

Forest Park Primary School



Physical Education

WHOLE SCHOOL CURRICULUM MAP

Updated: December 2022



Forest Park Primary School

EYFS/KS1 - Curriculum Map



PE in Early Years and Foundation Stage

PD ELG linked to PE (Gross Motor)

- 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.

EAD ELG Linked to PE (Being imaginative and expressive)

- Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately.

The three Characteristics of Effective Teaching and Learning are: **playing and exploring** - children investigate and experience things, and 'have a go'; **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things. These are all critical foundation skills for developing children's abilities to work scientifically.

The prime areas of learning (**Personal Social and Emotional Development, Communication and Language, Physical Development**) underpin and are an integral part of children's learning in all areas.

How is this taught in EYFS?

Continuous Provision:

- Children have regular access to appropriate outdoor space throughout the day.

The following equipment is consistently available for ongoing practice at mastery of skills:

- Bikes and trikes
- Scooters – stand up and sit down.
- Hoops
- Balls and beanbags
- Assault course
- Firework dances – ribbons and material.
- Playdough station
- Balance beam and stepping stones
- Tyres
- Stilts
- Seesaw
- Climbing equipment (pending development).

	<ul style="list-style-type: none"> Open-ended resources are provided - Children often make assault courses that develop their balance and coordination. Open-ended resources are available for extended, repeated and regular practising of physical skills like lifting, carrying, pushing, pulling, constructing, stacking and climbing. <p>Discrete Taught Sessions: Physical Development (PD) is given the same profile as English and Maths within EYFS and as well as being interwoven into all aspects of learning it is taught discretely every fortnight in small groups.</p> <p>This may be in the hall, in the provision or in the outdoor environment. In Reception, sessions are taken in the hall every two weeks to teach essential skills ready for progression into year one these focus on the ABC's (Agility, balance, coordination) of physical education. In reception these are taught through sessions in navigation of space, yoga, dance, ball skills, gymnastics and sports day skills. These skills are highlighted below in the corresponding colour and area also applied to the daily good practice of the continuous provision environment.</p>		
Focus	Small steps		
	FS1	FS2	Year 1
Agility	<ul style="list-style-type: none"> Use large-muscle movements to wave flags and streamers, paint and make marks. Increasingly confident to move around the environment with accuracy. 	<ul style="list-style-type: none"> Combine different movements with ease and fluency Able to move in different directions with speed and control. Able to travel safely around a space and along benches. Confident to travel safely on hands and feet. 	<ul style="list-style-type: none"> Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. Participate in team games, developing simple tactics for attacking and defending. Perform dances using simple movement patterns.
Balance	<ul style="list-style-type: none"> Skip, hop, hold a pose for a game like musical statues. Confident to use equipment in the indoor and outdoor environment handling it safely. Able to balance on outdoor equipment such as crates, balance beam snake and obstacle courses. 	<ul style="list-style-type: none"> Confidently and safely use a range of large and small indoor and outdoor apparatus – alone and in groups. Able to hold key core shapes (standing straight shape, star shape and tuck shape) with control. Confident to balance for a short amount of time on equipment and off. 	
Coordination	<ul style="list-style-type: none"> Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Able to follow simple dance routines during the wake up, shake up sessions. 	<ul style="list-style-type: none"> Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping and climbing. Able to march in time to music and remember a simple dance with few parts. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming. 	

End Points	I know how to navigate space in order to safely move around my environment . I know how to balance using a pose with two feet on the floor or equipment. I know how to coordinate my body to access bikes and start to control balls. I know how to use my looking and listening skills to copy a simple dance routine to music	I know how to negotiate space and obstacles safely moving with skill and energy in a variety of ways. I know how to balance and show increasing coordination when dancing or completing routines. I know how to control a ball with increasing accuracy. ELG 3.1 and 7.2	
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	Year R	Year 1	Year 2
Gymnastics	<p>Sticky Knowledge:</p> <ul style="list-style-type: none"> Name the parts of the body that are used in gymnastics. Understand that gymnastics can strengthen muscles. <p>End of unit expectations: Can travel in different directions: Forwards/Backwards/ sideways</p> <p>Can travel on feet in different ways: bounce/Hop/sidestep/stride/skip</p> <p>Jumps:</p> <ul style="list-style-type: none"> Straight jump, star jump. <p>Core shapes:</p> <ul style="list-style-type: none"> Straight shape tuck shape, straddle shape <p>Rolls:</p> <ul style="list-style-type: none"> Straight roll, tuck roll, straddle roll. <p>Travel on feet in different ways:</p> <ul style="list-style-type: none"> Hopping, skipping, jumping, striding, sidesteps <p>Travel in different ways on hands and feet:</p> <ul style="list-style-type: none"> Travel high- away from ground Travel low- close to ground Travel with as much of your body on floor as possible Travel with change of speed, direction and level 	<p>Sticky Knowledge:</p> <ul style="list-style-type: none"> Know how to carry and place apparatus. Know when their body is active and talk about the difference between tension and relaxation. Know how to manage the space safely, showing good awareness of each other, mats and apparatus. Describe how their body feels before, during and after an activity. <p>End of unit expectations: Copy & repeat simple sequence. <i>This can be teacher devised or created by pupils</i> e.g. 1 travel, 1 jump, 1 roll, 1 balance</p> <p>Development 1 In 2s - Copy partners sequence.</p> <p>Development 2 Select 4 favourite movements from both sequences, link & perform.</p> <p>NC Knowledge or skills:</p> <p>Core shapes:</p> <ul style="list-style-type: none"> Straight shape Tuck shape Star shape Straddle shape Pike shape Back support <p>Jumps:</p> <ul style="list-style-type: none"> To copy sequences and repeat them. To take off and land 'like a gymnast'. Straight jump 	<p>Sticky Knowledge:</p> <ul style="list-style-type: none"> Know how to lift, move and place equipment safely. Recognize and avoid risks when handling and placing apparatus Describe how their body feels during different activities. Explain what their body needs to keep healthy. To know how to improve their work using information they have gained by watching, listening and investigating. Know and use different combinations of floor, mats and apparatus. <p>End of unit expectations: In 2s or individually – Create & perform sequence to include up to; e.g. 3 travelling actions, 2 jumping actions, 1 balance, 1 roll</p> <p>Sequence must show a change of;</p> <ul style="list-style-type: none"> Level and Direction <p>Development: Increase number of actions e.g. 2 balances</p> <p>NC Knowledge or skills:</p> <p>Core shapes:</p> <ul style="list-style-type: none"> Straight shape Tuck shape Star shape Straddle shape Pike shape Back support/front support Arch/dish shape Bridge shape

Year R	Year 1	Year 2	
	<ul style="list-style-type: none"> Can perform and travel in curled up balances on different body parts Can balance and travel in a stretched position Can travel in a stretched position at different levels Can link balances and travelling to show curled and stretched movements Can travel on hands and feet and slide Can travel high and low and link movements together Can roll sideways- curled and stretched. Can jump land and roll Can balance and travel with feet higher than head <p>Evaluating Success:</p> <ul style="list-style-type: none"> Watch each other performing a shape or movement. Say what they like about a performance, and explain why. <p>Key Vocabulary: Rock, Around, Safely, Sideways, Travel, Forwards, Backwards, Move, Copy, Over, Shape, Space, Stride, Hop, Skip, gallop, Toes</p>	<ul style="list-style-type: none"> Tuck jump Jumping jack Half turn jump <p>Roll: Continue to develop control in different rolls:</p> <ul style="list-style-type: none"> Straight roll Straddle roll Tuck roll Dish roll <p>Travel:</p> <ul style="list-style-type: none"> Bunny hops (transfer weight to hands, and side to side). Begin to travel on hands and feet (hands flat on the floor and fully extend arms). Front support/wheelbarrow with partner. Monkey walk (bent legs and extended arms). <p>Travel</p> <ul style="list-style-type: none"> Tiptoe, step, jump and hop Hopscotch Skipping Galloping <p>Applying and Linking Skills:</p> <ul style="list-style-type: none"> To copy sequences and repeat them. To plan and show a sequence of movement. To work individually and with partner to create a sequence. Perform a gymnastic sequence with a balance, a travelling action, a jump and a roll. <p>Evaluating Success</p> <ul style="list-style-type: none"> Watch and talk about different gymnastics performances. Explain how gymnastics makes us feel. Describe qualities of movement. <p>Key Vocabulary: Thin, Wide, Turn, Balance, control, Stop, Finish, Spin, Travel, Along, Direction, Level, Link, Onto and off, Over, Pike, Posture</p>	<ul style="list-style-type: none"> To develop the forward roll, transferring from the slopped mat. To travel in different ways. Taking weight on both hands and feet. Including travelling on a beam. Develop arch and dish shapes that see arms and legs extended off the floor, Develop tension in the core and tension and extension in the arms, legs, hands and feet. To create the pike, tuck, arch and dish shapes. Moving smoothly from a position of stillness to a travelling movement and from one position of stillness to another. To explore and create shapes in the air when jumping (from standing or off apparatus); Including the pike, tuck and star. <p>Applying and Linking Skills:</p> <ul style="list-style-type: none"> To think and create more than one way to develop a sequence which follows a set of 'rules'. Devise a short sequence with a clear beginning, middle and an end including a balance, a travelling action, a jump and a roll. Adapt a sequence to include apparatus. Teach a self-created sequence to a partner and perform together. <p>Evaluating Success:</p> <ul style="list-style-type: none"> Talk about how a performance - a jump, roll, sequence could be improved. Recording their performance using ICT. Evaluate, refine and develop their own and others' work. Using feedback given by the teacher, or other children. <p>Key Vocabulary: Partner, bridge sequence, Pathway, Follow, Twist, Direction, Apparatus, Balance, Small/large, Body parts, Points, Shapes, Travelling, Shoulder, stand, Tension</p>

