

Physical Education (PE) Curriculum Intention

At Featherstone Academy, we aim to provide a PE curriculum that pupils from Nursery to Year 6 not only enjoy, but also allows them to have the knowledge of a range of activities that help them to develop their health, fitness and wellbeing and the skills to complete these competitively as well as for fun. Our PE curriculum will promote and embed values such as fairness and respect and give the children cultural capital to explore and discuss influential sports men and women from a variety of sports.

The National Curriculum for PE aims to ensure that all pupils:

- **Acquiring and Developing Skills (A&D)**
- **Selecting and applying skills, tactics and compositional ideas (S&A)**
- **Evaluating and improving performance (E&I)**
- **Knowledge and understanding of fitness and health (H&F)**

As a school, we have adopted the 'Rising Stars- Champions' scheme of work (SOW). Curriculum aims are met through the versatility and structure of the SOW, with objectives being included in a variety of ways in each unit.

	Intent	Implementation	Impact
In the foundation stage, the children will start to improve their fine and gross motor skills to achieve the ELG	In Nursery and Reception Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively. Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.	Health and Self-care <ul style="list-style-type: none"> • Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. • Mounts stairs, steps or climbing equipment using alternate feet • Runs skillfully and negotiates space successfully, adjusting speed or direction to avoid obstacles • Can stand momentarily on one foot when shown • Catch a large ball • Draw lines and circles using gross motor movements • Experiments with different ways of moving • Jumps off an object and lands appropriately • Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles • Travels with confidence and skill around, under, over and through balancing and climbing equipment • Shows increasing control over an object in pushing, patting, throwing, catching or kicking it Health and self Care	Children will be able to: <ul style="list-style-type: none"> • Follow simple instructions (run, stop etc.) • Describe key teaching points, for example of an overarm throw (resulting in partial-consistent success) • Consider hand positions when catching independently (resulting in partial success) • Able to catch larger balls • Able to catch beanbag • Begin to select correct type of throw (underarm/ overarm) • Be able to throw a distance without control • Stop a beanbag/ ball using only their hands • Consistently push, kick, catch an object

		<ul style="list-style-type: none"> • Observes the effect of activity on their bodies • Understands that equipment and tools have to be used safely • Eats a range of foodstuffs and understands need for variety in food • Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health • Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks <p>Expressive arts and design: Exploring and using media and materials</p> <ul style="list-style-type: none"> • Beginning to move rhythmically • Imitates movement in response to music <p>Expressive arts and design: Being imaginative</p> <ul style="list-style-type: none"> • Developing preferences for forms of expression • Uses movement to express feelings • Creates movement in response to music • Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences • Plays alongside other children who are engaged in the same theme • Plays cooperatively as a part of a group to develop and act out a narrative 	<ul style="list-style-type: none"> • Able to copy movements/actions whilst an adult is performing them • Begin to perform movements/actions following verbal instructions (with partial consistency) • Maintain balance when running/changing direction • Maintain balance whilst travelling over apparatus e.g. bench • Remember the links between a number and a movement (instructions) • Being able to balance (hold) a position on a certain number of limbs showing strength and control
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<p>In KS1 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 co-operative physical activities, in a range of increasingly challenging situations.</p> <ul style="list-style-type: none"> Mastering basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities 	<p>In Y1 the children will develop their knowledge and skills through exploration of</p> <ul style="list-style-type: none"> Pupils should develop fundamental movement skills Become increasingly competent and confident 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) Co-operative physical activities, in a range of increasingly challenging situations Pupils should master basic movements including running, jumping, throwing and catching. Pupils will develop balance, agility and co-ordination, and begin to apply these 	<p>Multi-Skills (mixture of Invasion, coordination games, Striking and Fielding conditioned games)</p> <ul style="list-style-type: none"> Throw and catch displaying a degree of competency, in isolation and in varied environments Begin to show an awareness of how the body function/changes during exercise Display development in the fundamentals of movement (Jog, Sprint, Jump, Hop, Weight on Hands, Balance and Coordination) Use fundamentals to achieve success in competitive environments Develop Agility and Coordination Following direct instructions and apply them to a specific movement Recognise and use key vocabulary they have learnt during lessons Use knowledge of a technique to help their peers improve Listen to advice from peers to help you improve or try adapt their own technique Discuss what a healthy diet is Develop correct catching position and