



PE

Curriculum Overview

"It's not about winning and losing; it's about how you play the game!"

Grantland Rice

CURRICULUM OVERVIEW

PE

AT HURWORTH, WE BELIEVE THAT PE IS AN INTEGRAL PART OF THE CURRICULUM THAT PROMOTES PHYSICAL AGILITY, HEALTH AND WELLBEING AND OUR SCHOOL VALUES.



INTENT - WE AIM TO...



Ensure all children are engaged in PE, promoting positive attitudes towards physical activity and making sure that lessons are accessible to all, focusing on working as part of a team towards a common goal as well as individually improving performance.



Provide a positive PE experience for children, motivating them and promoting our school values while celebrating effort, hard-work and success alongside promoting enjoyment and teamwork.



Encourage all children to lead healthy and physically active lifestyles by providing health knowledge and promoting the benefits of healthy living, teaching children how regular exercise can positively impact the health of our bodies and minds.



Develop children's competency, self-belief and self-confidence in a broad range of physical activities within a safe and supportive environment, encouraging children to strive to achieve their personal best.



Provide opportunities for children to be active outside of PE lessons and beyond their everyday experiences and offering opportunities for children to learn, develop and transfer their skills through extra-curricular activities.



Ensure that children have opportunities to experience positive competition where key skills and core values can be applied, and children learn to manage feelings associated with losing, winning and feedback on performance.



IMPLEMENTATION - HOW DO WE ACHIEVE OUR AIMS?

Our PE curriculum considers key strands of knowledge that are linked but are important in their own right:

Substantive Knowledge		Disciplinary Knowledge
Declarative Knowledge	Procedural Knowledge	
<ul style="list-style-type: none"> This is also known as 'Knowing what'. This includes factual knowledge about movement and movement patterns; rules, tactics and strategies and healthy participation. This links to the content being taught. Declarative knowledge is insufficient in itself; it is not enough to know what to do if you are unable to do it. 	<ul style="list-style-type: none"> This is also known as 'Knowing how'. This is knowing how to apply declarative knowledge and is best practised through demonstration or participation. Children require a certain amount of declarative knowledge before they can apply it as procedural knowledge. 	<ul style="list-style-type: none"> This is knowing how knowledge is developed in PE. This could be through purposeful play, experimentation, scientific enquiry or observation.



THE EYFS FRAMEWORK

Physical Development

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 practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

ELG: Gross Motor Skills

Children at the expected level of development will:

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

ELG: Fine Motor Skills

Children at the expected level of development will:

- 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.



DEVELOPMENT MATTERS

Children in reception will be learning to:

- Revise and refine the fundamental movement skills they have already acquired:

- rolling
- crawling
- walking
- jumping
- running
- hopping
- skipping
- climbing

- Progress towards a more fluent style of moving, with developing control and grace.
- Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.
- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Combine different movements with ease and fluency.
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
- Develop overall body-strength, balance, co-ordination and agility.
- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.
- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
- Develop the foundations of a handwriting style which is fast, accurate and efficient.
- Further develop the skills they need to manage the school day successfully:
 - lining up and queuing
 - mealtimes

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THE NATIONAL CURRICULUM

Purpose of study:

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way that 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 pupils:

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

Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations

Schools are not required by law to teach the example content in [square brackets].

Key Stage 1

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

Pupils should be taught to:

- master basic movements, including running, jumping, throwing and catching, as well as developing balance, agility and coordination, 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

Key Stage 2

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

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best



A CONSISTENT APPROACH

At Hurworth, we follow The PE Hub scheme of work. This has been adapted to ensure that children are building on prior procedural and declarative knowledge each year. All staff follow these units of work to ensure that all PE sessions allow children to explore our key concepts and develop our identified key declarative and procedural knowledge. Some PE lessons are led by staff members and others are led by specialist coaches, who are used to enhance our PE teaching. Where a coach teaches lessons, staff are present to ensure they are gaining CPD. This approach allows us to ensure staff are up-skilled in PE to give non-specialists the confidence to teach the subject.

Within the teaching of each unit, children are taught domain-specific knowledge as well as flexible knowledge. Children revisit and develop key concepts across all units and transfer specific concepts between these.

Through teaching procedural knowledge, children learn to master this in isolation before performing the knowledge within a context e.g. a competitive game, a performance, a final movement. Linking this procedural knowledge to declarative knowledge allows children to gain the knowledge they need to complete successful movements above what they are exposed to outside of school.



STRONG FOUNDATIONS

In EYFS, we recognise the importance of physical development as one of the Prime Areas of Learning. Children in the Early Years develop Fundamental Movement Skills that are the basic motor patterns that do not occur naturally:

- **Locomotor skills** e.g. running, jumping, hopping, leaping
- **Stability skills** e.g. twisting, balancing, rolling, bending
- **Manipulation/object control skills** e.g. throwing, catching, kicking

Securing these early skills helps to support learning and proficiency with more complex activities. They follow on from the children's nursery learning and continue to develop throughout Key Stage 1 and 2.

At Hurworth Primary, we also know that physical development underpins the development of other skills, such as reading, writing and listening and attention. As such, physical development is given a lot of focus; children access time and space to enjoy energetic play daily in the outdoor learning area. Children use the areas and resources available to learn and practise specific skills, improving their fundamental movement skills including agility, balancing, coordination, climbing, jumping, throwing and catching, kicking and moving in a range of ways.

Children in Early Years also access a discrete PE lesson each week which focuses on developing particular skills that will feed into their future learning. They participate in activities where they can practice moving in different ways and at different speeds; balancing; rolling; throwing balls and bean bags; catching and kicking. Feedback is given within these activities to refine their Fundamental Movement Skills before progressing to applying them in more complex situations. PE lessons also support other areas of the curriculum, including Personal, Social and Emotional Development Communication and Language, Understanding the World and Expressive Arts and Design.



PILLARS OF PROGRESSION

At Hurworth Primary School, we consider three key pillars of progression within our PE curriculum. Each of the pillars of progression has a declarative and procedural element to it and form part of our 'sticky' knowledge within each unit of work as well as statements that we use to assess children from.



Head: Rules, Strategies and Tactics

The **Head** stands for the **cognitive being**. This is all about **thinking**, being a **decision maker** and a **deep learner**, learning to understand the **rules**, conventions, regulations, techniques and **strategies** needed to participate in specific activities or sports. Children learn how to **tactically** make decisions about how and where to move. These link closely to motor competences as they are only successful if children can perform the necessary movement. Some physical activities may not have rules or tactics, but they will have **strategies** for success. Children learn to use these creatively and **confidently** in movement and instinctively in game play. Through this, children also gain knowledge of how exercise and balanced diets positively affect our bodies.

Declarative Knowledge: The recall of any applicable rules, strategies or tactics that have been taught.

Procedural Knowledge: How well are learnt rules, strategies and tactics demonstrated in an activity.



Hand: Motor Competence

The **Hand** stands for the **physical being**. This is all about **doing**, being **physically competent, physically active** and **competitive**. Children learn to further develop and build upon their Fundamental Movement Skills, making physical actions which include **coordinating fine and gross motor skills** within everyday activities, play and physical activity. Children are able to **practise** these competences within a range of contexts and receive **feedback** to know how to improve, using the correct **vocabulary** to describe what movements are, what they look like when completed successfully and when they are used.

Declarative Knowledge: The recall of learnt key teaching points for successfully completing a movement/skill/task.

Procedural Knowledge: How well, safely and accurately movements/skills/tasks are completed.



Heart: Healthy Participation

The **Heart** stands for the **personal, social and emotional being**. This is all about positive **involvement and engagement** where children learn to develop their **learning behaviours** and **attitudes**. Children learn how to prepare safely to **participate** in activities and how to improve **success**. This is also the pillar that links to the development of **character** and our school **values**. Children learn to make connections between their knowledge of **health** and how having an **active lifestyle** benefits physical and mental health and affects the body. This aspect also allows children to make informed choices about their own participation outside of school and learn how to participate fully and safely.

Declarative Knowledge: The recall of learnt key points for healthy participation, including what to do to improve.

Procedural Knowledge: How well demonstrated are learnt safety practices when participating.

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THE WHOLE CHILD

We see Physical Education as a beautiful opportunity to develop the whole child. Through PE, our children develop behaviour and attitudes that will benefit them throughout school life and beyond. Through our curriculum, we focus on:

- Strengthening thinking and decision-making skills
- Building and increasing confidence and self-esteem
- Developing character and resilience
- Enhancing their commitment and desire to improve
- Allowing opportunities for enjoyment, fun and to be free-spirited
- Fostering feelings of safety and security

Our PE curriculum also aims to develop children's understanding of our school values, making links to the School Games Values, as part of our This clear link ensures that when children take part in School Games events out of school, children are prepared to participate and demonstrate personal excellence through competition.



Kindness



Respect



Resilience



Fairness



Teamwork



Ambition



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KEY DOMAINS

Throughout Hurworth Primary School, our children develop their knowledge and skills progressively within a number of key domains.



Dance

Dance is a discipline that uses creativity, physical strength, flexibility and teamwork. Dance comprises 5 main action categories, including travel, turn, flight, gesture and stillness.



Gymnastics

Gymnastics is a discipline that uses strength, balance, flexibility, agility, coordination and endurance. Gymnastics comprises 5 main action categories, including flight, balance, travel, hanging/swinging and taking weight on hands.



Athletics

Athletics is split into 3 categories: running, jumping and throwing, which are divided into either track or field events. Over time children should be able to run faster/further, jump higher/further and throw further.



OAA

OAA stands for Outdoor and Adventurous Activities. These are activities that help children to explore outdoors and develop physical skills. They also help to develop teamwork and critical thinking skills.



Striking and Fielding

Striking and Fielding games are games in which a team scores points through hitting a ball and running to a designated area without getting 'out'. The other team 'Field' the ball to try and stop this happening.

Sports: Cricket, Rounders



Net/Wall

Net/Wall games are games in which players send an object (e.g., ball, shuttle) over a net or against a wall so that it lands in an area that an opponent is defending.

Sports: Badminton



Swimming

Swimming is focused on being able to swim competently, confidently and proficiently over a distance of 25m using a range of strokes. Children should develop safe self-rescue skills in different water-based situations.



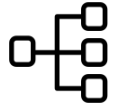
Invasion

Invasion games are games in which a team must 'invade' an opponent's territory to score a goal or point. They do this by controlling the ball, keeping possession and moving into scoring positions.

Sports: Tag Rugby, Football, Hockey, Basketball, Handball

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CLEARLY-STRUCTURED LESSONS

PE lessons are structured in order to follow the following structure to develop essential procedural and declarative knowledge:

- Flashback 4 and Introduction to Vocabulary
- Warm Up
- Knowledge Development
- Knowledge Application
- Review and Cool Down (at end of final session)



FLASHBACK 4 AND INTRODUCTION TO VOCABULARY

Flashback 4 is used to cyclically revisit substantive knowledge (declarative and procedural) at the start of each lesson. Children revisit their learning from the last lesson and the previous year's unit linking to this learning, allowing them to build upon this and prepare for today's learning. Children also recap learning from a previous unit, keeping this knowledge 'ticking over' as well as a 'wildcard' piece of learning which tends to be a piece of learning from another unit that links to the learning. This could include using **big questions**. This allows staff to identify children's starting points and encourage them to make links to things that they have previously learnt. New vocabulary is explicitly taught in context with a strong focus on retaining this through practical learning opportunities. Meanings are shared by staff and explained in context, using pictures or demonstration to support children's understanding.

CHILDREN IN YEARS 1 TO 6 UNDERTAKE TWO UNITS OF PHYSICAL EDUCATION EACH HALF TERM, ENSURING THAT A WIDE RANGE OF KNOWLEDGE IS TAUGHT.



WARM UP

A fun, active, warm up starter activity is used to prepare the children mentally and physically for the learning that is going to come in the rest of the lesson. Children learn about the purpose of warming up as they progress through school, and how to do this safely.



KNOWLEDGE DEVELOPMENT

The lesson intentions and success criteria are shared with the children in a timely fashion, making links to prior knowledge and the unit being taught and preparing children for their learning in this lesson so they know what success looks like within this specific context.



KNOWLEDGE DEVELOPMENT: MODELLING

To ensure that children can see what success looks like, clear modelling is used within PE lessons. These accurate demonstrations of expert movement are modelled by adults or through videos provided by The PE Hub, giving children an opportunity to develop mental models of ideal movement. When modelling, staff check children's understanding and break instruction down into small segments, drawing children's attention to key information. Staff also model metacognitive (thinking about thinking) strategies when asking children to evaluate their own work or the work of others (when observing novices). This allows children to detect and correct errors.

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KNOWLEDGE APPLICATION: PRACTICE

Children develop their knowledge through practice. Following instruction and guidance, children access sequentially-designed practice so that they can master movements at each stage before progressing to more complex patterns. Children who are finding it tricky access additional time to practice basic movements. Repeated practice is key to children learning the intended movements, and is less varied in the early stages of learning. Practice becomes increasingly independent and is always intentional. Staff make judgement calls about when to move the learning on; it is essential that this is not too quickly. The context and constraints of tasks are changed to increase difficulty rather than moving onto new skills by using the STEP method. If we change the Space, Task, Equipment or People involved in an activity, it can increase the chances of success for those taking part. This mastery of the procedural and declarative knowledge is important to increase and secure engagement.

After children practice in isolation, they may learn to apply new knowledge within different contexts, such as activities, games, paired tasks, group tasks or competitions. This allows them to make links between their learning and practice their newly-learnt knowledge within a new context alongside other knowledge they have learnt.



FEEDBACK

Staff provide children with clear and precise feedback which focuses on what they are doing well and how to develop. Negative comments are limited; the focus is on clear, concise, constructive and positive feedback. Feedback is kept to what is necessary and is reduced over time as children become more competency, with the aim of children being able to self- or peer-assess their learning as they grow in competence by the end of KS2. We want children to feel positive about PE, and so feedback is always focused on making quick improvements without worrying about failing.

Feedback links explicitly to the learning intention, the substantive knowledge taught and the success criteria from the lesson so that children can build a secure mental model of success.



REVIEW AND COOL DOWN

Within the review section, the aim is to show, measure and celebrate the children's successes, looking at the children's progress. The children will answer the **big question** that is set out in the medium term planning, linking to the declarative and procedural knowledge. Following the second session of PE in the afternoon, children will complete a cool-down activity.

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READING IN PHYSICAL EDUCATION

Reading across the curriculum is important at Hurworth Primary. In PE lessons, children have the opportunity to explore texts that will teach them about a wide range of sports, including inspiring children to try new sports outside of school, as well as a diverse range of significant individuals, allowing children to see themselves reflected in sporting role models and develop sporting aspirations for the future.



SPOKEN LANGUAGE DEVELOPMENT

Children develop, use and apply their speaking and listening skills within each unit of work. Listening in PE is key for safety, following instructions and knowing what the task is. Moreover, it is also essential to improving and learning from others, allowing children to develop in self-confidence and to enjoy their learning.

Children use their speaking skills to repeat key points, give instructions and use new vocabulary. They learn to ask questions to seek clarification or extend knowledge and to answer questions linked to their knowledge. Children use their discussion skills to plan, collaborate and share ideas, learning to make decisions. They also learn to be critical, learning to orally evaluate their performance and the performance of others to make improvements. Children benefit from stem sentences to support them in these aspects.



STRONG VOCABULARY DEVELOPMENT

PE is a vocabulary-rich subject: it contains both specific terminology and informal terms. Across each PE unit, key vocabulary is taught and used by staff and children, with staff sharing the specific meaning of terms. We understand that a lack of shared understanding can be a barrier to success and participation. This development of vocabulary will allow children to discuss PE confidently, applying it in context and using it to develop their understanding of the skills and knowledge they are acquiring. Specific and precise terminology allows children to make careful observations. The vocabulary used in PE is consistent across year groups and is revisited so that children have the language required to access a full range of physical activities and sports.



WIDER PE EXPERIENCES

We provide opportunities for children to engage in sports after school through extra-curricular opportunities provided by our sports coaches or external providers. These clubs often vary across the course of the year to allow all children to find a sport that they can engage with, providing additional time for practice, extending or refining knowledge from the taught curriculum or providing opportunities. Some clubs provided include Quidditch, football, multi-sports (with different focus sports each half term) and street dance. Occasionally, these sports offer opportunities to engage in wider competition (e.g. dance festivals).

Children have opportunities to take part in outside school events, including competitive events, from Year 1. For some events, whole year groups take part, and for others, teams are chosen to attend. We expect children to demonstrate our school values and the school games values when engaging in these events. During PE lessons we reinforce the need to show respect to others and this shines through when we attend competitions.

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DAILY MOVEMENT

Alongside an afternoon of PE each week, we aim for all children to be active throughout the day for sustained periods of time. We offer active lunchtimes, with sports coaches, junior playtime assistants and junior sports assistants running activities for children to take part in. In addition, children provide opportunities for children to take part in indoor movement breaks and jog laps of the playgrounds or fields when possible. We also encourage outdoor learning, which includes children being physically active whilst acquiring skills and knowledge in other areas of the curriculum. We want children to understand that there are many ways for them to lead healthy, active lives.



SWIMMING

Our children participate in swimming lessons which usually take place in Year 3 and Year 4 at the Dolphin Centre in Darlington. Through this programme of lessons, children are assessed against the National Curriculum Programme of Study relating to swimming and water safety. Children not meeting the requirements at the end of Year 4 repeat swimming lessons in Year 5 and 6 if required through 'Top Up' swimming sessions.



A PROGRESSIVE CURRICULUM

Our curriculum plan reflects the breadth and ambition of the National Curriculum and allows for opportunities for progression across the three pillars: Head, Hand, Heart.

At Hurworth Primary, we recognise that children need to make sense of their learning and organise it coherently with their existing schema. Our curriculum content is sequenced to maximise children's opportunities to make meaningful connections, allowing them to secure knowledge before moving onto more complex ideas.

Children's knowledge builds over time and develops from the simple to the complex. Children learn to compare and contrast knowledge between the different domains taught, and learn to apply vocabulary in different contexts across these. Children have lots of opportunities to practice within one context in order to master the learning intended and become fluent. Component knowledge within the different domains is taught explicitly and learnt through sufficient practice. When children enter Key Stage 2, they have been taught the required fundamental skills to be able to access the selected domains and then build on this progressively each year.

