PE Progression of Skills and Knowledge

Intention

At Freemantle, we believe that Physical Education, sport and the adoption of a healthy lifestyle have a vital role to play in the physical, social, emotional and intellectual development of our children. Physical Education is essential in giving our children the knowledge and understanding to make informed choices about healthy living which will positively impact upon their future health and well-being. Physical Education at Freemantle aims to provide children with opportunities to take part in a wide range of sports and physical activities, carried out in a safe and supportive environment, where effort and hard-work is celebrated. We also aim to teach our children the importance of co-operation and collaboration with others as part of an effective team, whilst also promoting fair and sporting behaviour to embed positive life-long values. We recognise the links between PSHE and Physical Education and actively seek to make links between these subject areas to model how the adoption of healthy habits will benefit our children both now, and in the future, to ensure that we consider the needs of the whole child.

EYFS

Physical Development	Personal, Social and Emotional Development
Intricately interwoven with emotional, social, cognitive and language development, physical development underpins all other areas of a child's learning and development, which is why it is one of the Prime Areas of learning within EYFS. Through play and exploration, connections between brain, body and mind are further developed, which impacts on each child's health, wellbeing and self-care. Each child's journey relies on whole body physical experiences, where fine and gross motor skills are developed in an integrated way to lay the foundations for success in a range of sports in the future. The environment we provide and the role the adults play in embedding movement and encouraging children to be healthy, active and interact with each other are crucial in promoting **s**trength, balance and co-ordination.	Through the exploration of physical and active play, our children develop confidence, independence, resilience and perseverance, as well as motivation to be active and appreciate the joy of exploring interactions with others. In line with our fundamental British Vales, our children learn simple rules within play, which enables them to develop a sense of right from wrong and understand that rules are in place to help us stay safe, enjoy and achieve. They learn the importance of respectful relationships through having opportunities to work and play co-operatively with their peers, as well as learning to take turns and manage their emotions positively. Our children begin to learn the link between healthy body and mind, paving the way for further work on mental health and wellbeing to build lifelong healthy learners.

KS1 and KS2 'Golden Threads'

Fundamental Movements	Tactical Understanding	Sporting Behaviour	Competition	Outdoor and Adventure	Swimming and Water Safety (KS2)
Children will develop a range of fundamental skills and movement patterns that, once established, will enable them to be successful in a number of recreational and competitive sports.	Children will gain an awareness of simple tactics for attacking and defending that can be successfully applied to a variety of sports.	Children will learn to appreciate the importance of honesty, integrity and fairness within sport by demonstrating mutual respect towards their peers and the rules of the game.	Children will be given opportunities to apply their fundamental skills and tactical awareness by competing against themselves and others in a variety of competitive scenarios.	Children will participate in outdoor and adventurous activities that will develop their confidence and independence, both as individuals and as part of a team.	Children will learn to swim competently and confidently using a range of strokes and be able to perform safe self-rescue in a number of water-based situations.