ability Develop correct technique to aim a variety of balls into a target accurately Develop how to intercept a ball moving at different speeds Develop ability to stay balanced when changing direction – Specific teaching points (knees slightly bent, shuffle with feet etc.) To use different traveling steps to move in different directions with control and fluency Develop clear transitions between movements <p>Dance (Story Time Dance)</p> <ul style="list-style-type: none"> Demonstrate changes of direction, level and speed Repeat and perform sequences Display development in the fundamentals of movement Begin to understand specific vocabulary (inside –the center of the space we are working in – and outside is the edge) Complete and repeat a simple sequence of movementsFollowing a set of direct instructions to positively participate in an activity Use and explain specific vocabulary learnt in a lesson. How to create new and exciting ways to move to music (e.g. moving like animals, waking up in the morning – a stimulus) 	<p>Teachers will assess balance, coordination and agility. Children will have the opportunity to use a variety of equipment at this point in their learning/development.</p> <ul style="list-style-type: none"> Bench/balance beam Tennis racket to strike the ball Larger ball/beanbag to catch and throw Cones different distances apart to assess agility <ul style="list-style-type: none"> Respond to instructions and commands Be able to hold a balance between 3-6 seconds Demonstrate and explain the correct technique for a forward roll etc. Begin to give advice to peers about how to perform a travelling motion Demonstrate how to use equipment safely to show a variety of movements Move between mats and small apparatus and change speed of movement Be still in different body shapes and balances to combine different forms of travelling Handle/move apparatus safely Recognise how it feels when the body is tense (explain using basic vocabulary) Develop balance, agility and coordination of travelling, stillness, jumping, timing, changing shape, size and direction Learn basic movements relating to a stimulus
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<ul style="list-style-type: none"> • Participating in team games, developing simple tactics for attacking and defending • Performing dances using simple movement patterns. 	<p>in a range of activities</p> <ul style="list-style-type: none"> • Pupils should be taught to participate in team games, learning simple tactics for attacking and defending • Showing some awareness of how the body changes and functions during exercise • Pupils should be taught to perform dances using simple movement patterns. 	<ul style="list-style-type: none"> • What a beat is in a piece of music and be able to make each gesture or movement last for 4 beats • Consider how to move to a variety of feelings (happy, sad etc.) <p>Groovy Gymnastics</p> <ul style="list-style-type: none"> • Use changes of direction, speed and level during a performance • Understand how the body changes during exercise <ul style="list-style-type: none"> With support, plan, perform and repeat sequences of movements • Develop knowledge of gymnastics balances 1-4 points of contact with the mat (e.g. 3 point balance = 2 arms and 1 leg) • Develop ability to hold a balance • Begin to create, with support, a routine containing balances with control and extension (limbs straight as much as possible) • Understand how to include fluency from one balance to the next • How core strength helps us to balance longer and with more control • Begin to explore methods of travel (jump, roll) • How to perform rolls and jumps safely <p>Invasion Games (Brilliant ball skills)</p> <ul style="list-style-type: none"> • Display development in fundamentals of movement • Use fundamentals to achieve success in competitive environments • With guidance, participate displaying respect, fair play and working well with others <p>Football:</p> <ul style="list-style-type: none"> • Dribbling technique, using the outside of foot or heel. • Develop ability to keep the ball close to themselves and under control (coordination) • Develop ability to use knowledge of techniques to suggest improvements to their own and peer's technique. <p>Fielding Games (throwing and catching)</p> <ul style="list-style-type: none"> • Throw and catch displaying a degree of competency, in isolation and in varied environments • Uses fundamentals of movement to achieve success in competitive environments, individually and as a team 	<ul style="list-style-type: none"> • Show that they have a clear starting and finishing position in a sequence • Begin to explain specific vocabulary – stimulus, beat, outside and inside our space of work • Respond to different music showing a range of movements, e.g. how they feel • Perform dance movements and simple routings using simple movement patterns • Explore different ways of using a ball. • Explore ways to send a ball or other equipment. • Retrieve and stop a ball using different parts of the body. • Play a variety of running and avoiding games. • Practise skills to make them warmer. • Explain why they enjoy playing games and physical activities. • Talk about what our bodies do during exercise e.g. breathing • Participate in team games. • Develop simple attacking and defending techniques. • Pass and receive a ball in different ways with increased control. • Be confident and safe in the spaces used to play games – using all of the space available • Explore and use skills, actions and ideas individually and in combination to suit the game they are playing. • Understand that being active is good for them and fun. • Participate in team games. • Pass and receive a ball in different ways with control and increased accuracy.