	Year R	Year 1	Year 2
Dance	<ul style="list-style-type: none"> Show simple facial expressions Move freely around the space using specific imagery and stimuli (move on your tiptoes, stomp around the room etc) Follow simple movements 	<p>Sticky Knowledge:</p> <ul style="list-style-type: none"> Describe how their body feels before, during and after an activity. Know where their heart is and understand why it beats faster when exercising To describe how their lungs and heart work when dancing. Know how to link movement phrases to make simple dances. <p>End of unit expectations:</p> <ul style="list-style-type: none"> Start to develop basic balance and coordination (hops, skips, 1 leg balances) Demonstrate basic floor patterns individually Develop an awareness of others in the shared space Stand and dance in their own space Copy facial expressions Demonstrate similar structure with simple movement phrases Respond to simple stimuli <p>NC Knowledge or skills:</p> <p>Compose:</p> <ul style="list-style-type: none"> Copy a simple dance pattern Copies and explores basic movements and body patterns Dance to link in with learning theme Move to a beat Sequence and remember simple movements and dance steps Use ideas to sequence dance. Links movements to sounds and music Responds to a range of stimuli. Put a sequence of actions together to create a motif. Vary the speed of their actions. Use simple choreographic devices such as unison, canon and mirroring. Begin to improvise independently to create a simple dance <p>Develop control of movement using:</p>	<p>Sticky Knowledge:</p> <ul style="list-style-type: none"> To know how particular activities can help them to be healthy. To know, recognise and describe how different dance activities make them feel. To understand the importance of warming up and cooling down. To show an understanding of the mood or tone of a dance, using the different stimuli as a starting point for creating a dance. <p>End of unit expectations:</p> <ul style="list-style-type: none"> Demonstrate secure balance and coordination (hops, skips, 1 leg balances) Show some awareness of spatial awareness when moving around the space with others in set patterns Stand and dance in their own space Copy facial expressions in response to music/theme Demonstrate basic floor patterns in a group and individually (side to side, corner to corner) Demonstrate simple movement phrases with a greater degree of accuracy and precision Respond to simple stimuli with a greater level of artistry and creativity <p>NC Knowledge or skills:</p> <p>Compose:</p> <ul style="list-style-type: none"> Copy a dance pattern Copies and explores basic movements with clear control Move to a beat with confidence Link a short series of dance sequences together Varies levels and speed in sequence Can vary the size of their body shapes Add change of direction to a sequence Uses space well and negotiates space clearly Can describe a short dance using appropriate vocabulary Create a short motif inspired by a stimulus. Change the speed and level of their actions.

Actions (What) - travel, stretch, twist, turn, jump.
 Space (Where) - forwards, backwards, sideways, high, low, safely showing an awareness of others.
 Relationships (Who) - On own and with a partner by teaching each other 2 movements to create a dance with 4 actions.
 Dynamics (How) - Slowly, quickly, with appropriate expression.

Performance:

- Move spontaneously showing some control and coordination.
- Move with confidence when walking, hopping. Jumping, landing.
- Move with rhythm in the above actions
- Demonstrate good balance
- Move in time with the music.
- Coordinate arm and leg actions (eg- march and clap).
- Interact with a partner (e.g holding hands, swapping places, meeting and parting).
- Perform using a range of actions and body parts with some coordination.
- Begin to perform learnt skills with some control.

Evaluating Success

- Watch and talk about different dances.
- Explain how dances make us feel.
- Describe qualities of movement.

Key Vocabulary:

Counts, Pose, Level, Slow, Fast, Balance, Beat, Gesture, Perform, Formation, Posture

- Use simple choreographic devices such as unison, canon and mirroring.

Develop control of movement using:

Actions (What) - travel, stretch, twist, turn, jump.
Space (Where) - forwards, backwards, sideways, high, low, safely showing an awareness of others
Relationships (Who) - On own and with a partner by teaching each other 2 movements to create a dance with 4 actions.
Dynamics (How) - Slowly, quickly, with appropriate expression.

Performance:

- Move spontaneously showing some control and coordination.
- Move with confidence when walking, hopping. Jumping, landing.
- Move with rhythm in the above action
- Demonstrate good balance
- Move in time with the music.
- Coordinate arm and leg actions (eg- march and clap).
- Interact with a partner (e.g holding hands, swapping places, meeting and parting).

Evaluating Success

- Talk about how a dance could be improved.
- Recording their dance, using ICT.
- Describe and evaluate some of the compositional features of dances performed with a partner and in a group.
- Understand how a dance is formed and performed.
- Evaluate, refine and develop their own and others' work.
- Using feedback given by the teacher, or other children.

Key Vocabulary:

Mirror, Action, Pathway, Direction, Speed, timing, Beat, Flow, Independent Movements, Performance, Travel, Formation, Posture, Expression

**Multi-Skills/
Fundamental
movements**
Sticky Knowledge:

- Describe what it feels like when they breathe faster during exercise.
- Explain why running and playing games is good for them.
- Know how to choose and use skills effectively for particular games.

NC Knowledge or skills:
Jumping

- Jump with both feet leaving the ground
- Singular hops (right foot and left foot separately)
- Hop (from one foot to the opposite foot).
- Jump for height

Striking and hitting a ball

- Use hitting skills in a game.
- Practise basic striking, sending and receiving.
- Two handed strike with a racket/bat.

Throwing and catching a ball

- Throw underarm and overarm with a beanbag, quoit, medium sized ball etc
- Catch and bounce a ball.
- Use rolling skills in a game.
- Practise accurate throwing and consistent catching.
- Beginning to develop hand-eye coordination
- Be able to catch a large ball (over arm and under arm throw), using the 'Rainbow throw' key points.
- Beginning to throw with some accuracy towards a target or person
- Roll a ball to an end target
- Throw a ball with some/increasing accuracy to an end target
- Receives a ball with basic control.

Travelling with a ball

- Travel with a ball in different ways.
- Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency
- Balance a ball on a large racket (moving or

Sticky Knowledge:

- Understand and describe changes to their heart rate when playing different games,
- Showing how to exercise safely.
- Describe what it feels like when they breathe faster during exercise.
- Explain why running and playing games is good for them.
- Know how to score and keep the rules of the games.
- To choose and use tactics to suit different situations.
- Show a good awareness of others in running, chasing and avoiding games, making simple decisions about when and where to run.
- React to situations in a way that helps their partners and makes it difficult for their opponents.

NC Knowledge or skills:
Moving/running:

- Move in a variety of ways in and out cones and obstacles.
- Stop on command
- Jogging
- Sprint short distances to receive a ball
- Skip with a rope
- Gallop
- Side gallop

Jumping:

- Jump with both feet leaving the ground
- Singular hops (right foot and left foot and linking together)
- Hop (from one foot to the opposite foot).
- Jump for height
- Jump for distance

Throwing/rolling/catching/dribbling:

- Be able to throw and catch a medium/small sized ball accurately
- Push (chest pass) throw
- Underarm (Rainbow throw) throw with a smaller ball
- Throwing with a degree of accuracy to a person/target
- Throw a beanbag into a given target
- Kick a ball/Kick a ball with accuracy to an end target