Competition is used with careful consideration throughout our curriculum plan. Children learn to draw on their domain knowledge and apply it to the context they are in, but only once they have received enough instructional time to develop the required knowledge. Children learn to develop fair play and sporting etiquette through these competitions.

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MAKING PROGRESS

Making good progress in Physical Education means that children are learning the declarative and procedural knowledge taught and are keeping up with the taught curriculum, learning to make connections with flexible knowledge and apply domain-specific knowledge. Progress in PE does not just mean becoming physically more proficient, but also meeting other areas of the curriculum such as engaging in competition, working well with others and developing a deeper understanding of healthy active lifestyles.



ASSESSMENT

We assess Physical Education through a range of methods: through observing practice as we teach, giving verbal feedback in order to intervene and improve outcomes; through questioning; to check and revisit prior knowledge of what children know, can do and remember of taught content through Flashback 4 using a 'show me, tell me' approach; and through summative outcomes, including final performances or application within a competition. Teachers use the 'Head, Hand, Heart' statements to check whether children are making progress within a unit alongside assessing their knowledge of the declarative and procedural substantive knowledge. This holistic view using all aspects of our basket of measures allows teachers to assess whether the child is working at the expected standard each term, learning the planned curriculum and keeping pace with it as well as identifying and correcting children's misconceptions before they move to more complex content. Children are also explicitly taught to self- and peer-assess, focusing on how and what to assess and how to give feedback. We use our Trust assessment system to gather an overview of children's outcomes and plan appropriate next steps for future learning, as well as providing an overview of learning within a subject area across the whole school.



AMBITION FOR ALL

Ensuring all children achieve and succeed in our Physical Education curriculum is vital. As such, we carefully consider all children's individual needs and barriers, be those SEND needs which require addressing or particular talents and strengths that require nurturing. We follow the Lingfield Education Trust 'Curriculum for ALL' guidance to ensure that we are ambitious for all children and so they can show the best version of themselves through our curriculum. Where adaptations are required to ensure that children with SEND can access the curriculum alongside their peers, we refer to this guidance and ensure that these adaptations are discussed with children so that they are appropriate and specific to the child.

In order to support children with SEND in meeting the ambitious curricular goals, we apply a range of specific support, adaptation and modification methods, specific to the child and their needs. These could include:

Ambition for ALL Special Educational Needs	Cognition & Learning Needs	<ul style="list-style-type: none"> Be aware that some children may have some dyspraxia tendencies and processing delay and may be unable to keep up with gross motor activities Clear displays and/or points of reference for the children to remember and use vocabulary correctly Pre-teaching instructions and vocabulary Use of additional adult when possible to help follow the rules of the game Differentiated outcomes and tasks using the STEP method Mixed ability groupings/paired work/peer support Task targets/clear success criteria Splitting up tasks into smaller units of work An appreciation that this might be the area where the child excels
	Communication & Interaction Needs	<ul style="list-style-type: none"> Clear displays and/or points of reference for the children to remember and use vocabulary correctly. Use of visuals to support understanding of key concepts Use of own communication methods / aids – such as PECS, Makaton, writing, drawing
	Sensory / Physical Needs	<ul style="list-style-type: none"> Be aware that some children may have some dyspraxia tendencies and processing delay and may be unable to keep up with gross motor activities Awareness of sensory needs, modification of learning environment (light, sound, seating) Ear defenders should be made accessible for children sensitive to noise For children with physical difficulties, consider alternative equipment and activities appropriate to their needs to meet the same or similar curriculum goals Dynamic risk assessment in relation to equipment and outdoor space
	SEMH	<ul style="list-style-type: none"> Awareness of children's 'trigger points' Social stories to support understanding of the concept of team and rules Dynamic risk assessment in relation to equipment and outdoor space

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AMBITION FOR ALL

Some children show skill, knowledge or aptitude above that which is typically expected for their subject, for their age. It is important that these children are afforded the opportunity to shine.

Ambition for ALL -
The Most Able

Indicators that children may be working above their age related expectations

- Pupils use their knowledge and understanding of PE to show greater complexity, research, observation, originality, perception or creativity
- Pupils use their knowledge and understanding of PE to transfer the skills they have learnt between sports and recognise where they came from
- Pupils display a higher level of technical skill to excel in individual sports
- Pupils are following a sport education pathway and have a recognised talent which supports a deeper understanding of the substantive PE curriculum
- Pupils are more analytical when evaluating their work and work independently to assess and improve their performance
- Pupils are inspired by sport through a greater knowledge of athletes and sports people



CYCLING

In Reception, children learn to use balance as a pre-cursor to cycling through Balance Bikeability training. This key skill prepares children to be ready to cycle.

In Year 5, children access the 'Bikeability' programme which enables them to become road-worthy cyclists. Children access the Level 1 and Level 2 course. Level 1 helps children develop skills and confidence in riding their bikes in the playground and prepares them for cycling on the road. The Level 2 course aims to improve riders' skills and confidence for cycling on smaller roads and simple junctions without too much traffic. It prepares them for cycling on larger and busier roads and more complicated junctions. Children learn to cycle around Hurworth safely.



IMPACT - HOW WILL WE KNOW WE ACHIEVED OUR AIMS?



Our high expectations and inclusive practice ensures that all children participate in PE. Children demonstrate positive attitudes towards PE and show respect to each other, developing their teamwork skills and showing resilience when developing as an individual..



Children engage positively in PE lessons and are motivated and challenged to develop their knowledge and understanding of PE. Children demonstrate the school values within lessons and games.



Children can explain the benefits of leading healthy lifestyles, and they make healthy choices by engaging in active playtime activities and eating healthily at school.



Our curriculum provides children with the opportunity to access a broad range of physical activities. Children strive to be the best version of themselves.



All children are offered the opportunity to attend clubs and uptake is monitored, with teachers encouraging all children to attend at least one club across the school year.



All children engage in competition within and outside school. They demonstrate our key skills and foster our core values. Children are able to manage feelings associated with losing, winning and feedback on performance.

LONG TERM PLAN

PE



Dance



Gymnastics



Athletics



OAA



Striking and Fielding



Net/Wall



Swimming



Invasion

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Gymnastics Balance Bikeability	Speed, Agility, Travel	Dance	Body	Manipulation and	Cooperate and Solve Problems
				Management	Coordination	
Year 1	Run, Jump, Throw Unit 1	Dance Unit 1	Dance Unit 2	Gymnastics Unit 1	Run, Jump, Throw Unit 2	OAA
	Attack, Defend, Shoot Unit 1	Attack, Defend, Shoot Unit 2	Send and Return Unit 1	Send and Return Unit 2	Hit, Catch, Run Unit 1	Hit, Catch, Run Unit 2
Year 2	Run, Jump, Throw Unit 1	Gymnastics Unit 1	Gymnastics Unit 2	Dance	Run, Jump, Throw Unit 2	OAA
	Attack, Defend, Shoot Unit 1	Attack, Defend, Shoot Unit 2	Send and Return Unit 1	Send and Return Unit 2	Hit, Catch, Run Unit 1	Hit, Catch, Run Unit 2
Year 3	Rounders	Dance	Gymnastics	Swimming	Swimming	Athletics
	Football	Tag Rugby	Badminton	Hockey	Cricket	OAA
Year 4	Rounders	Swimming	Swimming	Dance	Athletics	Gymnastics Top Up Swimming
	Football	Tag Rugby	Badminton	Hockey	Cricket	OAA
Year 5	Rounders Top Up Swimming	Badminton	Dance	Gymnastics	Athletics	OAA Top Up Swimming
	Football	Tag Rugby	Handball	Hockey	Cricket	Basketball Bikeability
Year 6	Rounders Top Up Swimming	Badminton	Dance	Gymnastics	Athletics	OAA Top Up Swimming
	Football	Tag Rugby	Handball	Hockey	Cricket	Basketball

SIGNIFICANT INDIVIDUALS

PE

The significant individuals studied within our PE curriculum are carefully chosen, giving children a broad understanding of athletes and sportspeople who can inspire children, develop the sense of the importance of Physical Education in the world and challenge their stereotypes. The individuals selected are diverse; they represent mirrors of children's experiences and allow them to see themselves as athletes, as well as being a window to the wider world. They include a range of nationalities, genders, sexual orientations, physical abilities and time periods. Where possible, local sportspeople have been included to open children's eyes up to the possibility of sport being a part of their future. We are determined that children see that participating in sport is a possibility for anyone.

Broadening our children's experiences is an essential part of learning about significant individuals. Significant individuals can be classified under the following:

Individuals linked to the sports domains taught

These are sportspeople who are well-known within the domains we have chosen as a school. These individuals have been chosen to give children the opportunity to see how their PE lessons could be part of a pathway to a future in sport.

Broadening Sports Horizons

These individuals have been chosen to represent a range of sports that are not explicitly taught within our planned curriculum. The aim is to show children that sport goes even further beyond what they are learning in order to inspire them to take up such sports through clubs or after-school activities.

During each unit of work, there is an allocated significant individual to be shared. This could be done as children are preparing for a PE lesson or on entry to the classroom on a morning or afternoon.

When children are immersed in the lives of significant individuals, they should be taught to ask and investigate:

Who is the significant individual?

Which time period did/do they live in?

What sport did/do they participate in?

What are their sporting achievements? (including their impact on the sport, challenges they have overcome and any wider impact)

SIGNIFICANT INDIVIDUALS

RECEPTION

PE



Name: Paula Radcliffe
Date of Birth: 17th December 1973
Sport: Long Distance Running

Achievements

- Paula Radcliffe is a former British long-distance runner
- She is a three-time winner of the London Marathon, three-time New York Marathon champion, the 2002 Chicago Marathon winner and the 2005 World Champion in Marathon from Helsinki
- She held the Women's World Marathon Record for 16 years (2003 - 2019)
- She competed in 4 Olympic games (1996 to 2008), but sadly ever won a medal.

SIGNIFICANT INDIVIDUALS

PE



Dance



Gymnastics



Athletics



OAA



Striking and Fielding



Net/Wall



Swimming



Invasion

Broadening Sports Horizons

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Nile Wilson - Gymnast	Paula Radcliffe – Marathon Runner	Darcey Bussell - Ballerina	Linoy Ashram – Rhythmic Gymnast	Pelé – Footballer	Lewis Hamilton – Formula One Driver
Year 1	Katarina Johnson- Thompson - Heptathlete	Oti Mabuse – Ballroom Dancer	Naz Choudhury – Bollywood Choreographer	Max Whitlock – Gymnast	Jonathan Edwards – Triple Jumper	Ellen Macarthur – Sailor
	Lionel Messi – Footballer	Helen Housby – Netball Player	Andy Murray - Tennis Player	Joaquin & Javier Bello– Volleyball Players	Heather Knight – Cricketer	Layne Beachley – Surfer
Year 2	Lucile Godbold – Track and Field Athlete	Simone Biles – Gymnast	Louis Smith - Gymnast	Michael Flatley – Irish Dancer	Usain Bolt – Sprinter	Rory McIlroy – Golfer
	Megan Rapinoe - Footballer	LeBron James - Basketball Player	Serena & Venus Williams Tennis Players	Tom Daley – Diver	William Hoy – Baseball Player	Nicola Adams – Boxer
Year 3	Zhu Ting – Volleyball Player	Josephine Baker – Jazz Dancer	Jessica Gadirova - Gymnast	Adam Peaty – Swimmer	Claire Cashmore - Swimmer	Jesse Owens – Track and Field Athlete
	Marcus Rashford - Footballer	Jonny Wilkinson – Rugby Union Player	Marcus Ellis – Badminton Player	Sam Quek – Hockey Player	Khadijah Mellah – Horse Racer	Stephen Curry – Basketball Player
Year 4	Alice Millat – Rower	Gertrude Ederle - Swimmer	Ashima Shiraishi – Rock Climber	Fred Astaire – Broadway Dancer	Dina Asher-Smith - Sprinter	Amy Tinkler – Gymnast
	Lily Parr – Footballer	Emily Scarratt – Rugby Union Player	Gail Emms – Badminton Player	Madge Syers – Figure Skater	Ben Stokes – Cricketer	Ade Adepitan – Wheelchair Basketball Player
Year 5	Sky Brown – Skateboarder	Lin Dan – Badminton Player	Buddha Stretch – Street Dancer	Kadeena Cox – Athlete and Cyclist	Tanni Grey-Thompson – Wheelchair Racer	Chloe Kim – Snowboarder
	Arthur Wharton - Footballer	Bradley Wiggins – Cyclist	Cristina Neagu – Handball Player	Wayne Gretzky – Ice Hockey Player	Mithali Raj – Cricketer	Michael Jordan – Basketball Player
Year 6	Mohammad Ali – Boxer	Saina Nehwal – Badminton Player	Sammy Davis, Jr – Tap Dancer	Nadia Comeneci - Gymnast	Alice Coachman – Track and Field Athlete	Bear Grylls – Adventurer
	Rose Reilly – Footballer	Jonah Lomu – Rugby Union Player	Mikkel Hansen – Handball Player	Maria Toorpakai – Squash Player	Jane Bridge – Judoka	Diana Taurasi – Basketball Player

STICKY KNOWLEDGE (DECLARATIVE)

PE



Dance

Reception	Year 1	Year 2	Year 3
<ul style="list-style-type: none"> • Know how to do actions that represent a colour. • Know how to travel at different levels. • Know what unison and canon mean and how to do actions using these. • Know how show expression. • Know how to do actions to represent something. • Know how to use leading and following movements. 	<ul style="list-style-type: none"> • Know how to match actions to a given setting. • Know how to use still poses to tell a story. • Know how to create and perform movements to show friendship. • Know how to perform to beats of 8. • Know what it means to perform in 'mirror'. • Know how to create a dance using a clear start, middle and end. • Know why repetition is used in dance. • Know how to match actions to a character in a story. • Know how to march and turn in time to beats of 8. • Know how to march in formation with others. • Know how to perform to beats of 8. • Know what it means to perform in canon. • Know how to create a short dance in canon. • Know how rounds and canon are similar in dance. 	<ul style="list-style-type: none"> • Know how to portray actions and feelings from a picture. • Know how to show the feeling of abandonment in a dance. • Know how to perform a dance that shows friendship between two performers. • Know how to work solo to create a dance with changes of speed and direction. • Know how to make changes to a learned dance. • Know why a particular formation was chosen for a dance. 	<ul style="list-style-type: none"> • Know an example of a four-step dance style. • Know what contrast means in the context of dance. • Know what improvisation means in a dance context. • Know what a prop is and why it would be used. • Know the importance of facial expression. • Know the role of a director.
Year 4	Year 5	Year 6	
<ul style="list-style-type: none"> • Know what a freeze frame is in the context of dance. • Know why certain types of actions suit particular dance genres. • Know which formations are effective and why. • Know how to build on their understanding of canon to create independent ideas. • Know what flow means in a dance context. • Know what stage entry is. 	<ul style="list-style-type: none"> • Know what non-locomotor means in a dance context. • Know what makes Bollywood dance famous. • Know the reasons you would use floor patterns. • Know what line dancing is and its origins. • Know the names of some of the steps in line dancing. • Know what a wall pattern is. 	<ul style="list-style-type: none"> • Know what a stag leap and rebound jumps are. • Know what a lift is and how it shows relationships. • Know the origins of the Haka dance. • Know what it means to face/dance off against your opposition. • Know how to replicate freeze frame images. • Know the names of some street dance steps. 	

STICKY KNOWLEDGE (DECLARATIVE)

PE



Gymnastics

Reception	Year 1	Year 2	Year 3
<p>Gymnastics</p> <ul style="list-style-type: none"> • Know how to move safely. • Know how to jump. • Know how to balance an object. • Know how to travel in different ways (walk, jump, roll). • Know how to pass equipment. • Know how to make shapes with our body. <p>Body Management</p> <ul style="list-style-type: none"> • Know how to balance an object on our bodies. • Know how to move through a hoop. • Know how to reach for equipment. • Know what a bridge is and how to make it. • Know how move over and under apparatus forwards and backwards. • Know how to make different shapes with our bodies (tall, small, wide). 	<ul style="list-style-type: none"> • Know some of the fundamental gymnastic shapes. • Know the risks of working on low apparatus. • Know the difference between large and small body parts. • Know how to take off, jump and land with a run-up. • Know a variety of ways to travel on our feet. • Know actions that can be performed at different levels. • Know how to create a short gymnastics sequence. 	<ul style="list-style-type: none"> • Know and can name several point and patch balances/shapes. • Know how to inject power into a range of jumps. • Know why taking weight on hands is a fundamental skill for gymnastics. • Know that we can do 'scaled' versions of a skill e.g. glute bridge instead of full bridge. • Know what the point balance arabesque is. • Know what to straddle means. • Know when a relevé walk might be used. • Know simple techniques to aid smooth transition from one action to the next. • Know the areas of the body that make up the core. • Know why some actions require more strength than others. • Know what is meant by explosive power in a jump. • Know the key elements for a good long-sit technique. • Know how rhythm and flow improve a performance. 	<ul style="list-style-type: none"> • Know what it means to show extension in a shape. • Know ways to move in and out of shapes with fluency. • Know how to use rolls effectively in a sequence. • Know how to exert power in a jump. • Know how to use unison effectively with a partner and group. • Know what contrast means in a gymnastics context.
Year 4	Year 5	Year 6	
<ul style="list-style-type: none"> • Know what the word composition means in relation to gymnastics. • Know what the STEP principle is. • Know several actions that require gymnasts to take their weight on their hands. • Know 5 compositional ideas. • Know what cooperation is in a PE context. • Know how to judge a basic gymnastic sequence. 	<ul style="list-style-type: none"> • Know why a round-off is a more complex skill to perform. • Know a range of ways to bring symmetry to partner work. • Know a range of ways to bring asymmetry to individual work. • Know what counterbalance means in the context of gymnastics. • Know how to use existing knowledge of compositional ideas with balance work. • Know how to give thoughtful and constructive feedback. 	<ul style="list-style-type: none"> • Know real-life scenarios where we can use our jumping skills. • Know what the word dismount means in a gymnastics context. • Know how to adapt knowledge and understanding of canon to a more complex flight sequence. • Know the equipment types used in rhythmic gymnastics. • Know how to identify better work and use this knowledge to improve. • Know how to confidently select and apply our strongest skills for the best performance. 	