PE Long Term Plan PE lessons are taught weekly across the Academy with a sports specialist and class teachers leading sessions to ensure consistency in building skills and supporting development throughout the year. Topics in red (dance and outdoor/adventure) are taught by class teachers, as these areas may link with half termly themes to provide context and enrichment to the children's learning journey.						
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Nursery	Children in Nursery and Reception have daily opportunities to engage in activities which develop their gross and fine motor skills. Through continuous provision, children are taught the skills they need to use equipment safely as well as learning to move their bodies in a range of ways and gain control over their movements. Nursery children experience enhancement sessions through Curriculum Enrichment, where other teachers or the sports specialist will explore activities which lay the foundations for ABC work in Reception.					
Reception	ABC (Agility, Balance and Co-ordination)	ABC (Agility, Balance and Co-ordination)	Sending and Receiving (running, jumping, throwing and catching)	Sending and Receiving (running, jumping, throwing and catching)	Invasion Games (attacking and defending)	Invasion Games (attacking and defending)
Year 1	Fundamental Movements for Invasion	Fundamental Movements for Invasion	Speed, Agility and Quickness Dance	Speed, Agility and Quickness/Net and wall Dance	Net and Wall/Striking and Fielding	Striking and Fielding/Athletics
Year 2	Fundamental Movements for Invasion	Fundamental Movements for Invasion	Speed, Agility and Quickness Dance	Speed, Agility and Quickness/Net and Wall Dance	Net and Wall/Striking and Fielding	Striking and Fielding/Athletics
Year 3	Invasion Games	Invasion Games	Net and Wall	Net and Wall	Striking and Fielding Outdoor and Adventure	Striking and Fielding/Athletics Dance
Year 4	Invasion Games	Invasion Games	Net and Wall	Net and Wall	Striking and Fielding Outdoor and Adventure	Striking and Fielding/Athletics Dance
Year 5	Invasion Games	Invasion Games	Net and Wall	Net and Wall	Striking and Fielding Outdoor and Adventure	Striking and Fielding/Athletics Dance
Year 6	Invasion Games	Invasion Games	Net and Wall	Net and Wall	Striking and Fielding Outdoor and Adventure	Striking and Fielding/Athletics Dance

Nursery

Pupils in Nursery will…

- Develop gross and fine motor skills that will enable them to negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate developing strength, balance and co-ordination through play and active learning.
- Move energetically using movements such as running, jumping, dancing, hopping, skipping and climbing, making choices and negotiating effectively

Prior Learning

- Gain control of their bodies through waving, kicking, rolling, crawling and walking, as well as be able to squat with steadiness
- Clap and stamp to music, showing preference for dominant hand/foot
- Explore kicking, throwing and catching balls
- Explore a range of appropriate resources with increasing skill and co-ordination developing emergent manipulative skills

Key Questions

Are you in a space? How can you tell?

Can you slither like a snake? Can you jump like a kangaroo?

How can I hop on one leg?

Can I run forwards or backwards? Which is easier? How can I stay safe?

How can I carry this object and walk safely?

What is the best way of travelling across this plank?

How do you feel? What has changed?

Can you work together as a team? How can you help each other?

Aspirations

- Taking part in physical activities with involvement from families
- Being involved with inter-house competitions either as participants or spectators
- Finding out about European Championships/World Cups/Olympics
- Learning about famous athletes

Vocabulary – vocabulary is taught in context to help children learn and use the vocabulary of movement

squat, stand, bend, stretch, reach, walk, run, jump, climb, roll, crawl, hop, kick, throw, catch, lift, carry, build, strength, balance, co-ordination, movement, healthy, teamwork

Key Skills

Physical Development:

- Skip, hop, stand on one leg and hold a pose for games such as musical statues
- Create lines and circles in the air, pivoting from the shoulder and elbow, using large muscle movements to manipulate materials using one hand
- Climb on and move across climbing equipment using alternate feet, maintaining balance, using hands and body to stabilise
- Run with spatial awareness to negotiate space successfully and adjust speed or direction to avoid obstacles
- Develop ways they can move their bodies, balancing on and riding scooters, trikes and bikes of varying challenge
- Grasp and release balls, beanbags or objects with two hands gaining greater control over time
- Use and remember sequences and patterns of movement which are related to music and rhythm
- Match their developing physical skills to tasks and activities in the setting (e.g. crawl, walk or run across a plank depending on its length and width), reflecting on what skills are needed and making choices over their actions

Personal, Social and Emotional Development:

- Explore small and large group activities led by themselves and others
- Collaborate with others to manipulate large items such as moving a long plank safely or carrying large hollow blocks
- Follow simple rules and learn the difference between right and wrong

Reception

Pupils in Reception will…

- Develop gross and fine motor skills that will enable them to negotiate space and manipulate resources with control, co-ordination and increasing strength
- Demonstrate developing strength, balance and co-ordination in movements through play.
- Move energetically using active movements such as running, jumping, dancing, hopping, skipping and climbing, giving reasons for choices and adapting actions to fit purpose.

