



Curriculum Handbook
Key Stage 1 and Key Stage 2
Physical Education

Curriculum Statement

Intent

The aim of PE at Eynsham Community Primary School is for all children to become capable, confident and competent within PE and school sports. We want the children to be able to transfer and build upon their knowledge and skill application previously taught so that they develop a deep and rich skill set. We believe this will set the children up with a secure foundation to carry forward with them as well as help them to lead a healthy and active lifestyle.

Furthermore, our PE also aims to promote the children's social skills and demonstrates the importance of working as a team as well as encouraging children individually to work on their own resilience and determination to succeed and celebrate success.

PE is taught with an emphasis on the skills that the children are learning, rather than the sport. We use Get Set for PE to support the implementation and application of skills. Taught through a variety of sports, these skills are then transferred and applied to a new sport.

Throughout all forms of exercise undertaken by the children, there is always

an element of emphasis on how being active supports our mental health and wellbeing.



Implementation

Children are taught PE for 2 hours a week. Throughout the school, all sessions will focus on key skills which are applied to sports and then transferred into others. Depending on the term, each year will either have one or two sports to support the development of key skills. Children are given time to practise, ensuring skills are refined so that all children are able to make progress. In KS1, children will focus on developing their fundamental skills so that they can progress into KS2 with a secure foundation of skills to apply to a given sport.

During their PE lessons, children are encouraged to discuss how previously learnt skills can be used and developed to support their progression within their new focus area or sport. Teachers are also encouraged to show visual examples of professional athletes using the skills they are working on within their sport to expose children to elite competition and to give them an idea of what could be achieved.

Alongside the PE curriculum, a range of extra-curricular clubs are run for all year groups in KS1 and KS2. The school also participates in a range of School Games, football and intra-house events so that the profile of school sport is raised and children can begin to understand how representing their school feels and should be something to celebrate. At Eynsham, we ensure we play, have fun and celebrate our successes no matter how small so that the children are inspired to lead a healthy, happy and active lifestyle.

The school has links with local sports teams that operate in the village with a view that children continue their physical activity outside of school provision.

Impact

The curriculum has been mapped to ensure there is development in a multitude of skills. As a result, the children should leave Eynsham Community Primary School with a secure foundation of all the fundamental skills which they can confidently link and use between sports, as well as apply so that they become competent sports people who enjoy being physically active. The children will also be aware of key competitions as well as how sports are adapted e.g. disability sports, so that they will have had the opportunity to practise both Olympic and Paralympic sports.



As a result, the school will work towards maintaining its Silver School Games Mark with an aspiration to achieve Gold. This will be helped by the year 5 and 6 children having a responsibility to encourage physical activity during lunch times and regular inter-house competitions to

encourage healthy competition between children and year groups.

Physical activity is celebrated at Eynsham through sports awards and sporting updates that are published in the newsletter.

Recording

To evidence PE throughout the school at Eynsham, we use our display board to celebrate our successes and emphasise the importance of leading active, healthy lifestyles. This highlights reports written by the children about their experiences as well as identifying the sporting events attended by the children. Our newsletter will publish reports written by the PE lead to highlight the PE and school sport the children have been doing. This is then used by the PE lead to help attain how PE is being taught in the school and is evidenced towards the School Games Mark.

We also enjoy recording the successes of the adults in the school to ensure children have positive role models.

Assessment

To assess PE at Eynsham, teachers will use the questions on the KCVs and assessment tools on Get Set for PE to help reflect after their first lesson to establish where the children begin each unit. This will allow teachers to identify if the children have the

prior learning of the skills that they are building on. Hence, teachers will then create lessons based on the children's needs in line with the KCVs. Teachers will use Get Set for PE lessons to ensure the progression of skills but are encouraged (based on their AfL) to spend more than one lesson on each skill to ensure skills are refined.



At the end of each unit of work, teachers will look back on the KCV questions and assessment frameworks on Get Set for PE to reassess the children's skill development, knowledge and tactical and technical aspects within each topic.

Children will get a chance to participate in inter-house competitions which will give teachers the chance to see who can apply their skills and knowledge into a competitive situation.

Inclusion

Within our PE lessons to help encourage inclusivity for all children, we use the F.A. STEP principles (Space, Task, Equipment, People/Progression) so that all children feel like they can achieve. We also acknowledge that although mixed ability pairs are mostly helpful, it may not always be appropriate and so teachers are encouraged to group children according to their professional judgement to ensure all children come away from their PE lessons feeling encouraged and proud of their achievements.

Cultural Capital

Firstly, children in KS2 can become sports leaders giving them the responsibility to become leaders as well as role models for the younger children. This will encourage the children to be healthy physically and mentally.

Secondly, Inter-house competitions give all children the opportunity to work collaboratively as a team, with children they may not usually work with, in order to succeed.

Thirdly, all children are given the chance to participate in EPA festivals that are focussed on improving participation in sport and children's enjoyment. They are given the chance to participate in sports that they may not usually be exposed to. Over the course of the year, we will also work with external individuals to give children a chance to learn about different cultures, countries and sports.

Lastly, sports teams participate in league competitions which will help children learn more about teamwork and sportsmanship.

Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Fundamentals Team building	Ball skills	Gymnastics	Invasion games	Dance	Athletics Striking and fielding
Year 2	Fundamentals Team building	Ball skills	Gymnastics	Invasion games	Dance	Athletics Striking and fielding
Year 3	OAA Fundamentals	Ball skills Dodgeball	Handball	Gymnastics Tennis	Dance	Athletics Swimming
Year 4	Fundamentals OAA	Ball skills	Tag Rugby	Gymnastics Tennis	Dance	Athletics Swimming
Year 5	Ball skills OAA	Golf	Hockey	Gymnastics Tennis	Dance	Athletics Swimming
Year 6	OAA Goalball	Volleyball	Netball	Badminton Rounders	Dance	Athletics Swimming

