

# Heene Church of England (Aided) Primary School

*'Learning together, loving others, guided by God'*



## PHYSICAL EDUCATION

### NATIONAL CURRICULUM REQUIREMENTS

#### Early Years – Development Matters early adopter – Physical Development

##### 0-3 years

Fits themselves into spaces and moves around in them, starts kicking, throwing and catching balls, builds and explores a range of appropriate resources, walks, runs, climbs and jumps, uses stairs independently, spins, rolls, uses ropes and swings, uses a scooter or ride on trike, develops manipulation and control, use small and large gross motor skills to develop independence e.g. buttons and zips, shows an increasing desire to be independent e.g. attempting dressing and undressing.

##### 3-4 years

Continue to develop their movement, balancing, riding and ball skills, goes up steps/stairs or climbs apparatus using alternate feet, skip, hop, stand on one leg or hold a pose, use large muscle movements to wave flags, ribbons or streamers, starts taking part in group activities which they make up for themselves or in teams, are increasingly able to use and remember sequences and patterns of movement which are related to music and rhythm, match their developing physical skills to tasks and activities e.g. deciding whether to walk, crawl or run across a plank depending on length and width, choose the right resources to carry out an activity, collaborate with others to manage large items, such as moving along a plank safely or carrying equipment, show a preference for a dominant hand, be increasingly independent when they dress and undress, make healthy choices about food, drink and activity.

##### Children in Reception

Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping and climbing, progress towards a more fluent style of moving, with developing control and grace, develop the overall body strength, coordination, balance and agility needed to engage successfully in further physical education sessions, develop their small motor skills so that they can use a range of resources competently, safely and confidently, use their core muscle strength to achieve good posture, combine different movements with ease and fluency, confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group, further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming, develop confidence, competence, precision and accuracy when engaging in activities that involve a ball, know and talk about the different factors that support their overall health and well-being, further develop the skills they need to manage school successfully e.g. turn taking.

##### ELG: Gross Motor Skills

##### Children at the expected level of development will:

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

##### ELG: Fine Motor Skills

#### Key Stage 1

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

##### Pupils should be taught to, amongst other things:

- 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.

#### Key Stage 2

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

##### Pupils should be taught to, amongst other things:

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

**Children at the expected level of development will:**

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

**PROGRESSION**

	EFYS	Y1	Y2	Y3	Y4	Y5	Y6
<p><b>Autumn Term 2021 N.C</b></p> <p><b>Gaining Independence</b></p> <p><b>Gymnastics</b></p> <p><b>Daily access to outdoor learning environment for developing gross and fine motor skills</b></p>	<p><b>Multiskills</b></p> <p><b>Skipping</b></p> <p><b>Ball skills</b></p> <p><b>Dance</b></p>	<p><b>Multiskills</b></p> <p><b>Ball skills</b></p> <p><b>Gymnastics</b></p> <p><b>Games Making</b></p>	<p><b>Multiskills</b></p> <p><b>Ball skills</b></p> <p><b>Gymnastics</b></p> <p><b>Games Making</b></p>	<p><b>Multiskills</b></p> <p><b>Skipping/Fitness</b></p> <p><b>Invasion Games</b></p> <p><b>Gymnastics</b></p>	<p><b>Swimming</b></p> <p><b>Invasion Games</b></p> <p><b>Gymnastics</b></p>	<p><b>Invasion Games</b></p> <p><b>Gymnastics</b></p> <p><b>Dance</b></p>	<p><b>Invasion Games</b></p> <p><b>Gymnastics</b></p> <p><b>Dance</b></p>