Prior Learning

- Exploration of gross and fine motor movements
- Early development of balance and co-ordination using their bodies and equipment such as scooters, bikes and trikes
- Exploring sequences of movement to music, recognising how they can move their bodies in different ways
- Introduction to rules and behavioural expectations to help children move safely and learn the foundations of effective sportsmanship

Aspirations

- Taking part in 'Sports Day' with involvement from families
- Being involved with inter-house competitions either as participants or spectators
- Finding out about European Championships/World Cups/Olympics
- Learning about famous athletes

Vocabulary – vocabulary is taught in context to help children learn and use the vocabulary of movement

floppy, tense, gentle, heavy, strength, jump, climb, roll, crawl, kick, throw, catch, lift, carry, build, balance, co-ordination, movement

Key Skills

Physical Development:

- Refine the fundamental movement skills they have already acquired (rolling, crawling, jumping, running, hopping, skipping and climbing) gaining control and greater co-ordination, testing out ideas and adapting movements to reduce risk
- Develop and use core muscle strength to achieve a good posture when sitting at a table or on the floor – exploration of OT 'Clever Bodies' programme to improve and strengthen core stability
- Negotiate space successfully and progress towards a more fluent style of moving with developing control and grace
- Jump off an object and land appropriately using arms and body to stabilise and balance
- Develop overall body strength, co-ordination, balance and agility needed to engage successfully in future Physical Education
- Combine different movements with ease and fluency, travelling with confidence and skills, justifying choices
- Confidently and safely use a range of large and small apparatus indoors and outdoors, both alone and in a group
- Develop confidence, competence precision and accuracy when engaging in activities that involve balls and other apparatus

Personal, Social and Emotional Development:

- Take part in group activities which require teamwork and collaboration
- Collaborate with others to manage large items such as moving a long plank safely or carrying large hollow blocks
- Follow simple rules and understand the difference between right and wrong behaviour, agreeing acceptable levels of risk and challenge
- Develop confidence, independence, resilience and perseverance in the face of challenge through exposure to new activities

Key Questions

How can I travel across a plank in different ways?

How can I run in and out of objects without knocking them down?

How can I get from one side to the other safely?

Can you move quickly and maintain balance?

What are different ways that you can pass a ball?

What do I need to do? Who can help me? What are the rules?

What is my left hand? What is my right hand?

How can we move this/our bodies safely?

Early Learning Goals related to Physical Development for the end of EYFS

Personal, Social and Emotional Development:

ELG Self-Regulation

- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

ELG: Managing Self

- Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

ELG: Building Relationships

- Work and play co-operatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

Physical Development:

ELG: Gross Motor Skills

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

ELG: Fine Motor Skills

- Use a range of small tools, including scissors, paint brushes and cutlery.

Special Considerations at end of Key Stage

- Effective partnership with parents should ensure that two-way communication is sustained throughout their EYFS journey to work together on refining and developing each child's physical development skills. Where children lack strength or dexterity, routines and provision should be adapted to increase opportunities for physical play to support children in making good progress and being ready for further physical education activity.
- Indoor and outdoor spaces should be adapted to ensure that children with all levels of mobility can move safely and with confidence.
- Opportunities to teach children how to access, use and store resources safely and independently is vital in building confidence, autonomy and resilience, which are vital precursors to further KS1 work.