STICKY KNOWLEDGE (DECLARATIVE)

PE



Athletics

Reception	Year 1	Year 2	Year 3
<p>Speed, Agility, Travel</p> <ul style="list-style-type: none"> Know how to change direction. Know how to stay safe when running. Know how to jump in different directions. Know how to stop safely. Know how to change speed. Know how to stop and make shapes. 	<p>Run, Jump, Throw (1)</p> <ul style="list-style-type: none"> Know the quickest way to move an object from one place to another. Know how to change speed when running. Know how the arms can increase the speed of running. Know how to perform a two-footed jump. Know how to overarm throw for distance. Know the importance of balance, agility and coordination in athletics. Know how to take part in different events within a competition. <p>Run, Jump, Throw (2)</p> <ul style="list-style-type: none"> Know why agility is important when changing direction at speed. Know and recognise different ways of starting and stopping. Know what a lap is. Know the importance of stamina when running. Know what core strength is and how to develop it. Know how to bound or stride to improve jumping height. Know the best position to start a running activity. Know why it is important to stay in our lane. 	<p>Run, Jump, Throw (1)</p> <ul style="list-style-type: none"> Know why it is important to be aware of other people when running at speed. Know how to generate power to start a running or jumping action. Know a range of techniques to negotiate obstacles. Know when to use different types of throws. Knowing how quick feet help sprinting speed. Know the difference between static and dynamic balances. <p>Run, Jump, Throw (2)</p> <ul style="list-style-type: none"> Know why we need to be able to run for sustained periods. Know some exercises to improve strength. Know the breathing technique for running longer distances. Know how to work with a partner to improve performance. Know how and why we compete in running, throwing and jumping activities. Know how athletics skills can be used in other sports. 	<ul style="list-style-type: none"> Know what a good approach and taking off for a jump is. Know the importance of changing pace when running. Know key techniques to hurdle obstacles while maintaining pace. Know how to use the pull-throw technique in javelin. Know links between athletics and real-life skills (javelin/hunting). Know different skipping techniques. Know how to compete in athletic activities.
	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> Know how to select the most appropriate technique for the best performance when running, jumping or throwing. Know how to accelerate when running. Know how to use a run-up to increase the distance. Know what a sling throw is used for. Know how to measure a throw accurately. Know when and how to perform a relay baton exchange. Know how to measure and track scores in competitive running, throwing and jumping events. 	<ul style="list-style-type: none"> Know what a leg of a relay race is. Know how to pace a run over longer distances. Know how to mark out a run-up for the long jump. Know which event(s) a push throw is used in. Know where to perform a baton exchange in a relay race. Know how to use the STEP principle to adapt a task. 	<ul style="list-style-type: none"> Know why a crouch start to a sprint creates power. Know how to combine the phases correctly for a triple jump. Know when we would use a heave throw. Know what a parlauff is. Know which throwing event we perform best at. Know why being active for a sustained period improves fitness.

**STICKY KNOWLEDGE
(DECLARATIVE)**

PE



Outdoor Adventurous Activities

Reception	Year 1	Year 2	Year 3
<p>Cooperate and Solve Problems</p> <ul style="list-style-type: none"> • Know how to work as a group to move. • Know how to work as a team. • Know how to work with a partner. • Know how to follow a trail. • Know how to work as a group to make something. • Know how to communicate with a partner. 	<ul style="list-style-type: none"> • Know how to listen to and follow simple instructions. • Know how to identify and match a symbol. • Know the steps to create a dance involving hoops. • Know how to work with a partner to complete a challenge. • Know what different symbols mean. • Know how to use decision-making skills to hide a piece of equipment. 	<ul style="list-style-type: none"> • Know how we can help in a group task. • Know why problem solving is important in many different scenarios. • Know how to teach a movement pattern to somebody else. • Know how to use verbal and tactile clues to help a blindfolded person. • Know why repetition is important when learning a new skill. • Know what a key on a map is used for. 	<ul style="list-style-type: none"> • Know ways to communicate clearly to complete a task. • Know why it is important to recognise symbols on a map key. • Know why accuracy is vital in different tasks, including when drawing a map. • Know the importance of analysing a performance after a task. • Know how to explain a task to others in a group. • Know why trust is important in completing tasks with others.
Year 4	Year 5	Year 6	
<ul style="list-style-type: none"> • Know how to listen and suggest ideas when working as a team. • Know how to include all teammates to complete a task. • Know how to talk to teammates to help complete a task. • Know the cardinal points of a compass. • Know what orienteering is. • Know how to use a map to plot a route. • Recognise and recall common map symbols. 	<ul style="list-style-type: none"> • Know some different forms of communication. • Know how to quickly and safely collect control points. • Know the importance of remembering and recalling locations. • Know how to communicate with a group when leading them in a task. • Know how to think creatively when building marshmallow towers. • Know how to decipher simple Morse Code. 	<ul style="list-style-type: none"> • Know how to orient a map. • Know the difference between a scavenger hunt and orienteering. • Know how to perform group balances using a range of techniques safely. • Know the steps to tie a reef knot. • Know what the key features of a game are. • Know the importance of trial and error when problem-solving. 	

STICKY KNOWLEDGE (DECLARATIVE)

PE



Striking and Fielding: Cricket

Reception	Year 1	Year 2	Year 3
<p>Manipulation and Coordination</p> <ul style="list-style-type: none"> Know how to use techniques to move and handle a balloon. Know how to position our body to roll a ball. Know how to position our body to kick and stop a ball. Know how to hop, jump and step. Know how to position our body to kick and stop a ball. Know how to slide a beanbag. 	<p>Hit, Catch, Run (1)</p> <ul style="list-style-type: none"> Know what a space is and how to throw or roll a ball into it. Know what tracking a ball is and how to stop the ball. Know and use a range of different throws for different situations. Know the principles of catching a ball. Know how to score points in a striking and fielding game. Understand the role of teamwork when fielding. <p>Hit, Catch, Run (2)</p> <ul style="list-style-type: none"> Know how to catch a ball over a short distance. Know where to hit a ball to maximise the chance of scoring. Be able to decide where to stand when fielding to intercept a ball. Know how to position a group of fielders to restrict run-scoring. Understand the importance of collaboration and teamwork when fielding. Know how to catch a high ball. Know how to play a game with basic rules. 	<p>Hit, Catch, Run (1)</p> <ul style="list-style-type: none"> Make choices about where to hit the ball to maximise the chances of scoring. Know the reason to defend a target when batting. Know how to bowl underarm using different sized balls and why this might be used. Know which bat they would choose when playing. Know how to hit the ball to different areas when batting. Know how to work as a team to score points in a striking and fielding game. <p>Hit, Catch, Run (2)</p> <ul style="list-style-type: none"> Know how to judge our pace to score a run. Know how to send a ball using different parts of the foot. Know different hitting techniques to increase scoring opportunities. Know the main role of a wicketkeeper. Know the main role of a backstop. Know how to play a game using some basic rules. 	<ul style="list-style-type: none"> Know how to hit a straight drive that travels along the floor. Know how to bowl accurately underarm. Know how to move towards a delivered ball to hit it consistently. Know when to use a long barrier to stop a moving ball. Know when to use an overarm throw. Know how the wicketkeeper supports the fielding team.
Year 4	Year 5	Year 6	
<ul style="list-style-type: none"> Know how to direct a hit. Know where the crease is and its purpose in a game. Know how to intercept a ball with one hand. Know how to deliver an overarm bowl. Know when to play a pull shot when batting. Know how to stop a bouncing ball when fielding. Know how to set up a game of French cricket independently. 	<ul style="list-style-type: none"> Know what a run-out is. Know how to judge and call for a run when batting with a partner. Know which is the off-stump when keeping wicket. Know how to grip the ball correctly to bowl overarm. Know how to play a forward defensive shot when batting. Know what the on and off side of the field refers to. 	<ul style="list-style-type: none"> Know some of the fielding positions in a ring field, e.g. mid-off. Know when the on and off side of the field changes. Know how to track and catch a high ball. Know when to bowl a short-pitched ball. Know how to work together to field a long ball. Know how to play an on-drive. Know how to set an attacking field. Know how to consistently apply the rules of cricket as both a player and umpire. 	

STICKY KNOWLEDGE (DECLARATIVE)

PE



Striking and Fielding: Rounders

Reception	Year 1	Year 2	Year 3
<p>Manipulation and Coordination</p> <ul style="list-style-type: none"> Know how to use techniques to move and handle a balloon. Know how to position our body to roll a ball. Know how to position our body to kick and stop a ball. Know how to hop, jump and step. Know how to position our body to kick and stop a ball. Know how to slide a beanbag. 	<p>Hit, Catch, Run (1)</p> <ul style="list-style-type: none"> Know what a space is and how to throw or roll a ball into it. Know what tracking a ball is and how to stop the ball. Know and use a range of different throws for different situations. Know the principles of catching a ball. Know how to score points in a striking and fielding game. Understand the role of teamwork when fielding. <p>Hit, Catch, Run (2)</p> <ul style="list-style-type: none"> Know how to catch a ball over a short distance. Know where to hit a ball to maximise the chance of scoring. Be able to decide where to stand when fielding to intercept a ball. Know how to position a group of fielders to restrict run-scoring. Understand the importance of collaboration and teamwork when fielding. Know how to catch a high ball. Know how to play a game with basic rules. 	<p>Hit, Catch, Run (1)</p> <ul style="list-style-type: none"> Make choices about where to hit the ball to maximise the chances of scoring. Know the reason to defend a target when batting. Know how to bowl underarm using different sized balls and why this might be used. Know which bat they would choose when playing. Know how to hit the ball to different areas when batting. Know how to work as a team to score points in a striking and fielding game. <p>Hit, Catch, Run (2)</p> <ul style="list-style-type: none"> Know how to judge our pace to score a run. Know how to send a ball using different parts of the foot. Know different hitting techniques to increase scoring opportunities. Know the main role of a wicketkeeper. Know the main role of a backstop. Know how to play a game using some basic rules. 	<ul style="list-style-type: none"> Know how to work with teammates when fielding. Know what the long barrier technique is. Know and explain different throwing techniques. Know how to hit a ball. Know different methods to stop a moving ball. Know how to throw using the overarm technique. Know how to play using basic rounders rules.
	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> Know why you hit the ball in different directions. Know how to make decisions when running between posts. Know and describe successful play in a game. Know how to intercept the ball and why it is important. Know and play the role of the backstop. Know what a legal bowl is in rounders. Know and use a scoring system. Know how to play using basic rounders rules. 	<ul style="list-style-type: none"> Know how to judge how far to run based on the distance of a hit. Know how to maximise the chance of scoring as a batter. Know what a backward hit is. Know how to be effective as a fielder to reduce scoring opportunities. Know how to work with other fielders to restrict run-scoring. Know what it means to set a field. 	<ul style="list-style-type: none"> Know how to bowl with increased speed. Know how to track and catch a high ball. Know how use fast bowling to deceive our opponent. Know how to field a long ball. Know how to work together when fielding. Know how to avoid getting run out by your teammate. Know tactics for batting and fielding. Know tactics for attacking and defensive batting. Know and apply modified rules of rounders.

STICKY KNOWLEDGE (DECLARATIVE)

PE



Net/Wall: Badminton

Reception	Year 1	Year 2	Year 3
<p>Manipulation and Coordination</p> <ul style="list-style-type: none"> Know how to use techniques to move and handle a balloon. Know how to position our body to roll a ball. Know how to position our body to kick and stop a ball. Know how to hop, jump and step. Know how to position our body to kick and stop a ball. Know how to slide a beanbag. 	<p>Send and Return (1)</p> <ul style="list-style-type: none"> Know how to slide a beanbag. Know how to save a beanbag. Know how to hit a ball accurately in different ways. Know how to track, stop and return a beanbag or ball. Know how to work with a partner to collect a ball. Know how to work with a partner to rally. Know techniques to send a ball or object accurately to a partner. <p>Send and Return (2)</p> <ul style="list-style-type: none"> Know what it means to feed a ball. Know what it means to track a moving object. Know why different muscles are important when playing games. Know that people with disabilities have their own class of sports e.g. goalball, sitting volleyball. Know and name some net/wall games. Know how self-feeding allows us to start a rally. Know why hitting a ball into space is important in a game. 	<p>Send and Return (1)</p> <ul style="list-style-type: none"> Know why and when you would need to change direction quickly in a game. Know which is our dominant and non-dominant side. Know the basic rules of serving to a partner. Know the basic principle of court boundaries. Know why improving your agility would improve your game. Know the correct grip for hitting a self-fed ball. Know what the ready position is. <p>Send and Return (2)</p> <ul style="list-style-type: none"> Know how to feed a ball over the net. Know where a long, high ball might go on a court. Know where a short, low ball might go on a court. Know how to throw and catch in a seated position. Know what a 'zone' on a court is. Know what an attacking shot is in net/wall games. Know some key personal skills to manage ourselves in a competition (listening, self-control, play to whistle). 	<ul style="list-style-type: none"> Know when to use a self-feed. Know that different types of hits are needed to reach different areas of the court Know where agility is used in badminton. Know why collaborating with a partner is essential in a cooperative rally. Know how to underarm serve. Know the purpose of boundaries. Know some basic rules of badminton.
	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> Know when to use the underarm forehand shot. Know when to use an overhead clear. Know the correct grip to hit for a backhand shot. Know why shot consistency is important. Know when we would play with a partner in badminton. Know why we will be more likely to win by hitting shots to different areas of our opponent's court. 	<ul style="list-style-type: none"> Know how to make it difficult for your opponent to score points. Know the basic boundaries of a singles court. Know how to select different service shots to start a point. Know how quick reactions can benefit your gameplay. Know what is meant by footwork and its importance in play. Know how and why having an umpire improves a game. 	<ul style="list-style-type: none"> Know when to use a smash shot. Know simple doubles rules. Know how and when to play a drop shot. Know why successful net play improves you as a player. Know why communication is essential between doubles partners. Know different defensive formations in a doubles game.

STICKY KNOWLEDGE (DECLARATIVE)

PE



Invasion: Football

Reception	Year 1	Year 2	Year 3
<p>Manipulation and Coordination</p> <ul style="list-style-type: none"> Know how to use techniques to move and handle a balloon. Know how to position our body to roll a ball. Know how to position our body to kick and stop a ball. Know how to hop, jump and step. Know how to position our body to kick and stop a ball. Know how to slide a beanbag. 	<p>Attack, Defend, Shoot (1)</p> <ul style="list-style-type: none"> Know different ways to send a ball/object to a target. Know what a defensive stance or position is. Know what it means to send a ball/object accurately. Know the key steps to send a ball accurately. Know what the principle of attacking and defending in a game refers to. Know some of the reasons why games have rules. <p>Attack, Defend, Shoot (1)</p> <ul style="list-style-type: none"> Know why heart rate increases during exercise. Know how to move sideways to defend a goal. Know techniques to bounce a ball both to ourselves and to a partner. Know techniques to send a ball accurately to a target. Know how to adapt to rule changes in a game. Know how to work with a partner in both attack and defence. 	<p>Attack, Defend, Shoot (1)</p> <ul style="list-style-type: none"> Know how to kick a ball using the inside of the foot. Know sports that use feet to control the ball. Know what it means to dribble with control and a range of sports in which dribbling is used. Know how to use a bounce throw to send a ball. Know techniques to dribble the ball with their hands. <p>Attack, Defend, Shoot (2)</p> <ul style="list-style-type: none"> Know why sending the ball forward to a teammate increases the team's chances of scoring. Know techniques to throw an object and knock over a target. Know why a player moving into space is important in a game. Know ways to collaborate with a teammate to move the ball forward. Know how to position our body when goalkeeping. Know how to intercept a pass. Know how to play a game using rules. 	<ul style="list-style-type: none"> Know when to send the ball with the inside of the foot. Know when you would use the trap to stop a ball. Know why ball possession is essential in a game. Know why players move into space to receive a pass. Know how to dribble a football using the outside of the foot. Know the key steps to cushioning a ball when receiving a pass.
	<p>Year 4</p> <ul style="list-style-type: none"> Know what it means to 'run onto the ball'. Know how to use both front-side and goal-side marking. Know how to use the standing tackle technique. Know why close control is essential for forward dribbling. Know how to pass accurately over a longer distance. Know why passing on the move is important in football. 	<p>Year 5</p> <ul style="list-style-type: none"> Know how to turn and change direction with the ball. Know the tactical benefits of running quickly with the ball. Know the benefits to the team of a player being able to pass on the move. Know why creating space is a crucial part of attacking. Know how to perform a stepover to beat a defender. Know a range of ways to stop a bouncing ball. 	<p>Year 6</p> <ul style="list-style-type: none"> Know which player is in the best position to shoot. Know what it means to restrict your opponent's space and ways to do this. Know when a penalty kick is awarded. Know how to work with a teammate to create scoring chances. Know when a covering defender is needed. Know how to control the ball under pressure.

STICKY KNOWLEDGE (DECLARATIVE)

PE



Invasion: Tag Rugby

Reception	Year 1	Year 2	Year 3
<p>Manipulation and Coordination</p> <ul style="list-style-type: none"> Know how to use techniques to move and handle a balloon. Know how to position our body to roll a ball. Know how to position our body to kick and stop a ball. Know how to hop, jump and step. Know how to position our body to kick and stop a ball. Know how to slide a beanbag. 	<p>Attack, Defend, Shoot (1)</p> <ul style="list-style-type: none"> Know different ways to send a ball/object to a target. Know what a defensive stance or position is. Know what it means to send a ball/object accurately. Know the key steps to send a ball accurately. Know what the principle of attacking and defending in a game refers to. Know some of the reasons why games have rules. <p>Attack, Defend, Shoot (1)</p> <ul style="list-style-type: none"> Know why heart rate increases during exercise. Know how to move sideways to defend a goal. Know techniques to bounce a ball both to ourselves and to a partner. Know techniques to send a ball accurately to a target. Know how to adapt to rule changes in a game. Know how to work with a partner in both attack and defence. 	<p>Attack, Defend, Shoot (1)</p> <ul style="list-style-type: none"> Know how to kick a ball using the inside of the foot. Know sports that use feet to control the ball. Know what it means to dribble with control and a range of sports in which dribbling is used. Know how to use a bounce throw to send a ball. Know techniques to dribble the ball with their hands. <p>Attack, Defend, Shoot (2)</p> <ul style="list-style-type: none"> Know why sending the ball forward to a teammate increases the team's chances of scoring. Know techniques to throw an object and knock over a target. Know why a player moving into space is important in a game. Know ways to collaborate with a teammate to move the ball forward. Know how to position our body when goalkeeping. Know how to intercept a pass. Know how to play a game using rules. 	<ul style="list-style-type: none"> Know how to use speed to run past defenders. Know why we use a short pass. Know techniques to evade defenders. Know the tag protocol. Know how and when to close down an attacker's space. Knows the similarities and differences between tag rugby and other invasion games
	<p>Year 4</p> <ul style="list-style-type: none"> Know why consistency in passing is needed to build an attack. Know when you would pick up a ball from the floor. Know why it is important to keep possession as a team. Know how to evade defenders when running at speed. Know how to identify space in a game. Know some elements of fitness needed for tag rugby. 	<p>Year 5</p> <ul style="list-style-type: none"> Know what a defensive line is. Know how accurate passing is important in invasion games and give examples. Know what denying space means and why it is important in defence. Know when we would use a pop pass. Know what a formation is in invasion games. Know how the magic diamond formation works. Know the 3-step and pass rule and how to use it. 	<p>Year 6</p> <ul style="list-style-type: none"> Know how to support a ball carrier to create continuity. Know some set plays and how they benefit the attacking team. Explain why taking the distance, not the time, is best once tagged. Know what it means to attack 'spaces not faces'. Know how to transition quickly from attack to defence. Know what it means to transition from attack to defence and vice versa.