Curriculum Progression- PE

Ball Skills - Knowledge						
Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Sending: know to look at the target when sending a ball.</p> <p>Catching: know to have hands out ready to catch.</p> <p>Tracking: know to watch the ball as it comes towards them and scoop it with two hands.</p> <p>Dribbling: know that keeping the ball close will help with control.</p>	<p>Sending: know to face their body towards the target when rolling and throwing underarm to help them to balance.</p> <p>Catching: know to watch the ball as it comes towards them.</p> <p>Tracking: know to move their feet to get in the line with the ball.</p> <p>Dribbling: know that moving with a ball is called dribbling.</p>	<p>Sending: know that stepping with opposite foot to throwing arm will help them to balance.</p> <p>Catching: know to use wide fingers and pull the ball in to their chest to help to securely catch.</p> <p>Tracking: know that it is easier to move towards a ball to track it then chase it.</p> <p>Dribbling: know to keep their head up when dribbling to see space/opponents.</p>	<p>Sending: know that pointing their hand/foot to the target on release will help them to send a ball accurately.</p> <p>Catching: know to move their feet to the ball.</p> <p>Tracking: know that using a ready position will help to react to the ball.</p> <p>Dribbling: know that dribbling is an attacking skill used in games which helps them to move towards a goal or away from defenders.</p>	<p>Sending: know that they can use a variety of ways to send the ball and it may depend on the situation e.g. distance, speed, if there is a defender.</p> <p>Catching: know to adjust their hands to the height of the ball.</p> <p>Tracking: know that tracking a ball is an important skill used in games activities and be able to give examples of this.</p> <p>Dribbling: know that dribbling with soft hands/touches will help them to keep control.</p>	<p>Sending: know that controlling a ball before sending it will allow them to send it accurately.</p> <p>Catching: understand when to use different types of catching.</p> <p>Tracking: know that tracking a ball will help them to collect/stop/receive it quickly and successfully.</p> <p>Dribbling: know that dribbling in different directions will help them to lose a defender in game situations.</p>	<p>Sending: understand and make quick decisions about when, how and who to pass to.</p> <p>Catching: know how to catch a ball for different situations, considering trajectory, speed, height and size of the ball.</p> <p>Tracking: know how to track a ball for different situations, considering trajectory, speed, height and size of the ball.</p>

Ball Skills - Skills

Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Sending: explore sending an object with hands and feet.</p> <p>Catching: explore catching to self and with a partner.</p> <p>Tracking: explore stopping a ball with hands and feet.</p> <p>Dribbling: explore dropping and catching with two hands and moving a ball with feet.</p>	<p>Sending: roll and throw with some accuracy towards a target.</p> <p>Catching: begin to catch with two hands. Catch after a bounce.</p> <p>Tracking: track a ball being sent directly.</p> <p>Dribbling: explore dribbling with hands and feet.</p>	<p>Sending: roll, throw and kick a ball to hit a target.</p> <p>Catching: develop catching a range of objects with two hands. Catch with and without a bounce.</p> <p>Tracking: consistently track and collect a ball being sent directly.</p> <p>Dribbling: explore dribbling with hands and feet with increasing control on the move.</p>	<p>Sending: send a ball with accuracy and increasing consistency to a target.</p> <p>Catching: catch a range of objects with increasing consistency.</p> <p>Tracking: track a ball not sent directly.</p> <p>Dribbling: dribble a ball with hands and feet with control.</p>	<p>Sending: accurately use a range of techniques to send a ball to a target.</p> <p>Catching: catch different sized objects with increasing consistency with one and two hands.</p> <p>Tracking: consistently track a ball sent directly and indirectly.</p> <p>Dribbling: dribble a ball with increasing control and coordination.</p>	<p>Sending: demonstrate clear technique when sending a ball under pressure.</p> <p>Catching: demonstrate good technique under pressure.</p> <p>Tracking: demonstrate a range of techniques when tracking and collecting a ball.</p> <p>Dribbling: dribble with some control under pressure.</p>	<p>Sending: show good technique when sending a ball with increasing control, accuracy and consistency under pressure.</p> <p>Catching: demonstrate increasing consistency of catching under pressure in a variety of game situations.</p> <p>Tracking: demonstrate a wider range of techniques when tracking a ball under pressure.</p>

Fundamentals - Knowledge

Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Running: know that you use big steps to run and small steps to stop. Know that moving into space away from others helps to keep them safe.</p> <p>Balancing: know that you can hold your arms out to help you to balance.</p> <p>Jumping: know that bending their knees will help them to land safely.</p> <p>Hopping: understand that you use one foot to hop.</p> <p>Skipping: know that if you hop then step that will help you to skip.</p>	<p>Running: understand that bending their knees will help them to change direction. Understand that if they swing their arms, it will help them to run faster.</p> <p>Balancing: know that looking ahead will help them to balance. Know that landing on their feet helps them to balance.</p> <p>Jumping: know that landing on the balls of their feet helps them to land with control.</p> <p>Hopping: know that they should hop with a soft bent knee.</p> <p>Skipping: know</p>	<p>Running: know that putting weight into the front of their feet helps them to stop in a balanced position. Know that running on the balls of their feet, taking big steps and having elbows bent will help them to run faster.</p> <p>Balancing: understand that squeezing their muscles helps them to balance.</p> <p>Jumping: know that swinging their arms forwards will help them to jump further.</p> <p>Hopping: know that if they look straight ahead it will stop them falling over when</p>	<p>Running: understand that leaning slightly forwards helps to increase speed. Leaning their body in the opposite direction to travel helps to slow down. Understand how agility helps us with everyday tasks.</p> <p>Balancing: understand how balance helps us with everyday tasks.</p> <p>Jumping and hopping: know that if they jump and land quickly, it will help them to jump further.</p> <p>Skipping: understand that they should turn the rope from their</p>	<p>Running: know that keeping their elbows bent when changing direction will help them to stay balanced.</p> <p>Balancing: understand that they need to squeeze different muscles to help them to stay balanced in different activities.</p> <p>Jumping and hopping: know that swinging their non-hopping foot helps to create momentum.</p> <p>Skipping: understand that keeping their chest up helps them to stay balanced.</p>	<p>Running: understand that to change direction, they push off from the outside of the foot and turn their hips.</p> <p>Balancing: understand that balance is a skill used in many different activities and everyday life.</p> <p>Jumping and hopping: understand that there are different techniques for different situations.</p>	<p>Running: know that running develops stamina and speed and both can be improved by training over time. Understand that agility requires speed, strength, good balance and coordination.</p> <p>Balancing: know that balance underpins many skills in PE and everyday life and this feels different in different situations.</p> <p>Jumping and hopping: understand when to jump for height or jump for distance in different activities and what to do to achieve this.</p>

	that they should use the opposite arm to leg when they skip. Know that jumping on the balls of their feet helps them to keep a consistent rhythm.	they land. Skipping: know that they should swing opposite arm to leg to help them balance when skipping without a rope.	wrists with wide hands to create a gap to step through.			
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Fundamentals - Skills

Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Running: explore running and stopping. Explore changing direction safely.</p> <p>Balancing: explore balancing whilst stationary and on the move.</p> <p>Jumping: begin to explore take off and landing safely.</p> <p>Hopping: explore hopping on both feet.</p> <p>Skipping: explore skipping as a traveling action.</p>	<p>Running: explore changing direction and dodging. Discover how the body moves at different speeds.</p> <p>Balancing: move with some control and balance. Explore stability and landing safely.</p> <p>Jumping: demonstrate control in take off and landing when jumping.</p> <p>Hopping: begin to explore hopping in different directions.</p> <p>Skipping: show co-ordination when turning a rope. Use rhythm to jump continuously in a French rope.</p>	<p>Running: demonstrate balance when changing direction. Clearly show different speeds when running.</p> <p>Balancing: demonstrate balance when performing movements.</p> <p>Jumping: demonstrate jumping for distance, height and in different directions.</p> <p>Hopping: demonstrate hopping for distance, height and in different directions.</p> <p>Skipping: explore single and double bounce when jumping in a rope.</p>	<p>Running: change direction. Show an increase and decrease in speed.</p> <p>Balancing: demonstrate balance when performing other fundamental skills.</p> <p>Jumping and hopping: link jumping and hopping actions.</p> <p>Skipping: jump and turn a skipping rope.</p>	<p>Running: change direction quickly under pressure. Demonstrate when and how to accelerate and decelerate.</p> <p>Balancing: demonstrate good balance and control when performing other fundamental skills.</p> <p>Jumping and hopping: link hopping and jumping actions with other fundamental skills.</p> <p>Skipping: consistently skip in a rope</p>	<p>Running: demonstrate improved body posture and balance when changing direction. Accelerate and decelerate appropriately for the situation.</p> <p>Balancing: consistently demonstrate good balance when performing other fundamental skills.</p> <p>Jumping and hopping: demonstrate good technique and co-ordination when linking jumps</p>	<p>Running: change direction with a fluent action. Transition smoothly between varying speeds.</p> <p>Balancing: show fluency and control when travelling, landing, stopping and changing direction.</p> <p>Jumping and hopping: demonstrate good technique when jumping and hopping for distance and height. Fluently link jumps together.</p>

Invasion games - Knowledge

Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Sending & receiving: know to look at the target when sending a ball and watch the ball to receive it.</p> <p>Dribbling: know that keeping the ball close will help with control.</p> <p>Space: know that being in a space gives them room to play.</p> <p>Attacking & defending: know that there are different roles in games.</p> <p>Tactics: make simple decisions in response to a task.</p> <p>Rules: know that rules help us to stay safe.</p>	<p>Sending & receiving: know to look at their partner before sending the ball.</p> <p>Dribbling: know that moving with a ball is called dribbling.</p> <p>Space: understand that being in a good space helps us to pass the ball.</p> <p>Attacking: know that being able to move away from a partner helps your team to pass the ball to them.</p> <p>Defending: know that staying with a partner makes it more difficult for them to receive the ball.</p> <p>Tactics: know</p>	<p>Sending & receiving: know to control the ball before sending it.</p> <p>Dribbling: know that keeping their head up will help them to know where defenders are.</p> <p>Space: know that moving into space away from defenders helps them to pass and receive a ball.</p> <p>Attacking: know that when their team is in possession of the ball, they are an attacker and can score.</p> <p>Defending: know that when their team is not in possession of the ball, they are a</p>	<p>Sending & receiving: know that pointing their hand/foot/stick to the target on release will help to send a ball accurately.</p> <p>Dribbling: know that dribbling is an attacking skill which helps us to move towards a goal or away from defenders.</p> <p>Space: know that by spreading out as a team, we move the defenders away from each other.</p> <p>Attacking and defending: know their role as an attacker and defender.</p> <p>Tactics: know that using simple</p>	<p>Sending & receiving: know that cushioning a ball will help them to control it when receiving it.</p> <p>Dribbling: know that protecting the ball as they dribble will help them to maintain possession.</p> <p>Space: know that moving into space will help their team keep possession and score goals.</p> <p>Attacking: recognise when to pass and when to shoot.</p> <p>Defending: know when to mark and when to attempt to win the ball.</p> <p>Tactics: know</p>	<p>Sending & receiving: know that not having a defender between themselves and a ball carrier enables them to send & receive with better control.</p> <p>Dribbling: know that dribbling in different directions will help to lose a defender.</p> <p>Space: know that by moving to space even if not receiving the ball will create space for a teammate.</p> <p>Tactics: understand the need for tactics and identify when to use them in different situations.</p> <p>Rules:</p>	<p>Sending & receiving: understand and make quick decisions about when, how and who to pass to.</p> <p>Space: understand that transitioning quickly between attack and defence will help the team to maintain or gain possession.</p> <p>Tactics: know how to create and apply a tactic for a specific situation or outcome.</p> <p>Rules: understand, apply and use rules consistently in a variety of invasion games whilst playing and officiating.</p>

	<p>that tactics can help us when playing games.</p> <p>Rules: know that rules help us to play fairly.</p>	<p>defender and they need to try to get the ball. Knowing that standing between the ball and the attacker will help them to stop them from getting the ball.</p> <p>Tactics: understand and apply simple tactics for attack and defence.</p> <p>Rules: know how to score points and follow simple rules.</p>	<p>tactics will help the team to achieve an outcome e.g. we will each mark a player to help us to gain possession.</p> <p>Rules: know the rules of the game and begin to apply them.</p>	<p>that applying attacking tactics will help to maintain possession and score goals. Know that applying defending tactics will help to deny space, gain possession and stop goals.</p> <p>Rules: know and understand the rules to be able to manage their own game.</p>	<p>understand and apply rules in a variety of invasion games whilst playing and officiating.</p>	
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Invasion games - Skills

Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Sending & receiving: explore s&r with hands and feet using a variety of equipment.</p> <p>Dribbling: explore dropping and catching with two hands and moving a ball with their feet.</p> <p>Space: recognise their own space.</p> <p>Attacking & defending: explore changing direction and tagging games.</p>	<p>Sending & receiving: explore s&r with hands and feet to a partner.</p> <p>Dribbling: explore dribbling with hands and feet.</p> <p>Space: recognise good space when playing games.</p> <p>Attacking: explore changing direction to move away from a partner.</p> <p>Defending: explore tracking and moving to stay with a partner.</p>	<p>Sending & receiving: developing s&r with increased control.</p> <p>Dribbling: explore dribbling with hands and feet with increasing control on the move.</p> <p>Space: explore moving into space away from others.</p> <p>Attacking: developing, moving into space away from defenders.</p> <p>Defending: explore staying close to other players to try and stop them getting the ball.</p>	<p>Sending & receiving: explore s&r abiding by the rules of the game.</p> <p>Dribbling: explore dribbling the ball abiding by the rules of the game under some pressure.</p> <p>Space: develop using space as a team.</p> <p>Attacking: develop movement skills to lose a defender. Explore shooting actions in a range of invasion games.</p> <p>Defending: develop tracking opponents to limit their scoring opportunities.</p>	<p>Sending & receiving: develop passing techniques appropriate to the game with increasing success. Catch a ball using one and two hands and receive a ball with feet/object with increasing success.</p> <p>Dribbling: link dribbling the ball with other actions and change direction whilst dribbling with some control.</p> <p>Space: develop moving into space to help my team.</p> <p>Attacking: change direction to lose an opponent with some success.</p> <p>Defending: develop defending one on one and begin to intercept.</p>	<p>Sending & receiving: develop control when s&r under pressure.</p> <p>Dribbling: dribble with some control under pressure.</p> <p>Space: explore moving to create space for themselves and others in their team.</p> <p>Attacking: use a variety of techniques to lose an opponent e.g. change of direction or speed.</p> <p>Defending: develop tracking and marking with increased success.</p>	<p>Sending & receiving: s&r consistently using a range of techniques with increasing control under pressure.</p> <p>Space: move to the correct space when transitioning from attack to defence or defence to attack and create and use space for self and others.</p> <p>Attacking: confidently change direction to lose an opponent</p> <p>Defending: use a variety of defending skills (tracking, interception, jockeying) in game situations. Explore intercepting a ball using one and two hands.</p>