Progression of balance scooters, bikes and trikes available at Freemantle to provide varying levels of challenge for our EYFS children:



Go Balance Trike



Go Balance Bike



Go Balance Scooter



Go Co-operative Duo Trike



Go Balance Tandem



Go Co-operative Taxi



Go Co-operative Trio Trike



Go Co-operative Chariot



Foot Twister



Hand Twister

<table>
<tr><th colspan="3">Year One</th></tr>
<tr>
<td>Pupils in Year One will…

• Master basic movements including running, jumping, throwing and catching, as well as develop balance, agility and co-ordination, beginning to apply these in a range of activities.
• Engage in competitive (with themselves and against their peers) and co-operative physical activities in a range of increasingly challenging situations.
• Participate in team games, developing simple tactics for attacking and defending.
• Perform dances using simple movement patterns.</td>
<td><u>Prior Learning</u>

• Development of fundamental movements in isolation
• Development of overall body strength, balance and co-ordination
• Development of accuracy and precision when using a ball
• Combining movements with increasing confidence

<u>Cross Curricular links</u>

Maths – counting and score keeping, measurement, angles, position, direction and movement

PSHE – developing social and emotional skills such as resilience and communication.

DT - understanding how diet and nutrition contribute to healthy lifestyles</td>
<td rowspan="2"><u>Key Questions</u>

What did I do well? How can I get better?

Did I use both sides of my body?

What is the best way to jump the furthest?

How many different ways can I throw the ball?

How can we exercise safely?</td>
</tr>
<tr>
<td><u>Aspirations</u>

• Competing in ‘Sports Day’
• Participating in inter-house competitions
• Learning about World Cups, European Championships, Olympics
• Discovering about famous athletes</td>
<td><u>Vocabulary</u>

Slow/fast, high/low, speed, height, body position, direction, left, right, strength, control, passing, balancing, striking, scoring, sending, receiving, travelling, success, improvement, teamwork, communication, rules, respect</td>
</tr>
</table>

Key Skills

Invasion Games:

- To stop a ball with basic control using both hands and feet
- To send a ball in the direction of another pupil
- To practise sending and receiving a ball both independently and as a team
- To describe and evaluate their own performances

Net and Wall:

- To send and receive large sized balls
- To hit a ball using hands, bats or racquets
- To return a ball that is hit or thrown with a degree of control
- To follow simple instructions in partner work
- To describe and evaluate their own performances

Striking and Fielding:

- To stop/hit a ball and strike a static ball
- To send and retrieve a ball with some control
- To follow scores and rules within simple games
- To describe their own performances

Speed, Agility and Quickness:

- To co-ordinate footwork through a sports ladder in different ways
- To change speed and direction whilst travelling
- To travel whilst in control of equipment

Dance:

- To generate their own movements
- To try different movements with some accuracy
- To perform a short dance to sounds or a piece of music
- To describe the movements of their peers

Athletics:

- To jump from a standing position with control
- To throw a ball/beanbag to a partner using one hand
- To change speed when running
- To talk about safety when using sports equipment

<table>
<tr><th colspan="3">Year Two</th></tr>
<tr>
<td>Pupils in Year Two will…

• Develop fundamental movement skills and become increasingly competent and confident when accessing a broad range of opportunities.
• Continue to master basic movements including running, jumping, throwing and catching, as well as develop balance, agility and co-ordination.
• Engage in competitive (with themselves and against their peers) and co-operative physical activities in a range of increasingly challenging situations.
• Participate in team games, developing simple tactics for attacking and defending.
• Perform dances using simple movement patterns.</td>
<td><u>Prior Learning</u>

• Stop a ball with basic control
• Return a ball that is hit or thrown
• Link movements together
• Copy and describe other movements
• Talk about exercise and safety
• Follow simple rules

<u>Cross Curricular links</u>

Maths – counting and score keeping, measurement, angles, position, direction and movement

PSHE – developing social and emotional skills such as resilience and communication.

Science – understanding the importance of exercise for health

DT - understanding how diet and nutrition contribute to healthy lifestyles</td>
<td rowspan="2"><u>Key Questions</u>

Which is easier to catch, a small ball or a large ball?

What if we didn’t exercise?

Which is my strongest arm/foot?

How can I improve my performances?