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	<p>In Y2 the children will develop their knowledge and skills through exploration of</p> <ul style="list-style-type: none"> • Throwing and catching displaying competency, in isolation and in varied environments • Demonstrating changes of direction, speed and elevation during performances or in competitive environments • Showing an awareness of how the body changes and functions during exercise • Pupils should be taught dance sequences and be able to perform and repeat sequences of movements • Competent in the fundamentals of movements • Using fundamentals of movement to employ simple tactics in varied environments • With guidance, participate 	<p>Multi-skills</p> <ul style="list-style-type: none"> • (mixture of Invasion, Net and Wall, Striking and Fielding conditioned games) Throw and catch displaying a degree of competency, in isolation and in varied environments • Begin to show an awareness of how the body function/changes during exercise • Display development in the fundamentals of movement (Jog, Sprint, Jump, Hop, Weight on Hands, Balance and Coordination) • Develop their agility and coordination <p>Use fundamentals to achieve success in competitive environments</p> <ul style="list-style-type: none"> • Develop Agility and Coordination • Following direct instructions and apply them to a specific movement • Recognise and use key vocabulary they have learnt during lessons • Use knowledge of a technique to help their peers improve • Listen to advice from peers to help you improve or try adapt their own technique • Discuss healthy food and drinks that make up a healthy diet • Develop correct catching position and ability • Develop ability to stay balanced when changing direction – Specific teaching points (knees slightly bent, shuffle with feet etc.) <p>Gymnastics</p> <ul style="list-style-type: none"> • Use changes of direction, speed and level during a performance • Understand how the body changes during exercise • With support, plan, perform and repeat sequences of movements • Develop knowledge of gymnastics balances • Develop ability to hold a balance between 3 and 6 seconds demonstrating stillness and extension • Create short routines containing balances with control and extension INCLUDING fluency from one balance to the next one • Develop a variety of ways to travel between balances (rolls or jumps) • How to safely use equipment and set it up 	<p>Teachers will continue to assess balance, coordination and agility. Children will have access to same equipment as in Year 1.</p> <p>In addition, they will be expected to:</p> <ul style="list-style-type: none"> • Explore movement techniques with increased control • Demonstrate how to run, throw and jump using a variety of equipment with increased control and coordination. • Develop and perform actions more independently • Practice and concentrate on the quality of movement • Create clear links between different balances moving in and out of positions of stillness • Transfer weight smoothly from one part of the body to another • Use actions on the floor and over, through, across and along apparatus • Vary and apply action on floor and apparatus • Copy a partner's sequence on floor and apparatus • Perform simple combinations of contrasting actions • Choose combinations that work in their sequences • Create their own sequences, beginning to explain their choices • Evaluate and improve a dance performance by recording and viewing their rehearsals
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	<p>displaying respect, fair play and working well with others</p> <ul style="list-style-type: none"> • Pupils will be able to participate in team games, developing simple tactics for attacking and defending • Pupils will be able to participate in competitive games against others and themselves. • Pupils will be able to participate in swimming lessons and will have the chance to learn to swim at least 25M 	<p>Dance</p> <ul style="list-style-type: none"> • Demonstrate changes of direction, level and speed • Repeat and perform sequences • Display development in the fundamentals of movement • Respond in the correct manner to commands • Repeat some simple sequences of movement • Recalling instructions to follow direct instructions to participate in activities • List some of the keywords they have learnt during a lesson • Create new ways to move to the music with limited guidance • Use a stimulus to inspire new gestures <p>Invasion Games</p> <ul style="list-style-type: none"> • Display development in fundamentals of movement • Use fundamentals to achieve success in competitive environments <p>With guidance, participate displaying</p> <p>They will explore:</p> <ul style="list-style-type: none"> • Using teaching points to keep the ball close and under control • Use knowledge of techniques to suggest ways for peers to improve • Follow instructions and select the correct teaching point when given 2 options (outside of foot or your heel) • Use teaching points to dribble with some success, close and under control • Use teaching points to pass with some consistent success • Use teaching points to shoot (gain points) with some consistent success <p>Striking and Fielding</p> <ul style="list-style-type: none"> • Develop accuracy to roll/move the ball • Analyse their own performance or a peer's • Throw and catch displaying a degree of competency, in isolation and in varied environments • Use fundamentals of movement to achieve individual and team success in a competitive environment <p>With guidance participate displaying respect, fair play and working well with others</p> <p>Children will complete the Striking and Fielding Unit.</p>	<ul style="list-style-type: none"> • Use a range of vocabulary to describe moods and how dances make them feel • Remember and repeat simple dance phrases • Perform dances using simple movement patterns <ul style="list-style-type: none"> • Recognise the best ways to score points and stop being scored • Recognise how they work best with their partner • Use different rules and tactics for invasion games • Make it difficult for opponents • Keep the ball and find the best places to score • Watch others movements and tactics accurately • Describe what they see and ask to copy others' ideas, skills and tactics • Recognise what is successful and how to use this knowledge (Do they play well when hot or out of breath – links to making the opponents work harder) • Participate in team games • Understand and develop tactics for attacking and defending • Pass and receive a ball in different ways with control and increased accuracy • A different size ball or object may still be required for some children <ul style="list-style-type: none"> • Be able to choose, use and vary simple tactics • Recognise good quality in performance • Use information to improve their work • Participate effectively in teams games
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		<p>They will explore:</p> <ul style="list-style-type: none"> • Following instructions and selecting the correct teaching point when given two options (e.g. stop with feet or hands, stand side-on or toes pointing towards the bowler) • Using teaching points to roll and stop the ball, with consistency • Watch others and suggest ways for them to improve <p>Using teaching</p> <p>Athletics</p> <ul style="list-style-type: none"> • Develop ability to hurdle effectively • Develop pupils knowledge of how they can use their body to maximise performance • Follow instructions and select the correct teaching point when given two options • Be able to use teaching points to hurdle effectively • To watch others and suggest ways for them to improve • Develop ability to jump as far as they can using teaching points • Develop ability to throw as far as they can using teaching points • points to strike the ball, with consistency. <p>Swimming</p> <ul style="list-style-type: none"> • Perform safe self-rescue in different water based situations • 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. 	<ul style="list-style-type: none"> • Pass and receive a ball in different ways (throwing and catching) with control and increased accuracy • Perform fielding techniques with increased control and coordination • Some children may need different equipment, particularly when striking the ball – groups can be set up accordingly • Children will learn how to be safe in the water. • Each child will be put into differentiated groups. • Children will develop their swimming technique in different strokes.