	<p><b>Gaining independence and gymnastics:</b></p> <ul style="list-style-type: none"> <li>Revise and refine the fundamental movement skills they have already acquired</li> <li>progress towards a more fluent style of moving,</li> <li>develop the overall body strength, coordination, balance and agility</li> <li>develop their small motor skills so that they can use a range of resources competently, safely and confidently,</li> <li>use their core muscle strength to achieve good posture,</li> <li>combine different movements with ease and fluency,</li> <li>confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group,</li> <li>know and talk about the different factors that support their overall health and well-being,</li> <li>further develop the skills they need to manage school successfully e.g. turn taking.</li> </ul>	<p><b>Multiskills, skipping and ball skills:</b></p> <ul style="list-style-type: none"> <li>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</li> <li>participate in team games, developing simple tactics for attacking and defending</li> </ul> <p><b>Dance:</b></p> <ul style="list-style-type: none"> <li>perform dances using simple movement patterns.</li> </ul>	<p><b>Multiskills, ball skills, games making:</b></p> <ul style="list-style-type: none"> <li>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</li> <li>participate in team games, developing simple tactics for attacking and defending</li> </ul> <p><b>Gymnastics:</b></p> <ul style="list-style-type: none"> <li>perform sequences using simple movement patterns.</li> </ul>	<p><b>Multiskills, fitness/skipping, invasion games:</b></p> <ul style="list-style-type: none"> <li>use running, jumping, throwing and catching in isolation and in combination</li> <li>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> <li>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul> <p><b>Gymnastics:</b></p> <ul style="list-style-type: none"> <li>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>perform sequences using a range of movement patterns</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<p><b>Swimming:</b></p> <ul style="list-style-type: none"> <li>swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> <li>perform safe self-rescue in different water-based situations.</li> </ul> <p><b>Invasion Games:</b></p> <ul style="list-style-type: none"> <li>use running, jumping, throwing and catching in isolation and in combination</li> <li>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> <li>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul> <p><b>Gymnastics:</b></p> <ul style="list-style-type: none"> <li>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>perform sequences using a range of movement patterns</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<p><b>Invasion Games:</b></p> <ul style="list-style-type: none"> <li>use running, jumping, throwing and catching in isolation and in combination</li> <li>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> <li>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul> <p><b>Gymnastics and Dance:</b></p> <ul style="list-style-type: none"> <li>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>perform sequences using a range of movement patterns</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<p><b>Invasion Games:</b></p> <ul style="list-style-type: none"> <li>use running, jumping, throwing and catching in isolation and in combination</li> <li>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> <li>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul> <p><b>Gymnastics and Dance:</b></p> <ul style="list-style-type: none"> <li>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>perform sequences using a range of movement patterns</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>