Team Building and OAA - Knowledge

Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Problem solving: make simple decisions in response to a task.</p> <p>Navigational skills: know that moving into space away from others will help them to stay safe. Know to leave a gap when following a path will help them to stay safe.</p> <p>Communication: know that talking with a partner will help them to solve challenges e.g. 'let's go to the green hoop next'.</p> <p>Reflection: begin to identify when they are successful.</p> <p>Rules: know that</p>	<p>Problem solving: know that working collaboratively with others will help to solve challenges.</p> <p>Navigational skills: know that deciding which way to go before starting will help.</p> <p>Communication: know that using short instructions will help their partner e.g. start/stop.</p> <p>Reflection: identify when they are successful and make basic observations about how to improve.</p> <p>Rules: know that rules help us to</p>	<p>Problem solving: know that listening to each other's ideas might give us an idea we hadn't thought of.</p> <p>Navigational skills: understand that the map tells us what to do.</p> <p>Communication: know to use encouraging words when speaking to a partner or group to help them to trust each other.</p> <p>Reflection: verbalise when they are successful and areas that they could improve.</p> <p>Rules: know how to follow and apply simple</p>	<p>Problem solving: know that trying ideas before deciding on a solution will help us to come up with the best idea.</p> <p>Navigational skills: know to hold the map so that the items on the map match up to the items that have been placed out.</p> <p>Communication: know to take turns when giving ideas and not to interrupt each other.</p> <p>Reflection: reflect on when and why they are successful at solving challenges.</p>	<p>Problem solving: know that discussing the advantages and disadvantages of ideas will help to guide us to a conclusion about which idea to use.</p> <p>Navigational skills: understand how to use a key and use the cardinal points on a map to orientate it.</p> <p>Communication: understand that there are different types of communication and that they can communicate without talking.</p> <p>Reflection: with increased accuracy, critically reflect on when</p>	<p>Problem solving: recognise that there may be more than one way to solve a challenge and that trial and error may help to guide them to the best solution.</p> <p>Navigational skills: use a key to identify objects and locations.</p> <p>Communication: know to be descriptive but concise when giving instructions e.g. 'two steps to the left'.</p> <p>Reflection: reflect on when they are successful at solving challenges and alter their methods in order to improve.</p>	<p>Problem solving: understand that being able to solve problems is an important life skill.</p> <p>Navigational skills: understand why having good navigational skills are important.</p> <p>Communication: know that good communication skills are key to solving problems and working effectively as a team.</p> <p>Reflection: with increasing accuracy, reflect on when and how they are successful at solving challenges and alter their</p>

rules help us to stay safe.	play fairly.	rules.	Rules: know that using the rules honestly will help to keep themselves and others safe.	and why they are successful at solving challenges. Rules: understand the importance of working with integrity.	Rules: know that abiding by rules will enable classmates to complete the course e.g. not moving controls.	methods in order to improve. Rules: understand the rules and think creatively to solve the challenge whilst abiding by the rules.
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Team Building and OAA - Skills

Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Problem solving: explore activities where I have to make my own decisions.</p> <p>Navigational skills: explore moving in space and following a path.</p> <p>Communication: develop confidence in expressing myself.</p>	<p>Problem solving: suggest ideas in response to a task.</p> <p>Navigational skills: follow a path and lead others.</p> <p>Communication: communicate simple instructions and listen to others</p>	<p>Problem solving: begin to plan and apply strategies to overcome a challenge.</p> <p>Navigational skills: follow and create a simple diagram/map.</p> <p>Communication: work cooperatively with a partner and a small group.</p>	<p>Problem solving: discuss how to follow trails and solve problems. Work with others to select appropriate equipment for the task.</p> <p>Navigational skills: identify where I am on a simple map. Use and begin to create simple maps and diagrams and follow a trail.</p> <p>Communication:</p>	<p>Problem solving: plan independently and in small groups, implementing a strategy with increased success.</p> <p>Navigational skills: identify key symbols on a map and follow a route.</p> <p>Communication: confidently communicate ideas and listen to others.</p>	<p>Problem solving: explore tactical planning within a team to overcome increasingly challenging tasks.</p> <p>Navigational skills: develop navigational skills and map reading in increasingly challenging tasks.</p> <p>Communication: explore a variety of communication methods with increasing success.</p>	<p>Problem solving: pool ideas within a group, selecting and applying the best method to solve a problem.</p> <p>Navigational skills: orientate a map efficiently to navigate around a course with multiple points.</p> <p>Communication: inclusively communicate with others, share job roles and lead when necessary.</p>

			follow and give instructions and accept other peoples' ideas.			
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Dance - Knowledge

Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Actions: understand that they can move their body in different ways to create interesting actions.</p> <p>Dynamics: understand that they can change their action to show an idea.</p> <p>Space: know that if they move into space, it will help to keep them and others safe.</p> <p>Performance: know that when watching others they sit quietly and clap at the</p>	<p>Actions: understand that actions can be sequenced to create a dance.</p> <p>Dynamics: understand that they can create fast and slow actions to show an idea.</p> <p>Space: understand that there are different directions and pathways within space.</p> <p>Relationships: understand that when dancing with a partner, it is</p>	<p>Actions: know that sequencing actions in a particular order will help them to tell the story of their dance.</p> <p>Dynamics: understand that they can change the way they perform actions to show an idea.</p> <p>Space: know that they can use different directions, pathways and levels in their dance.</p> <p>Relationships: know that using counts of 8 will</p>	<p>Actions: understand that sharing ideas with others enables their group to work collaboratively and try ideas before deciding on the best actions for their dance.</p> <p>Dynamics: understand that all actions can be performed differently to help to show effect.</p> <p>Space: understand that they can use space to help their dance to flow.</p>	<p>Actions: understand that some actions are better suited to a certain character, mood or idea than others.</p> <p>Dynamics: understand that some dynamics are better suited to a certain character, mood or idea than others.</p> <p>Space: understand that space can be used to express a certain character, mood or idea.</p> <p>Relationships:</p>	<p>Actions: understand that different dance styles utilise selected actions to develop sequences in a specific style.</p> <p>Dynamics: understand that different dance styles utilise selected dynamics to express mood.</p> <p>Space: understand that space relates to where their body moves both on the floor and in the air.</p> <p>Relationships:</p>	<p>Actions: understand that actions can be improved with consideration to extension, shape and recognition of intent.</p> <p>Dynamics: understand that selecting a variety of dynamics in their performance can help to take the audience on a journey through their dance idea.</p> <p>Space and relationships: know that combining space and relationships with a prop can help them to</p>