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<p>In KS2 pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <ul style="list-style-type: none"> • Using running, jumping, throwing and catching in isolation and in combination • Playing competitive games, modified where appropriate [for example, badminton, basketball, 	<p>In Y3 the children will develop their knowledge and skills through exploration of</p> <ul style="list-style-type: none"> • Throwing and catching displaying accuracy, in isolation and varied environments • Demonstrating changes of direction, speed and level in competitive environments or during performance • Demonstrating a clear understanding of how the body changes/functions during exercise • Moving in a fluent and expressive manner • Planning, performing and repeating sequences of movements in a group • Continuing the development of fundamental movements to be much more competent in their usage 	<p>Multi-skills</p> <ul style="list-style-type: none"> • Throw and catch displaying a range of techniques and sports • Competent in the fundamentals of movement • Use fundamentals of movement to be successful in competitive environments • Display and understanding of fair play, respect and working well with others • Be able to catch and throw to a target consistently in isolation • Be able to catch and throw consistently in a conditioned game scenario • Follow instructions and select the correct teaching point when given two options (outside of foot or your heel) • Use teaching points to dribble with some success, ball close and under control • Use knowledge of techniques to suggest ways for peers to improve • Use teaching points to pass and shoot with some consistent success • Show correct footwork in a task with some variables whilst catching and throwing with moderate success in isolation and as part of a conditioned game situation up to 4m • Throw (pass) with accuracy and at a good weight and catch the ball with moderate success • Throw using a variety of passing styles in isolation with a degree of consistency • Changing direction successfully whilst running with the ball • Change direction at speed multiple times successfully whilst carrying the ball, progressing onto passing in a varied environment <p>Groovy Gymnastics</p> <ul style="list-style-type: none"> • Demonstrate changes of direction, speed and level in competitive environments or during performances • Move in a fluent and expressive manner • Plan, perform and repeat sequences of movements in a group • Use knowledge of gymnastics balances to hold a controlled balance for up to 6 seconds 	<ul style="list-style-type: none"> • Practice throwing and catching with a variety of different balls and using different types of throwing • Hit the ball with a racket • Use different shots • Play games using throwing and catching skills • Vary, strength, length and direction of throw • Use tactics to make it difficult for an opponent to receive and/or return the ball • Stand when receiving • Understand attack and defense tactics • Understand rules about the games <ul style="list-style-type: none"> • Develop and perform actions • Practice and concentrate on quality of movement • Link different balances moving in and out of positions of stillness • Transfer weight smoothly from one part of the body to another • Use actions on floor and over, through, across and along apparatus • Vary and apply actions on floor and apparatus • Perform easy combinations of contrasting actions • Choose combinations that work in their sequences
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<p>cricket, football, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <ul style="list-style-type: none"> • 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 through the organisation of residential • Compare their performances with previous ones and demonstrate improvement to 	<ul style="list-style-type: none"> • Using fundamentals of movement to employ simple tactics in competitive environments • Display an understanding of fair play, respect and working well with others • Swimming 25m unaided demonstrating proficiency in a range of strokes 	<ul style="list-style-type: none"> • Create routines containing balances with control and extension that includes fluency from one balance to the next • Use a variety of ways to travel between balances • Create routines in small groups containing a multitude of different gymnastics factors (for example, different balances and ways to travel) <p>African Dance</p> <ul style="list-style-type: none"> • Move in a fluent and expressive manner • Plan perform and repeat sequences of movements in a group • Display and understanding of fair play, respect and working well with others • Respond to commands in the correct manner • Repeat some simple sequences of movements • Create new ways to move to music • Children will list some keywords they have learnt • Use the stimulus to inspire creative new gestures <p>Brilliant Ball Skills</p> <ul style="list-style-type: none"> • Competent in the fundamentals of movement • Use fundamentals of movement to employ simple tactics in competitive environments • Display an understanding of fair play, respect and working well with others • Develop knowledge of the rules of games being played • Develop children's ability to grip the racquet/racket correctly and explain why • Know the equipment used in each sport • Develop the ability to serve effectively (bounce ball and hit) • List all teaching point of an effective serve and be able to perform the skill with consistency • Be able to hit the ball or cock in a general direction with a degree of consistency <p>Begin to control the ball with some control of the ball with both sides of the racket</p>	<ul style="list-style-type: none"> • Understand how they devised sequences • Improvise freely on their own and with a partner, translating ideas from a stimulus to a movement • Keep up an activity over a period of time and know what they need to warm up and cool down for dance – dependent on movements they will perform • Passing using a number of sending and receiving techniques • Improve accuracy of passes and use space to keep possession more effectively • Remain in control of the ball while travelling • Use communication skills to help others know where they are going • Look when travelling and what happens after they have passed the ball • Play games that involve keeping possession and scoring in targets • Know which passes are effective, and apply tactics to keep possession • Find space to receive and support