Spring Term 2021	Dance Ball Skills Daily access to outdoor learning environment for developing gross and fine motor skills	Games – throw, catch and aim -partner games Fitness Gymnastics	Dance Games Fitness Racket skills	Dance Gymnastics Net, court and wall games OAA	Ball handling Dance Fitness/Indoor Athletics OAA	Gymnastics Fitness/Indoor Athletics OAA	Gymnastics Fitness/Indoor Athletics OAA
	<p><b>Dance:</b></p> <ul style="list-style-type: none"> <li>Revise and refine fundamental movement skills and progress towards a more fluent style of moving</li> <li>develop overall body strength, coordination, balance and agility</li> <li>use core muscle strength to achieve good posture,</li> <li>combine different movements with ease and fluency,</li> <li>confidently and safely use a range of large and small apparatus alone and in a group</li> <li>know and talk about the different factors that support their overall health and well-being,</li> </ul> <p><b>Games:</b></p> <ul style="list-style-type: none"> <li>Revise and refine the fundamental movement skills they have already acquired</li> <li>progress towards a more fluent style of moving,</li> <li>develop the overall body strength, coordination, balance and agility</li> <li>develop their small motor skills so that they can use a range of resources competently, safely and confidently,</li> <li>develop overall body strength, balance, coordination and agility,</li> <li>develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming, develop confidence, competence, precision and accuracy</li> <li>further develop the skills they need to manage school successfully e.g. turn taking.</li> </ul>	<p><b>Games and Fitness:</b></p> <ul style="list-style-type: none"> <li>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</li> <li>participate in team games, developing simple tactics for attacking and defending</li> </ul> <p><b>Gymnastics:</b></p> <ul style="list-style-type: none"> <li>perform sequences using simple movement patterns.</li> </ul>	<p><b>Games, Racket Skills and Fitness:</b></p> <ul style="list-style-type: none"> <li>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</li> <li>participate in team games, developing simple tactics for attacking and defending</li> </ul> <p><b>Dance:</b></p> <ul style="list-style-type: none"> <li>perform dances using simple movement patterns.</li> </ul>	<p><b>Games and OAA:</b></p> <ul style="list-style-type: none"> <li>use running, jumping, throwing and catching in isolation and in combination</li> <li>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> <li>take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul> <p><b>Gymnastics and Dance:</b></p> <ul style="list-style-type: none"> <li>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>perform dances using a range of movement patterns</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<p><b>Ball handling, fitness, indoor athletics and OAA:</b></p> <ul style="list-style-type: none"> <li>use running, jumping, throwing and catching in isolation and in combination</li> <li>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> <li>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul> <p><b>Dance:</b></p> <ul style="list-style-type: none"> <li>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>perform dances using a range of movement patterns</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<p><b>Fitness, indoor athletics and OAA:</b></p> <ul style="list-style-type: none"> <li>use running, jumping, throwing and catching in isolation and in combination</li> <li>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul> <p><b>Gymnastics:</b></p> <ul style="list-style-type: none"> <li>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>perform sequences using a range of movement patterns</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<p><b>Fitness, indoor athletics and OAA:</b></p> <ul style="list-style-type: none"> <li>use running, jumping, throwing and catching in isolation and in combination</li> <li>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul> <p><b>astics:</b></p> <ul style="list-style-type: none"> <li>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>perform sequences using a range of movement patterns</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>
Summer Term 2021	Athletics/Sports Day Games Skills Daily access to outdoor learning environment for developing gross and fine motor skills	Bat and ball skills Athletics/Sports Day Gymnastics	Athletics/Sports Day Striking and fielding games Gymnastics	Athletics/Sports Day Striking and fielding games Creative games making	Athletics/Sports Day Striking and fielding games Net, court and wall games	Athletics/Sports Day Striking and fielding games Net, court and wall games	Athletics/Sports Day Striking and fielding games Net, court and wall games
N.C	<p><b>All:</b></p> <ul style="list-style-type: none"> <li>Revise and refine the fundamental movement skills they have already acquired</li> <li>progress towards a more fluent style of moving,</li> </ul>	<p><b>Bat and ball skills and Athletics:</b></p> <ul style="list-style-type: none"> <li>master basic movements including running, jumping, throwing and catching,</li> </ul>	<p><b>Games and Athletics:</b></p> <ul style="list-style-type: none"> <li>master basic movements including running, jumping,</li> </ul>	<p><b>Games and Athletics:</b></p> <ul style="list-style-type: none"> <li>use running, jumping, throwing and catching in isolation and in combination</li> <li>play competitive games, modified where appropriate [for example,</li> </ul>	<p><b>Games and Athletics:</b></p> <ul style="list-style-type: none"> <li>use running, jumping, throwing and catching in isolation and in combination</li> <li>play competitive games, modified where appropriate [for example,</li> </ul>	<p><b>Games and Athletics:</b></p> <ul style="list-style-type: none"> <li>use running, jumping, throwing and catching in isolation and in combination</li> </ul>	<p><b>Games and Athletics:</b></p> <ul style="list-style-type: none"> <li>use running, jumping, throwing and catching in isolation and in combination</li> </ul>