<p>end.</p> <p>Strategy: know that if they use lots of space, it helps to make their dance look interesting.</p>	<p>important to be aware of each other and keep in time.</p> <p>Performance: know that standing still at the start and at the end of the dance lets the audience know when they have started and when they have finished.</p> <p>Strategy: know that if they use exaggerated actions, it helps the audience to see them clearly</p>	<p>help them to stay in time with their partner and the music.</p> <p>Performance: know that using facial expressions helps to show the mood of their dance.</p> <p>Strategy: know that if they practice their dance, their performance will improve.</p>	<p>Relationships: understand that 'formation' means the same in dance as in other activities such as football, rugby and gymnastics.</p> <p>Performance: understand that they can use timing techniques such as canon and unison to create effect.</p> <p>Strategy: know that if you show sensitivity to the music, their performance will look more complete.</p>	<p>understand that some relationships are better suited to a certain character, mood or idea than others.</p> <p>Performance: know that being aware of other performers in their group will help them to move in time.</p> <p>Strategy: know that they can select from a range of dance techniques to translate their idea.</p>	<p>understand that different dance styles utilise selected relationships to express mood.</p> <p>Performance: understand what makes a performance effective and know how to apply these principles to their own and others' work.</p> <p>Strategy: know that if they use dance principles it will help them to express an atmosphere or mood.</p>	<p>express their dance idea.</p> <p>Performance: understand how a leader can ensure their dance group performs together.</p> <p>Strategy: know that if they keep in character throughout, it will help them to express an atmosphere or mood that can be interpreted by the audience.</p>
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Dance - Skills

Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Actions: explore how my body moves. Copy basic body actions and rhythms.</p> <p>Dynamics: explore actions in response to music and an idea.</p> <p>Space: begin to explore pathways and the space around me and in relation to others.</p> <p>Performance: perform short phrases of movement in front of others.</p>	<p>Actions: copy, remember and repeat actions to represent a theme. Create my own actions in relation to a theme.</p> <p>Dynamics: explore varying speeds to represent an idea.</p> <p>Space: explore pathways within my performance.</p> <p>Relationships: begin to explore actions and pathways with a partner.</p> <p>Performance: perform on their own and with others to an audience.</p>	<p>Actions: accurately remember, repeat and link actions to express an idea.</p> <p>Dynamics: develop an understanding of dynamics.</p> <p>Space: develop the use of pathways and travelling actions to include levels.</p> <p>Relationships: explore working with a partner using unison, matching and mirroring.</p> <p>Performance: develop the use of facial expressions in their performance.</p>	<p>Actions: create actions in response to a stimulus individually and in groups.</p> <p>Dynamics: use dynamics effectively to express an idea.</p> <p>Space: use direction to transition between formations.</p> <p>Relationships: develop an understanding of formations.</p> <p>Performance: perform short, self-choreographed phrases showing an awareness of timing.</p>	<p>Actions: respond imaginatively to a range of stimuli related to character and narrative.</p> <p>Dynamics: change dynamics confidently within a performance to express changes in character.</p> <p>Space: confidently use changes in level, direction and pathway.</p> <p>Relationships: use action and reaction to represent an idea.</p> <p>Performance: perform complex dances that communicate narrative and character well, performing clearly and fluently.</p>	<p>Actions: choreograph dances by using, adapting and developing actions and steps from different dance styles.</p> <p>Dynamics: confidently use dynamics to express different dance styles.</p> <p>Space: confidently use direction and patterning to express different dance styles.</p> <p>Relationships: confidently use formations, canon and unison to express a dance idea.</p> <p>Performance: perform dances expressively, using a range of performance skills, showing accuracy and fluency.</p>	<p>Actions: show controlled movements which express emotion and feeling.</p> <p>Dynamics: explore, improvise and combine dynamics to express ideas fluently and effectively on my own, with a partner or in a small group.</p> <p>Space and relationships: use a variety of compositional principles when creating my own dances.</p> <p>Performance: demonstrate a clear understanding of timing in relation to the music and other dancers throughout my performance.</p>

Athletics - Knowledge

Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Running: know that they use big steps to run and small steps to stop. Know that moving into space away from others helps to keep safe.</p> <p>Jumping: know that bending their knees will help them to land safely.</p> <p>Throwing: understand that bigger targets are easier to hit.</p> <p>Rules: know that rules help us to stay safe.</p>	<p>Running: understand that if they swing their arms, it will help them to run faster.</p> <p>Jumping: know that landing on the balls of my feet helps me to land with control. Understand that if they bend their knees, it will help them to jump further.</p> <p>Throwing: know that stepping forward with their opposite foot to hand will help them to throw further.</p> <p>Rules: know that rules help us to play fairly.</p>	<p>Running: know that running on the balls of their feet, taking big steps and having elbows bent will help them to run faster.</p> <p>Jumping: know that swinging their arms forwards will help them to jump further.</p> <p>Throwing: know that they can throw in a straight line by pointing their throwing hand at a target as they let go of the object.</p> <p>Rules: know how to follow simple rules when working with others.</p>	<p>Running: understand that leaning slightly forwards helps to increase speed. Leaning their body in the opposite direction to travel helps to slow down.</p> <p>Jumping: know that if they jump and land quickly it will help them to jump further.</p> <p>Throwing: understand that the speed of the movement helps to create power.</p> <p>Rules: know the rules of the event and begin to apply them.</p>	<p>Running: understand that they need to pace themselves when running further or for a long period of time. Understand that a high knee drive, pumping their arms and running on the balls of their feet gives them power.</p> <p>Jumping: understand that transferring weight will help them to jump further.</p> <p>Throwing: understand that transferring weight will help them to throw further.</p> <p>Rules: know and understand the rules to be able to manage their own events.</p>	<p>Running: understand that taking big consistent strides will help to create a rhythm that allows them to run faster. Understand that keeping a steady breath will help them when running longer distances.</p> <p>Jumping: know that if they drive their knees high and fast they can build power and therefore distance in their jumps.</p> <p>Throwing: know how to transfer their weight in different throws to increase the distance.</p> <p>Rules: understand and apply rules in a variety of events using official equipment.</p>	<p>Running: understand that they need to prepare their body for running and know the muscle groups they will need to use.</p> <p>Jumping: understand that a run up builds speed and power and enables them to jump further.</p> <p>Throwing: understand that they need to prepare their body for throwing and know the muscle groups they will need to use.</p> <p>Rules: understand and apply rules in events that pose an increased risk.</p>