Year R	Year 1	Year 2
	<p>static)</p> <p>Passing a ball</p> <ul style="list-style-type: none"> ● Pass the ball to another player in a game. ● Kick a ball with increasing accuracy to an end target ● Use kicking skills in a game. ● Dribble a ball <p>Using space</p> <ul style="list-style-type: none"> ● Use different ways of travelling in different directions or pathways. ● Run at different speeds. ● Begin to use space in a game. <p>Compete/perform</p> <ul style="list-style-type: none"> ● Perform using a range of actions and body parts with some coordination. ● Begin to perform learnt skills with some control. ● Engage in competitive activities and team games. ● Begin to participate in simple games with an opposing side ● Work cooperatively in small groups <p>Evaluate</p> <ul style="list-style-type: none"> ● Copy, watch and describe what others are doing. ● Copy what is seen and state why it is of quality. <p>Key Vocabulary: Fast, Hop, Slow, Direction, Land, Safely, Defender, Points, Dribbling, Attacker, Score, Partner</p>	<ul style="list-style-type: none"> ● Dribble a ball in and out of a set of obstacles ● Balance a ball on a racket and bat ● Hit a ball with some accuracy using a racket and bat (two handed, moving to one handed hitting) <p>Application through Team Games:</p> <ul style="list-style-type: none"> ● Be able to participate in a game with an opposing side ● Understand the importance of rules in games. ● Play as part of a team, cooperate with team mates(through implementing rules) and understand the importance of Sportsmanship. ● Be able to control a ball within a game setting with more accuracy ● Beginning to develop an understanding of attacking/defending. ● Develop simple tactics and use them appropriately. ● Work as a team in order to score goals/achieve an end goal. ● Develop a strong spatial awareness. ● Control a ball accurately in a game situation ● Use both hands and feet in order to control a ball in a game situation. <p>Evaluating Success</p> <ul style="list-style-type: none"> ● Talk about what is different between what they did and what someone else did. ● Discussing the quality of what has been seen. ● Say how they could improve, ● Beginning to use feedback from the teacher, our other children. <p>Key Vocabulary: Dodge, Jog, Hurdle, Speed, Steady, Sprint, Received, Send, Chest, Pass, Possession, Goal, Dodge, Bounce, Pass, Teammate, Chest pass, Bounce pass, Overarm pass, target</p>
Athletics	<p>Repeat Fundamental movements unit.</p> <p>Sticky Knowledge:</p> <ul style="list-style-type: none"> ● Describe what happens to their heart, breathing and temperature during different types of athletic activity. 	<p>Sticky Knowledge:</p> <ul style="list-style-type: none"> ● Describe what happens to their heart, breathing and temperature during different types of athletic activity. ● Show how to exercise safely. <p>NC Knowledge or skills: Moving/running:</p>

NC Knowledge or skills:

- Move fluently, changing speed and direction easily and avoiding collisions.
- Demonstrate the five basic jumps on their own, e.g. series of hops; or in combination, e.g. hop, one-two, two-two,
- Showing some control at take-off and landing,
- Jumping from a stationary position, exploring distance or height.
- Run a spring, using short hurdles.
- Run continuously for about one minute and, when required, show the difference between running at speed and jogging,
- Throw with increasing accuracy and coordination, into more difficult targets set at different distances,
- Including beanbags, javelins or heavy balls.
- Choosing the best way of throwing to succeed.

Applying and Linking Skills:

- Use different techniques, speeds and effort to meet challenges set for running, jumping and throwing.

Evaluating Success:

- Identify and describe different running, jumping and throwing actions.
- Explain what is successful and what they have to do to perform better.

Key Vocabulary:

- Far, Hop, Aim, Fast, Slow, Bend, Improve, Direction, Travel

- Start, stop and change pace with control in response to instructions
- Run and change direction, demonstrating speed and agility.
- Run at different paces, describing the different paces.
- Move quickly to a base in response to voice instructions.
- Accelerate quickly and run fast to retrieve an object.
- Walk/run fast with good posture and balance.
- Copy movements of a leader with coordination and control
- Run on a curve with coordination and control
- Begin to select the most suitable pace and speed for distance.
- Use a variety of different stride lengths.
- Vary the speed and direction in which they are travelling.
- Run with basic techniques following a curved line.
- Skip without a rope/ Skip with a rope
- Side gallop
- To be taught to 'run' over low obstacles
- To change direction whilst running
- Early learning relay (passing a quoit)

Jumping:

- Perform and compare different types of jumps: for example
- Demonstrate various jumps in response to instructions
- Jumping for height from a standing position with both feet leaving the ground, with control and balance.
- Take off from and land in different positions.
- Increased ability to jump far.
- Jump for distance from a standing position with accuracy and control.
- two feet to two feet/two feet to one foot/one foot to same foot/one foot to opposite foot
- Know that the leg muscles are used when performing a jumping action

Throwing:-

- Performs a variety of throws with control and

coordination

- Push (chest throw) throw
- Underarm throw with a smaller ball
- Throwing a tennis ball for distance
- Introduce basic concepts of a pull throw with a foam javelin and push throw with a tennis ball (shot put)
- Throw with speed and agility
- Throw accurately/Throw accurately at raised targets
- Roll a ball accurately
- Use an underarm action to throw accurately at a target
- Use an underarm action to throw over increasingly longer distances
- Throw different types of equipment in different ways, for accuracy and distance.
- Investigate ways to alter their throwing technique to achieve greater distance.
- Can use equipment safely.

Applying and Linking Skills:

- Use different techniques, speeds and effort to meet challenges set for running, jumping and throwing.

Evaluating Success:

- Talk about what is different between what they did and what someone else did.
- Discussing the quality of what has been seen.
- Say how they could improve,
- Beginning to use feedback from the teacher, our other children.

Key Vocabulary:

Sprint, Jog, Distance, Height, Take off, Landing, Overarm throw, Underarm throw

Forest Park Primary School

KS2 - Curriculum Map

	Year 3	Year 4	Year 5	Year 6
Gym	<p>Sticky Knowledge:</p> <ul style="list-style-type: none"> Understand the importance of warming-up and cooling-down. Understand that strength and suppleness are important parts of fitness. To recognise and describe the short term effects of exercise on the body during different activities. To know how to devise and perform a gymnastic sequence, showing a clear beginning, middle and end. Adapting a sequence to include different levels, speeds or directions. To recognise how their own performance has improved. <p>End of unit expectations:</p> <p>Individually create & perform sequence to include up to ;</p> <p>e.g. 3/4 travelling actions (must be on different body parts)</p> <p>2 jumping actions (must show either different shapes/ rotation /direction)</p> <p>2 balances (moving into & out of balance with fluency & control)</p> <p>1 roll</p> <p>Sequence must show a change of;</p> <ul style="list-style-type: none"> Level Direction Speed 	<p>Sticky Knowledge:</p> <ul style="list-style-type: none"> Know, measure and describe the short-term effects of exercise on the body. Describe how the body reacts to different types of activity. To understand that strength and suppleness are key features of gymnastic performance. To devise routines of stretching exercises that prepare them for their gymnastic work. To describe their own and others' work, making simple judgements about the quality of performances and suggesting ways they could be improved. <p>End of unit expectations:</p> <p>In 2s create & perform sequence to include up to;</p> <p>E.g. 4 travelling actions (must be on different body parts)</p> <p>2 jumping actions (must show either different shapes/ rotation /direction)</p> <p>2 balances (moving into & out of balance with fluency & control)</p> <p>2 rolls</p> <p>Sequence must show a change of;</p> <ul style="list-style-type: none"> Level Direction Speed Choreographic devices - Unison, Canon, Opposition 	<p>Sticky Knowledge:</p> <ul style="list-style-type: none"> Know and understand the basic principles of warming up and why it is important for good-quality performance Understand why physical activity is good for their health. Know how muscles work, how to stretch, and how to carry out strengthening exercises safely. Know why strength and suppleness are important in gymnastics. To know and identify which aspects were performed consistently, accurately, fluently and clearly To be able to suggest improvements to speed, direction and level in the composition. To adapt sequences to include a partner or a small group. <p>End of unit expectations:</p> <p>Individually or in 2s create & perform sequence to include up to ;</p> <p>e.g.4 travelling actions (must be on different body parts)</p> <p>2 jumping actions (must show either different shapes/ rotation /direction)</p> <p>2 balances (moving into & out of balance with fluency & control)</p> <p>2 rolls</p> <p>Sequence must show a change of;</p> <ul style="list-style-type: none"> Level Speed -- Acceleration / Deceleration 	<p>Sticky Knowledge:</p> <ul style="list-style-type: none"> Know and understand the basic principles of warming up and why it is important for good-quality performance. Explain why we need regular and safe exercise. Know the importance of particular types of fitness. Understand how gymnastic activity helps their overall health. Know how to improve their own health and fitness. To be able to explain how a sequence is formed, using appropriate terminology to describe technique and composition when evaluating both their own and others' performances. To know how to vary direction, levels and pathways, to improve the look of a sequence. <p>End of unit expectations:</p> <p>Create & perform sequence to include up to;</p> <p>e.g. 4 travelling actions</p> <p>1 jump, 1 roll, 3 balance - 1 non contact, 1 counter balance, 1 counter tension balance</p> <p>Sequence must show a change of;</p> <ul style="list-style-type: none"> Level Speed (can include acceleration deceleration) Direction