STICKY KNOWLEDGE (DECLARATIVE)

PE



Invasion: Hockey

Reception	Year 1	Year 2	Year 3
<p>Manipulation and Coordination</p> <ul style="list-style-type: none"> Know how to use techniques to move and handle a balloon. Know how to position our body to roll a ball. Know how to position our body to kick and stop a ball. Know how to hop, jump and step. Know how to position our body to kick and stop a ball. Know how to slide a beanbag. 	<p>Attack, Defend, Shoot (1)</p> <ul style="list-style-type: none"> Know different ways to send a ball/object to a target. Know what a defensive stance or position is. Know what it means to send a ball/object accurately. Know the key steps to send a ball accurately. Know what the principle of attacking and defending in a game refers to. Know some of the reasons why games have rules. <p>Attack, Defend, Shoot (1)</p> <ul style="list-style-type: none"> Know why heart rate increases during exercise. Know how to move sideways to defend a goal. Know techniques to bounce a ball both to ourselves and to a partner. Know techniques to send a ball accurately to a target. Know how to adapt to rule changes in a game. Know how to work with a partner in both attack and defence. 	<p>Attack, Defend, Shoot (1)</p> <ul style="list-style-type: none"> Know how to kick a ball using the inside of the foot. Know sports that use feet to control the ball. Know what it means to dribble with control and a range of sports in which dribbling is used. Know how to use a bounce throw to send a ball. Know techniques to dribble the ball with their hands. <p>Attack, Defend, Shoot (2)</p> <ul style="list-style-type: none"> Know why sending the ball forward to a teammate increases the team's chances of scoring. Know techniques to throw an object and knock over a target. Know why a player moving into space is important in a game. Know ways to collaborate with a teammate to move the ball forward. Know how to position our body when goalkeeping. Know how to intercept a pass. Know how to play a game using rules. 	<ul style="list-style-type: none"> Know the anatomy of the hockey stick. Know how to dribble the ball. Know other invasion games where you would pass to space. Know how to perform the defensive body position. Know how to stop a moving ball. Know what sport-specific agility means. Know what happens if the ball hits a foot.
<p>Year 4</p> <ul style="list-style-type: none"> Know how to perform a push pass. Know why players use a straight dribble. Know the benefits of using reverse stick. Know why a slap pass is used in hockey. Know how to turn with the ball. Know why playing with rules is important. 	<p>Year 5</p> <ul style="list-style-type: none"> Know why you would use a block tackle. Know what type of pass you would make into the D. Know where you should position yourself when marking. Know what it means to contact the ball 'first time'. Know what a drag is and a situation in which it can be used. Know how to dribble with one hand. 	<p>Year 6</p> <ul style="list-style-type: none"> Know how to shoot from close range. Know where to play a long corner from. Know what the benefits of goal side marking are and in what other sports it is used. Know how to perform a banana run to force the attacker wide. Know when a hit-out should be awarded. Know when you should use an Indian dribble. 	

STICKY KNOWLEDGE (DECLARATIVE)

PE



Invasion: Handball

Reception	Year 1	Year 2	Year 3
<p>Manipulation and Coordination</p> <ul style="list-style-type: none"> Know how to use techniques to move and handle a balloon. Know how to position our body to roll a ball. Know how to position our body to kick and stop a ball. Know how to hop, jump and step. Know how to position our body to kick and stop a ball. Know how to slide a beanbag. 	<p>Attack, Defend, Shoot (1)</p> <ul style="list-style-type: none"> Know different ways to send a ball/object to a target. Know what a defensive stance or position is. Know what it means to send a ball/object accurately. Know the key steps to send a ball accurately. Know what the principle of attacking and defending in a game refers to. Know some of the reasons why games have rules. <p>Attack, Defend, Shoot (1)</p> <ul style="list-style-type: none"> Know why heart rate increases during exercise. Know how to move sideways to defend a goal. Know techniques to bounce a ball both to ourselves and to a partner. Know techniques to send a ball accurately to a target. Know how to adapt to rule changes in a game. Know how to work with a partner in both attack and defence. 	<p>Attack, Defend, Shoot (1)</p> <ul style="list-style-type: none"> Know how to kick a ball using the inside of the foot. Know sports that use feet to control the ball. Know what it means to dribble with control and a range of sports in which dribbling is used. Know how to use a bounce throw to send a ball. Know techniques to dribble the ball with their hands. <p>Attack, Defend, Shoot (2)</p> <ul style="list-style-type: none"> Know why sending the ball forward to a teammate increases the team's chances of scoring. Know techniques to throw an object and knock over a target. Know why a player moving into space is important in a game. Know ways to collaborate with a teammate to move the ball forward. Know how to position our body when goalkeeping. Know how to intercept a pass. Know how to play a game using rules. 	
	Year 4	Year 5	Year 6
		<ul style="list-style-type: none"> Know how to show they are ready to receive the ball. Know when to use different passes in different situations. Know to use the 3 step rule in a game. Know what it means to intercept and draw links to other sports. Know what it means to build an attack. Know the main skills and tactics we have learned and analyse them to improve. Know some basic rules of handball. 	<ul style="list-style-type: none"> Know how to protect the ball after it is caught. Know how to shoot using the overarm technique. Know that a three-man weave is used in other sports. Know what to do when your team loses possession of the ball. Know what a 7m throw is and when it is awarded. Know the rules of the throw-off to restart a game.

STICKY KNOWLEDGE (DECLARATIVE)

PE



Invasion: Basketball

Reception	Year 1	Year 2	Year 3
<p>Manipulation and Coordination</p> <ul style="list-style-type: none"> Know how to use techniques to move and handle a balloon. Know how to position our body to roll a ball. Know how to position our body to kick and stop a ball. Know how to hop, jump and step. Know how to position our body to kick and stop a ball. Know how to slide a beanbag. 	<p>Attack, Defend, Shoot (1)</p> <ul style="list-style-type: none"> Know different ways to send a ball/object to a target. Know what a defensive stance or position is. Know what it means to send a ball/object accurately. Know the key steps to send a ball accurately. Know what the principle of attacking and defending in a game refers to. Know some of the reasons why games have rules. <p>Attack, Defend, Shoot (1)</p> <ul style="list-style-type: none"> Know why heart rate increases during exercise. Know how to move sideways to defend a goal. Know techniques to bounce a ball both to ourselves and to a partner. Know techniques to send a ball accurately to a target. Know how to adapt to rule changes in a game. Know how to work with a partner in both attack and defence. 	<p>Attack, Defend, Shoot (1)</p> <ul style="list-style-type: none"> Know how to kick a ball using the inside of the foot. Know sports that use feet to control the ball. Know what it means to dribble with control and a range of sports in which dribbling is used. Know how to use a bounce throw to send a ball. Know techniques to dribble the ball with their hands. <p>Attack, Defend, Shoot (2)</p> <ul style="list-style-type: none"> Know why sending the ball forward to a teammate increases the team's chances of scoring. Know techniques to throw an object and knock over a target. Know why a player moving into space is important in a game. Know ways to collaborate with a teammate to move the ball forward. Know how to position our body when goalkeeping. Know how to intercept a pass. Know how to play a game using rules. 	
	<p>Year 4</p>	<p>Year 5</p> <ul style="list-style-type: none"> Know what ball-handling skills are. Know the key steps for a basic dribble. Know what defensive posture is and why we use it. Know why we always look to shoot before anything else. Know why we use two hands to shoot in basketball. Know how a game is started. Know some basic rules of basketball. 	<p>Year 6</p> <ul style="list-style-type: none"> Know why defenders put pressure on attackers. Know what a double dribble violation is. Know other games that play with similar principles to basketball. Know the benefits of man-to-man marking. Know how a bounce pass can avoid interception. Know why a jump shot can help us to score. Know what the triple threat position is used for. Know what some of the basic rules of basketball are.

STICKY KNOWLEDGE (PROCEDURAL)

PE



Dance

Reception	Year 1	Year 2	Year 3
<ul style="list-style-type: none"> • Be able to combine actions to make a short sequence. • Be able to travel on a high/middle/low level. • Be able to copy an action in unison/in canon. • Be able to show expression through movement. • Be able to perform actions and movements in a dance. • Be able to lead and follow. 	<p>Dance (1)</p> <ul style="list-style-type: none"> • Be able to show moods and feelings we would experience in the jungle. • Be able to move as if we were living in the jungle. • Be able to create and perform movements which show friendship. • Be able to perform leading and following movements. • Be able to perform a short dance with a clear start, middle and end. <p>Dance (2)</p> <ul style="list-style-type: none"> • Be able to use repeated actions in dance. • Be able to perform actions to well-known nursery rhymes. • Be able to march in time to the beat and turn while marching. • Be able to march in time as a group. • Be able to perform actions in canon. • Be able to perform a short dance using canon. • Be able to perform in rounds in different groups. 	<ul style="list-style-type: none"> • Be able to use penguin images to inspire our dance. • Be able to show feelings of abandonment through dance. • Be able to create movements that show friendship between two characters. • Be able to create a solo dance with changes of direction and speed. • Be able to match movements to music. • Be able to choose a formation and explain why we chose it. 	<ul style="list-style-type: none"> • Be able to perform a jazz square and use it in our dance. • Be able to perform a dance showing two contrasting characters. • Be able to develop movements using improvisation. • Be able to use props in our dance sequence. • Be able to use facial expressions to bring life and emotion to our dance. • Be able to take on the role of director to help others improve their dance.
Year 4	Year 5	Year 6	
<ul style="list-style-type: none"> • Be able to use freeze frame in our dances. • Be able to perform a slide and roll confidently. • Be able to use a variety of formations when performing. • Be able to extend our 'mission dance' phrases using canon. • Be able to sequence our dance actions to show good flow. • Be able to create a 5 action dance routine showing a good 'stage' entry. 	<ul style="list-style-type: none"> • Be able to perform a non-locomotor movement. • Be able to combine both non-locomotor and locomotor actions. • Be able to create new and exciting group patterns. • Be able to do a simple Line Dance routine. • Be able to create our own 3-step line dance with a partner. • Be able to work collaboratively within our group to improve our performance. 	<ul style="list-style-type: none"> • Be able to show the technique of the stag leap and rebound jump. • Be able to explore relationships and perform partner lifts. • Be able to compose a dance phrase based on the Haka. • Be able to choose and use suitable dynamics for the Haka. • Be able to link freeze frames to street dance style to create a short movement phrase. • Be able to perform a Top Rock and Slide Step and perform confidently with a partner. 	

STICKY KNOWLEDGE (PROCEDURAL)

PE



Gymnastics

	Reception	Year 1	Year 2	Year 3
Gymnastics	<p>Gymnastics</p> <ul style="list-style-type: none"> • Be able to move safely. • Be able to jump. • Be able to balance an object. • Be able to travel on mats and benches. • Be able to pass equipment. • Be able to change your body to a different shape. <p>Body Management</p> <ul style="list-style-type: none"> • Be able to balance a beanbag. • Be able to move through a hoop. • Be able to reach and stretch to get equipment. • Be able to make bridges and tunnels with our body. • Be able to travel over and under apparatus. • Be able to make shapes with our bodies. 	<ul style="list-style-type: none"> • Be able to perform 'like' actions in a sequence. • Be able to carry and set up apparatus safely. • Be able to perform shapes on large and small body parts. • Be able to take off and land and use shape in our jumps. • Be able to travel on our feet, showing good body tension. • Be able to create different levels in our performance. 	<p>Gymnastics (1)</p> <ul style="list-style-type: none"> • Be able to combine 4 elements into a floor sequence. • Be able to create power in a variety of different jumps. • Be able to take weight on our hands and move in different ways. • Be able to use our flexibility in a bridge and japana gymnastic shape. • Be able to perform the point balance arabesque. • Be able to perform a teddy/dolly roll. <p>Gymnastics (2)</p> <ul style="list-style-type: none"> • Be able to use a relevé walk in a sequence. • Be able to perform a dish and arch shape moving smoothly from one to the other. • Be able to show strength in back support and crab. • Be able to frog jump and leap frog. • Be able to hold an L-sit with a straight back. • Be able to bring rhythm and flow to their sequence. 	<ul style="list-style-type: none"> • Be able to show full extension during a balance. • Be able to move in and out of contrasting shapes with fluency. • Be able to perform a sequence using different types of rolls. • Be able to perform powerful jumps from low apparatus. • Be able to perform in unison with a partner. • Be able to create a group performance using contrasting actions.
		<p>Year 4</p> <ul style="list-style-type: none"> • Be able to perform a 6-element sequence that uses changes in speed and direction. • Be able to use the STEP principle to create a partner sequence. • Be able to take weight on hands, showing control. • Be able to develop a sequence using compositional ideas, e.g. changing speed. • Be able to cooperate as a group to refine a short sequence. • Be able to compare and judge sequences. 	<p>Year 5</p> <ul style="list-style-type: none"> • Be able to perform a version a round-off. • Be able to create and perform a partner sequence using symmetry. • Be able to create and perform a partner sequence using asymmetry. • Be able to perform a counterbalance with a partner. • Be able to perform smooth transitions between counterbalances using different levels. • Be able to evaluate each other's work and suggest improvements. 	<p>Year 6</p> <ul style="list-style-type: none"> • Be able to use controlled flight onto high apparatus. • Be able to dismount from high apparatus. • Be able to develop a sequence using flight in canon formation. • Be able to use equipment such as hoops and balls in a group sequence. • Be able to create a paired flight sequence using both canon and unison. • Be able to create and perform a 6-element sequence to music.

STICKY KNOWLEDGE (PROCEDURAL)

PE



Athletics

Reception	Year 1	Year 2	Year 3
<p>Speed, Agility, Travel</p> <ul style="list-style-type: none"> • Be able to move in a different direction. • Be able to stay safe in a running game. • Be able to jump (forwards, backwards, sideways). • Be able to stop safely. • Be able to move at different speeds. • Be able to stop and make a shape. 	<p>Run, Jump, Throw (1)</p> <ul style="list-style-type: none"> • Be able to start and stop when moving at speed. • Be able to use arms when running at different speeds. • Be able to take off on two feet to jump for distance. • Be able to use the correct technique to throw different objects for distance. • Be able to show improvement in throwing. • Be able to take part in a competition using running, jumping and throwing skills. <p>Run, Jump, Throw (2)</p> <ul style="list-style-type: none"> • Be able to use agile movements in different activities. • Be able to respond to the start and end of an activity e.g. whistle. • Be able to develop stamina when running. • Be able to develop core strength to improve throwing. • Be able to stride and jump for height. • Be able to use the best starting position for running quickly. 	<p>Run, Jump, Throw (1)</p> <ul style="list-style-type: none"> • Be able to move quickly whilst being aware of others around. • Be able to create power with their legs to turn at speed. • Be able to move through an obstacle course with speed and control. • Be able to choose the best throw for different situations. • Be able to use quick feet whilst sprinting. • Be able to perform static and dynamic balances. <p>Run, Jump, Throw (2)</p> <ul style="list-style-type: none"> • Be able to work individually to run over a longer distance. • Be able to improve strength to increase jumping distance. • Be able to create power when throwing for distance. • Be able to use breathing techniques to be able to run more. • Be able to cooperate with partners to complete a task well. • Be able to listen to others and work as a team to achieve the highest score possible. 	<ul style="list-style-type: none"> • Be able to perform jumping and hopping sequences. • Be able to run at different speeds. • Be able to approach and jump hurdles. • Be able to throw a javelin using the pull-throw technique. • Be able to perform a variety of skipping techniques. • Be able to keep score accurately over a range of events.
	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> • Be able to challenge ourselves in running, jumping and throwing tasks. • Be able to accelerate over short distances. • Be able to run and jump using one-footed take-off. • Be able to use a sling action to throw a discus. • Be able to run on a curve and exchange a baton in a team. • Be able to apply the skills developed in a competitive way. 	<ul style="list-style-type: none"> • Be able to run for speed & distance individually & as part of a team. • Be able to pace a run over longer distances. • Be able to perform different jumping styles and explore which ones they can jump further with. • Be able to use the push-throw technique. • Be able to exchange a baton within a restricted area. • Be able to design an activity for others using the STEP principle. 	<ul style="list-style-type: none"> • Be able to use the sprint start technique to increase running speed. • Be able to perform the three phases of the triple jump. • Be able to perform the heave throw technique • Be able to assess our own ability to play our role in parlauff. • Be able to perform the scissor jump technique. • Be able to record and relay results over a range of track and field events.