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<p>achieve their personal best.</p> <ul style="list-style-type: none"> Continue to develop their swimming technique and safety in the water. 		<p>Throwing and Catching</p> <ul style="list-style-type: none"> Throw and catch displaying with accuracy in isolation and varied environments Use fundamentals of movement to employ simple tactics in competitive environments Display an understanding of fair play, respect and working well with others List teaching points of the learnt skills Use skills with success and to support peers to improve Develop co-ordination and ability to field and strike effectively Understand rules of the game being played <p>Athletics</p> <ul style="list-style-type: none"> Demonstrate changes of direction and speed during competition Demonstrate and understanding of how the body changes and functions during exercise Competent in fundamentals of movement Develop knowledge of how to use their body to maximize performance (jumping, running throwing, hurdling) Watch others and suggest ways for them to improve <p>Swimming</p> <ul style="list-style-type: none"> Perform safe self-rescue in different water based situations Swim competently, confidently and proficiently over a distance of AT LEAST 25 metres unaided. Use a range of strokes effectively, for example, front crawl, backstroke and breaststroke. 	<ul style="list-style-type: none"> Know how to react when team has and hasn't got the ball Understand patterns of play – if ball is in a certain position where should players be Use of a medium or small ball Consolidate and develop the range and consistency of their skills in striking and fielding games Recognise how specific activities affect their bodies Understand the importance of keeping or bodies warm whilst performing various roles May still need to use a variety of bats/rackets to strike Choose skills and equipment to meet challenges they are set Use different techniques, speeds and effort to meet challenges set for running, jumping and throwing Recognise and describe what their bodies feel like during different types of activity Playing a range of different sports
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	<p>In Y4 the children will develop their knowledge and skills through exploration of</p> <ul style="list-style-type: none"> Utilising changes of directions, speed and level during performances or competitions to succeed Selecting and utilising appropriate tactics and techniques to cause problems for opponents Demonstrating a developed understanding of how the body changes and functions during exercise Creating movements that convey a clear stimulus, refining these movements into sequences Displaying an understanding of fair play, working well with others and leading a small group Planning, performing and repeating sequences 	<p>Multi-skills Multi-skills have moved on from exclusive lessons. They will now be incorporated into all areas of their learning.</p> <p>Invasion Games (Tag Rugby, Football, Netball, Handball, Hockey)</p> <ul style="list-style-type: none"> Throw and catch displaying a range of techniques Competent in the fundamentals of movement Use fundamentals of movement to be successful in competitive environments Display and understanding of fair play, respect and working well with others Be able to catch and throw to a target consistently in isolation Be able to catch and throw consistently in a conditioned game scenario Follow instructions and select the correct teaching point when given two options (outside of foot or your heel, heel or instep) Use teaching points to dribble with some success, ball close and under control Use knowledge of techniques to suggest ways for peers to improve Use teaching points to pass and shoot with some consistent success Show correct footwork in a task with some variables whilst catching and throwing with moderate success in isolation and as part of a conditioned game situation up to 6m Throw (pass) with accuracy and at a good weight and catch the ball with moderate success Throw using a variety of passing styles in isolation consistently Changing direction successfully whilst running with the ball Change direction at speed multiple times successfully whilst carrying the ball, progressing onto passing in a varied environment <p>Dynamic Dance</p> <ul style="list-style-type: none"> Create movement that convey a clear stimulus, refining movements into sequences Move in a fluent and expressive manner Plan perform and repeat sequences of movements in a group 	<ul style="list-style-type: none"> Play games using throwing and catching skills Vary strength, length and direction of throw Understand how they can make it difficult for opponents to receive the ball Understand where to stand when receiving the ball or preparing to strike the ball Understand attack and defence tactics Understand and apply rules about the games Describe what they are doing well and what they find challenging and need support with Talk about how to change the court to make it easier or harder <ul style="list-style-type: none"> Devise, perform and repeat sequences that include travel, body shapes and balances Work with a partner Adapt a sequence to include apparatus and to suit partner or small group work Recognise aspects of their tasks that have yet to be completed and the ones they still need to practice Compare and contrast similar performances (peer assessment) Suggest ways to improve the quality of a sequence, their own or peers
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	<p>of movement into a sequence</p> <ul style="list-style-type: none"> Adapting throwing techniques to ensure success in a variety of activities (distance, accuracy and control) Changing running styles according to distance with the intention of beating personal bests 	<ul style="list-style-type: none"> Display and understanding of fair play, respect and working well with others Respond to commands in the correct manner Repeat some simple sequences of movements Create new ways to move to music Children will list some keywords they have learnt Use the stimulus to inspire creative new gestures <p>Gymnastics Sequences</p> <ul style="list-style-type: none"> Demonstrate changes of direction, speed and level in competitive environments or during performances Display understanding of fair play, working well with others and leading a small group Move in a fluent and expressive manner Plan, perform and repeat sequences of movements in a