Why is exercise important?</td>
</tr>
<tr>
<td><u>Aspirations</u>

• Competing in ‘Sports Day’
• Participating in inter-house competitions
• Learning about World Cups, European Championships, Olympics
• Discovering about famous athletes</td>
<td><u>Vocabulary</u>

Slow/fast, high/low, speed, height, body position, direction, left, right, strength, control, passing, balancing, striking, scoring, sending, receiving, travelling, success, improvement, teamwork, communication, rules, respect</td>
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</table>

Key Skills

Invasion Games:

- To stop a ball with basic control using both hands and feet
- To pass a ball accurately to another pupil
- To practise sending and receiving a ball against opponents (defenders)
- To describe and evaluate their own and their peers' performances

Net and Wall:

- To send and receive different sized balls
- To hit a ball in the direction of a target using hands, bats or racquets
- To return a ball in the direction that it has been hit or thrown
- To follow rules in simple, conditioned games
- To describe and evaluate their own and their peers' performances

Striking and Fielding:

- To throw, hit, stop and retrieve a ball from a partner
- To score points and prevent points from being scored within a game
- To follow scores and rules within simple games
- To describe and evaluate their own and their peers' performances

Speed, Agility and Quickness:

- To co-ordinate footwork through a sports ladder in different ways
- To change speed and direction whilst travelling
- To travel whilst in control of equipment

Dance:

- To generate their own movements
- To attempt different movements with some accuracy
- To perform a short dance to sounds or a piece of music
- To describe and evaluate their own and their peers' performances

Athletics:

- To change speed and direction when running
- To jump accurately from a standing position
- To throw different objects accurately with one hand
- To understand that heart rate increases with exercise
- To talk about safety when using sports equipment

By the end of Key Stage 1

Pupils should continue to develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others.

Pupils should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils will demonstrate an increasing awareness of the value of exercise, both physically and mentally.

Pupils will respect the rules within sport and demonstrate sporting and fair behaviour.

<table>
<tr><th colspan="3">Year Three</th></tr>
<tr>
<td>Pupils in Year Three will…

• 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
• Play competitive games to develop the fundamentals of invasion, striking and fielding, net and wall and athletics.
• Develop an understanding of how to improve in different physical activities and sports and learn how to evaluate their own successes
• Perform dances using a range of movement patterns
• Develop flexibility, strength, control and balance across a range of sports</td>
<td><u>Prior Learning</u>

• Pass a ball accurately
• Link and repeat movements with fluency
• Compare their performances with previous ones and demonstrate improvement to achieve their personal best

<u>Cross Curricular links</u>

Maths – counting and score keeping, measurement, angles, position, direction and movement

PSHE – developing social and emotional skills such as resilience and communication.

Science – understanding the importance of exercise for health

DT - understanding how diet and nutrition contribute to healthy lifestyles</td>
<td rowspan="2"><u>Key Questions</u>

What is the best technique for……..?

How can you link movements to form a sequence?

Explain your technique for receiving a ball.

How can you improve your performance to achieve your personal best?

Can you show me how to make space?

Why is exercise good for our bodies?</td>
</tr>
<tr>
<td><u>Aspirations</u>

• Competing in ‘Sports Day’
• Participating in inter-house competitions
• Learning about World Cups, European Championships, Olympics
• Discovering about famous athletes</td>
<td><u>Vocabulary</u>

Slow/fast, high/low, speed, height body position, direction, left, right, strength, control, passing, balancing, striking, scoring, sending, receiving, travelling, success, improvement, teamwork, communication, collaboration, rules, respect, positioning, accuracy, technique, co-ordination, warm up, heart rate, breathing</td>
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</table>

Key Skills

Invasion Games:

- To play in a game and maintain scores
- To confidently send and receive to retain possession
- To make simple suggestions to improve performances
- To understand why we warm up and why exercise is good for us

Net and Wall:

- To use a range of sending, receiving and racquet skills in combination
- To perform a continuous rally with a partner
- To use simple tactics within a game scenario
- To understand why we warm up and why exercise is good for us

Striking and Fielding:

- To hit a bowled ball or a ball from a tee into space
- To understand and respect the rules within a game
- To choose and use batting and fielding skills within a game
- To understand why we warm up and why exercise is good for us