STICKY KNOWLEDGE (PROCEDURAL)

PE



Outdoor Adventurous Activities

Reception	Year 1	Year 2	Year 3
<p>Cooperate and Solve Problems</p> <ul style="list-style-type: none"> • Be able to show good listening. • Be able to work as a team. • Be able to work with a partner. • Be able to follow a trail. • Be able to make a pattern in a group. • Be able to communicate with a partner. 	<ul style="list-style-type: none"> • Be able to follow simple instructions to complete a trail. • Be able to find matching symbols. • Be able to copy and create a hoop dance. • Be able to work with a partner to complete a hoop challenge. • Be able to recognise a drawn symbol as a real object. • Be able to use decision-making skills to hide equipment. 	<ul style="list-style-type: none"> • Be able to work as a team to complete a task. • Be able to use problem-solving skills to complete a simple treasure hunt. • Be able to copy and then create a simple movement pattern. • Be able to give clues to guide a blindfolded person safely. • Be able to improve performance through repetition. • Be able to use a key on a map to re-create a map with accuracy. 	<ul style="list-style-type: none"> • Be able to use clear communication. • Be able to work with others to complete map-reading tasks. • Be able to draw and create a clear route on a map for others to follow. • Be able to work with others and identify what went well and what we could do to improve. • Be able to identify and explain what is needed to complete a challenge. • Be able to take part in trust-based activities safely.
Year 4	Year 5	Year 6	
<ul style="list-style-type: none"> • Be able to work collaboratively to complete a problem-solving task. • Be able to work collaboratively to create shapes whilst blindfolded. • Be able to name and recognise the cardinal points of the compass. • Be able to complete orienteering tasks calmly under time pressure. • Be able to work with a partner to use a map to follow a course. • Be able to recognise and recall common map symbols from a key. 	<ul style="list-style-type: none"> • Be able to explore different ways of communicating with a blindfolded partner. • Be able to follow a designated route at maximum speed safely. • Be able to use memory methods to recall different objects whilst navigating. • Be able to use clear communication to recreate a shape from memory. • Be able to use creative thinking to create the tallest tower. • Be able to send and interpret messages using Morse Code. 	<ul style="list-style-type: none"> • Be able to work with partner to successfully orient and follow a map. • Be able to identify objects quickly from a written description. • Be able to safely perform a pyramid balance in a small group. • Be able to work as part of a team to complete a range of tasks. • Be able to create a fun and challenging game for others to complete. • Be able to listen to others to refine and adapt ideas to complete a complex task. 	

STICKY KNOWLEDGE (PROCEDURAL)

PE



Striking and Fielding: Cricket

Reception	Year 1	Year 2	Year 3
<p>Manipulation and Coordination</p> <ul style="list-style-type: none"> • Be able to handle a balloon. • Be able to roll a ball. • Be able to kick and stop a ball. • Be able to hop, jump and step. • Be able to send a ball or beanbag. • Be able to hop, jump and step. 	<p>Hit, Catch, Run (1)</p> <ul style="list-style-type: none"> • Be able to select a space to throw or roll a ball into. • Be able to track and collect a rolling ball. • Be able to catch a ball to stop an opponent from scoring. • Be able to use our hands to hit a ball. • Be able to run between bases to score points. • Be able to work as a team to score points. <p>Hit, Catch, Run (2)</p> <ul style="list-style-type: none"> • Be able to catch a ball over a short distance. • Be able to begin to hit a ball with power. • Be able to position themselves in the path of the ball. • Be able to field a ball to a base. • Be able to catch a high ball. • Be able to stop other teams from scoring points. 	<p>Hit, Catch, Run (1)</p> <ul style="list-style-type: none"> • Be able to hit a ball and score points running to cones. • Be able to defend a target by kicking. • Be able to bowl underarm with control. • Be able to hit a ball using different bats and techniques. • Be able to throw accurately to a base. • Be able to hit a ball into space, away from fielders. <p>Hit, Catch, Run (2)</p> <ul style="list-style-type: none"> • Be able to time our run around the bases to stay safe. • Be able to kick a ball into space using different parts of the foot. • Be able to respond to how a ball is being bowled when hitting. • Be able to play the role of the wicketkeeper. • Be able to play the role of the backstop. • Be able to bowl underarm in a game with accuracy. 	<ul style="list-style-type: none"> • Be able to hit a stationary ball into space using the straight drive. • Be able to bowl underarm to a batter with some consistency. • Be able to use the correct footwork to strike a bowled ball. • Be able to stop a moving ball using the long barrier technique. • Be able to throw longer distances overarm. • Be able to perform as a wicketkeeper.
	<p>Year 4</p> <ul style="list-style-type: none"> • Be able to hit the ball in different directions. • Be able to anticipate when to run to score singles. • Be able to intercept a moving ball with one hand. • Be able to attempt to bowl overarm. • Be able to play a pull shot and attempt it in a game. • Be able to field a bouncing ball effectively. 	<p>Year 5</p> <ul style="list-style-type: none"> • Be able to work with a partner to score runs. • Be able to throw accurately over short distances to get batters out. • Be able to follow the path of the ball to catch as a wicketkeeper. • Be able to overarm bowl with accuracy whilst using a run-up. • Be able to play a forward defensive shot. • Be able to set a field in a game to limit the runs scored by a batter. 	<p>Year 6</p> <ul style="list-style-type: none"> • Be able to create pressure on a batter by using a ring field. • Be able to track and catch a high ball consistently. • Be able to perform a short-pitched bowl to get a batter to hit the ball in the air. • Be able to work in a pair to restrict runs scored when fielding. • Be able to play an on-drive. • Be able to set an attacking field.

STICKY KNOWLEDGE (PROCEDURAL)

PE



Striking and Fielding: Rounders

Reception	Year 1	Year 2	Year 3
<p>Manipulation and Coordination</p> <ul style="list-style-type: none"> • Be able to handle a balloon. • Be able to roll a ball. • Be able to kick and stop a ball. • Be able to hop, jump and step. • Be able to send a ball or beanbag. • Be able to hop, jump and step. 	<p>Hit, Catch, Run (1)</p> <ul style="list-style-type: none"> • Be able to select a space to throw or roll a ball into. • Be able to track and collect a rolling ball. • Be able to catch a ball to stop an opponent from scoring. • Be able to use our hands to hit a ball. • Be able to run between bases to score points. • Be able to work as a team to score points. <p>Hit, Catch, Run (2)</p> <ul style="list-style-type: none"> • Be able to catch a ball over a short distance. • Be able to begin to hit a ball with power. • Be able to position themselves in the path of the ball. • Be able to field a ball to a base. • Be able to catch a high ball. • Be able to stop other teams from scoring points. 	<p>Hit, Catch, Run (1)</p> <ul style="list-style-type: none"> • Be able to hit a ball and score points running to cones. • Be able to defend a target by kicking. • Be able to bowl underarm with control. • Be able to hit a ball using different bats and techniques. • Be able to throw accurately to a base. • Be able to hit a ball into space, away from fielders. <p>Hit, Catch, Run (2)</p> <ul style="list-style-type: none"> • Be able to time our run around the bases to stay safe. • Be able to kick a ball into space using different parts of the foot. • Be able to respond to how a ball is being bowled when hitting. • Be able to play the role of the wicketkeeper. • Be able to play the role of the backstop. • Be able to bowl underarm in a game with accuracy. 	<ul style="list-style-type: none"> • Be able to hit the ball in different directions. • Be able to run between the posts and avoid getting stumped out. • Be able to intercept the ball using one hand. • Be able to underarm bowl, abiding by the rules of bowling. • Be able to play the role of backstop in a small game. • Be able to use a rounders scoring system and use it in a game.
	<p>Year 4</p> <ul style="list-style-type: none"> • Be able to hit the ball in different directions. • Be able to run between the posts and avoid getting stumped out. • Be able to intercept the ball using one hand. • Be able to underarm bowl, abiding by the rules of bowling. • Be able to play the role of backstop in a small game. • Be able to use a rounders scoring system and use it in a game. 	<p>Year 5</p> <ul style="list-style-type: none"> • Be able to judge how far to run based on the distance of a hit. • Be able to throw over short distances with power and accuracy to get batters out. • Be able to follow the ball's path to ensure it is fielded consistently. • Be able to use the backwards hit rule tactically as the backstop. • Be able to hit the ball into gaps to maximise the chance of scoring. • Be able to set a field in a game to limit the scoring of a batter. 	<p>Year 6</p> <ul style="list-style-type: none"> • Be able to bowl tactically with an attacking ball to make it more difficult for the batter to hit. • Be able to track and catch a high ball. • Be able to use fast bowling to deceive your opponent. • Be able to work in a pair in the field to restrict scoring. • Be able to apply tactics when running around bases to avoid overtakes. • Be able to apply attacking and defensive tactics in a competitive situation.

STICKY KNOWLEDGE (PROCEDURAL)

PE



Net/Wall: Badminton

Reception	Year 1	Year 2	Year 3
<p>Manipulation and Coordination</p> <ul style="list-style-type: none"> • Be able to handle a balloon. • Be able to roll a ball. • Be able to kick and stop a ball. • Be able to hop, jump and step. • Be able to send a ball or beanbag. • Be able to hop, jump and step. 	<p>Send and Return (1)</p> <ul style="list-style-type: none"> • Be able to slide a beanbag to a target. • Be able to save a beanbag. • Be able to hit a ball in different ways with our hands. • Be able to move towards a ball to return it. • Be able to work with a partner to stop and return a beanbag. • Be able to rally with a partner. • Be able to send a ball into space to make it harder for our opponent. <p>Send and Return (2)</p> <ul style="list-style-type: none"> • Be able to send the ball over a net to our partner. • Be able to track and stop a moving object using both hands. • Be able to hit whilst sitting. • Be able to send balls accurately from different positions, e.g. kneeling or sitting. • Be able to spot space in the playing area and hit the ball there. • Be able to play a game with a partner. 	<p>Send and Return (1)</p> <ul style="list-style-type: none"> • Be able to stay on their toes to move quickly to the ball. • Be able to identify which hand is dominant in a game. • Be able to use basic rules of serving to a partner. • Be able to develop agility and use it in a game. • Be able to use the correct grip to hit a self-fed ball. • Be able to use the ready position in a rally. <p>Send and Return (2)</p> <ul style="list-style-type: none"> • Be able to feed a ball to a partner with consistency. • Be able to send the ball to different parts of the court. • Be able to throw and catch in a seated position. • Be able to accurately serve the ball to different parts of the court. • Be able to use overarm attacking shots in a game. • Be able to organise and manage ourselves within a competition. 	<ul style="list-style-type: none"> • Be able to self-feed underarm. • Be able to use hard and soft hits. • Be able to use a forehand hit. • Be able to move to return the shuttle from the different areas of the court. • Be able to rally with a partner over the net. • Be able to serve forehand. • Be able to play within the boundaries of the court.
	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> • Be able to use an underarm forehand shot. • Be able to hit an overhead clear. • Be able to hit a backhand shot with control and accuracy. • Be able to play 'trick' shots and interesting ways of hitting the shuttle. • Be able to work collaboratively to score points in different scenarios. • Be able to use forehand and backhand shots in a singles game. 	<ul style="list-style-type: none"> • Be able to make it difficult for their opponent to score points. • Be able to apply basic court positions in singles play. • Be able to accurately hit both long and short serves. • Be able to use close control, including net shots. • Be able to use footwork to recover after lunging and moving after shots. • Be able to apply a range of movements and shots in competition. 	<ul style="list-style-type: none"> • Be able to use the smash shot in a doubles game. • Be able to play legal serves in doubles. • Be able to hit a drop shot using the correct technique to outwit an opponent. • Be able to develop reaction time to hit shots when close to the net • Be able to communicate with a partner in a doubles match to make positioning is correct. • Be able to use defensive formations in a doubles game to prevent opponents from scoring points.

STICKY KNOWLEDGE (PROCEDURAL)

PE



Invasion: Football

Reception	Year 1	Year 2	Year 3
<p>Manipulation and Coordination</p> <ul style="list-style-type: none"> • Be able to handle a balloon. • Be able to roll a ball. • Be able to kick and stop a ball. • Be able to hop, jump and step. • Be able to send a ball or beanbag. • Be able to hop, jump and step. 	<p>Attack, Defend, Shoot (1)</p> <ul style="list-style-type: none"> • Be able to hit a target. • Be able to defend a target. • Be able to roll and slide balls and beanbags. • Be able to shoot in a game to get points. • Be able to work with a partner to score points. • Be able to use our attacking and defending skills in a game. <p>Attack, Defend, Shoot (2)</p> <ul style="list-style-type: none"> • Be able to find our pulse on our wrist. • Be able to move side to side to defend a goal. • Be able to bounce a ball with control to ourselves. • Be able to aim at different targets. • Be able to adapt to a game with changing rules. • Be able to play in the best defensive position in a game. 	<p>Attack, Defend, Shoot (1)</p> <ul style="list-style-type: none"> • Be able to kick the ball over long and short distances. • Be able to stop a ball with control using the foot. • Be able to work as a team to keep the ball. • Be able to bounce a ball with a partner. • Be able to bounce the ball while moving (dribbling). • Be able to pass the ball forward in a game. <p>Attack, Defend, Shoot (2)</p> <ul style="list-style-type: none"> • Be able to throw different types of equipment. • Be able to move to space after passing the ball. • Be able to pass and move forward to a target with a partner. • Be able to position ourselves as a goalkeeper. • Be able to intercept a ball from a person on the other team. • Be able to use the skills in a competition. 	<ul style="list-style-type: none"> • Be able to use the inside of the foot to pass the ball. • Be able to trap a ball that is moving along the ground with control. • Be able to pass the ball accurately into space over short distances. • Be able to identify and move into space to receive the ball. • Be able to use the outside of the foot to control the ball and dribble. • Be able to cushion the ball when receiving.
	<p>Year 4</p> <ul style="list-style-type: none"> • Be able to run onto the ball to receive it. • Be able to explore front and goal-side marking techniques. • Be able to perform a standing tackle to dispossess an attacker. • Be able to dribble, showing good control to progress forward. • Be able to pass and receive the ball over longer distances. • Be able to perform passing and moving with a teammate. 	<p>Year 5</p> <ul style="list-style-type: none"> • Be able to turn with the ball. • Be able to travel quickly and effectively when running with the ball. • Be able to combine running with the ball and sending it into space. • Be able to maintain position when attacking to create space. • Be able to attempt a stepover to beat a defender. • Be able to control a bouncing ball, keeping it close to the body. 	<p>Year 6</p> <ul style="list-style-type: none"> • Be able to set up a shooting opportunity for a teammate. • Be able to restrict an opponent's space by defending with a partner. • Be able to perform a penalty kick with power and accuracy. • Be able to attack and shoot as a pair. • Be able to perform the role of a cover defender to stop/slow the opposition's attack. • Be able to use close control to keep possession of the ball under pressure.

STICKY KNOWLEDGE (PROCEDURAL)

PE



Invasion: Tag Rugby

Reception	Year 1	Year 2	Year 3
<p>Manipulation and Coordination</p> <ul style="list-style-type: none"> • Be able to handle a balloon. • Be able to roll a ball. • Be able to kick and stop a ball. • Be able to hop, jump and step. • Be able to send a ball or beanbag. • Be able to hop, jump and step. 	<p>Attack, Defend, Shoot (1)</p> <ul style="list-style-type: none"> • Be able to hit a target. • Be able to defend a target. • Be able to roll and slide balls and beanbags. • Be able to shoot in a game to get points. • Be able to work with a partner to score points. • Be able to use our attacking and defending skills in a game. <p>Attack, Defend, Shoot (2)</p> <ul style="list-style-type: none"> • Be able to find our pulse on our wrist. • Be able to move side to side to defend a goal. • Be able to bounce a ball with control to ourselves. • Be able to aim at different targets. • Be able to adapt to a game with changing rules. • Be able to play in the best defensive position in a game. 	<p>Attack, Defend, Shoot (1)</p> <ul style="list-style-type: none"> • Be able to kick the ball over long and short distances. • Be able to stop a ball with control using the foot. • Be able to work as a team to keep the ball. • Be able to bounce a ball with a partner. • Be able to bounce the ball while moving (dribbling). • Be able to pass the ball forward in a game. <p>Attack, Defend, Shoot (2)</p> <ul style="list-style-type: none"> • Be able to throw different types of equipment. • Be able to move to space after passing the ball. • Be able to pass and move forward to a target with a partner. • Be able to position ourselves as a goalkeeper. • Be able to intercept a ball from a person on the other team. • Be able to use the skills in a competition. 	<ul style="list-style-type: none"> • Be able to use speed to run past defenders. • Be able to use a short pass in a game. • Be able to use agility to evade being tagged. • Be able to understand and apply the tag protocol in game situations. • Be able to close down an attacker's space as a defender. • Be able to perform a backward pass to continue an attack.
	<p>Year 4</p> <ul style="list-style-type: none"> • Be able to use accurate passes to create an attack as a team. • Be able to pick the ball up from the floor & run with it to attack. • Be able to keep possession of the ball and build and attack. • Be able to avoid being tagged. • Be able to use changes in speed to create gaps to run into. • Be able to create attacking opportunities in competitive games. 	<p>Year 5</p> <ul style="list-style-type: none"> • Be able to use defensive positions to mark and tag an attacker. • Be able to pass a ball accurately and consistently while on the move. • Be able to defend as part of a team to deny space to attackers. • Be able to use a pop pass over short distances to create an explosive run. • Be able to move the ball quickly using the 'magic diamond' formation. • Be able to use the 3-step and pass rule with some confidence. 	<p>Year 6</p> <ul style="list-style-type: none"> • Be able to use create attacking continuity by supporting the player with the ball. • Be able to use set plays in attack to create space for the ball carrier. • Be able to develop the 3-step rule. • Be able to attack the space as a ball carrier to create scoring opportunities. • Be able to change from an attacking to a defensive position when our team loses possession. • Be able to observe and analyse our classmate's performance.