	Year 3	Year 4	Year 5	Year 6
	<p>Development</p> <p>In 2s select favourite actions from both sequences, link to create longer sequence</p> <p>NC Knowledge or skills:</p> <p>Revisit Core shapes (taught in Y1/Y2):</p> <p>Core shapes:</p> <ul style="list-style-type: none"> • Straight shape • Tuck shape • Star shape • Straddle shape • Pike shape • Back support/front support • Arch/dish shape • Bridge shape <p>Jump</p> <ul style="list-style-type: none"> • Straight jump/add half turn • Tuck jump • Star jump • Straddle jump • Pike jump • Creating shapes in the air when jumping (from standing or off apparatus - including the pike, tuck and star), <p>Roll</p> <ul style="list-style-type: none"> • Straight roll (controlled) • Controlled tuck roll • Straddle roll (controlled) • Continue to develop control in rolling actions on the floor, off and along apparatus or in time with a partner. • To secure the forward roll, developing control and balance in delivery. <p>Travel:</p> <ul style="list-style-type: none"> • Beginning to explore and develop the cartwheel. • To travel in different ways. • Tiptoe, step, jump, hop, skip • Continue to develop tension in the core and tension and 	<p>NC Knowledge or skills:</p> <p>Revisit Core shapes (taught in 1/Y2/Y3):</p> <ul style="list-style-type: none"> • Straight shape • Tuck shape • Star shape • Straddle shape • Pike shape • Back support/front support • Arch/dish shape • Bridge shape <p>Jump</p> <ul style="list-style-type: none"> • Straight jump • Tuck jump • Jumping jack • Star jump • Straddle jump • Pike jump • Straight jump half-turn • Straight jump full-turn • Explore leaping forward in stag jump <p>Roll</p> <ul style="list-style-type: none"> • straight roll (controlled) • Controlled tuck roll • Teddy bear roll (controlled) • Forward roll from standing • Straddle forward roll • Tucked backward roll • Backward roll to straddle • Continue to develop control in rolling actions on the floor, off and along apparatus or in time with a partner. • Maintain the forward roll, developing the cartwheel and the Teddy Bear. • Begin to explore the backwards roll, if confident. • Explore balancing on combinations of 1/2/3/4 "points". • Balance on floor and apparatus; 	<ul style="list-style-type: none"> • Direction • Shape --- Symmetrical / Asymmetrical • Choreographic devices- unison, canon, opposition <p>NC Knowledge or skills:</p> <p>Revisit Core shapes (taught in 1/Y2/Y3/Y4):</p> <ul style="list-style-type: none"> • Straight shape • Tuck shape • Star shape • Straddle shape • Pike shape • Back support/front support • Arch/dish shape • Bridge shape <p>NC Knowledge or skills:</p> <p>Jump</p> <ul style="list-style-type: none"> • Straight jump • Tuck jump • Jumping jack • Star jump • Straddle jump • Pike jump • Stag jump • Straight jump half-turn • Straight jump full-turn • Split leap • Make symmetrical and asymmetrical shapes in the air. • Jump along, over and off apparatus of varying height with control in the air and on landing. <p>Roll</p> <ul style="list-style-type: none"> • Straight roll (controlled) • Controlled tuck roll • Teddy bear roll (controlled) • Forward roll from standing • Straddle forward roll • Pike forward roll • Tucked backward roll 	<ul style="list-style-type: none"> • Shape (symmetrical / asymmetrical) • Choreographic device- unison, canon, opposition <p>Development – In 4s select favourite actions from both sequences, link & perform as a group</p> <p>NC Knowledge or skills:</p> <p>Revisit Core shapes (taught in Y1-5):</p> <ul style="list-style-type: none"> • Straight shape • Tuck shape • Star shape • Straddle shape • Pike shape • Back support/front support • Arch/dish shape • Bridge shape <p>Jump</p> <ul style="list-style-type: none"> • Straight jump • Tuck jump • Star jump • Straddle jump • Pike jump • Stag jump • Straight jump half-turn/full turn • Cat leap • Make symmetrical and asymmetrical shapes in the air. • Jump along, over and off apparatus of varying height with control in the air and on landing. <p>Roll</p> <ul style="list-style-type: none"> • Forward roll from standing • Complete a forward roll from a straddle position on feet; Refine the cartwheel and teddy bear roll.

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	<p>extension in the arms, legs, hands and feet.</p> <ul style="list-style-type: none"> Including travelling on a beam. <p>Shapes and balances:</p> <ul style="list-style-type: none"> Showing control and balance when taking weight on both hands and feet, where changing speed. Large and small body part balances Balances on apparatus Matching and contrasting partner balances Front and back support Using shape to transition smoothly from a position of stillness into a roll or balance. Explaining how strength and suppleness affect performance. <p>Applying and Linking Skills:</p> <ul style="list-style-type: none"> Devise sequences with a clear beginning, middle and an end Including the use of apparatus. Teach a self-created sequence to a partner and perform together. Adapting sequences to suit different types of apparatus <p>Evaluating Success:</p> <ul style="list-style-type: none"> Discuss, compare and contrast gymnastic sequences, commenting on similarities and differences. Explaining the differences between two performances Identifying when two performances have the same elements and order, and comment on their quality Understand what is involved in the process of improving a performance 	<ul style="list-style-type: none"> Exploring which body parts are the safest to use. Explore balancing with a partner: Facing, beside, behind and on different levels. Move in and out of balances fluently; showing control and intent. - Use a variety of rolling actions to travel on the floor and along apparatus. Travelling with a partner; move away from and together on the floor and on apparatus Travel in different pathways on the floor and using apparatus; Exploring different entry and exit points other than travelling in a straight line on apparatus. <p>Applying and Linking Skills:</p> <ul style="list-style-type: none"> Create a sequence containing four elements travelling in an “L” shaped pathway. Increasing the length of sequences and time of the hold, to further develop strength. Rolling actions on the floor, off and along apparatus are in time with a partner. Working with a partner to create, repeat and improve a sequence with at least three phases. <p>Evaluating Success:</p> <ul style="list-style-type: none"> Discuss, compare and contrast gymnastic sequences, commenting on similarities and differences. Make simple assessments of performance based on a criterion given by the teacher. Use these assessments to modify and refine their sequences and others’ work. 	<ul style="list-style-type: none"> Backward roll to straddle Explore different starting and finishing positions when rolling Explore symmetry and asymmetry throughout the rolling actions. <p>Travel:</p> <ul style="list-style-type: none"> Lunge into handstand Lunge into cartwheel Lunge into round-off Tiptoe, step, jump and hop, skip Straight jump half turn Straight jump full turn Travel sideways in a bunny hop and develop into cartwheeling action keeping knees tucked in and by placing one hand then the other on the floor. <p>Shapes and balances:</p> <ul style="list-style-type: none"> Perform balances with control, showing good body tension. Mirror and match partner’s balance Perform a range of acrobatic balances with a partner on the floor and on different levels on apparatus. 1, 2, 3 and 4- point balances Balances on apparatus Part body weight partner balances <p>Applying and Linking Skills:</p> <ul style="list-style-type: none"> Create a sequence as per expectations above. Adapt sequences to include a partner or a small group. Ensure the sequence includes changes of direction and level and show mirroring and matching shapes and balances. 	<ul style="list-style-type: none"> Begin a backward roll from standing in a straight position, ending in a straddle position on feet. Backward roll to standing pike Explore different starting and finishing positions when rolling Explore symmetry and asymmetry throughout the rolling actions. <p>Travel:</p> <ul style="list-style-type: none"> Travel in time with a partner, move away from and back to a partner. Make symmetrical and asymmetrical shapes in the air, Jumping along and off apparatus of varying height, showing control in the air and on landing. Lunge into cartwheel Lunge into round-off Tiptoe, step, jump and hop, skip Pivot turn <p>Shapes and balances:</p> <ul style="list-style-type: none"> Perform balances with control, showing good body tension. Mirror and match partner’s balance Exploring symmetrical and asymmetrical balances on own and with a partner. Developing how to take control in using some of a partner’s weight to counter balance (pushing against) or counter tension (pulling away from) Perform a range of acrobatic balances with a partner on the floor and on different levels on apparatus.