group Use knowledge of gymnastics balances to hold a controlled balance for up to 10 seconds Create routines containing balances with control and extension that includes fluency from one balance to the next Use a variety of ways to travel between balances, including use of apparatus Create routines in small groups containing a multitude of different gymnastics factors (for example, different balances and ways to travel) <p>Striking and Fielding (Cricket, Rounders)</p> <ul style="list-style-type: none"> Throw and catch displaying with accuracy in isolation and varied environments Use fundamentals of movement to employ simple tactics in competitive environments Display an understanding of fair play, respect and working well with others List teaching points of the learnt skills Use skills with success and to support peers to improve Develop co-ordination and ability to field and strike effectively Understand rules of the game being played 	<ul style="list-style-type: none"> Explore and create characters and narratives in response to a range of stimuli Describe, interpret and evaluate their own and others dances, taking into account the narrative and characters <ul style="list-style-type: none"> Effectively use space to reach a goal Score more regularly without making mistakes Choose and adapt their techniques to keep possession and give their team a chance to shoot Plan ideas and tactics similarly across invasion games Know what rules are needed to make games fair Understand simple patterns of play Evaluate how successful their tactics have been, using appropriate language to describe performance and identify what they do that makes things difficult for their opponents Identify what they need to do to improve their game and what they need to practice
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		<p>Nimble Nets (Tennis and Badminton)</p> <ul style="list-style-type: none"> • Competent in the fundamentals of movement • Use fundamentals of movement to employ simple tactics in competitive environments • Display an understanding of fair play, respect and working well with others • Develop knowledge of the rules of games being played • Develop children's ability to grip the racquet/racket correctly and explain why • Know the equipment used in each sport • Develop the ability to serve effectively (bounce ball and hit) • List all teaching point of an effective serve and be able to perform the skill with consistency • Be able to hit the ball or cock in a general direction with a degree of consistency • Begin to control the ball with some control of the ball with both sides of the racket <p>Use of movement to attack or defend a shot from an opponent</p> <p>Young Olympians</p> <ul style="list-style-type: none"> • Demonstrate changes of direction and speed during competition • Demonstrate and understanding of how the body changes and functions during exercise • Competent in fundamentals of movement to employ simple tactics in competitive environments • Develop knowledge of how to use their body to maximise performance (jumping – standing and triple, running – sprint and middle distance, throwing, hurdling) • Watch others and suggest ways for them to improve 	<ul style="list-style-type: none"> • Choose and use a range of simple tactics and strategies • Keep, adapt and make rules for striking and fielding games • Recognise good performance and identify parts of a performance that need improving <ul style="list-style-type: none"> • Run for short distances and times, and for longer distances and times • Keep a steady pace – breathing effectively etc. • Practice 5 basic jumps, for example hop, step, jump • Combine basic actions and form simple jump combinations • Throw into a target using slinging, pushing and pulling actions • Describe and evaluate the effectiveness of performance and recognize aspects that need improving • Perform javelin and 400m runs
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	<p>In Y5 the children will develop their knowledge and skills through exploration of</p> <ul style="list-style-type: none"> • Using knowledge of the relationship between the body and exercise to improve various fitness components • Composing creative and imaginative dance sequences with a clear stimulus, performing expressively and precisely • Creating complex and well executed sequences containing a variety of gymnastic components • Displaying an understanding of fair play, working well with others and leading a medium sized group • Field, defend and attack tactically by anticipating the direction of play • Utilise new skills in competitive situations, 	<p>Multi-skills Multi-skills have moved on from exclusive lessons. They will now be incorporated into all areas of their learning.</p> <p>Invasion Games (Tag Rugby, Football, Netball, Basketball, Handball)</p> <ul style="list-style-type: none"> • Select and utilize appropriate tactics and techniques • Display and understanding of fair play, respect and working well with others • Adopt throwing technique to ensure success in a variety of activities • Field, defend and attack by anticipating the direction of play • Use teaching points to dribble with some success, ball close and under control • Use knowledge of techniques to suggest ways for peers to improve • Use teaching points to pass and shoot with some consistent success • Show correct footwork in a task with some variables whilst catching and throwing with moderate success in isolation and as part of a conditioned game situation up to 6m • Throw (pass) with accuracy and at a good weight and catch the ball with moderate success • Throw using a variety of passing styles in isolation consistently • Changing direction successfully whilst running with the ball • Change direction at speed multiple times successfully whilst carrying the ball, progressing onto passing in a varied environment • Understand the rules of a game • Using rules to their advantage to progress, for example dribbling legally when stationary • Effectively move with the ball within the rules of the game <p>Gymnastics</p> <ul style="list-style-type: none"> • Demonstrate changes of direction, speed and level in competitive environments or during performances • Display understanding of fair play, working well with others and leading a small group • Move in a fluent and expressive manner • Plan, perform and repeat sequences of movements in a group 	<ul style="list-style-type: none"> • Show ways to keep the ball from defenders through shielding of the ball • Change speed and direction with the ball to move away from a defender • Shoot accurately in a variety of ways • Understand and implement effective methods of marking an opponent • Watch and evaluate the success of the games they play in • Identify areas of improvement • Explain how confident they feel in different positions, explain why they may prefer a certain position • Beginning to suggest what they need to practice to enjoy a game more • Explain why changing a pitch size will make games more enjoyable <ul style="list-style-type: none"> • Explore a range of symmetric and asymmetric actions, shapes and balances • Control actions and combine them fluently • Be aware of extension, body tension and control