STICKY KNOWLEDGE (PROCEDURAL)

PE



Invasion: Hockey

Reception	Year 1	Year 2	Year 3
<p>Manipulation and Coordination</p> <ul style="list-style-type: none"> • Be able to handle a balloon. • Be able to roll a ball. • Be able to kick and stop a ball. • Be able to hop, jump and step. • Be able to send a ball or beanbag. • Be able to hop, jump and step. 	<p>Attack, Defend, Shoot (1)</p> <ul style="list-style-type: none"> • Be able to hit a target. • Be able to defend a target. • Be able to roll and slide balls and beanbags. • Be able to shoot in a game to get points. • Be able to work with a partner to score points. • Be able to use our attacking and defending skills in a game. <p>Attack, Defend, Shoot (2)</p> <ul style="list-style-type: none"> • Be able to find our pulse on our wrist. • Be able to move side to side to defend a goal. • Be able to bounce a ball with control to ourselves. • Be able to aim at different targets. • Be able to adapt to a game with changing rules. • Be able to play in the best defensive position in a game. 	<p>Attack, Defend, Shoot (1)</p> <ul style="list-style-type: none"> • Be able to kick the ball over long and short distances. • Be able to stop a ball with control using the foot. • Be able to work as a team to keep the ball. • Be able to bounce a ball with a partner. • Be able to bounce the ball while moving (dribbling). • Be able to pass the ball forward in a game. <p>Attack, Defend, Shoot (2)</p> <ul style="list-style-type: none"> • Be able to throw different types of equipment. • Be able to move to space after passing the ball. • Be able to pass and move forward to a target with a partner. • Be able to position ourselves as a goalkeeper. • Be able to intercept a ball from a person on the other team. • Be able to use the skills in a competition. 	<ul style="list-style-type: none"> • Be able to keep close control of the ball using the flat side of the stick. • Be able to control the ball and pass it into space. • Be able to use defensive body position. • Be able to consistently stop a moving ball ready to pass or shoot. • Be able to improve agility and apply it in a game situation. • Be able to avoid feet contacting the ball and apply basic rules to the game.
	<p>Year 4</p> <ul style="list-style-type: none"> • Be able to perform a push pass with accuracy. • Be able to perform a straight dribble to maintain possession. • Be able to use reverse-stick to control a ball. • Be able to use a slap pass to send the ball over longer distances. • Be able to turn to keep the ball under control and move into space. • Be able to develop new skills in competitive situations and look to improve. 	<p>Year 5</p> <ul style="list-style-type: none"> • Be able to perform a block tackle to dispossess an attacker. • Be able to use fast, accurate passes into the D to create scoring opportunities. • Be able to mark an attacker closely to stop them receiving the ball. • Be able to perform a sweep hit to send the ball 'first time'. • Be able to move the ball quickly from left to right to outwit a defender. • Be able to use a variety of techniques to keep possession in a game. 	<p>Year 6</p> <ul style="list-style-type: none"> • Be able to shoot under pressure from close range. • Be able to perform long corner routines as part of a team. • Be able to use goal-side marking to prevent an attacker from getting closer to the goal. • Be able to use a banana run to force an oncoming attacker wide. • Be able to use a hit-out to successfully restart a game. • Be able to attempt an Indian dribble and play competitively using new skills.

STICKY KNOWLEDGE (PROCEDURAL)

PE



Invasion: Handball

Reception	Year 1	Year 2	Year 3
<p>Manipulation and Coordination</p> <ul style="list-style-type: none"> • Be able to handle a balloon. • Be able to roll a ball. • Be able to kick and stop a ball. • Be able to hop, jump and step. • Be able to send a ball or beanbag. • Be able to hop, jump and step. 	<p>Attack, Defend, Shoot (1)</p> <ul style="list-style-type: none"> • Be able to hit a target. • Be able to defend a target. • Be able to roll and slide balls and beanbags. • Be able to shoot in a game to get points. • Be able to work with a partner to score points. • Be able to use our attacking and defending skills in a game. <p>Attack, Defend, Shoot (2)</p> <ul style="list-style-type: none"> • Be able to find our pulse on our wrist. • Be able to move side to side to defend a goal. • Be able to bounce a ball with control to ourselves. • Be able to aim at different targets. • Be able to adapt to a game with changing rules. • Be able to play in the best defensive position in a game. 	<p>Attack, Defend, Shoot (1)</p> <ul style="list-style-type: none"> • Be able to kick the ball over long and short distances. • Be able to stop a ball with control using the foot. • Be able to work as a team to keep the ball. • Be able to bounce a ball with a partner. • Be able to bounce the ball while moving (dribbling). • Be able to pass the ball forward in a game. <p>Attack, Defend, Shoot (2)</p> <ul style="list-style-type: none"> • Be able to throw different types of equipment. • Be able to move to space after passing the ball. • Be able to pass and move forward to a target with a partner. • Be able to position ourselves as a goalkeeper. • Be able to intercept a ball from a person on the other team. • Be able to use the skills in a competition. 	
	Year 4	Year 5	Year 6
		<ul style="list-style-type: none"> • Be able to protect the ball from our opponent after catching it. • Be able to use basic overarm shooting techniques. • Be able to build an attack in a team using a 3-man weave. • Be able to perform turns on the move to get back and defend. • Be able to perform a 7-metre throw with power and accuracy. • Be able to use a throw-off to restart a game. 	<ul style="list-style-type: none"> • Be able to protect the ball from our opponent after catching it. • Be able to use basic overarm shooting techniques. • Be able to build an attack in a team using a 3-man weave. • Be able to perform turns on the move to get back and defend. • Be able to perform a 7-metre throw with power and accuracy. • Be able to use a throw-off to restart a game.

BIG QUESTIONS

PE



Dance

Reception	Year 1	Year 2	Year 3
	<p>Dance (1)</p> <ul style="list-style-type: none"> • What actions would somebody in a jungle use? • How long should a still pose be held for? • How can friendships be shown in a dance? • What does it mean to perform in 'mirror'? • Why does a dance need a clear start, middle and end? • How can repetition help to enhance a dance? <p>Dance (2)</p> <ul style="list-style-type: none"> • How did you pick the best actions for your character? • Why is marching in rhythm important to practise? • Why is it important to work in unison when marching in a group? • What does it mean to perform in canon? • What needs to be considered when performing a short dance in canon? • How is working in rounds similar to working in canon? 	<ul style="list-style-type: none"> • How did you recreate a penguin huddle? • How can we show emotions through dance? • How can the idea of friendship be shown between two performers? • What does performing solo mean? • How can we adapt a dance to create a new one? • Why did you choose the formation you did for your dance? 	<ul style="list-style-type: none"> • What are the distinguishing features of a jazz square? • How do we show differences or contrasts in characters? • What does it mean to improvise in our dance? • How does using a prop enhance our dance? • Why is facial expression important to help tell a story? • What areas could you focus on as a director to improve a dance?
Year 4	Year 5	Year 6	
<ul style="list-style-type: none"> • Why is freeze frame an effective device in dance? • Why would we use a slide and roll in a James Bond-themed dance? • Which group formations did you think were the most effective? • How can you use canon to extend a movement phrase? • What can you do to ensure good flow to a routine? • What are the key features of a good stage entrance? 	<ul style="list-style-type: none"> • What is an example of a non-locomotor movement? • How would you describe Bollywood dance? • How can floor patterns and pathways enhance your dance? • What are the key elements that define line dancing? • What gestures do the grapevine, shuffle step and Charleston have in common? • How many turns are there in a one-wall line dance? 	<ul style="list-style-type: none"> • What is the main difference between a stag leap and a rebound jump? • Why are lifts considered part of relationships in dance? • What does the Haka represent to New Zealanders? • What dynamics should we bring to our Haka? • What does it mean to accurately replicate? • How can we use the top rock and slide step with a partner to make a dance interesting? 	

BIG QUESTIONS

PE



Gymnastics

	Reception	Year 1	Year 2	Year 3
Gymnastics		<ul style="list-style-type: none"> • What are like actions? • Why is it essential to carry mats and low apparatus safely? • Why is it essential to have good body tension in shapes, rolls and jumps? • Can you name a shape performed on a large and small body part? • What is a hurdle step? • Which different ways can we travel on our feet? • What do we mean by levels in gymnastics? 	<p>Gymnastics (1)</p> <ul style="list-style-type: none"> • Why are shapes such as a puck considered patch or large body part balances? • What does an increase in power do to your jump? • Can you give some examples of when gymnasts take weight on their hands? • Why do we do development activities before attempting a new skill, e.g. bridge? • What does 'control' mean when we move from travel to balance? • Which skills from this unit use a straddle shape? <p>Gymnastics (2)</p> <ul style="list-style-type: none"> • What is the purpose of a relevé walk? • What does it mean to transition smoothly from one action to the next? • What job do core muscles perform in our body? • Why does the crab walk require strength to perform well? • How much power do you need in a frog jump compared to a straight jump? • Why is it called an L-sit or long sit? • How can we bring rhythm and flow to a sequence? 	<ul style="list-style-type: none"> • What are the key things we must do to show extension in our shapes? • What does it mean to bring fluency to our sequence? • How can you improve the look of your rolls? • How do you jump high and far off low apparatus? • How did we collaborate to create an effective sequence showing unison? • Can you give an example of two contrasting actions?
		<p>Year 4</p> <ul style="list-style-type: none"> • Can you give an example of a compositional idea? • Explain which aspects of STEP you used to create your group sequence. • Give some examples of actions in which you take weight on your hands. • Explain which compositional ideas you used in your sequence and why. • Why does working on your cooperative skills help in developing a group sequence? • How can using a judging system help us improve our performance? 	<p>Year 5</p> <ul style="list-style-type: none"> • What are some of the key steps to executing a round-off? • What does it mean to perform in symmetry with our partner? • What value does the use of symmetry and asymmetry bring to a sequence? • What are some of the safety steps we must take when performing counterbalances? • How can we use compositional ideas to adapt our counterbalances? • Why is a careful evaluation of someone's sequence necessary before offering ideas for improvements? 	<p>Year 6</p> <ul style="list-style-type: none"> • Why is it important to have control when mounting high apparatus? • Why is the magic chair landing even more important as skills become more complex? • What are the challenges of showing canon in a flight sequence? • What is the effect of bringing equipment into our sequence? • What differentiates a good unison sequence from a poor one? • Which skills did you select and why?

BIG QUESTIONS

PE



Athletics

Reception	Year 1	Year 2	Year 3
	<p>Run, Jump, Throw (1)</p> <ul style="list-style-type: none"> • What is the quickest way to move an object from one place to another? • What do the arms do when running quickly? • How do we perform a standing long jump? • How do we throw for distance? • How can we improve balance, agility and coordination? • What changes do you notice in your body when you move quickly? <p>Run, Jump, Throw (2)</p> <ul style="list-style-type: none"> • Why is agility important when changing direction at speed? • How can you recognise when to start and stop an activity? • What is stamina? • How does developing core strength help to improve throwing? • How can we achieve height when jumping? • What is the best position to be in when starting a running activity? 	<p>Run, Jump, Throw (1)</p> <ul style="list-style-type: none"> • Why is awareness of where others are important when running at speed? • How can you generate power to start different actions? • Why is it important to be able to adjust our movements when approaching an obstacle? • How do you decide which throw is the best for a particular situation? • What does the term quick feet refer to? • What is the difference between a static and dynamic balance? <p>Run, Jump, Throw (2)</p> <ul style="list-style-type: none"> • Why do we train to run for sustained periods? • How can you develop your strength to improve jumping? • How can you develop your strength to improve throwing? • Why is breathing technique important when running for longer distances? • How can we work with a partner to improve our performance? • What does it mean to 'compete'? 	<ul style="list-style-type: none"> • Why is a good take-off technique necessary when jumping? • In which activities do you need to change the pace of your run? • How do you jump over obstacles effectively without losing too much speed? • How do you throw a javelin using a pull-throw technique? • What are real-life situations when it is important to be confident at jumping? • Why is it important to be able to perform under pressure?
	<p>Year 4</p> <ul style="list-style-type: none"> • Name three different throwing techniques. • How can you maximise acceleration when running over short distances? • How does a run up help to increase the distance when jumping? • How do you perform a sling throw to throw a discus? • What happens at a baton exchange in a relay race? • What does 'constructive feedback' mean when helping others improve? 	<p>Year 5</p> <ul style="list-style-type: none"> • What must you do to be ready to run your relay leg? • Why is pacing important when running over longer distances? • What is the benefit of using the correct run-up technique in the long jump? • When do you perform a push throw? • Where must a baton exchange take place in a relay race? • What does it mean to adapt a task? 	<p>Year 6</p> <ul style="list-style-type: none"> • What is a sprint start position? • What are the three phases of the triple jump? • When would you use a heave throw technique in athletics? • How do you decide how best to complete a paralauf run as a team? • When would you use the scissor jump technique in athletics? • In what ways can we assess/judge our own ability in athletics?

BIG QUESTIONS

PE



Outdoor Adventurous Activities

Reception	Year 1	Year 2	Year 3
	<ul style="list-style-type: none"> How can a group work together to follow simple instructions? Why can being able to identify a symbol be important? Why is practice important when learning and creating a dance? How can we work with a partner to complete a challenge successfully? How do we recognise what a symbol is representing? How can we decide where to hide a piece of equipment? 	<ul style="list-style-type: none"> How can a group work together to complete a task? Why is problem-solving an important skill? How can you successfully show somebody else how to do your movement pattern? What type of clues can be used to guide a blindfolded person? Why is repetition necessary when practising speed stacking? What is a key on a map? 	<ul style="list-style-type: none"> How can clear communication help when completing a task involving strength and flexibility? Why is it important to recognise symbols on a map key? Why is accuracy important when drawing a map for others to use? What went well, and what would you do differently if doing the task again? How can you explain to others what a task is? Why is trust important when completing tasks with others?
Year 4	Year 5	Year 6	
<ul style="list-style-type: none"> Why is listening and suggesting ideas important when working as a team? How should a leader speak to teammates to help them complete a task? What is a cardinal point on a compass? What is orienteering? How does a map help to plot a route when finding different points? Why is it beneficial to recognise and recall common map symbols? 	<ul style="list-style-type: none"> Which communication method was effective when blindfolded? How can control points be collected as quickly as possible? Why might it be important to remember where a control is? How is communication important when leading a group to complete a task? Why is creative thinking important when building towers? What is Morse Code, and why is it used? 	<ul style="list-style-type: none"> What does it mean to orient a map? How is a scavenger hunt different from orienteering? What are the challenges of performing a group pyramid balance? What are the practical uses of a reef knot? What are the key features needed when creating a new game? Why is trial and error needed to problem-solve? 	

BIG QUESTIONS

PE



Striking and Fielding: Cricket

Reception	Year 1	Year 2	Year 3
	<p>Hit, Catch, Run (1)</p> <ul style="list-style-type: none"> Why is it important to always watch the ball when batting? Why do we need to defend a target in some games? When would you use the underarm bowling technique? What is the advantage of being able to hit a ball into space? Why is it important to throw a ball accurately to a base? How do you decide where to hit the ball as a batter? <p>Hit, Catch, Run (2)</p> <ul style="list-style-type: none"> Why is it essential to judge your speed correctly when running to a base? How can you send a ball to a different area using different kicks? What can affect how you hit a ball that is delivered? What is the role of the wicketkeeper? What is the role of the backstop? How are a wicketkeeper and backstop similar? What are some rules of a striking and fielding game? 	<p>Hit, Catch, Run (1)</p> <ul style="list-style-type: none"> Why is it important to always watch the ball when batting? Why do we need to defend a target in some games? When would you use the underarm bowling technique? What is the advantage of being able to hit a ball into space? Why is it important to throw a ball accurately to a base? How do you decide where to hit the ball as a batter? <p>Hit, Catch, Run (2)</p> <ul style="list-style-type: none"> Why is it essential to judge your speed correctly when running to a base? How can you send a ball to a different area using different kicks? What can affect how you hit a ball that is delivered? What is the role of the wicketkeeper? What is the role of the backstop? How are a wicketkeeper and backstop similar? What are some rules of a striking and fielding game? 	<ul style="list-style-type: none"> Why should you hit the ball on the floor for a straight drive? How do you deliver a ball underarm? What are the benefits of moving our feet towards the ball when hitting? When would you use a long barrier technique? How can you throw a ball over longer distances? What is the role of a wicketkeeper?
	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> What are the benefits of hitting in different directions? How do you 'run out' a player in cricket? Why would you use a one-handed pickup technique in the field? What are some of the key steps in overarm bowling? When should we play a pull shot in cricket? Why should we field a bouncing ball in cricket? 	<ul style="list-style-type: none"> Where should the ball be fielded to when batters are running? What part of the stump should you aim to throw at and why? How can the wicketkeeper ensure they are in the best position to catch a ball? Why would you use a forward defensive shot in cricket? What is the position and role of mid-on and mid-off fielding positions? What are the two imaginary halves of the cricket field called? 	<ul style="list-style-type: none"> What is a ring field? Why would you need to catch a high ball? Why would you bowl with short-pitched bowling in cricket? What is the most efficient way to field a ball that has been hit a long way? What are the benefits of the on-drive shot in cricket? What are the names of three attacking fielding positions? .

BIG QUESTIONS

PE



Striking and Fielding: Rounders

Reception	Year 1	Year 2	Year 3
	<p>Hit, Catch, Run (1)</p> <ul style="list-style-type: none"> Why is it important to always watch the ball when batting? Why do we need to defend a target in some games? When would you use the underarm bowling technique? What is the advantage of being able to hit a ball into space? Why is it important to throw a ball accurately to a base? How do you decide where to hit the ball as a batter? <p>Hit, Catch, Run (2)</p> <ul style="list-style-type: none"> Why is it essential to judge your speed correctly when running to a base? How can you send a ball to a different area using different kicks? What can affect how you hit a ball that is delivered? What is the role of the wicketkeeper? What is the role of the backstop? How are a wicketkeeper and backstop similar? What are some rules of a striking and fielding game? 	<p>Hit, Catch, Run (1)</p> <ul style="list-style-type: none"> Why is it important to always watch the ball when batting? Why do we need to defend a target in some games? When would you use the underarm bowling technique? What is the advantage of being able to hit a ball into space? Why is it important to throw a ball accurately to a base? How do you decide where to hit the ball as a batter? <p>Hit, Catch, Run (2)</p> <ul style="list-style-type: none"> Why is it essential to judge your speed correctly when running to a base? How can you send a ball to a different area using different kicks? What can affect how you hit a ball that is delivered? What is the role of the wicketkeeper? What is the role of the backstop? How are a wicketkeeper and backstop similar? What are some rules of a striking and fielding game? 	<ul style="list-style-type: none"> What are the different techniques to stop a moving ball? What techniques do you use to bowl? How do you hold the bat to hit the ball? When would you use a long barrier? When would you use an overarm throw? What is the role of the backstop?
	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> Why is it important to be able to hit a delivery in different directions when batting? What should you consider when running the bases? What is the benefit of using a one-handed pick up technique? What makes a legal bowl in rounders? Why is it important to catch and throw a ball quickly as a backstop? What is the difference between a rounder and a half-rounder? 	<ul style="list-style-type: none"> Why is it important to accurately judge how far you can run after a hit? Why is accurate throwing essential to try and run a batter out? Why is it important to consistently stop a moving ball when fielding? What is a backwards hit in rounders? How can a batter maximise their chance of scoring points in a game? What factors do you need to consider when setting a field? 	<ul style="list-style-type: none"> How can we make it more difficult as the bowler for a batter to hit the ball? Why is catching a high ball a necessary skill? What are the benefits of fast bowling? Why is it important to communicate when fielding with a partner? How can we avoid getting run out by a teammate? What are the rules of rounders that you can recall?

