding, and batting, and begin to develop team strategies. 	<p>batting, bowling, straight drive, fielding, decisions, positioning, striking, wicket, direction, fast, slow, direct, stumps, bails, straight arm, tactics.</p>
<p>Softball</p>	<ul style="list-style-type: none"> To know how to throw with accuracy and speed; and know catching techniques for game situations. To know how to bowl a good bowl/pitch and confidently demonstrate fielding techniques. To know the correct grip for batting and how to hit the ball for different reasons e.g., power, direction or contact To know the positions and rules of the game and begin to use tactical awareness when batting and fielding. To know how to run between bases with speed, tactical awareness and accuracy. 	<p>Arm action, backhand, backstop, base, batting tee, block technique, catcher, force out, foul, grip, hand-eye coordination, innings, strike, pitcher, stance</p>
<p>Crown Green Bowls</p>	<ul style="list-style-type: none"> To know how to hold the boule; practise using all three techniques. To know how to throw the boule with aim and to keep balance through the delivery. To successfully set up a game of boules, understand the rules and know how to score 	<p>target, wobble, bowling arm, shot, score, technique, claw grip.</p>

Tri Golf	<ul style="list-style-type: none">• To know the basic rules and safety of tri-golf games and to have an understanding on how to use putting, chipping and long game technique within a game.• To know how to hold the golf club appropriately and be able to show control and balance when putting and swinging• To know how to vary swing length to control distance and know when to use a put, chip, and long shot.• To know how to score games fairly and effectively.	putting, chipping, long game, golf hole, control, tunnel, safety, par, tee, teams, distance
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<p>Experiences During Y5 and Y6 children can access a range of competitive and non competitive experiences ranging from the annual Fire 7s competition to accessing life skills such as swimming and Bike ability sessions. All children are expected to have represented school by the time they leave Y6. We also have a variety of visitors who provide workshops on inclusivity in sport, health and nutrition, mental health and wellbeing.</p>	<p>SMSC</p> <p>Spiritual PE lessons include teamwork, self-reflection, aspirations to improve performance, rules, sportsmanship and etiquette and an appreciation of sports from all around the world. Through dance, gymnastics and games across the school, children are encouraged to be creative, designing and creating their own small sided games or by expressing feelings and emotions in their dance and gymnastic performances. In PE lessons children are encouraged to delve deeper into their understanding of PE and the body and how it can be maximised to improve performance.</p> <p>Moral Throughout various games children make choices regarding rules, sportsmanship and choices including teams, tactics and positions. PE teaches children about code of conduct, rules, etiquette and fair play unwritten rules. Competitive games provide our sports leaders and other children with leadership opportunities. They develop the ability to tell between right and wrong through fair play in lessons, events and participating in other competitive situations. PE encourages children to be understanding of the ability of others and the need to be supportive rather than critical when playing as part of a team.</p> <p>Social PE allows all children to develop the necessary skills to work in teams or pairs as the majority of activities are based around team games or creating sequences in groups. Giving the children roles such as: leaders, coaches, umpires or referees offers them the opportunity to develop communication, leadership and mediation skills. Problem solving skills and teamwork are fundamental to PE through creative thinking, discussion, performance of, and the explanation and presentation of ideas. Children are encouraged to develop their reasoning and decision making skills communicating with others and explaining concepts with each other. Through various different competitive games and competitions, children are encouraged to work with and socialise with a variety of other children they may not normally choose to mix with in classroom situations.</p> <p>Cultural Through participation in sporting festivals and competitions, children are exposed to a wider range of social, economic and ethnic backgrounds, helping them to develop their understanding and tolerance of these different groups. Actively supporting charitable events, such as Sport Relief, children will become more aware of the wider world they live in. Some of the ways we can learn about cultural learning in PE lessons include: learning about the developments of</p>	<p>British values</p> <p>Individual Liberty – Within our lessons children are taught about self-discipline and that to be successful you must work hard, show resilience and have a growth mind-set that anything can be achieved if you put your mind to it. Leadership is another area that we look to develop within our children within lessons and extra-curricular activities. Children in year 5 & 6 have the opportunity to take part in a sport leaders activities where they learn about the rules of sports and leadership and how they can ensure this is represented throughout school.</p> <p>Democracy – Within all lessons children get the opportunity to have their opinions heard amongst their peers when discussing topics and current issues and tactics. Children are encouraged to learn about democracy and allowing everyone the opportunity to have their say. This is often seen through feedback and peer and self-analysis tasks within lessons.</p> <p>Mutual Respect – Individuals are encouraged to make sensible and informed choices in lessons and to take ownership and leadership for this. This is demonstrated through ensuring the working environment is safe as well as children regularly being in charge of warm-ups and cool-downs. They are encouraged to respect everyone’s abilities and performances during lessons and extra-curricular activities.</p> <p>Tolerance – Children in PE use of a range of social skills in different contexts, including working and socialising with children from different religious, ethnic and socio-economic backgrounds. They are also taught about respecting children’ different abilities and also the calls/judgements made by officials during games.</p> <p>The Rule of Law – A key part of Physical Education lessons is about teaching children about rules, sportsmanship, etiquette and fair play. In every lesson children abide by the rules and regulations, gaining a good understanding of rules of each sport and the importance of infringements such as fouls, penalties, cautions and red cards allowing children to understand the consequences of their actions which in turn helps children apply this understanding to their own lives.</p>	<p>WPAT/school values</p> <ul style="list-style-type: none"> • Resilience is taught by exploring physical and mental resilience and how combining physically literate bodies with a growth mindset enables greater results when testing ourselves in self competition. • Responsibility is taught through allowing children to take ownership of their learning I.E within Dance being able choreograph a phrase with a group or being able to choose and use equipment safely and with purpose within other units of study. • Honesty is taught through the idea of working honestly and being able to self reflect on their own and others performances. • Humility is taught through the idea putting other children’s views and ideas in front of own to allow all children to feel valued and listened to when participating in team games.
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	sports in different countries, learning where different sports originate from, exploring and respect a variety of different cultural dances		
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