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	<p>Key Vocabulary: Analyse, Balance , Co-operation, Jumps, Landing, Shapes, Roll, Teamwork, Travel, Twist, Direction, Apparatus, Balance, Small/large Body parts</p>	<ul style="list-style-type: none"> Offer constructive ideas when working with a partner, including ideas on balances, inversion and transfer of weight. <p>Key Vocabulary: Asymmetry, Balance, Body, Canon, Counterbalance, Moves Pike, Posture, Sequence, Straddle, Symmetry, Techniques, Tension, Tuck, Unison</p>	<ul style="list-style-type: none"> Perform group balances at the beginning, middle or end of a sequence. <p>Evaluating Success:</p> <ul style="list-style-type: none"> Choose and use information and basic criteria to evaluate their own and others' work; Identifying which aspects were performed consistently, accurately, fluently and clearly <p>Key Vocabulary: Arch, Asymmetrical Balance , Bridging, Canon, Counterbalance, Direction , Dynamic, Evaluate, Extend, Level, Points of balance, Pull, Push, Rolling, Rotation, Sequence, Shape</p>	<p>Applying and Linking Skills:</p> <ul style="list-style-type: none"> Work in a group of 4 to 6 people to create a longer more complex sequence of up to 10 elements. Create and extended sequence including asymmetrical shapes, balances and symmetrical rolling and jumping activities; Performing consistently to different audiences, Linking sequences to specific timings. <p>Evaluating Success:</p> <ul style="list-style-type: none"> Are the children beginning to use a greater number of their own ideas for movement in response to a task? Discuss, compare and contrast gymnastic sequences, commenting on similarities and differences. <p>Key Vocabulary: Asymmetrical Balance, Canon, Direction, Dynamic , Front and back support, Level, Movement, Rolling and bridging, Rotation, Sequence, Shape, Symmetrical, Unison</p>
Dance	<p>Sticky Knowledge:</p> <ul style="list-style-type: none"> Understand the importance of warming-up and cooling-down. Explain how strength and suppleness affect performance. To know and use a range of expressive language to describe dance <p>End of unit expectations:</p> <ul style="list-style-type: none"> Replicate movement with a some level of accuracy Perform basic dance moves with some awareness of technique & control, even if 	<p>Sticky Knowledge:</p> <ul style="list-style-type: none"> Understand the basic principles of warming up and cooling down, and choose appropriate activities that may support this. To describe and interpret dance movements using appropriate vocabulary. To know and suggest how dances and performances can be improved, so that they communicate more effectively. To know, explore and create characters and narratives in response to a range of stimuli. 	<p>Sticky Knowledge:</p> <ul style="list-style-type: none"> Understand why a warm-up and cool-down is an important step in preparing for dance. To know use exercises that stretch and tone their bodies and help them prepare for their dance. To use appropriate dance terminology to identify and describe different styles in their own and others' dances. To be able to talk about the relationship between the dance and its accompaniment. To suggest ways to develop their technique and composition. 	<p>Sticky Knowledge:</p> <ul style="list-style-type: none"> Understand why a warm-up and cool-down is an important step in preparing for dance. Describe how dance contributes to fitness and wellbeing. Identify what types of exercise they need to do to help their dancing. To use appropriate language and terminology to describe, interpret and evaluate their own and others' work. Comment on what works well and explain why.

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	<p>this is not fully realised</p> <ul style="list-style-type: none"> ● Perform and respond with a basic sense of musicality ● Demonstrate basic spatial awareness in relation to others around them ● Move around the space in varying floor patterns ● Contribute creative movement ideas <p>Key Link to Gymnastics into Dance: NC Knowledge or skills:</p> <ul style="list-style-type: none"> ● Improvise freely on their own and with a partner, translating ideas from a stimulus into movement. ● Develop movement using actions, space, relationships and dynamics. ● Understand choreographic devices such as motif, a repetition. ● Develop a sense of musicality in movements Introduce mirroring, unison, canon, complementary and contrasting moves. <p>Applying and Linking Skills:</p> <ul style="list-style-type: none"> ● Show an imaginative response to different stimuli through their use of language and choice of movement. ● Connect different ideas to structure a dance phrase; ● Incorporate different qualities and dynamics into their movement. ● Linking phrases to music, ● Showcasing a clear beginning, middle and end. 	<p>End of unit expectations:</p> <ul style="list-style-type: none"> ● Replicate movement with a greater level of accuracy ● Perform basic dance moves with sufficient technical awareness and control ● Demonstrate, respond and perform with musicality and a basic awareness of rhythm and tempo ● Develop some artistic and expressive qualities in dance performance ● Develop basic spatial awareness in relation to the body ● Move around the space in varying floor patterns showing an increased awareness of others in the space ● Contribute creative movement ideas and begin to form their own phrases under guidance <p>NC Knowledge or skills:</p> <ul style="list-style-type: none"> ● Describe and interpret dance movements using appropriate vocabulary. ● Explore and create characters and narratives in response to a range of stimuli. ● Experimenting with a wide range of actions, varying and combining spatial patterns, speed, tension and continuity when working on their own, with a partner and in a group ● Communicate what they want through their dances and perform with fluency and control. 	<ul style="list-style-type: none"> ● To compose dances by using, adapting and developing steps, formations and patterning from different dance styles. <p>End of unit expectations:</p> <ul style="list-style-type: none"> ● Replicate movement with accuracy and evidence of basic technique and control ● Perform and demonstrate a basic understanding of musicality, rhythm and tempo ● Respond to music with suitable movement for the tempo, rhythm and style ● Create their own movement phrases as part of a group ● Develop spatial awareness in relation to their body, others and the performance space ● Demonstrate expressive and artistic qualities when performing ● Showcase an awareness of how to perform to an audience <p>NC Knowledge or skills:</p> <ul style="list-style-type: none"> ● Use exercises that stretch and tone their bodies and help them prepare for their dance. ● Explore, improvise and choose appropriate material to create new motifs in a chosen dance style ● Perform specific skills and movement patterns for different dance styles with accuracy ● Develop mirroring, unison, canon, complementary and contrasting moves. 	<ul style="list-style-type: none"> ● To recognise how costume, music and set can help to improve a dance performance. ● To improvise freely using a range of controlled movements and patterns. <p>End of unit expectations:</p> <ul style="list-style-type: none"> ● Replicate movement with accuracy, evidence of basic technique and some artistic qualities ● Showcase sufficient technical facility ● Demonstrate a consistent understanding of musicality, rhythm and tempo ● Respond confidently to music with suitable movement for the tempo, rhythm and style ● Create their own movement phrases with increased awareness of composition and some choreographic devices ● Continue to develop their own spatial awareness, responding to external factors such as growth ● Perform with a clear sense of direction ● Demonstrate expressive and artistic qualities particularly when performing to an audience <p>NC Knowledge or skills:</p> <ul style="list-style-type: none"> ● Organise their own warm-up and cool-down exercises. ● Explore, improvise and choose appropriate material to create new motifs in a chosen dance style.

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<ul style="list-style-type: none"> To share and create phrases with a partner and in small groups. Explore and develop new actions while working with a partner or a small group. <p>Evaluating Success:</p> <ul style="list-style-type: none"> Describe and evaluate compositional features of dances performed with a partner and in a group; Using ICT to record and discuss their dance. Talk about how to improve a dance; Suggesting improvements to their own and other people's dances <p>Key Vocabulary: Explore, Create, Perform, Match, Expression, Canon, Confidence, Direction, Formation, Posture, Performance, Tempo, Timing, Unison</p>	<p>Applying and Linking Skills:</p> <ul style="list-style-type: none"> Use different compositional ideas to create motifs, incorporating unison, canon, action and reaction, question and answer. Remember, practise and combine longer, more complex dance phrases. Connect different ideas to structure a dance phrase; Incorporate different qualities and dynamics into their movement. Linking phrases to music, Showcasing a clear beginning, middle and end. <p>Evaluating Success:</p> <ul style="list-style-type: none"> Suggest how dances and performances can be improved, so that they communicate more effectively. Describe, interpret and evaluate their own and others' dances, taking account of character and narrative. <p>Key Vocabulary: Control, Balance, Dynamics, Emotion, Endurance, Expression, Improvise, Line, Strength, Rhythm, Sequence, Flexibility, Space, Stamina, Strut, Timing</p>	<p>Applying and Linking Skills:</p> <ul style="list-style-type: none"> Compose dances by using, adapting and developing steps, formations and patterning from different dance styles. Perform dances expressively, using a range of performance skills <p>Evaluating Success:</p> <ul style="list-style-type: none"> Talk about how they might improve their dances. Describe and evaluate some of the compositional features of dances performed with a partner and in a group. Understand how a dance is formed and performed. Evaluate, refine and develop their own and others' work. Suggesting ways to develop their technique and composition. <p>Key Vocabulary: Posture, Performance, Canon, Relationship, Unison, Emotion, Expression, Agility, Canon, Collaboration, Flexibility, Fluency, Improvise, Sections, Sequence, Timing</p>	<ul style="list-style-type: none"> Perform specific skills and movement patterns for different dance styles with accuracy, Adapting the way they use weight, space and rhythm in their dances to express themselves, Showing expression in their dances and sensitivity to music. Develop and perform mirroring, unison, canon, complementary and contrasting moves. <p>Applying and Linking Skills:</p> <ul style="list-style-type: none"> Compose dances by using, adapting and developing steps, formations and patterning from different dance styles. Perform dances expressively, using a range of performance skills. <p>Evaluating Success:</p> <ul style="list-style-type: none"> Talk about how they might improve their dances. Describe and evaluate some of the compositional features of dances performed with a partner and in a group. Understand how a dance is formed and performed. Evaluate, refine and develop their own and others' work. <p>Key Vocabulary: Phrase, Structure, Connect, Choreograph, Contrast, Fluently, Unison, Emotion, Expression, Collaboration, Canon, Pose, Routine, Timing</p>