Athletics - Skills

Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Running: explore running and stopping safely.</p> <p>Jumping: explore jumping and hopping safely.</p> <p>Throwing: explore throwing to a target.</p>	<p>Running: explore running at different speeds.</p> <p>Jumping: develop balance whilst jumping and landing. Explore hopping, jumping and leaping for distance.</p> <p>Throwing: explore throwing for distance and accuracy.</p>	<p>Running: develop the sprinting action.</p> <p>Jumping: develop jumping, hopping and skipping actions. Explore safely jumping for distance and height.</p> <p>Throwing: develop overarm throwing for distance.</p>	<p>Running: develop the sprinting technique and apply it to relay events.</p> <p>Jumping: develop technique when jumping for distance in a range of approaches and take off positions.</p> <p>Throwing: explore the technique for a pull throw.</p>	<p>Running: develop an understanding of speed and pace in relation to distance. Develop power and speed in the sprinting technique.</p> <p>Jumping: develop technique when jumping for distance.</p> <p>Throwing: explore power and technique when throwing for distance in a pull and heave throw.</p>	<p>Running: apply fluency and coordination when running for speed in relay changeovers. Effectively apply speeds appropriate for the event.</p> <p>Jumping: explore technique and rhythm in the triple jump.</p> <p>Throwing: Develop technique and power in javelin and shot put.</p>	<p>Running: demonstrate a clear understanding of pace and use it to develop their own and others sprinting technique.</p> <p>Jumping: develop power, control and technique in the triple jump.</p> <p>Throwing: develop power, control and technique when throwing discus and shot put.</p>

Gymnastics - Knowledge

Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Shapes: understand that they can make different shapes with their body.</p> <p>Balances: know that they should be still when holding a balance.</p> <p>Rolls: know that they can change their body shape to help them to roll.</p> <p>Jumps: know that bending their knees will help them to land safely.</p> <p>Strategy: know that if they hold a shape and count to five people will see it clearly.</p>	<p>Shapes: understand that they can improve their shapes by extending parts of their body.</p> <p>Balances: know that balances should be held for 5 seconds.</p> <p>Rolls: know that they can use different shapes to roll.</p> <p>Jumps: know that landing on the balls of their feet helps them to land with control.</p> <p>Strategy: know that if they use a starting and finishing position, people will know when their sequence has begun and when it has ended.</p>	<p>Shapes: know that some shapes link well together.</p> <p>Balances: understand that squeezing their muscles helps them to balance.</p> <p>Rolls: understand that there are different teaching points for different rolls.</p> <p>Jumps: understand that looking forward will help them to land with control.</p> <p>Strategy: know that if they use shapes that link well together, it will help their sequence to flow.</p>	<p>Shapes: understand how to use body tension to make their shapes look better.</p> <p>Balances: understand that they can make their balances look interesting by using different levels.</p> <p>Rolls: understand the safety considerations when performing more difficult rolls.</p> <p>Jumps: understand that they can change the take off and shape of their jumps to make them look interesting.</p> <p>Strategy: know that if they use</p>	<p>Shapes: understand how shapes can be used to improve their sequence.</p> <p>Inverted movements: know that inverted movements are actions in which their hips go above their head.</p> <p>Balances: know how to keep themselves and others safe when performing partner balances.</p> <p>Rolls: understand that they can keep the shape of their roll using body tension.</p> <p>Jumps: know that they can control their landing by landing toes first, looking forwards</p>	<p>Shapes: understand that shapes underpin all other skills.</p> <p>Inverted movements: understand that sometimes they need to move slowly to gain control and other times they need to move quickly to build momentum.</p> <p>Balances: understand how to use contrasting balances to make their sequences look interesting.</p> <p>Rolls: understand that they need to work within their own capabilities and this may be different to others.</p> <p>Jumps:</p>	

			<p>different levels it will help to make their sequence look interesting.</p>	<p>and bending their knees.</p> <p>Strategy: know that if they use different directions it will help to make their sequence look interesting.</p>	<p>understand that they can use jumps to link actions and changing the shape of these will make their sequence look interesting.</p> <p>Strategy: know that if they use different pathways, it will help to make their sequence look interesting</p>	
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Gymnastics - Skill

Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Shapes: show contrast with my body including wide/narrow, straight/curved.</p> <p>Balances: explore shapes in stillness using different parts of my body.</p> <p>Rolls: explore rocking and rolling.</p> <p>Jumps: explore jumping safely.</p>	<p>Shapes: explore basic shapes straight, tuck, straddle, pike.</p> <p>Balances: perform balances making my body tense, stretched and curled.</p> <p>Rolls: explore barrel, straight and forward roll progressions.</p> <p>Jumps: explore shape jumps, including jumping off low apparatus.</p>	<p>Shapes: explore using shapes in different gymnastic balances.</p> <p>Balances: remember, repeat and link combinations of gymnastic balances.</p> <p>Rolls: explore barrel, straight and forward roll and put into sequence work.</p> <p>Jumps: explore shape jumps and take off combinations.</p>	<p>Shapes: explore matching and contrasting shapes.</p> <p>Balances: explore point and patch balances and transition smoothly into and out of them.</p> <p>Rolls: develop the straight, barrel, and forward roll.</p> <p>Jumps: develop stepping into shape jumps with control.</p>	<p>Shapes: develop the range of shapes used in sequences.</p> <p>Inverted movements: develop strength in bridge and shoulder stand.</p> <p>Balances: develop control and fluency in individual and partner balances.</p> <p>Rolls: develop the straight, barrel, forward and straddle roll and perform them with increased control.</p> <p>Jumps: develop control in performing and landing rotation jumps.</p>	<p>Shapes: perform shapes consistently and fluently linked with other gymnastic actions.</p> <p>Inverted movements: explore progressions of a cartwheel.</p> <p>Balances: explore symmetrical and asymmetrical balances.</p> <p>Rolls: develop control in the straight, barrel, forward, straddle and backward roll.</p> <p>Jumps: select a range of jumps to include in sequence work.</p>	