Speed, Agility and Quickness:

- To confidently co-ordinate footwork through a sports ladder in a variety of different ways
- To change speed and direction whilst travelling with greater confidence
- To travel whilst receiving and sending equipment

Dance:

- To create, perform and improve a combination of dance movements
- To demonstrate flowing and clear movements
- To work on new movements individually and within a group
- To use dance vocabulary to discuss improvements to their own and their peers' performances

Athletics:

- To change speed and direction when running with greater control
- To combine a sequence of three jumps accurately from a standing position
- To perform variations of overarm throw
- To understand that heart rate and breathing increases with exercise and be able to monitor these changes
- To understand and discuss safety when using sports equipment

<table>
<tr><th colspan="3">Year Four</th></tr>
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<td>Pupils in Year Four will…

• 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
• Play competitive games to develop the fundamentals of invasion, striking and fielding, net and wall and athletics.
• Develop an understanding of how to improve in different physical activities and sports and learn how to evaluate their own success
• Perform dances using a range of movement patterns
• Develop flexibility, strength, control and balance across a range of sports</td>
<td><u>Prior Learning</u>

• Show different types of throw
• Create sequences of movement and identifying ways to improve performances
• Play games and keep scores

<u>Cross Curricular links</u>

Maths – counting and score keeping, measurement, angles, position, direction and movement

PSHE – developing social and emotional skills such as resilience and communication.

Science – understanding the importance of exercise for health

DT - understanding how diet and nutrition contribute to healthy lifestyles

Music – listening to and appreciate different types of music</td>
<td rowspan="2"><u>Key Questions</u>

How many different ways can you travel in a straight line?

Why do we need different types of pass?

What is the best way to stop the hockey ball?

What are the physical and mental benefits of exercise?

What tactics could we use to outwit our opponents?</td>
</tr>
<tr>
<td><u>Aspirations</u>

• Competing in ‘Sports Day’
• Participating in inter-house competitions
• Learning about World Cups, European Championships, Olympics
• Discovering about famous athletes
• Joining external teams/clubs within preferred sports</td>
<td><u>Vocabulary</u>

Slow/fast, high/low, speed, height body position, direction, left, right, strength, control, passing, balancing, striking, scoring, sending, receiving, travelling, success, improvement, teamwork, communication, collaboration, rules, respect, positioning, accuracy, technique, co-ordination, warm up, heart rate, breathing</td>
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Key Skills

Invasion Games:

- To send and receive equipment using different body parts
- To play a game and demonstrate an understanding of tactics and rules
- To choose when to pass, dribble or shoot within game situations
- To participate in warm ups and explain why exercise is important for health

Net and Wall:

- To vary pace, length and direction of throws
- To use basic racquet shots on both sides of the body
- To take part in a small game scenario with a partner or a team, keeping score
- To use different tactics to be successful against their opposition
- To participate in warm ups and explain why exercise is important for health

Striking and Fielding:

- To use different bowling skills (including underarm and overarm throwing) as well as fielding skills (such as blocking, throwing and supporting)
- To understand and apply rules and tactics within a game
- To refine, improve and modify their own performances and those of others
- To participate in warm ups and explain why exercise is important for health

Speed, Agility and Quickness:

- To confidently co-ordinate footwork through a sports ladder in a variety of different ways
- To change speed and direction whilst travelling with greater confidence
- To travel whilst receiving and sending equipment

Dance:

- To plan and create longer dances from one phrase of music
- To dance to different types of music and demonstrate a wider range of movements with fluency and control
- To recognise successes and suggest areas to improve a performance

Athletics:

- To improve effective running techniques at different speeds
- To demonstrate effective techniques in different throws and jumps
- To use power and stamina in appropriate events
- To discuss athletic performances by identifying successes
- To participate in warm ups and explain why exercise is important for health

<table>
<tr><th colspan="3">Year Five</th></tr>
<tr>
<td>Pupils in Year Five will…