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Invasion Games	<p>Sticky Knowledge:</p> <ul style="list-style-type: none"> Know and use rules fairly to keep games going. Explain why it is important to warm-up and cool-down. Recognise and describe what happens to their breathing and heart when they play games, and begin to link this to how warm they feel. Identify which games and activities have the biggest impact when trying to improve stamina. To know and use a range of skills to help them keep possession and control of the ball. To know and use a range of skills to keep possession and make progress towards a goal, on their own and with others. <p>NC Knowledge or skills:</p> <ul style="list-style-type: none"> Move with the chosen ball (Football, Basketball, Netball) in different directions, Manipulating the ball with some control. Block or catch a shot towards goal. Tackle an opponent when they are moving with the ball. Select and use the most appropriate skills, actions or idea, Send and receive the ball with control and accuracy. Moving and using the actions they have chosen with co-ordination and control. Moving into a space where the ball can be passed or received more easily. Throw and catch with control when under limited pressure. 	<p>Sticky Knowledge:</p> <ul style="list-style-type: none"> Know the demands that specific activities make on their bodies. Know the importance of warming up, Beginning to suggest ideas to help support a good warm-up. Recognising and describing what happens to their breathing and heart when they play games. To know and use a range of techniques when passing, e.g. high, low, bounced, fast, slow. To keep and use rules they are given. Suggest how rules could be changed to improve the game. Adapt rules in agreement with others and, later, make rules for their own games, which they explain and teach to others. Use a range of tactics to keep possession of the ball and get into positions to shoot or score. <p>NC Knowledge or skills:</p> <ul style="list-style-type: none"> Create and establish suitable warm-up activities for the games they are playing; Explaining reasons, in relation to known physiological changes. Pass to, and receive from teammates, using a variety of skill - Including both hands and feet. Sending and receiving the ball to and from a teammate on the move whilst under pressure from opponents. Demonstrating control and accuracy with passing and receiving skills. 	<p>Sticky Knowledge:</p> <ul style="list-style-type: none"> Know the importance of particular types of fitness to the game. Explain how warming up can affect their performance. Say why some activities can improve strength, power or stamina, and explain how these can help their performance in other types of activity. Know the difference between attacking skills and defending skills. Know and find ways to get the ball towards their opponents' goal. Know how to mark and defend their goal(s). Create their own warm up and explain how it is organised, Leading a small group warm-up. Know and use exercises and activities that help strength, speed and stamina. Recognise parts of a performance that could be improved, and identify practices that will help. <p>NC Knowledge or skills:</p> <ul style="list-style-type: none"> Consistently strike a ball towards a target area Directing the ball away from fielders, using different angles and speeds. Exploring a variety of shots to score runs. Gauge when to run after hitting the ball. Use different ways of bowling, Using underarm accurately, or varying the bowl to use overarm if appropriate. Consistently catch the ball at various heights and speeds, Gathering a bouncing ball, 	<p>Sticky Knowledge:</p> <ul style="list-style-type: none"> Explain why we need regular and safe exercise. Know the importance of being fit, and what types of fitness are most important for games. Understand how playing games can contribute to a healthy lifestyle. Know the importance of particular types of fitness to the game. To understand, choose and apply a range of tactics and strategies for defence and attack. Know and use attacking and defending skills appropriately in games. Choose and use different formations to suit the needs of the game. <p>NC Knowledge or skills:</p> <ul style="list-style-type: none"> Create their own warm up and explain how it is organised, Leading a small group warm-up. Choose when to pass or dribble, so that they keep possession and make progress towards the goal, Using these skills appropriately when under pressure from an opponent. Develop a range of passing techniques becoming familiar with the ball; Passing within a team, moving towards a target. Passing consistently and accurately whilst under pressure from an opponent. Performing skills with greater speed. Continue to develop strategies for intercepting a pass and blocking an

Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Delivering the pass with control and intent. Receiving a pass with control. Keeping possession with some success. Know and use rules fairly to keep games going. <p>Applying and Linking Skills:</p> <ul style="list-style-type: none"> Show an awareness of space and use it to support team-mates and cause problems for the opposition, Develop an understanding of attack vs defence. Explaining how to keep possession and describe how they and others have achieved it. <p>Evaluating Success:</p> <ul style="list-style-type: none"> Recognise how performances could be improved, Using ICT to monitor performance and evaluate own participation. <p>Key Vocabulary: Receive, Interception, Chest pass, Shoulder pass, Overarm pass, Accurate, Receiver, Footwork, Rebound, Tracking, Playing area, Travelling, Dodge, Rules, Drive, Court, block</p>	<ul style="list-style-type: none"> Show a change in direction and speed when moving with the ball; <ul style="list-style-type: none"> Selecting game specific actions to move into a space, or towards the goal. Develop shooting skills and target based performance; <ul style="list-style-type: none"> Into a hoop, a goal or net. <p>Applying and Linking Skills:</p> <ul style="list-style-type: none"> Create space on the pitch to receive a pass from a teammate; Exploring the impact of tactics to make space for a teammate. Use a range of tactics to keep possession of the ball, moving into positions to score. Develop the skill of attacking and defending; Recognising their role during each phase of the game. Keep and use the rules they are given. Adapting rules to create their own games, and teach this to others. <p>Evaluating Success:</p> <ul style="list-style-type: none"> Know and explain the tactics and skills that they are confident with and use well in games that need improving. Exploring different ways of practising these tactics and skills. Describe the help they need to improve their play; Exploring peer feedback and coaching. <p>Key Vocabulary: Receive, Interception, Chest pass, Shoulder pass, Overarm pass, Accurate, Outwit, Opposition, Opponent Contact, Pivot, Court, field, Pitch, Communicate, Protect, Align</p>	<ul style="list-style-type: none"> Moving to gather a ball travelling low to the ground. Throwing the ball overarm accurately to a designated area/target. Returning the ball quickly to the bowler/keeper. Sustain a game, using more complex rules. <p>Applying and Linking Skills:</p> <ul style="list-style-type: none"> Make a team plan and communicate it to others; Establishing their tactics, and evaluating these as the game progresses. Plan to outwit the opposition individually, as a pair or as a team Choose and use different formations to suit the needs of the game. Lead others in a game situation, and officiate. <p>Evaluating Success:</p> <ul style="list-style-type: none"> Recognise and describe the best points in an individual's and a team's performance. Identify aspects of their own and others' performances that need improvement, and suggest how to improve them. <ul style="list-style-type: none"> Using ICT to record and explore performance. <p>Key Vocabulary: Receive, Interception, Chest pass, Shoulder pass, Overarm pass, Accurate, Tactics, control, Foul, pressure, onside, offside, support, obstruction, Fair, play, Pressure, Power</p>	<ul style="list-style-type: none"> opponent from progressing with the ball. Using the correct stance for tackling opponents. Develop strategies for goal keeping. <p>Applying and Linking Skills:</p> <ul style="list-style-type: none"> Make a team plan and communicate it to others; Establishing their tactics, and evaluating these as the game progresses. Choose and use different formations to suit the needs of the game. Can the children lead others in a game situation, and officiate this using a simple set of rules? <p>Evaluating Success:</p> <ul style="list-style-type: none"> Recognise and describe the best points in an individual's and a team's performance. Identify aspects of their own and others' performances that need improvement, and suggest how to improve them. Using ICT to record and explore performance. <p>Key Vocabulary: Receive, Interception, Chest pass, Shoulder pass, Overarm pass, Accurate, Invasion, Consecutive, Consistently, Dictate, Contest, Formation, Conceding, Turnover, Sportsmanship, Tournament, Support, outwit</p>