<ul style="list-style-type: none"> <li>develop the overall body strength, coordination, balance and agility</li> <li>develop their small motor skills so that they can use a range of resources competently, safely and confidently, use their core muscle strength to achieve good posture,</li> <li>combine different movements with ease and fluency,</li> <li>confidently and safely use a range of large and small apparatus</li> <li>further develop and refine a range of ball skills</li> <li>develop confidence, competence, precision and accuracy when engaging in activities that involve a ball,</li> <li>know and talk about the different factors that support their overall health and well-being,</li> <li>further develop the skills they need to manage school successfully e.g. turn taking.</li> </ul>	<p>as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <ul style="list-style-type: none"> <li>participate in team games, developing simple tactics for attacking and defending</li> </ul> <p><b>Gymnastics:</b></p> <ul style="list-style-type: none"> <li>perform sequences using simple movement patterns.</li> </ul>	<p>throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <ul style="list-style-type: none"> <li>participate in team games, developing simple tactics for attacking and defending</li> </ul> <p><b>Gymnastics:</b></p> <ul style="list-style-type: none"> <li>perform sequences using simple movement patterns.</li> </ul>	<p>badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <ul style="list-style-type: none"> <li>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<p>badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <ul style="list-style-type: none"> <li>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<ul style="list-style-type: none"> <li>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> <li>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<ul style="list-style-type: none"> <li>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> <li>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>
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VOCABULARY	Dance	Gymnastics	OAA	Multiskills/Fitness	Ball skills/Games	Athletics	
Autumn	YFYS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<p><b>Autumn</b></p> <p>Balance, share, take turns, space, build, work together, avoid, obstacles, fast, slow, carry, lift, explore, move, aim, throw, catch, large, small, in, out</p> <p>Gaining Independence: Dress, undress, go, stop, up, down, in, out, run, jump, forwards, backwards, sideways, fast, slow, pick up, put down, step, in front, behind, body parts, high, low, line up, throw, hop, wave, space, circle, point, turn,</p>	<p>Balance, share, take turns, space, build, work together, avoid, obstacles, fast, slow, carry, lift, explore, move, aim, throw, catch, large, small, in, out</p> <p>Gaining Independence: Dress, undress, go, stop, up, down, in, out, run, jump, forwards, backwards, sideways, fast, slow, pick up, put down, step, in front, behind, body parts, high, low, line up, throw, hop, wave, space, circle, point, turn,</p>	<p>Ball skills: Bounce, throw, catch, movement, send, receive, travel, dribble, steer, kick, stop, roll, left, right, accurate, challenge, easier, harder, one hand, two hands, walk, run, balance, hit, pat, tap, in front, up, down, pull into chest, copy, control, cooperate, coordination, target, aim.</p> <p>Dance: Rhythm, beat, gesture, travel, link, direction, expression, timing, level, speed, flow, listen, repeat, perform, pathway,</p>	<p>Ball skills: Throw, catch, send, receive, control, move, hands, roll, catch, retrieve, watch, target, aim, react, bring in to chest, pass, bounce, underarm, overarm, opposite, technique, distance, out in front, different heights (catching), balance, one hand, two hands, improve.</p> <p>Games: Dribble, trap, kick, move, pass, accurate, control., close, side of foot, tap, coordination, consistent, roll, aim, hit, bounce, bat,</p>	<p>Gymnastics: Curl, stretch, arch, forwards/backwards roll, egg roll, log roll, tuck/pike/straddle jump, smooth transition, individual, partner, transfer (weight), improve, adapt, level, speed, direction, high/medium/low positions, taking weight on different body parts, explore, movement, balance, side by side, match, mirror, copy, practise, contrast, perform, observe.</p> <p>Invasion Games: Awareness, tactics, defend, attack,</p>	<p>Gymnastics: Receiving body weight, jump (turning, star, tuck, scissor), space, land (knees bent) cushioned, pathways, patches, body parts, travel, actions, link, swing, balance (extension and tension), fluidity of movements, body shape, control, cat leap, cartwheel, compact, twist, perform, consistent, sequence, level, direction, quality, contrast, clarity of movement, improve.</p> <p>Invasion Games: Hockey, football, pass (push pass)</p>	<p>Dance: Indian/Bollywood dance, lotus, prayer, back point step, posture, gesture, balance, control, fluency, repeated movements, rhythm, phrasing, improvise, space, dynamics (level, speed, direction), sequence, flexibility, balance, coordination, muscular strength, timing, expression, emotion, motif, variation, reflect style of dance, unison, canon, beat, collaboration, sections/phrases, performance,</p>	<p>Dance: Street Dance, patterns, actions, observe, moves, poses, style, practise, feelings, expression, exaggerate, swagger, dip, bounce, side step, strut, heel dig, hug, nod, keep time, move to beat, rhythm, direction, phrase, awareness, improvise, freestyle, choreograph, routine, build on, cooperate, pathways, transition, fluency, plan, perfect,</p>