• 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
• Play competitive games to develop the fundamentals of invasion, striking and fielding, net and wall and athletics.
• Develop an understanding of how to improve in different physical activities and sports and learn how to evaluate their own successes
• Perform dances using a range of movement patterns
• To develop flexibility, strength, control and balance across a range of sports
• Take part in outdoor and adventurous activity challenges both individually and within a team</td>
<td><u>Prior Learning</u>

• Understanding of rules and tactics
• Refine, improve and modify performances
• Describe the effects of exercise on the human body

<u>Cross Curricular links</u>

Maths – counting and score keeping, measurement, angles, position, direction and movement

PSHE – developing social and emotional skills such as resilience and communication.

Science – understanding the importance of exercise for health

DT - understanding how diet and nutrition contribute to healthy lifestyles

Music – listening to and appreciate different types of music</td>
<td rowspan="2"><u>Key Questions</u>

How can you improve your aim?

Do people with longer legs jump further?

Why is teamwork so important?

Can I use both side of the racquet? When?

What strategies can I use to avoid being caught out?

Why should we warm up before exercise?</td>
</tr>
<tr>
<td><u>Aspirations</u>

• Competing in ‘Sports Day’
• Participating in inter-house competitions
• Competing in sport against other local schools
• Learning about World Cups, European Championships, Olympics
• Discovering about famous athletes linked to their chosen sports
• Joining external teams/clubs within preferred sports</td>
<td><u>Vocabulary</u>

Speed, height, body position, direction, left, right, strength, control, passing, balancing, striking, scoring, sending, receiving, travelling, success, improvement, teamwork, communication, collaboration, positioning, accuracy, technique, co-ordination, analyse, perform, reflect, refine, warm up, heart rate, breathing, North, South, East, West, navigate</td>
</tr>
</table>

Key Skills

Invasion Games:

- To demonstrate control and speed within a game
- To mark, intercept, tackle and maintain possession
- To begin selecting appropriate formations to apply within games
- To analyse skills and techniques, suggesting improvements
- To understand how to warm up effectively and begin to take responsibility for leading warm ups

Net and Wall:

- To vary pace, length and direction of throws
- To use basic racquet shots on both sides of the body
- To take part in a small game scenario with a partner or a team, keeping score
- To use different tactics to be successful against their opposition
- To understand how to warm up effectively and begin to take responsibility for leading warm ups

Striking and Fielding:

- To use different bowling skills (including underarm and overarm throwing) as well as fielding skills (such as blocking, throwing and supporting)
- To understand rules and tactics within a game
- To refine, improve and modify their own performance and those of others
- To understand how to warm up effectively and begin to take responsibility for leading warm ups

Speed, Agility and Quickness:

- To confidently co-ordinate footwork through a sports ladder in a variety of different ways
- To change speed and direction whilst travelling with greater confidence
- To travel confidently whilst receiving and sending equipment

Dance:

- To plan and create longer dances from one phrase of music
- To dance to different types of music and demonstrate a wider range of movements with fluency and control
- To recognise successes and suggest areas to improve a performance

Athletics:

- To demonstrate increasing control, strength, speed and stamina when running, jumping and throwing
- To adapt skills to suit challenges and environments
- To analyse techniques and discuss ways to improve observed performances
- To understand how to warm up effectively and begin to take responsibility for leading warm ups
- To demonstrate safe practice and perform within the rules of the activity

Outdoor and Adventure:

- To work effectively as part of a team using communicational skills
- To orientate themselves accurately around a short trail using maps

<table>
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<tr>
<td>Pupils in Year Six will…

• 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
• Play competitive games to develop the fundamentals of invasion, striking and fielding, net and wall and athletics.
• Develop an understanding of how to improve in different physical activities and sports and learn how to evaluate their own successes
• Perform dances using a range of movement patterns
• To develop flexibility, strength, control and balance across a range of sports
• Take part in outdoor and adventurous activity challenges both individually and within a team</td>
<td><u>Prior Learning</u>

• Adapt and analyse skills and techniques
• Lead appropriate warm ups
• Demonstrate and explain safe practice

<u>Cross Curricular links</u>

Maths – counting and score keeping, measurement, angles, position, direction and movement

PSHE – developing social and emotional skills such as resilience and communication.