	Year 3	Year 4	Year 5	Year 6
Striking and Fielding	<p>Sticky Knowledge:</p> <ul style="list-style-type: none"> Know the demands that specific activities make on their bodies. Explain why it is important to warm-up and cool-down. Beginning to suggest ideas to help support a good warm-up. Recognising and describing what happens to their breathing and heart when they play games. Know and use a variety of batting or throwing skills that can make a game more difficult for the opponent. <p>NC Knowledge or skills:</p> <ul style="list-style-type: none"> Bowl underarm to a set height to a batter. Bowl at pace underarm to a batter. Strike the ball, using a chosen bat. Beginning to strike the ball in a direction away from a set field Throw the ball overarm to a designated area/target. Catch a ball at various heights and speeds, Gathering a bouncing ball. Including along the ground from a roll. Throw and catch with control when under limited pressure. Judge how far they can run to score points. Become familiar with and use the rules set, to keep games going without dispute. <p>Applying and Linking Skills:</p> <ul style="list-style-type: none"> Show an awareness of space and use it to support team-mates and cause problems for the opposition. 	<p>Sticky Knowledge:</p> <ul style="list-style-type: none"> Know the demands that specific activities make on their bodies. Know the importance of warming up, Beginning to suggest ideas to help support a good warm-up. Know and use a variety of batting or throwing skills that can make a game more difficult for the opponent. <p>NC Knowledge or skills:</p> <ul style="list-style-type: none"> Bowl underarm to a set height and at pace to a batter, with accuracy. Strike a ball with intent, Directing the ball in a chosen direction away from a set field. Consistently catch a ball at various heights and speeds, Gathering a bouncing ball. Including along the ground from a roll. Throw the ball overarm to a designated area/target. Returning the ball quickly and accurately back to a designation. Throw and catch with control when under pressure. Judge how far they can run to score points, Running at pace between bases. Become familiar with and use the rules set, to keep games going without dispute. <p>Applying and Linking Skills:</p> <ul style="list-style-type: none"> Show an awareness of space and use it to support team-mates and cause problems for the opposition, Making it harder for the batter. 	<p>Sticky Knowledge:</p> <ul style="list-style-type: none"> Know the importance of particular types of fitness to the game. Explain how warming up can affect their performance. Say why some activities can improve strength, power or stamina, and explain how these can help their performance in other types of activity. Create their own warm up and explain how it is organised, Leading a small group warm-up. <p>NC Knowledge or skills:</p> <ul style="list-style-type: none"> Link skills, techniques and ideas from previous learning and apply them accurately and appropriately. Consistently strike a ball towards a target area Directing the ball away from fielders, using different angles and speeds. Exploring a variety of shots to score runs. Gauge when to run after hitting the ball. Use different ways of bowling, Using underarm accurately, or varying the bowl to use overarm if appropriate. Consistently catch the ball at various heights and speeds, Gathering a bouncing ball, Moving to gather a ball travelling low to the ground. Throwing the ball overarm accurately to a designated area/target. Returning the ball quickly to the bowler/keeper. Sustain a game, using more complex rules. <p>Applying and Linking Skills:</p> <ul style="list-style-type: none"> Make a team plan and communicate it to others; Establishing their tactics, and evaluating these as the game progresses. Plan to outwit the opposition individually, as a pair or as a team Choose and use different formations to suit the needs of the game. Lead others in a game situation, and officiate. <p>Evaluating Success:</p> <ul style="list-style-type: none"> Recognise and describe the best points in an individual's and a team's performance. Identify aspects of their own and others' performances that need improvement, and suggest how to improve them. Using ICT to record and explore performance. <p>Year 5 Key Vocabulary: Pressure, Overtake, Tracking, Backing, Outwit, Support, Tactics, Underarm throw, Overarm arm, Officiatem Pressure, Fair, Play, Power, Stance, Pitch, Tactics</p>	

	Year 3	Year 4	Year 5	Year 6
	<p>Evaluating Success:</p> <ul style="list-style-type: none"> Describe what is successful in their own and others' play. Identify parts of their performance that need improvement. <p>Key Vocabulary: Rounder, Backstop, Bowler, Post, keeper, Fielding, receiver, Accuracy, Defenders, Fielding, Long, barrier, Overarm throw, Underarm throw, Innings, Soft hands, Striking</p>	<ul style="list-style-type: none"> Choose and use batting or throwing skills to make the game hard for their opponents. <p>Evaluating Success:</p> <ul style="list-style-type: none"> Describe what is successful in their own and others' play, Using the comparison to improve their work. Identify parts of their performance that need improvement. <p>Key Vocabulary: Stance, Retrieve, Opposition, Stumped, Two-handed pick up, Barrier, Underarm throw, Overarm arm, Communicate, Swing, Send, Bowler, Boundary</p>		<p>Year 6 Key Vocabulary: Obstruction, Consecutive, Consistently, Cooperatively, drive hit, Defensive hit, Tournament, Hazard, Sportsmanship, Outwit, Stance, Intercepting, Pitch, Tactics, Stumped</p>
Net and Wall	<p>Sticky Knowledge:</p> <ul style="list-style-type: none"> Know the demands that specific activities make on their bodies. Explain why it is important to warm-up and cool-down. Beginning to suggest ideas to help support a good warm-up. Recognising and describing what happens to their breathing and heart when they play games. <p>NC Knowledge or skills:</p> <ul style="list-style-type: none"> Strike the ball into a set area, Using a target or opponent. Strike a fast moving ball into a set area, Also returning a bouncing ball into a set area. Changing the direction of the return into set targets, varying the speed to change distance. Play games using a racket, getting their body into good positions and increasingly keeping a rally going using a small range of shots, 	<p>Sticky Knowledge:</p> <ul style="list-style-type: none"> Know the demands that specific activities make on their bodies. Know the importance of warming up Beginning to suggest ideas to help support a good warm-up. <p>NC Knowledge or skills:</p> <ul style="list-style-type: none"> Perform the basic skills needed for the games with control and consistency. Strike the ball into a set area with increasing accuracy. Using a target or opponent. Strike a fast moving ball into a set area, Also returning a bouncing ball into a set area, and beginning to return a ball on the volley, where appropriate. Changing the direction of the return into set targets, varying the speed to change distance. 	<p>Sticky Knowledge:</p> <ul style="list-style-type: none"> Know why warming up is important to help them play better. Know the types of exercise they should concentrate on, eg speed and flexibility. Know what they are successful at and what they need to practise More. <p>NC Knowledge or skills:</p> <ul style="list-style-type: none"> Give good explanations of how warm-up activities affect the body. Link skills, techniques and ideas and apply them accurately and appropriately. Use the correct technique to serve and begin a game. Play shots on both sides of the body and above their heads in practices and when the opportunity arises in a game. Direct the ball reasonably well towards their opponent's court or target area. Spot the spaces in their opponent's court and try to hit the ball towards them. Show good backswing, follow through and feet positioning. Positioning themselves well on court. Hit the ball with purpose, varying the speed, height and direction Explain what they are trying to do and why it is a good idea. <p>Applying and Linking Skills:</p> <ul style="list-style-type: none"> Use deception make things difficult for their opponent by directing the ball to space, at different speeds and heights. 	

Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Beginning games with a direct hit, with progression to serving underarm to an opponent. Develop team skills when playing in doubles against an opponent, Choosing good places to stand when receiving, and give reasons for their choice. Use the rules and keep games going without disputes. <p>Applying and Linking Skills:</p> <ul style="list-style-type: none"> Try to make things difficult for their opponent by directing the ball to space, at different speeds and heights. <p>Evaluating Success:</p> <ul style="list-style-type: none"> Describe what is successful in their own and others' play. Identify parts of their performance that need improvement. <p>Key Vocabulary: Ready, Position, Underarm, Return, Defend, Target, Striking, Net, Court, Score points, Tactics, Making it difficult for the opponent.</p>	<ul style="list-style-type: none"> Play games using a racket, getting their body into good positions and increasingly keeping a rally going using a small range of shots, Serving underarm to an opponent, and progressing to an overarm serve where appropriate. Develop team skills when playing in doubles against an opponent, Choosing good places to stand when receiving, and give reasons for their choice. Use the rules and keep games going without disputes. <p>Applying and Linking Skills:</p> <ul style="list-style-type: none"> Try to make things difficult for their opponent by directing the ball to space, at different speeds and heights. Keep and use the rules they are given. Adapting rules to create their own games, and teach this to others <p>Evaluating Success:</p> <ul style="list-style-type: none"> Describe what is successful in their own and others' play, Using the comparison to improve their work. Identify parts of their performance that need improvement. <p>Key Vocabulary: Ready, Position, Underarm, Return, Defend, Target, Striking, Net, Court, Score points, Tactics, Making it difficult for the opponent, Serve, Accurately, Track, Racket, Control, Rally</p> <p>VOCABULARY IN LINE WITH YEAR 3 EXPECTATIONS</p>	<ul style="list-style-type: none"> Using knowledge of basic principles of attack and defence. Keep and use the rules they are given. Adapting rules to create their own games, and teach this to others. Work with others, adapting their play to suit their own and others' strengths. <p>Evaluating Success:</p> <ul style="list-style-type: none"> Know what they are successful at and what they need to practise More. Try things out and ask for help to perform better. <p>Year 5 Key Vocabulary: Return, Defend, Backhand, Forehand, Outwit, Overhead, Singles, Doubles, Using width, Using depth, Changing direction, Speed, Tactics, Volley, Cooperatively, Footwork, Continuously, Set, Rally</p> <p>Year 6 Key Vocabulary: Return, Defend, Backhand, Forehand, Outwit, Overhead, Singles, Doubles, Consecutive, Consistently, Forecourt, Backcourt, Defensive, Attacking, Rally, Back line Contact, Overhead, Ready position Serve, Using width, Using depth, Drop serve, Rally</p> <p>VOCABULARY IN LINE WITH YEAR 5 EXPECTATIONS</p>	