	<p>balance, sit, stand, kneel, lie down.</p> <p>Gymnastics: Freeze, walk, space, shape, towards, away from, small, big, stretch, body parts, same, different, travel, bounce, hop, sit, stand, kneel, high, low, swing, land, tip-toe, squat, wave, slide, crawl, step, over, under, along, forwards, backwards, sideways, curl, roll, quick, slow, jump.</p>	<p>respond, match, copy, similar, different, partner work, stillness, movement.</p> <p>Skipping: Hop, jump, foot patterns, skip, step, forwards, backwards, run, balance, weave, swing, walk, technique, on the spot, on the move, circuit, timing, in and out</p> <p>Multiskills: Balance, base, push, agility, coordination, body parts, jog, hop, skip, jump, run, crawl, walk, kneel, sit, lie down, large, small, accuracy, aim, control, rotate, roll, stop, guide, movement, high, low, travel, fluency, change direction.</p>	<p>ball, sideways, opposite, problem/challenge, easier, harder, hoopla, variety, rules, score, hoop, target.</p> <p>Gymnastics: Parts high/low, level, point, patch, pathways, quick, slow, turn, spin, twist, shapes, tuck, pike, straddle, straight, star, match (same), mirror (opposite), travel, roll, flow, start, finish, balance, tension, repeat, remember, pair, individual, apparatus, perform.</p> <p>Multiskills: Agility, balance, coordination, movement pattern, link, support, base, accuracy, travel, hopscotch, timing, guide, target, rotate, speed, attack, defend, copy, direction, pathway, twist, turn, rock, roll, tuck, spin, level, play fairly, zig-zag.</p>	<p>position, movement, control, dribble, throw, pass, catch, moving towards ball, prepare, gather, receive, anticipate, react, underarm, overarm, technique, aim, follow, skills, accuracy, power.</p> <p>Multiskills: Balance, bounce, send, throw, catch, travel, control, dribble, hand-eye coordination, agility, stop, turn, speed, pace, awareness of others, obstacle, relay, focus.</p> <p>Fitness: Step, jump, crossover, boxer style, ready, in, now, partner skip, timing, direction, personal fitness, heart rate, circuit, exercise, station, strength, stamina, flexibility, agility, coordination, technique, challenge</p>	<p>hockey), kick, strike, receive, dribble (close to foot/stick), pass, control, change direction/speed, accuracy, dominant/non-dominant, in step of foot, tactics, attack, defend, opposition, gain/maintain possession, stop, trap, make space, intercept, signal, tackle, small sided games: 2v2, 3v3, 4v4, 3v1, 3v2, 2v4, throw in, safety, end zone, goal.</p>	<p>evaluate, suggest, tactful vocabulary.</p> <p>Gymnastics: Bridge, arch, curl, body parts, body shapes, wide, narrow, direction, level, points, patches, balance, hold, stillness, quality, control, extension, tension, travel, stretch, fluently, turn, roll, high, low, variety, support, smooth, continuous, sequence, compose, adapt, start/end positions, pathways, develop, transition, jump, matching, contrasting, cooperate, evaluate, improve, feedback.</p> <p>Invasion 1: Football, dribble, pass, shoot, instep, laces, strike, header, dominant, non-dominant, control, follow, intercept, receive, trap, attacker, defender, mark, dodge, wrong foot, fake, outwit opponent, step over, maintain possession, supporting pass, signal, get free, progress ball up field, roles, tactics, offensive, defensive, evaluate, improve,</p>	<p>perform, analyse, feedback.</p> <p>Gymnastics: Synchronisation, canon, travels, jumps, rolls, variety, combine, perform, side by side, start/finish together, face to face, direction, level, speed, pathways, actions, shapes, fluent, transition, apparatus, sequence, consecutive movements, partner relationships, together, apart, matching, one after other, experiment, choose, apply, compositional elements, rhythm, group sequence, timing, perform, refine, evaluate, feedback.</p> <p>Invasion 1: Hockey, hand position, stick, flat side, dribble, trap, stop, push pass, target, aim, shoot, accuracy, power, direction, space, opposition, attack,</p>
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						<p>goalkeeping, rules inc. hand ball.</p> <p>Invasion 2: Netball, basketball, dribble, travel, footwork, land, pivot, pass (chest, shoulder, bounce, overhead), distance, direction, height, step into (passing), receive, rules, push, follow, mark, defend, intercept, signal, get free, outwit opponent, create space, fake, dodge, shoot, circle (D), rebound, positioning, Netball positions – GK, GD, WD, C, WA, GA, GS and roles of these – restrictions on court, sections of play, progress up the court, use of width.</p>	<p>defend, intercept, mark, decision making, create opportunities, make/deny progress, maintain/gain possession, closing down, tackle (safety), foot rule, outwit opponent, dodge, move into space, push ins, maintain control, goal scoring, defending goal.</p> <p>Invasion 2: Tag Rugby, ball handling, carry, pas backwards, catch, hand position (w), support player with ball, direction, dodge, agility, footwork, place down, try, spatial awareness, move into space, attack, defend, tag, rules, position, balance, coordination, staggered line, formation, target, scoring.</p>
<b>Spring</b>	Ball skills: Steer, close, feet, hands, directions, stop, look, fast/quick,	Fitness: Exercise, fitness, heart rate/beat, coordination,	Dance: Describe, movements, level, speed, explore, perform, listen,	<b>To follow when KO completed</b>	<b>To follow when KO completed</b>	<b>To follow when KO completed</b>	<b>To follow when KO completed</b>