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	<p>individually or as part of a team</p> <ul style="list-style-type: none"> Utilise knowledge of techniques to perform at an optimum level in different types of throw, jump or run 	<ul style="list-style-type: none"> Use knowledge of gymnastics balances to hold a controlled balance for up to 10 seconds Create routines containing balances with control and extension that includes fluency from one balance to the next Use a variety of ways to travel between balances, including use of apparatus Create routines in small groups containing a multitude of different gymnastics factors (for example, different balances and ways to travel) Working with a partner to develop partner balances together <p>Dance</p> <ul style="list-style-type: none"> Create movement that convey a clear stimulus, refining movements into sequences Move in a fluent and expressive manner Plan perform and repeat sequences of movements in a group Display and understanding of fair play, respect and working well with others Respond to commands in the correct manner Repeat some simple sequences of movements Create new ways to move to music Children will list some keywords they have learnt Use the stimulus to inspire creative new gestures <p>Striking and Fielding (Cricket, Rounders)</p> <ul style="list-style-type: none"> Display an understanding of fair play, respect and working well with others and leading a medium sized group Field, defend and attack tactically by anticipating the direction of play Utilise new skills in competitive situations, as an individual or part of a team List teaching points of the learnt skills Use skills with success and to support peers to improve Develop co-ordination and ability to field and strike effectively Understand rules of the game being played 	<ul style="list-style-type: none"> Move from floor to apparatus, changing levels and moving safely Combine movements with others in a group (matching and mirroring) Watch a performance and evaluate its success Identify what was performed well and what needs improving Choose a focus for improvement and identify steps needed to make the improvements through practice <ul style="list-style-type: none"> Explore and improvise ideas for dances in different styles, working individually, with a partner or group Organise warm up and cool down activities to suit the dance, show an understanding why it is important <ul style="list-style-type: none"> Develop the range and consistency of their skills, especially in specific striking and fielding games Know how to warm up Understand what to include in a warm up in order to improve performance Understand and explain, using specific language, why exercise is good for their fitness, health and well-being
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		<ul style="list-style-type: none"> • Develop ability to hold and use the bat effectively • Develop an understanding of the rules of the game being played <p>Nimble Nets (Tennis and Badminton)</p> <ul style="list-style-type: none"> • Use knowledge of the relationship between the body and exercise to improve various fitness components • Field, defend and attack tactically by anticipating the direction of play • Utilise new skills in competitive situations, as an individual or part of a team • Develop knowledge of the rules of games being played • Develop children's ability to grip the racquet/racket correctly and explain why • Know the equipment used in each sport • Develop the ability to serve effectively (bounce ball and hit) • List all teaching points of an effective serve and be able to perform the skill with consistency • Be able to hit the ball or cock in a general direction with a degree of consistency • Begin to control the ball with some control of the ball with both sides of the racket • Use of movement to attack or defend a shot from an opponent <p>Young Olympians</p> <ul style="list-style-type: none"> • Demonstrate changes of direction and speed during competition • Demonstrate and understanding of how the body changes and functions during exercise • Competent in fundamentals of movement to employ simple tactics in competitive environments • Develop knowledge of how to use their body to maximise performance (jumping – standing and triple, running – sprint, middle and long distance, throwing, hurdling) • Watch others and suggest ways for them to improve 	<ul style="list-style-type: none"> • Hold and swing the racquet effectively • Understand where to stand on the court when hitting, catching and receiving the ball • Hit the ball on both sides of the body and above the head • Use different types of shots during a game through improved accuracy • Explain why they or others are playing well using specific language • Know how to change the court to make it easier • Understand how practices to help with precision and consistency and speed about the court <ul style="list-style-type: none"> • Choose favourite running, jumping and throwing events • Choose the best equipment for different activities • Know how to plan a run so they can pace themselves evenly or unevenly to gain an advantage or prevent a disadvantage • Plan to cover distances as a team to get the best possible results • Mark a run for a jumping and throwing event • Set themselves realistic targets in different events