Net and Wall - Knowledge

Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Hitting: know to point their hand/object at their target when hitting a ball.</p> <p>Feeding and rallying: know to look at the target when sending a ball and watch the ball to receive it.</p> <p>Footwork: know to use big steps to run and small steps to stop.</p> <p>Tactics: make simple decisions in response to a task.</p> <p>Rules: know that rules help us to stay safe.</p>	<p>Hitting: know to use the center of the racket for control.</p> <p>Feeding: know to use an underarm throw to feed to a partner.</p> <p>Rallying: know that throwing/hitting to their partner with not too much power will help them to return the ball.</p> <p>Footwork: know that using a ready position will help them to move in any direction.</p> <p>Tactics: know that tactics can help us to be successful when playing games.</p> <p>Rules: know that</p>	<p>Hitting: know to watch the ball as it comes towards them to help them to prepare to hit it.</p> <p>Feeding: know to place enough power on a ball to let it bounce once but not too much so that their partner can't return it.</p> <p>Rallying: know that sending the ball towards their partner will help them to keep a rally going.</p> <p>Footwork: know that using a ready position helps them to react quickly and return/catch a ball.</p> <p>Tactics: understand that applying simple</p>	<p>Shots: know that pointing the racket face/their hand where they want the ball to go and turning their body will help them to hit accurately.</p> <p>Rallying: know that hitting towards their partner will help them to return the ball easier and keep the rally going.</p> <p>Footwork: know that moving to the middle of the court will enable them to cover the most space.</p> <p>Tactics: know that using simple tactics will help to achieve an outcome e.g. if we spread out, we can cover more</p>	<p>Shots: understand when to play a forehand and a backhand and why.</p> <p>Rallying: know that moving their feet to the ball will help them to hit in a more balanced position, therefore increasing the accuracy of their shot.</p> <p>Footwork: know that getting their feet in the right position will help them to balance before playing a shot.</p> <p>Tactics: know that applying attacking tactics will help them to score points and create space. Know that applying</p>	<p>Shots: know which skill to choose for the situation e.g. a volley if the ball is close to the net.</p> <p>Serving: know that serving is how to start a game or rally and use the rules applied to the activity for serving.</p> <p>Rallying: know that playing the appropriate shot will help to keep the rally going. Know that control is more important than power to keep a rally going.</p> <p>Footwork: know that using small, quick steps will allow them to adjust their stance to play a shot.</p>	<p>Shots: understand the appropriate skill for the situation under pressure e.g. choosing to play the ball short over the net, if I have just moved their opponent to the back of the court.</p> <p>Serving: begin to apply tactics when serving e.g. aiming to serve short on the first point and then long on the second point.</p> <p>Rallying: understand how to play different shots depending on if a rally is cooperative or competitive.</p> <p>Footwork: know that using the</p>

	<p>rules help us to play fairly.</p>	<p>tactics makes it difficult for their opponent.</p> <p>Rules: know how to score points and follow simple rules.</p>	<p>space.</p> <p>Rules: know the rules of the game and begin to apply them.</p>	<p>defending tactics will help them to deny space, return a ball and limit points.</p> <p>Rules: know and understand the rules to be able to manage our own game.</p>	<p>Tactics: understand the need for tactics and identify when to use them in different situations.</p> <p>Rules: understand and apply rules in a variety of net and wall games whilst playing and officiating</p>	<p>appropriate footwork will help them to react to a ball quickly and give them time to prepare to play a shot.</p> <p>Tactics: understand when to apply some tactics for attacking and/or defending.</p> <p>Rules: understand, apply and use rules consistently in a variety of net and wall games whilst playing and officiating</p>
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Net and Wall - Skills

Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Hitting: explore hitting a ball with hands and pushing with a racket.</p> <p>Feeding and rallying: explore sending and tracking a ball with a partner.</p> <p>Footwork: explore changing direction, running and stopping.</p>	<p>Hitting: explore hitting a dropped ball with a racket.</p> <p>Feeding: throw a ball over a net to land into the court area.</p> <p>Rallying: explore sending a ball with hands and a racket.</p> <p>Footwork: use the ready position to move towards a ball.</p>	<p>Hitting: develop hitting a dropped ball over a net.</p> <p>Feeding: accurately underarm throw over a net to a partner.</p> <p>Rallying: explore underarm rallying with a partner catching after one bounce.</p> <p>Footwork: consistently use the ready position to move towards a ball.</p>	<p>Shots: explore returning a ball using shots such as the forehand and backhand.</p> <p>Rallying: explore rallying using a forehand.</p> <p>Footwork: consistently use and return to the ready position in between shots.</p>	<p>Shots: demonstrate technique when using shots playing cooperatively and beginning to execute this competitively.</p> <p>Rallying: develop rallying using both forehand and backhand with increased technique.</p> <p>Footwork: begin to use appropriate footwork patterns to move around the court.</p>	<p>Shots: develop the range of shots used in a variety of games.</p> <p>Serving: develop the range of serving techniques appropriate to the game.</p> <p>Rallying: use a variety of shots to keep a continuous rally.</p> <p>Footwork: demonstrate effective footwork patterns to move around the court.</p>	<p>Shots: demonstrate increased success and technique in a variety of shots.</p> <p>Serving: serve accurately and consistently.</p> <p>Rallying: successfully apply a variety of shots to keep a continuous rally.</p> <p>Footwork: demonstrate a variety of footwork patterns relevant to the game I am playing.</p>

Swimming - Knowledge

Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<p>Breathing: Know how to blow bubbles into the water and splash their face with water.</p> <p>Floating: They will be able to show some ability of how to float using an aid and on their front or back.</p> <p>Strokes: Begin to show a continuous kicking action holding a rail or side of the pool.</p> <p>Water safety: understand that floating can help them to stay safe.</p> <p>Know the different flags that are out at the seaside and what they mean.</p> <p>Rules:</p>	<p>Strokes: understand that using cupped hands will help them to swim as the water cannot escape between their fingers. Understand that moving their arms quickly will help them to pass through the water.</p> <p>Breathing: know that they need to take a big breath before submerging. Know that when they swim, they inhale through their mouth when their face is above water and exhale through their mouth or nose when their face is underwater.</p> <p>Water safety: understand that</p>	<p>Strokes: know that lifting their hips will help them to stay afloat whilst swimming. Understand that keeping their legs together for crawl helps them to stay straight in the water.</p> <p>Breathing: know that turning their head to the side to breathe will allow them to swim with good technique. Know that breathing out with a slow consistent breath enables them to swim for longer before needing another breath.</p> <p>Water safety: know that treading water enables them to keep upright and in the</p>	<p>Strokes: understand that pulling harder through the water will enable them to travel the distance in fewer strokes and travel faster.</p> <p>Breathing: know that breathing every three strokes helps to balance their stroke and allows them to practise breathing on both sides.</p> <p>Water safety: know that a group of people can huddle together to conserve body heat, support each other and provide a larger target for rescuers.</p> <p>Rules:</p>	<p>Strokes: understand that making their body streamlined helps them to glide through the water.</p> <p>Breathing: understand that the more they practice their breathing in the water, the more their heart and lungs can work effectively and aid their muscles with the ability to utilise oxygen when swimming.</p> <p>Water safety: know which survival technique to use for the situation.</p> <p>Rules: understand that different environments have different</p>

		They will know how to enter and exit a pool safely.	floating can help them to stay safe and it uses less energy than swimming. Rules: know that walking on poolside helps to keep them safe. Know how to safely enter and exit the pool.	same space. Know what to do if they fall in the water. Rules: know that the water should be clear of swimmers before entering and understand water safety rules.	understand rules in and around water	rules to keep us safe around water.
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Swimming - Skills

Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<p>Breathing: can blow bubbles confidently in the water and splash their face.</p> <p>Water safety: become aware of water safety and explore floating on my front and back.</p>	<p>Strokes: begin to use arms and legs together, more effectively across the water unaided. Can swim over a 10m distance with a buoyancy aid.</p> <p>Breathing: begin to explore breathing in sync with my kicking action.</p> <p>Water safety: demonstrate an awareness of water safety and float on my front and on my back.</p>	<p>Strokes: explore and develop technique for specific strokes to include head above water breaststroke, backstroke and front crawl.</p> <p>Breathing: begin to explore and improve on the front crawl breathing technique.</p> <p>Water safety: explore techniques and become more comfortable with some personal survival to include survival strokes such as sculling and treading water.</p>	<p>Strokes: demonstrate increased technique in a range of strokes, swimming over a distance of 25m.</p> <p>Breathing: explore underwater breaststroke breathing technique over a distance of 25m.</p> <p>Water safety: explore safety techniques to include the H.E.L.P and huddle positions.</p>	<p>Strokes: identify my personal best in a range of strokes. Successfully select and apply my fastest stroke over a distance of 25m.</p> <p>Breathing: demonstrate a smooth and consistent breathing technique in a range of strokes over a distance of 25m.</p> <p>Water safety: perform a variety of survival techniques</p>

Striking and Fielding - Knowledge

Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Striking: know to point their hand at their target when striking a ball.</p> <p>Fielding: know to scoop a ball with two hands.</p> <p>Throwing and catching: know to point their hand at the target when throwing. Know to have hands out ready to catch.</p> <p>Tactics: make simple decisions in response to a task.</p> <p>Rules: know that rules help us to stay safe.</p>	<p>Striking: understand that the harder they strike, the further the ball will travel.</p> <p>Fielding: know that throwing the ball back is quicker than running with it.</p> <p>Throwing: know which type of throw to use to throw over longer distances.</p> <p>Catching: know to watch the ball as it comes towards them.</p> <p>Tactics: know that tactics can help us when playing games.</p> <p>Rules: know that rules help us to play fairly.</p>	<p>Striking: understand the role of a batter. Know that striking quickly will increase the power.</p> <p>Fielding: understand that there are different roles within a fielding team. Know to move towards the ball to collect it to limit a batter's points.</p> <p>Throwing: know that stepping with opposite foot to throwing arm will help them to balance.</p> <p>Catching: know to use wide fingers and pull the ball in to their chest to help them to securely catch.</p>	<p>Throwing: know that overarm throwing is used for long distances and underarm throwing for shorter distances.</p> <p>Catching: know to move their feet to the ball.</p>	<p>Throwing: understand that being balanced before throwing will help to improve the accuracy of the throw.</p> <p>Catching: know to track the ball as it is thrown to help to improve the consistency of catching.</p>		<p>Striking: understand that the momentum and power for striking a ball comes from legs as well as arms.</p> <p>Fielding: know which fielding action to apply for the situation.</p> <p>Throwing and catching: consistently make good decisions on who to throw to and when to throw in order to get batters out. Know that accuracy, speed and consistency of throwing and catching will help to limit a batter's score.</p> <p>Tactics: understand and apply some tactics</p>

		<p>Tactics: understand and apply simple tactics for attack (batting) and defence (fielding).</p> <p>Rules: know how to score points and follow simple rules.</p>				<p>in the game as a batter, bowler and fielder.</p> <p>Rules: understand, apply and use rules consistently in a variety of striking and fielding games whilst playing and officiating.</p>
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Striking and Fielding - Skills

Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Striking: explore sending a ball to a partner.</p> <p>Fielding: explore tracking and stopping a rolling ball.</p> <p>Throwing and catching: explore rolling, throwing and catching using a variety of equipment.</p>	<p>Striking: explore striking a ball with their hand and equipment.</p> <p>Fielding: develop tracking and retrieving a ball.</p> <p>Throwing: explore technique when throwing over and underarm.</p> <p>Catching: develop coordination and technique when catching.</p>	<p>Striking: develop striking a ball with their hand and equipment with some consistency.</p> <p>Fielding: develop tracking a ball and decision making with the ball.</p> <p>Throwing: develop coordination and technique when throwing over and underarm.</p> <p>Catching: catch with two hands with some coordination and technique.</p>	<p>Throwing: use overarm and underarm throwing in game situations.</p> <p>Catching: catch with some consistency in game situations.</p>	<p>Throwing: use overarm and underarm throwing with increased consistency in game situations.</p> <p>Catching: begin to catch with one and two hands with some consistency in game situations.</p>		<p>Striking: strike a bowled ball with increasing accuracy and consistency.</p> <p>Fielding: use a wider range of fielding skills with increasing control under pressure.</p> <p>Throwing: consistently demonstrate good technique in throwing skills under pressure.</p> <p>Catching: consistently demonstrate good technique in catching skills under pressure</p>

Target Games - knowledge

Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Throwing: know to point their hand at their target when throwing.</p> <p>Catching: know to have hands out ready to catch.</p> <p>Tactics: make simple decisions in response to a task.</p> <p>Rules: know that rules help us to stay safe.</p>	<p>Throwing: know which type of throw to use for distance and accuracy. Know that their body position will affect the accuracy of their throw.</p> <p>Tactics: know that tactics can help us when playing games.</p> <p>Rules: know that rules help us to play fairly.</p>	<p>Throwing: know that stepping with opposite foot to throwing arm will help you to balance. Know that moving their arm quicker will give them more power.</p> <p>Striking: know to finish with their object/hand pointing at their target.</p> <p>Tactics: understand and apply simple tactics.</p> <p>Rules: know how to score points and follow simple rules.</p>	<p>Throwing: know to throw slightly ahead of a moving target.</p> <p>Catching (dodgeball): know that beginning in a ready position will help them to react to the ball.</p> <p>Tactics: know that using simple tactics will help their team to achieve an outcome e.g. spread out so that we are harder to aim for.</p> <p>Rules: know the rules of the game and begin to apply them.</p>	<p>Throwing: know that one handed throws are used for speed and accuracy. Know that keeping their elbow high and stepping with my opposite foot will help to increase the power.</p> <p>Catching: know that moving their feet to a ball and pulling it in to their chest will help them to catch more consistently.</p>	<p>Striking: know that aligning their body and equipment before striking will help them to be balanced.</p> <p>Tactics: understand the need for tactics and identify when to use them in different situations.</p> <p>Rules: understand and apply rules in a variety of target games whilst playing and officiating.</p>	

Target Games - Skills

Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Throwing: explore throwing using a variety of equipment.</p> <p>Catching: explore catching using a variety of equipment.</p>	<p>Throwing overarm: explore technique when throwing overarm towards a target.</p> <p>Throwing underarm: explore technique when throwing underarm towards a target.</p>	<p>Throwing overarm: develop coordination and technique when throwing overarm towards a target.</p> <p>Throwing underarm: develop coordination and technique when throwing underarm towards a target.</p> <p>Striking: develop striking a ball with equipment with some consistency.</p>	<p>Throwing: explore throwing at a moving target.</p> <p>Catching (dodgeball): begin to catch whilst on the move.</p> <p>Striking: begin to strike a ball with accuracy and balance.</p>	<p>Throwing: throw with increasing accuracy at a target.</p> <p>Catching: catch with increasing consistency.</p> <p>Striking: strike a ball with increasing consistency.</p>	<p>Striking: develop a wider range of striking techniques and begin to use them under pressure.</p>	