Science – understanding the importance of exercise for health

DT - understanding how diet and nutrition contribute to healthy lifestyles

Music – listening to and appreciate different types of music</td>
<td rowspan="2"><u>Key Questions</u>

What is the best technique for…?

How could the game be adapted?

What are the different holds of a hockey stick and when do we use each one?

What is the importance of team work?

Explain different strategies you could use in the game.

What would happen if we did not warm up properly?</td>
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<td><u>Aspirations</u>

• Competing in ‘Sports Day’
• Participating in inter-house competitions
• Competing in sport against other local schools
• Learning about World Cups, European Championships, Olympics
• Discovering about famous athletes linked to their chosen sports
• Joining external teams/clubs within preferred sports</td>
<td><u>Vocabulary</u>

Speed, height, body position, direction, left, right, strength, control, passing, balancing, striking, scoring, sending, receiving, travelling, success, improvement, teamwork, communication, collaboration, positioning, accuracy, technique, co-ordination, analyse, perform, reflect, refine, warm up, heart rate, breathing, North, South, East, West, navigate, front crawl, breaststroke, backstroke</td>
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Key Skills

Invasion Games:

- To improve fluency of a particular game, including speed and control
- To understand and offer advice on which skills need to be used
- To be able to lead small groups, coaching and umpiring
- To reflect on strengths and weaknesses in their own and others' play and suggest improvements.
- To understand how to warm up effectively and take responsibility for leading warm ups

Net and Wall:

- To use a wide range of shots in game situations
- To work effectively with a partner or within a team, selecting and applying tactics effectively
- To identify strengths and weaknesses in their own and others' play and suggest improvements.
- To understand how to warm up effectively and take responsibility for leading warm ups

Striking and Fielding:

- To strike the ball accurately into space/towards targets
- To bowl using varying speeds and skills
- To field and accurately throw a ball using overarm techniques
- To demonstrate tactical awareness within batting, bowling and fielding to score the most runs/reduce the amount scored against them
- To understand how to warm up effectively and take responsibility for leading warm ups

Speed, Agility and Quickness:

- To confidently co-ordinate footwork through a sports ladder in a variety of different ways
- To change speed and direction whilst travelling with greater confidence
- To travel confidently whilst receiving and sending equipment

Dance:

- To perform a variety of dances using different styles
- To collaborate with a group to choreograph a shared performance
- To provide feedback to their peers on how to improve a performance
- To understand how to warm up effectively and take responsibility for leading warm ups

Athletics:

- To refine and improve running. Jumping and throwing techniques
- To improve on previous scores and analyse areas for development
- To understand how to warm up effectively and take responsibility for leading warm ups
- To demonstrate safe practice and perform within the rules of the activity

Outdoor and Adventure:

- To work effectively as part of a team using communicational and leadership skills
- To orientate themselves accurately around increasingly challenging trails using maps
- To design their own orienteering trails that are clear to follow and provide challenge

Swimming and Water Safety:

- To swim competently, confidently and proficiently over a distance of at least 25 metres
- To apply a range of strokes effectively (front crawl, backstroke and breaststroke)
- To perform safe self-rescue in a range water-based situations

By the end of 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.

Pupils should enjoy communicating, collaborating and competing with each other.

Pupils 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 will understand the role that exercise plays in contributing towards a healthy and well-balanced lifestyle, including the effects exercise has upon our bodies and ways in which we can warm up our bodies effectively prior to exercising.

Pupils will respect and value the importance of rules within sport. Pupils will carry key values of honesty, integrity and sporting behaviour through to KS3 as they pursue sports at both a recreational and competitive level.