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	<p>In Y6 the children will develop their knowledge and skills through exploration of</p> <ul style="list-style-type: none"> • Using knowledge of the relationship between the body and exercise to improve various fitness components • Composing creative and imaginative dance sequences with a clear stimulus, performing expressively and precisely • Creating complex, demanding and well executed sequences containing a variety of gymnastics components • Displaying an understanding of fair play, working well with others and leading a large group • Field, defend and attack tactically by anticipating the direction of play • Utilise new skills in competitive situations, 	<p>Multi-skills Multi-skills have moved on from exclusive lessons. They will now be incorporated into all areas of their learning.</p> <p>Invasion Games (Tag Rugby, Football, Netball, Basketball, Handball, Hockey)</p> <ul style="list-style-type: none"> • Select and utilize appropriate tactics and techniques • Display and understanding of fair play, respect and working well with others • Adopt throwing technique to ensure success in a variety of activities • Display an understanding of fair play, working well with others and leading a medium sized group • Field, defend and attack by anticipating the direction of play • Use teaching points to dribble with some success, ball close and under control • Utilise new skills in competitive situations as an individual or part of a team • Demonstrate competence in the fundamentals of movement • Use fundamentals of movement to be successful in competitive environments • Use knowledge of techniques to suggest ways for peers to improve • Use teaching points to pass and shoot with some consistent success • Show correct footwork in a task with some variables whilst catching and throwing with moderate success in isolation and as part of a conditioned game situation up to 6m • Throw (pass) with accuracy and at a good weight and catch the ball with moderate success • Throw using a variety of passing styles in isolation consistently • Changing direction successfully whilst running with the ball • Change direction at speed multiple times successfully whilst carrying the ball, progressing onto passing in a varied environment • Understand the rules of a game • Using rules to their advantage to progress, for example dribbling legally when stationary • Effectively move with the ball within the rules of the game • Be able to shoot consistently in isolation up to 3m 	<ul style="list-style-type: none"> • Understand that when their team has the ball, they are attacking. When they haven't, they are defending • Understand different ways of attacking and encourage them to use positions for their team carefully • Choose and use a variety of correct tactics to attack and defend • Recognise and explain how they can support other players in attack and defence • Understand how to prepare for games – discuss tactics, warm-up • Know some ideas for an effective warm-up exercises and routines • Understand how playing invasion games help your fitness and benefits of playing outside of school • Recognise correct clothing and footwear to wear for specific games
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	<p>individually or as part of a team</p> <ul style="list-style-type: none"> Utilise knowledge of techniques to perform at an optimum level in different types of throw, jump or run (sprints, middle distance and hurdles) 	<ul style="list-style-type: none"> Be able to shoot with moderate success in conditioned game <p>Gymnastics</p> <ul style="list-style-type: none"> Demonstrate changes of direction, speed and level in competitive environments or during performances Display understanding of fair play, working well with others and leading a small group Move in a fluent and expressive manner Plan, perform and repeat sequences of movements in a group Use knowledge of gymnastics balances to hold a controlled balance for up to 10 seconds Create routines containing balances with control and extension that includes fluency from one balance to the next Use a variety of ways to travel between balances, including use of apparatus and how to use them effectively and safely Create routines in small groups containing a multitude of different gymnastics factors (for example, different balances and ways to travel) Working with a partner to develop partner balances together <p>Dynamic Dance</p> <ul style="list-style-type: none"> Create movement that convey a clear stimulus, refining movements into sequences Move in a fluent and expressive manner Plan perform and repeat sequences of movements in a group Display and understanding of fair play, respect and working well with others Respond to commands in the correct manner Repeat some simple sequences of movements Create new ways to move to music Children will list some keywords they have learnt Use the stimulus to inspire creative new gestures 	<ul style="list-style-type: none"> Make a sequence and adapt it to different apparatus layouts and limited apparatus Create own rules for longer, more complex sequences Work effectively as a group, sharing roles fairly Use compositional ideas (contrasts and variation in shape, speed, level, timing and actions) Be able to discuss how gymnastics promotes strength, power and suppleness Understand the importance of warming up and devise effective warm ups for gymnastics Value of exercise outside of the school day Create a risk assessment for the use of apparatus <ul style="list-style-type: none"> Explore, improvise and combine movement ideas fluently and effectively Understand how a dance is formed. Understand how to effectively evaluate, refine and develop their own and others' work
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		<ul style="list-style-type: none"> • Utilise new skills in competitive situations, as an individual or part of a team • Utilise knowledge of techniques to perform at an optimum level in different types of throw, jump and run • Develop knowledge of how to use their body to maximise performance (jumping – standing and triple, running – sprint, middle and long distance, throwing, hurdling) • Watch others and suggest ways for them to improve 	<ul style="list-style-type: none"> • Understand practices to help with precision, consistency and speed about the court Develop the consistency of their actions in a number of events • Increase the number of techniques they use • Sustain pace over longer distances, for example sprint for 7 seconds, run for 1 or 2 minutes • Throw with greater control, accuracy and efficiency • Perform a range of jumps showing power, control and consistency at both take off and landing • Understand why exercise is good for fitness, health and wellbeing • Say why some athletic activities can improve strength, power or stamina, and explain how these can help their performance in other types of activity • Perform shot putt, javelin and 800m runs
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