BIG QUESTIONS

PE



Reception	Year 1	Year 2	Year 3
	<p>Send and Return (1)</p> <ul style="list-style-type: none"> Why is it important to be able to slide a ball accurately? What techniques can you use to hit the ball with your hand? Why may we need to move to receive a ball? How can we use teamwork to stop a ball? Why is consistency important when feeding a ball to a partner? How can we make it harder for our opponent to return the ball? <p>Send and Return (2)</p> <ul style="list-style-type: none"> How do you perform a consistent feed for a partner over a net? What are the benefits of using both the right and left hand to stop a moving object? How can net/wall games be made more inclusive? How do you perform a 'self-hit' and when would you use it? When would you want to hit a ball into space? Why is it important to position ourselves behind the ball? 	<p>Send and Return (1)</p> <ul style="list-style-type: none"> Why should we be on our toes when waiting for the ball? Which side of the body is your dominant side for hitting? What is a 'service area'? Why is agility important in net/wall games? When do you use a self-feed? How can you be best prepared to return a ball? <p>Send and Return (2)</p> <ul style="list-style-type: none"> What does it mean to feed a ball? What techniques can we use to make it difficult for the opposition to return the ball? When seated, what is the best position to catch a ball sent over a net? What do you do to start a game of modified volleyball? When is an overhead attacking shot used in volleyball? What does playing a 'role' in a team mean? 	<ul style="list-style-type: none"> Why is self-feeding important in badminton? Why do we need to vary the power when hitting the shuttle? Why is agility important in badminton? How can you work with a partner during a rally? How is a point started in badminton? What are the boundaries of a badminton court?
	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> What are the key steps to a successful underarm forehand shot? What are the key steps to a successful overhead clear? How do we decide between a front and backhand shot? How can consistency be developed when hitting the shuttle? What are the key steps to play successfully with our partner? Why is it important to hit the shuttle to different parts of the opponent's court? 	<ul style="list-style-type: none"> Why do we want to force our opponent to move around the court? Why do we want to try and stay in the centre of the court when playing a game? Why is it important to use a variety of service shots? Why are quick reactions critical in a badminton game? How can we improve our reaction times? Why is our footwork important in badminton when playing shots? What is the importance of the umpire in badminton? 	<ul style="list-style-type: none"> What type of shot is a smash, and when would you use it? Where must a service shot be played in doubles? How does this differ from singles? What type of shot is a drop shot, and where are you trying to land the shuttle? What is meant by 'Net Play'? Give some effective net play techniques. Why is good communication essential for attacking positioning to work? What is effective defensive positioning in doubles?

BIG QUESTIONS

PE



Invasion: Football

Reception	Year 1	Year 2	Year 3
	<p>Attack, Defend, Shoot (1)</p> <ul style="list-style-type: none"> • Why do we practice hitting a target? • How can we use our bodies to defend the goal? • Why is it important to show your partner where you want them to send you the ball? (Hands together as target) • How do we use our target practice skills in a real game? • Why is it better to attack and defend with a partner, not just on your own? • Why are rules important when playing a game? <p>Attack, Defend, Shoot (2)</p> <ul style="list-style-type: none"> • Why does your heart rate change during exercise? • Why is it important to move sideways when defending a goal? • Why is close control necessary when bouncing a ball? • Why is consistency important when sending the ball to score points in a game? • What do you need to do if the rules of a game are changed? • Why are rules important when playing a game? 	<p>Attack, Defend, Shoot (1)</p> <ul style="list-style-type: none"> • How can you send a ball using the inside of the foot? • Why is it important to be able to use your foot to stop a ball that is passed to you? • Why is it important to have control of the ball when dribbling? • When would you send a ball by bouncing it? • What are the key steps to dribbling with your hands? • Why is it important to try and send the ball forward to a teammate? <p>Attack, Defend, Shoot (2)</p> <ul style="list-style-type: none"> • Why is it important to throw an object with accuracy? • What is the reason for a player to move into space once they have passed the ball? • What steps can you take with a teammate to progress towards the goal? • Why do we stand in a specific way when acting as goalkeepers? • Can you explain what an interception is? • Why is it important to follow the rules when playing a game? 	<ul style="list-style-type: none"> • Can you state three important parts of passing with the inside of the foot? • Why is it important to be able to trap a ball with control in football? • What can our team do to maintain possession of the ball? • Why do players need to move into space to receive a pass? • Why do players dribble with a football? • What are the benefits of cushioning a ball?
	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> • Why would a player move towards an oncoming ball? • What are the different types of marking options to defend? • How can you prevent an attacker from using a standing tackle? • What makes a solid dribbling technique? • How does accurate passing help you maintain possession? • Where should you send the ball for your teammate when passing on the move? 	<ul style="list-style-type: none"> • Why do we need to know how to turn with the ball? • When would you want to run quickly with the ball in football? • What are the key steps to passing on the move? • What is the benefit of maintaining space on the pitch? • How can a stepover help to beat a defender? • What are the key steps to control a ball bouncing along the ground? 	<ul style="list-style-type: none"> • In what situations would you pass the ball to a teammate to create a scoring opportunity? • Why is it important to work with teammates to restrict an opponent's space when defending? • Why are penalty kicks a great scoring opportunity in football? • Why is attacking as a team better than attacking on your own in football? • What are some key points to playing the role of covering defender? • In what scenario may you come under pressure as the ball carrier?

BIG QUESTIONS

PE



Invasion: Tag Rugby

Reception	Year 1	Year 2	Year 3
	<p>Attack, Defend, Shoot (1)</p> <ul style="list-style-type: none"> Why do we practice hitting a target? How can we use our bodies to defend the goal? Why is it important to show your partner where you want them to send you the ball? (Hands together as target) How do we use our target practice skills in a real game? Why is it better to attack and defend with a partner, not just on your own? Why are rules important when playing a game? <p>Attack, Defend, Shoot (2)</p> <ul style="list-style-type: none"> Why does your heart rate change during exercise? Why is it important to move sideways when defending a goal? Why is close control necessary when bouncing a ball? Why is consistency important when sending the ball to score points in a game? What do you need to do if the rules of a game are changed? Why are rules important when playing a game? 	<p>Attack, Defend, Shoot (1)</p> <ul style="list-style-type: none"> How can you send a ball using the inside of the foot? Why is it important to be able to use your foot to stop a ball that is passed to you? Why is it important to have control of the ball when dribbling? When would you send a ball by bouncing it? What are the key steps to dribbling with your hands? Why is it important to try and send the ball forward to a teammate? <p>Attack, Defend, Shoot (2)</p> <ul style="list-style-type: none"> Why is it important to throw an object with accuracy? What is the reason for a player to move into space once they have passed the ball? What steps can you take with a teammate to progress towards the goal? Why do we stand in a specific way when acting as goalkeepers? Can you explain what an interception is? Why is it important to follow the rules when playing a game? 	<ul style="list-style-type: none"> Why do we need to run past defenders with the ball? When and why is a short pass used? What is the importance of being able to evade defenders? What is the tag protocol? As a defender, how can you close down an attacker's space? What differences do you notice between tag rugby and other invasion games?
	<p>Year 4</p> <ul style="list-style-type: none"> Why is it important to pass the ball accurately? How do you pick up and run with a ball from the floor? What does it mean to keep possession as a team? How can you evade defenders when running at speed? Why is it better to run into a space when running with the ball? What other invasion games would you run into space? What are some of the elements of fitness you might need in tag rugby? (Stamina, power, flexibility, etc.) 	<p>Year 5</p> <ul style="list-style-type: none"> How should a team position themselves when defending? Why is it important to pass accurately whilst running? What is a defensive line, and what is its purpose? How does a pop pass help keep momentum in an attack? When would you use the magic diamond formation? What is the 3-step and pass rule? 	<p>Year 6</p> <ul style="list-style-type: none"> Why is it important to build continuity in an attack? Why are set plays useful to create space when attacking? Why is it better to take the distance, not time, when tagged? What is the benefit of attacking space in a game? How do you transition quickly from attack to defence after a turnover? How can we observe and analyse performance of others?

BIG QUESTIONS

PE



Invasion: Hockey

Reception	Year 1	Year 2	Year 3
	<p>Attack, Defend, Shoot (1)</p> <ul style="list-style-type: none"> Why do we practice hitting a target? How can we use our bodies to defend the goal? Why is it important to show your partner where you want them to send you the ball? (Hands together as target) How do we use our target practice skills in a real game? Why is it better to attack and defend with a partner, not just on your own? Why are rules important when playing a game? <p>Attack, Defend, Shoot (2)</p> <ul style="list-style-type: none"> Why does your heart rate change during exercise? Why is it important to move sideways when defending a goal? Why is close control necessary when bouncing a ball? Why is consistency important when sending the ball to score points in a game? What do you need to do if the rules of a game are changed? Why are rules important when playing a game? 	<p>Attack, Defend, Shoot (1)</p> <ul style="list-style-type: none"> How can you send a ball using the inside of the foot? Why is it important to be able to use your foot to stop a ball that is passed to you? Why is it important to have control of the ball when dribbling? When would you send a ball by bouncing it? What are the key steps to dribbling with your hands? Why is it important to try and send the ball forward to a teammate? <p>Attack, Defend, Shoot (2)</p> <ul style="list-style-type: none"> Why is it important to throw an object with accuracy? What is the reason for a player to move into space once they have passed the ball? What steps can you take with a teammate to progress towards the goal? Why do we stand in a specific way when acting as goalkeepers? Can you explain what an interception is? Why is it important to follow the rules when playing a game? 	<ul style="list-style-type: none"> Which side of the stick do you use to control the ball? What is the purpose of passing into space? How does a defensive body position help a defender? Why is it important to be able to stop a moving ball consistently? Where is agility used in a game of hockey? Why should we not use our feet to control the ball?
	<p>Year 4</p> <ul style="list-style-type: none"> When would you look to use a push pass? What are the benefits of the straight dribble? When would you use reverse stick? What are the key steps to performing a slap pass? Why is turning with the ball necessary in a game? Why is playing by the rules important? 	<p>Year 5</p> <ul style="list-style-type: none"> How do you perform a block tackle? Where must you shoot within for a goal to be awarded? Why is it important to stay on the balls of the feet when marking an attacker? When would a player look to play a sweep hit? What is the purpose of quickly moving the ball from left to right? What is the advantage of a one-handed dribble? 	<p>Year 6</p> <ul style="list-style-type: none"> Why are most shots made from close range? When is a long corner awarded? Why is goal-side marking used? What is the purpose of using a banana run as a defender? Where is a hit-out taken from? Why would an attacker use an Indian dribble?



Reception	Year 1	Year 2	Year 3
	<p>Attack, Defend, Shoot (1)</p> <ul style="list-style-type: none"> • Why do we practice hitting a target? • How can we use our bodies to defend the goal? • Why is it important to show your partner where you want them to send you the ball? (Hands together as target) • How do we use our target practice skills in a real game? • Why is it better to attack and defend with a partner, not just on your own? • Why are rules important when playing a game? <p>Attack, Defend, Shoot (2)</p> <ul style="list-style-type: none"> • Why does your heart rate change during exercise? • Why is it important to move sideways when defending a goal? • Why is close control necessary when bouncing a ball? • Why is consistency important when sending the ball to score points in a game? • What do you need to do if the rules of a game are changed? • Why are rules important when playing a game? 	<p>Attack, Defend, Shoot (1)</p> <ul style="list-style-type: none"> • How can you send a ball using the inside of the foot? • Why is it important to be able to use your foot to stop a ball that is passed to you? • Why is it important to have control of the ball when dribbling? • When would you send a ball by bouncing it? • What are the key steps to dribbling with your hands? • Why is it important to try and send the ball forward to a teammate? <p>Attack, Defend, Shoot (2)</p> <ul style="list-style-type: none"> • Why is it important to throw an object with accuracy? • What is the reason for a player to move into space once they have passed the ball? • What steps can you take with a teammate to progress towards the goal? • Why do we stand in a specific way when acting as goalkeepers? • Can you explain what an interception is? • Why is it important to follow the rules when playing a game? 	
	<p>Year 4</p>	<p>Year 5</p> <ul style="list-style-type: none"> • What is the 'ready position' in handball? • In what situation would you use an overarm or two-handed bounce pass? • How many seconds can we hold the ball before needing to take action? • What techniques can a player use to intercept the ball? • How can quick passes build an attack? • As a team player, what can you do to improve your team's likelihood of winning? 	<p>Year 6</p> <ul style="list-style-type: none"> • Why do you need to protect the ball when it's in your possession? • Why is the overarm shooting technique used? • What is the purpose of using a three-man weave? • Why is being able to turn quickly important when possession is lost? • When is a 7-metre throw awarded? • How is a game of handball started?

BIG QUESTIONS

PE



Invasion: Basketball

Reception	Year 1	Year 2	Year 3
	<p>Attack, Defend, Shoot (1)</p> <ul style="list-style-type: none"> Why do we practice hitting a target? How can we use our bodies to defend the goal? Why is it important to show your partner where you want them to send you the ball? (Hands together as target) How do we use our target practice skills in a real game? Why is it better to attack and defend with a partner, not just on your own? Why are rules important when playing a game? <p>Attack, Defend, Shoot (2)</p> <ul style="list-style-type: none"> Why does your heart rate change during exercise? Why is it important to move sideways when defending a goal? Why is close control necessary when bouncing a ball? Why is consistency important when sending the ball to score points in a game? What do you need to do if the rules of a game are changed? Why are rules important when playing a game? 	<p>Attack, Defend, Shoot (1)</p> <ul style="list-style-type: none"> How can you send a ball using the inside of the foot? Why is it important to be able to use your foot to stop a ball that is passed to you? Why is it important to have control of the ball when dribbling? When would you send a ball by bouncing it? What are the key steps to dribbling with your hands? Why is it important to try and send the ball forward to a teammate? <p>Attack, Defend, Shoot (2)</p> <ul style="list-style-type: none"> Why is it important to throw an object with accuracy? What is the reason for a player to move into space once they have passed the ball? What steps can you take with a teammate to progress towards the goal? Why do we stand in a specific way when acting as goalkeepers? Can you explain what an interception is? Why is it important to follow the rules when playing a game? 	
	Year 4	Year 5	Year 6
		<ul style="list-style-type: none"> What are some of the reasons we would dribble the ball? What does it mean to assist when you are attacking the net? Why do we look to shoot first, pass second, dribble last? What should you do as a defender immediately if you're 'beaten' by the attacker with the ball? How do we create power in a two-handed shot? What is a jump ball? What are some basic rules of basketball? 	<ul style="list-style-type: none"> What does it mean to apply pressure as a defender? What does it mean to commit a double dribble violation? How does the crossover dribble help us avoid double dribble? What is man-to-man marking? What are some of the benefits of a bounce pass? When and why would we use a jump stop/jump shot? What is the triple threat position used for?



	Reception	Year 1	Year 2	Year 3
Dance	Beat, curl, dance, fast, feet, high, low, music, rhythm, slow, step, stretch, turn, twist.	<p>Dance (1) Beat, canon, character, choose, compose, curl, dance, emotions, end, fast, feeling, feet, friendship, high, low, middle, mood, music, respond, rhyme, rhythm, round, select, slow, start, step, stretch, swing, theme, turn, twist.</p> <p>Dance (2) Dance, twist, turn, rhythm, step, music, beat, stretch, feet, curl, high, low, fast, slow, compose, choose, select, emotions, canon, rhyme, theme, character, round, respond.</p>	Direction, huddle, group, mood, feeling, penguin, musicality, respond, galloping, flying, friendship, abandonment.	Dance, twist, turn, rhythm, step, music, beat, stretch, levels, fast, slow, direction, huddle, group, mood, feeling, musicality, emotions, facial expression, improvisation, rehearse, director
	Year 4	Year 5	Year 6	
	Improvisation, rehearse, director, choreographer, slide, formation, freeze frames.	Facial expression, rehearse, choreographer, locomotion, Bangra line dance, wall patterns.	Motif, street dance, composition, collaborate, stag leap, rebound, expression.	