	Year 3	Year 4	Year 5	Year 6
Athletics	<p>Sticky Knowledge:</p> <ul style="list-style-type: none"> ● Know, measure and describe the short-term effects of exercise on the body. ● Describe how the body reacts to different types of activity. ● Knowing that there are different styles of running, jumping and throwing, and that they need to choose the best for a particular challenge and type of equipment. ● Recording that their body works differently in different types of challenge and event. <p>NC Knowledge or skills:</p> <ul style="list-style-type: none"> ● Carry out stretching and warm-up activities safely. ● Run consistently and smoothly at different speeds, ● Developing a running stride when running a flat sprint, improving reaction time. ● Running a spring using hurdles, of varying height. ● Begin to run lengthier distances. ● Demonstrate different combinations of jumps, showing control, coordination and consistency. ● Choosing different styles of jumping, including from a standing position or running. ● Developing the use of the arms and body shape to increase distance and height of jumps. ● Throw a range of implements into a target area with consistency, accuracy and coordination, into more difficult targets set at different distances, ● Including beanbags, javelins or heavy balls. 	<p>Sticky Knowledge:</p> <ul style="list-style-type: none"> ● Know, measure and describe the short-term effects of exercise on the body. ● Describe how the body reacts to different types of activity. ● Knowing that there are different styles of running, jumping and throwing, and that they need to choose the best for a particular challenge and type of equipment. ● Recording that their body works differently in different types of challenge and event. <p>NC Knowledge or skills:</p> <ul style="list-style-type: none"> ● Run consistently and smoothly at different speeds, ● Developing a running stride when running a flat sprint. ● Running a spring using hurdles, of varying height. ● Run lengthier distances, including 200m/400m. ● Demonstrate different combinations of jumps, showing control, coordination and consistency. ● Choosing different styles of jumping, including from a standing position or running. ● Use of the arms and body shape to increase distance and height of jumps, recording personal best. ● Throw a range of implements into a target area with consistency, accuracy and coordination, into more difficult targets set at different distances, Including the discus, javelin or shot put. ● Choosing the best way of throwing to succeed. 	<p>Sticky Knowledge:</p> <ul style="list-style-type: none"> ● Explain how warming up can affect their performance. ● Say why some athletics activities can improve strength, power or stamina, and explain how these can help their performance in other types of activity. ● Knowing how to sustain their pace over longer distances. ● Create their own warm up and explain how it is organised, ● Leading a small group warm-up. <p>NC Knowledge or skills:</p> <ul style="list-style-type: none"> ● Independently organise in small groups safely, and take turns and different roles. ● Sustain their pace over longer distances, eg sprint for seven seconds, run for one minute, for up to 400m. ● Developing strategies for running on a bend. ● Developing a stride pattern and foot placement. ● Explore strategies, and understand how the body may change, for a 1km race. ● Know and understand the basic principles of relay take-overs. ● Run a relay using a baton, remembering when to move and what to do. ● Demonstrate a range of jumps showing power and control and consistency at both take-off and landing ● Develop a stride pattern and foot placement when jumping for distance. 	<p>Sticky Knowledge:</p> <ul style="list-style-type: none"> ● Explain how warming up can affect their performance. ● Say why some athletics activities can improve strength, power or stamina, and explain how these can help their performance in other types of activity. ● Knowing how to sustain their pace over longer distances. ● Create their own warm up and explain how it is organised ● Leading a small group warm-up. <p>NC Knowledge or skills:</p> <ul style="list-style-type: none"> ● Perform a range of warm-up activities. ● Sustain their pace over longer distances, e.g. sprint for seven seconds, run for one or two minutes, for up to 800m. ● Developing a stride pattern and foot placement when jumping for distance ● Run a spring using hurdles, with increasing heights. ● Effectively taking part in a relay race. ● Run at a moderate pace up to 1km. ● Perform a range of jumps showing power, control and consistency at both take-off and landing, ● Choosing different styles of jumping, including from a standing position or running start. ● Use of the arms and body shape to increase distance and height of jumps, recording personal best. ● Throw with greater control, accuracy and efficiency, ● Throw a range of implements into a target area with consistency, accuracy and coordination, into

Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Choosing the best way of throwing to succeed. <p>Applying and Linking Skills:</p> <ul style="list-style-type: none"> Pace their efforts well in different types of event in order to keep going steadily and maintain the quality of their performance. Taking part in a relay, remembering when to move and what to do. <p>Evaluating Success:</p> <ul style="list-style-type: none"> Talk about what is different between what they did and what someone else did. Discussing the quality of what has been seen. Recognise and say how they could improve, Beginning to use feedback from the teacher, our other children. <p>Key Vocabulary: Speed, Power, Strength, Accuracy, Higher, Pace, Control, Faster, Further, Sprint, Jog</p> <p>Pace, E.g. Steady, Fast, Medium, Slow</p> <p>Throwing Action, E.g. Sling, Push, Pull</p> <p>Power, Stamina, Speed, Safety, Relay, Time, Measure, Record</p> <p>Vocabulary Associated With Specific Equipment Used: Javelin, Shot Put, Discuss, Hurdle</p>	<ul style="list-style-type: none"> Maximise the distance a tennis ball can be thrown. <p>Applying and Linking Skills:</p> <ul style="list-style-type: none"> Pace their efforts well in different types of event in order to keep going steadily and maintain the quality of their performance. Taking part in a relay, remembering when to move and what to do. <p>Evaluating Success:</p> <ul style="list-style-type: none"> Know and explain the tactics and skills that they are confident with and use well in games that need improving. Exploring different ways of practising these tactics and skills. Describe the help they need to improve their play; Exploring peer feedback and coaching. <p>Key Vocabulary: Power, Stamina, Officiate, Perseverance, Determination, Accuracy, Personal best, Speed, Strength, Higher, Pace, Control, Faster, Further, Sprint, Jog</p> <p>Pace, E.g. Steady, Fast, Medium, Slow</p> <p>Throwing Action, E.g. Sling, Push, Pull</p> <p>Power, Stamina, Speed, Safety, Relay, Time, Measure, Record</p> <p>Vocabulary Associated With Specific Equipment Used: Javelin, Shot Put, Discuss, Hurdle.</p> <p>VOCABULARY IN LINE WITH YEAR 3 EXPECTATIONS</p>	<ul style="list-style-type: none"> Perform a range of jumps showing power, control and consistency at both take-off and landing, <ul style="list-style-type: none"> Choosing different styles of jumping, including from a standing position or running start. Use of the arms and body shape to increase distance and height of jumps, recording personal best. Throw with greater control, accuracy and efficiency, <ul style="list-style-type: none"> Throw a range of implements into a target area with consistency, accuracy and coordination, into more difficult targets set at different distances. <p>Applying and Linking Skills:</p> <ul style="list-style-type: none"> Choose appropriate techniques for specific events. <p>Evaluating Success:</p> <ul style="list-style-type: none"> In person, or using ICT, watch a partner's athletic performance and identify the main strengths. Identifying parts of the performance that need to be practised and refined, and suggest improvements. <p>Key Vocabulary: Strength + speed = Power, Stamina, Officiate, Perseverance, Determination, Accuracy, Personal best, Technique, Flight, Rhythm, Stride, Race, Run-up, Position of feet, On, Last stride, Suppleness, Safety/rules, Relay take-over area, Time, measure, Record, Set targets</p>	<p>more difficult targets set at different distances,</p> <ul style="list-style-type: none"> Including the discus, javelin or shot put, using the correct technique where appropriate. <p>Applying and Linking Skills:</p> <ul style="list-style-type: none"> Develop strategies for a 1km race, or running a 2km distance. Improve times for running over 1km, where appropriate. <p>Evaluating Success:</p> <ul style="list-style-type: none"> Recognise and describe the best points in an individual's and a team's performance. Identify aspects of their own and others' performances that need improvement, and suggest how to improve them. Using ICT to record and explore performance <p>Key Vocabulary: Strength + speed = Power, Stamina, Officiate, Perseverance, Determination, Accuracy, Personal best, Technique, Flight, Rhythm, Stride, Race, Run-up, Position of feet, On, Last stride, Suppleness, Safety/rules, Relay take-over area, Time, measure, Record, Set targets, Rotation, Force, Compete, Trajectory, Momentum, Continuous pace, Transfer of weight</p> <p>VOCABULARY IN LINE WITH YEAR 5 EXPECTATIONS</p>