	Reception	Year 1	Year 2	Year 3
Gymnastics	<p>Gymnastics Apparatus, balance, carry, climb, control, crawl, fast, high, hold, jump, link, low, movement, music, pattern, reach, roll, sequence, shape, slow, speed, stand, step, stretch, timing, touch, travel, weight.</p> <p>Body Management Alternate, balance, carry, climb, crawl, feet, hold, jump, one foot, reach, roll, stand, step, stop, stretch, touch.</p>	<p>Balance, body, carry, control, curled, extension, fast, hang, high, jump, like, link, low, relaxed, safety, shape, stretched, tensed, tension.</p>	<p>Gymnastics (1) Balance, shape, bridge, jump power, weight-on, point, patch, teddy, dolly, front-straddle, cup, puck, v-sit, japana, arabesque.</p> <p>Gymnastics (2) Body tension, carry, control, extension, fast, hang, timing, travel, turn, transition, smooth, relevé, core muscles.</p>	<p>Fluency, contrasting, unison, low, combinations, full turn, half-turn, flexibility, compositional ideas, healthy active lifestyle.</p>
		Year 4	Year 5	Year 6
	<p>Control, group, similar, different, direction, speed, partner, actions, compositional, stamina, leap, refine, progression.</p>	<p>Symmetry, asymmetry, sequences, combinations, direction, speed, partner, asymmetrical, symmetrical, aesthetics, counterbalance.</p>	<p>Flight, consistent, vault, vaulting sequences, combinations, direction, dismount.</p>	



	Reception	Year 1	Year 2	Year 3
Athletics	<p>Speed, Agility, Travel Agility, alternate, anticipate, apparatus, balance, beat, carry, crawl, feet, freeze, hands, high, hold, jump, low, low, music, one foot, pause, prepare, reach, roll, slide, slither, stand, step, stop, stretch, switch, touch, weight.</p>	<p>Run, Jump, Throw (1) Backwards, distance, far, fast, forwards, furthest, high, hop, link, medium, power, run, sideways, skip, skipping, slow, step, straight, throw.</p> <p>Run, Jump, Throw (2) Run, hop, skip, step, sideways, throw, slow, medium, agile, link, skipping, power, track, relay, tag, partner, sprint.</p>	<p>Run, Jump, Throw (1) Run, throw, handle, hop, skip, step, forwards, backwards, sideways, throw, high, far, straight, furthest, distance, fast, slow, medium, link, skipping, power, quick, burpee, obstacle, control, stamina, static, dynamic, collect.</p> <p>Run, Jump, Throw (2) Lunges, strength, power, repetition, accuracy, agility, burn, stamina, fitness, persevere, tally, develop, lap, cooperate, compete.</p>	<p>Run, jump, throw, agility, power, speed, track, force, distance, curve, accelerate, hurdles, pull, record, pace, approach, combine.</p>
		<p>Year 4</p> <p>Track, force, distance, curve, accelerate, hurdles, foam javelins, vortex howler, bounce, target, take off, sling, exchange, accuracy.</p>	<p>Year 5</p> <p>Bounce, relay, baton, safety, rules, targets, record, set, take over, pass, sustain, push, receive, hop – step – jump.</p>	<p>Year 6</p> <p>Safety, rules, targets, record, set, take over, pass, strength, judge, trajectory, sprint, shuttle, assess.</p>



	Reception	Year 1	Year 2	Year 3
Outdoor Adventurous Activities	<p>Cooperate and Solve Problems Body shape, cards, carry, challenge, choose, collect, cooperate, count, crawl, deck, individual, jump, length, line file, number, pair, partner, retrieve, roll, roll, run, shape, suits, team, trail, travel, try, turn, twist, width, work.</p>	<p>Combination, coordination, core strength, down stack, group, individual, instructions, map, pattern, perform, problems, pyramid, repeat, sequence, shape, stacking, symbol, up stack.</p>	<p>Reach, search, find, explore, teamwork, speed, verbal, tactile, map, key, equipment, variety.</p>	<p>Maps, diagrams, scale, symbols, orienteering, controls, challenges, problem-solving, lead, follow, plan, trust.</p>
	Year 4	Year 5	Year 6	
	<p>Challenges, problem-solving, lead, follow, plan, trust, solve, cardinal points, success.</p>	<p>Challenge, plan, trust, solve, team, design, instructions, extend, orient, morse code, decipher, individual, signal.</p>	<p>Maps, diagrams, scale, symbols, orienteering, compass, challenges, design, instructions, extend, knot, orient</p>	



	Reception	Year 1	Year 2	Year 3
Striking and Fielding: Cricket	<p>Manipulation and Coordination Anticipate, grip, hands, high, hold, low, powerfully, prepare, quickly, reach, roll, step, stop, switch.</p>	<p>Hit, Catch, Run (1) Batter, bowl, catch, collect, feed, field, hit, hitter, pick up, retrieve, roll, stop, strike, throw.</p> <p>Hit, Catch, Run (2) Batter, bowl, catch, collect, feed, field, hit, hitter, pick up, retrieve, roll, stop, strike, throw.</p>	<p>Hit, Catch, Run (1) Hit, catch, runs, wicket, bats, bowl, feed, throw, catch, underarm, overarm, field, hitter, bowler, umpire, posts, stumps.</p> <p>Hit, Catch, Run (2) Outwit, bowler, strike, respond, stump, stumping, wicketkeeper, backstop, position, role.</p>	<p>Batting, fielding, bowling, bat, wicket, stump, crease, boundary, run, batsman, bowler, wicketkeeper, innings, forward drive, long barrier, over.</p>
		Year 4	Year 5	Year 6
	<p>Zones, directing, conditioned game, intercepting, isolation, pull shot, ground ball, overarm bowling, run singles.</p>	<p>Calling, accuracy, rise of the ball, anticipating, forward defensive shot, setting a field flexibility, cardiovascular endurance, power.</p>	<p>Urgency, acquire, high ball, tracking, short delivery, long balls, on drive, off side, on side, slip, short leg, silly point, innings, retires, attack</p>	



	Reception	Year 1	Year 2	Year 3
Striking and Fielding: Rounders	<p>Manipulation and Coordination Anticipate, grip, hands, high, hold, low, powerfully, prepare, quickly, reach, roll, step, stop, switch.</p>	<p>Hit, Catch, Run (1) Batter, bowl, catch, collect, feed, field, hit, hitter, pick up, retrieve, roll, stop, strike, throw.</p> <p>Hit, Catch, Run (2) Batter, bowl, catch, collect, feed, field, hit, hitter, pick up, retrieve, roll, stop, strike, throw.</p>	<p>Hit, Catch, Run (1) Hit, catch, runs, wicket, bats, bowl, feed, throw, catch, underarm, overarm, field, hitter, bowler, umpire, posts, stumps.</p> <p>Hit, Catch, Run (2) Outwit, bowler, strike, respond, stump, stumping, wicketkeeper, backstop, position, role.</p>	<p>Batting, fielding, bowling, bat, bases, ball, run, batter, bowler, fielder, innings, no ball, batting box, backstop, rounders, half rounders</p>
	Year 4	Year 5		Year 6
	<p>Batting, fielding, bowling, bat, ball, batsman, bowler, bases, backstop, field, innings, strike, cross, rounder, half-rounder, balls, shot, forward</p>	<p>Stance, bowling, bat, box, batsman, bowler, backstop, field, innings, strike, cross, rounder, half-rounder, over, balls, shot, defensive, offensive</p>		<p>Stance, bowling, bat, box, batsman, bowler, backstop, field, innings, strike, cross, rounder, half-rounder, over, balls, shot, defensive, offensive, predict, place, select, tactics.</p>



	Reception	Year 1	Year 2	Year 3
Net/Wall: Badminton	<p>Manipulation and Coordination Anticipate, grip, hands, high, hold, low, powerfully, prepare, quickly, reach, roll, step, stop, switch.</p>	<p>Send and Return (1) Backhand, batter, bowl, catch, collect, court, feed, forehand, hit, hitter, net, opposition, pick up, roll, send, serve, stop, strike, throw, track, umpire.</p> <p>Send and Return (1) Backhand, bowl, catch, collect, court, feed, forehand, hit, hitter, net, opposition, pick up, roll, serve, stop, strike, throw, track, umpire.</p>	<p>Send and Return (1) Serve, bounce, drop, badminton, tennis, volleyball, squash, shuttlecock, racquet.</p> <p>Send and Return (2) Front, back, tactics, compete, score, wide, deep, rotate, point.</p>	<p>Hit, return, court, forehand, shuttlecock, points, score, net, underarm, racquet.</p>
		Year 4	Year 5	Year 6
	<p>Tactics, underarm, overarm, bisi, tricks, ready position, shuttlecock, boundary.</p>	<p>Hit, return, court, forehand, backhand, shuttlecock, points, score, net, tactics, underarm, overarm, position, ready, clear, overhead, singles, cooperate, collaborate, lunge, shuffle, skip, run, backline, movement.</p>	<p>Hit, return, court, forehand, backhand, shuttlecock, points, score, net play, tactics, underarm, overarm, position, ready, smash shot, overhead, singles, doubles, offensive, attacking, defending, rally, drop shot.</p>	



	Reception	Year 1	Year 2	Year 3
Invasion: Football	<p>Manipulation and Coordination Anticipate, grip, hands, high, hold, low, powerfully, prepare, quickly, reach, roll, step, stop, switch.</p>	<p>Attack, Defend, Shoot (1) Attack, catch, compete, cooperate, defend, fluency, heart rate, outwit, over-arm, physical activity, pitch, play against, receive, send, throw, under-arm.</p> <p>Attack, Defend, Shoot (2) Cooperate, defend, fluency, heart rate, outwit, physical activity, pitch.</p>	<p>Attack, Defend, Shoot (1) Aim, attack, compete, controlling, cooperate, defend, direction, fluency, following, heart rate, kick, outwit, physical activity, pitch, play against, rebound, receive, scoring, send, speed.</p> <p>Attack, Defend, Shoot (2) Send, receive, defend, attack, compete, play against, cooperate, fluency, physical activity, heart rate, pitch, outwit, kick, rebound, aim, speed, direction, scoring, controlling, following, tactics, opponent.</p>	<p>Control, use space, defend, attack, dribble, pass, tactics, compete, collaborate, teamwork, score, shoot, intercept, foot, inside of the foot, touch, possession.</p>
		Year 4	Year 5	Year 6
	Control, use space, defend, attack, defensive, pass, tactics, direction, tackle.	Control, use space, speed, mark, defend, attack, dribble, pass, tactics, compete, collaborate, teamwork, score, interchange, regain, shoot, positions, power, distance, perform, consistent, fair play, possession, goal side.	Control, use space, defend, attack, dribble, pass, tactics, strategy, compete, collaborate, teamwork, score, shoot, positions, power, distance, perform, consistent, fair play, tackle, covering, supporting, set up, assist, deny, set play, covering.	



	Reception	Year 1	Year 2	Year 3
Invasion: Tag Rugby	<p>Manipulation and Coordination Anticipate, grip, hands, high, hold, low, powerfully, prepare, quickly, reach, roll, step, stop, switch.</p>	<p>Attack, Defend, Shoot (1) Attack, catch, compete, cooperate, defend, fluency, heart rate, outwit, over-arm, physical activity, pitch, play against, receive, send, throw, under-arm.</p> <p>Attack, Defend, Shoot (2) Cooperate, defend, fluency, heart rate, outwit, physical activity, pitch.</p>	<p>Attack, Defend, Shoot (1) Aim, <i>attack</i>, <i>compete</i>, controlling, <i>cooperate</i>, <i>defend</i>, direction, <i>fluency</i>, following, <i>heart rate</i>, kick, <i>outwit</i>, <i>physical activity</i>, <i>pitch</i>, <i>play against</i>, rebound, <i>receive</i>, scoring, <i>send</i>, speed.</p> <p>Attack, Defend, Shoot (2) <i>Send</i>, <i>receive</i>, <i>defend</i>, <i>attack</i>, <i>compete</i>, <i>play against</i>, <i>cooperate</i>, <i>fluency</i>, <i>physical activity</i>, <i>heart rate</i>, <i>pitch</i>, <i>outwit</i>, <i>kick</i>, <i>rebound</i>, <i>aim</i>, <i>speed</i>, <i>direction</i>, <i>scoring</i>, <i>controlling</i>, <i>following</i>, <i>tactics</i>, <i>opponent</i>.</p>	<p>Space, pass, accurately, mark, dodge, <i>attack</i>, <i>defend</i>, footwork, possession, change of direction, tactics, teamwork, zones, intercept, sidestep, send, tag, release, safe, passing back, feint.</p>
		Year 4	Year 5	Year 6
	<p>Passing, running, backwards, tag, straight, space, <i>teamwork</i>, try-area, <i>defend</i>, <i>attack</i>, compete, evade, pace, pickup, step.</p>	<p>Passing, running, backwards, tag, straight, space, <i>teamwork</i>, try-area, <i>defend</i>, <i>attack</i>, retain, contest, <i>possession</i>, pressure, support, pop pass, turn over, lose pass.</p>	<p>Passing, running, backwards, tag, straight, space, <i>teamwork</i>, try-area, <i>defend</i>, <i>attack</i>, retain, contest, <i>possession</i>, pressure, support.</p>	



	Reception	Year 1	Year 2	Year 3
Invasion: Handball	<p>Manipulation and Coordination Anticipate, grip, hands, high, hold, low, powerfully, prepare, quickly, reach, roll, step, stop, switch.</p>	<p>Attack, Defend, Shoot (1) Attack, catch, compete, cooperate, defend, fluency, heart rate, outwit, over-arm, physical activity, pitch, play against, receive, send, throw, under-arm.</p> <p>Attack, Defend, Shoot (2) Cooperate, defend, fluency, heart rate, outwit, physical activity, pitch.</p>	<p>Attack, Defend, Shoot (1) Aim, <i>attack, compete</i>, controlling, <i>cooperate, defend</i>, direction, <i>fluency, cooperate, defend</i>, following, <i>heart rate, kick, outwit, physical activity, pitch, play against</i>, rebound, <i>receive</i>, scoring, <i>send</i>, speed.</p> <p>Attack, Defend, Shoot (2) <i>Send, receive, defend, attack, compete, play against, cooperate, fluency, physical activity, heart rate, pitch, outwit, kick, rebound, aim, speed, direction, scoring, controlling, following</i>, tactics, opponent.</p>	
		Year 4	Year 5	Year 6
		Shoot, <i>defend, attack</i> , block, run, control, catch, pass, teamwork, score, intercept, possession, movement, using space.		Footwork, foul, free throw, link, teamwork, double dribble, 3-step, 3-man weave.




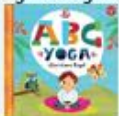








































	Reception	Year 1	Year 2	Year 3
Invasion: Hockey	<p>Manipulation and Coordination Anticipate, grip, hands, high, hold, low, powerfully, prepare, quickly, reach, roll, step, stop, switch.</p>	<p>Attack, Defend, Shoot (1) Attack, catch, compete, cooperate, defend, fluency, heart rate, outwit, over-arm, physical activity, pitch, play against, receive, send, throw, under-arm.</p> <p>Attack, Defend, Shoot (2) Cooperate, defend, fluency, heart rate, outwit, physical activity, pitch.</p>	<p>Attack, Defend, Shoot (1) Aim, attack, compete, controlling, cooperate, defend, direction, fluency, following, heart rate, kick, outwit, physical activity, pitch, play against, rebound, receive, scoring, send, speed.</p> <p>Attack, Defend, Shoot (2) Send, receive, defend, attack, compete, play against, cooperate, fluency, physical activity, heart rate, pitch, outwit, kick, rebound, aim, speed, direction, scoring, controlling, following, tactics, opponent.</p>	<p>Shoot, defend, attack, block, run, control, receive, pass, teamwork, score, hockey, shaft, foot, space.</p>
		<p>Year 4</p> <p>Control, use space, defend, attack, dribble, pass, push, slap, reverse.</p>	<p>Year 5</p> <p>Teamwork, score, shoot, positions, power, distance, perform, consistent, fair play.</p>	<p>Year 6</p> <p>Power, distance, perform, consistent, fair play, tackle, covering, supporting.</p>



	Reception	Year 1	Year 2	Year 3
Invasion: Basketball	<p>Manipulation and Coordination Anticipate, grip, hands, high, hold, low, powerfully, prepare, quickly, reach, roll, step, stop, switch.</p>	<p>Attack, Defend, Shoot (1) Attack, catch, compete, cooperate, defend, fluency, heart rate, outwit, over-arm, physical activity, pitch, play against, receive, send, throw, under-arm.</p> <p>Attack, Defend, Shoot (2) Cooperate, defend, fluency, heart rate, outwit, physical activity, pitch.</p>	<p>Attack, Defend, Shoot (1) Aim, <i>attack</i>, <i>compete</i>, controlling, <i>cooperate</i>, <i>defend</i>, direction, <i>fluency</i>, following, <i>heart rate</i>, kick, outwit, <i>physical activity</i>, <i>pitch</i>, <i>play against</i>, rebound, <i>receive</i>, scoring, <i>send</i>, speed.</p> <p>Attack, Defend, Shoot (2) Send, receive, defend, attack, compete, play against, cooperate, fluency, physical activity, heart rate, pitch, outwit, kick, rebound, aim, speed, direction, scoring, controlling, following, tactics, opponent.</p>	
		Year 4	Year 5	Year 6
		Control, bounce, shoot, target, assist, jump ball, <i>attack</i> , <i>defend</i> , shoot, offensive.	Turnover, double dribble, crossover ball, tip-off, intercept, bounce pass, jump shot, opposed, violation.	

PE Text Progression

<p>Reception</p>	<p>Gymnastics</p> 	<p>Speed, Agility, Travel</p> 	<p>Dance</p> 	<p>Body Management</p> 	<p>Manipulation and Coordination</p> 	<p>Cooperate and Solve Problems</p> 
<p>Year 1</p>	<p>Run, Jump, Throw Unit 1</p> 	<p>Dance Unit 1</p> 	<p>Dance Unit 2</p> 	<p>Gymnastics</p> 	<p>Broadening Sports Horizons</p> 	<p>OAA</p> 
	<p>Attack, Defend, Shoot Unit 1</p> 	<p>Attack, Defend, Shoot Unit 2</p> 	<p>Send and Return Unit 1</p> 	<p>Broadening Sports Horizons</p>  (Range of sports)	<p>Hit, Catch, Run Unit 1</p> 	<p>Health and Exercise</p> 
<p>Year 2</p>	<p>Run, Jump, Throw Unit 1</p> 	<p>Gymnastics Unit 1</p> 	<p>Gymnastics Unit 2</p> 	<p>Dance</p> 	<p>Run, Jump, Throw Unit 2</p> 	<p>OAA</p> 
	<p>Attack, Defend, Shoot Unit 1</p> 	<p>Attack, Defend, Shoot Unit 2</p> 	<p>Send and Return Unit 1</p> 	<p>Broadening Sports Horizons</p>  (Diving)	<p>Hit, Catch, Run Unit 1</p> 	<p>Health and Exercise</p> 
<p>Year 3</p>	<p>Broadening Sports Horizons</p> 	<p>Dance</p> 	<p>Gymnastics</p> 	<p>Swimming</p> 	<p>Swimming</p> 	<p>Athletics</p> 
	<p>Football</p> 	<p>Tag Rugby</p> 	<p>Broadening Sports Horizons</p>  (Marathon Running)	<p>Hockey</p> 	<p>Health and Exercise</p> 	<p>Basketball</p> 

Year 4

Broadening Sports Horizons



(Rowing)

Swimming



Broadening Sports Horizons



(Rock Climbing)

Dance



Athletics



Gymnastics



Football



Tag Rugby



Health and Exercise



Broadening Sports Horizons



(Figure Skating)

Cricket



Basketball



Year 5

Broadening Sports Horizons



(Skateboarding)

Badminton



Dance



Broadening Sports Horizons



(Para-sports)

Athletics



Broadening Sports Horizons



(Snowboarding)

Football



Broadening Sports Horizons



(Cycling)

Health and Exercise



Hockey



(Ice Hockey)

Cricket



Basketball



Year 6

Broadening Sports Horizons



(Boxing)

Health and Exercise



Dance



Gymnastics



Athletics



OAA



Football



Tag Rugby



Broadening Sports Horizons



(Parkour)

Broadening Sports Horizons



(Squash)

Broadening Sports Horizons



(Judo and Ju-Jitsu)

Basketball