	<p>slow, run, pull into chest, roll, throw, catch, bounce, skip, jump, hop, high, big hands, carry, pat, push, balance, inside, outside, kick, swing, release (let go), body parts.</p> <p>Dance: Quick, slow, small, large, sit, kneel, stands, space, curl, stretch, tip toe, directions, tall, wide, narrow, swing, run, turn, jump, march, lie down, wiggle, roll, slide, tight, shape, bend, stamp, light, heavy, creep, under, over, around, through, actions, spin, high, low, balance</p>	<p>movement patterns, agility, extend, reach, flexible, importance of, healthy, active, body parts, changes to body during exercise, circuit, technique, easy, difficult, core, strength, support body weight, front, back, side, control, posture</p> <p>Games: send, receive, underarm, overarm, throw, catch, roll, pass, react, accurate, aim, point, target, bounce, direction, opposite, travel, release, balance, weight, trap, stop, move, fair play, rules.</p> <p>Gymnastics: Travel, roll (teddy bear, log, egg, forwards), link, sequence, level, tension, posture, speed, direction, flow, control, jump, tuck, pike, straddle, straight, shape, copy, remember, repeat, start, finish, body parts (large, small), position, slide, action, under, over, along, through, on, off, around.</p>	<p>beat, time, counting, travel, respond, partner, copy, repeat, practise, flow, step patterns, direction, vary, shape, position, small group, phrase, sequence, opposite, together, independent, review, reflect, perfect, start, finish.</p> <p>Fitness: Body changes (during exercise), heart rate/beat, agility, coordination, movement patterns, body parts, warm up, health, fitness, tag games, team games, circuit, star jumps, run, skip, jump, flexibility, stamina, exercise, muscles, aerobic, strength, how, why, what, feel, change, travel, techniques, easy, difficult, challenge, reason.</p> <p>Group Games: Chest pass, roll, kick, keep ball, space, decision making, hit, throw, catch, send, receive, partner, group, dribble, score, rules, team, 2v2, 3v1 etc, attack, defend.</p>				
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<b>Summer</b>	<p>Athletics: Walk, run, swing, stride, directions, bend, speed, straight, jump, land, throw, underarm, target, aim, twist, balance.</p> <p>Games: Receive, bat, ball, control, hoop, quoit, beanbag, target, roll, throw, aim, catch, push, steer, skip, run, jump, hop, directions, pat, balance, swing, land, bounce.</p>	<p>Athletics: Speed, travel, stride, step, direction, control, balance, coordination, take off, land, hop, run, jog, sprint, throw, overarm, underarm, distance, safely, best technique/method, mobility, agility, obstacle, relay.</p> <p>Bat and ball skills: Throw, catch, underarm, trap, guide, push, steer, strike, watch, bounce, stop, field, retrieve, roll, target, aim, technique, game, rules, bowler, striker, bat, racket, score, run.</p> <p>Gymnastics: Travel, direction, space, speed, level, body parts, pathways, copy, remember, repeat, forwards, backwards, sideways, link, roll,</p>	<p>Athletics: run, relay, balance, coordination, overtake, challenge, technique, agility, throw, aim., opposite, weight, distance, speed, sprint, jog, jump, 1 foot to 2 feet, 2 feet to 2 feet, take of land, swing, rotate.</p> <p>Games: Underarm, bounce, accurate, throw, catch, point, aim, correct technique, bowl, field, roll, intercept, strike, sideways, return, follow through, stumps, cushion (when catching), opponent, move towards, overarm, distance, retrieve, space.</p> <p>Gymnastics: Tension, balance, core, repeat, remember, shapes, match, mirror, shoulder stand, pair,</p>	<b>To follow when KO completed</b>	<b>To follow when KO completed</b>	<b>To follow when KO completed</b>	<b>To follow when KO completed</b>



		balance, jump, take off, land, sequence, start, finish, create, same, different, partner, apparatus, adapt, slide, over, under, across, along, through, cooperate, floor work.	individual, support, apparatus, point, patch, link, roll, jump, travel, lead into, away from, smoothly, change, speed, direction, pathway, over, under, along, across, through, towards, hold, sequence, follow, beside, compose, practise, perform.				

**KEY LINKS (narrative/people/music/video) IN PROGRESS**

	EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<b>Health/Fitness</b>		<p><u>Inspirational Athlete</u></p>  <p>Jonathan Brownlee Olympic Winner 2018</p>					
<b>Gymnastics</b>			<p><u>Inspirational Athlete</u></p>  <p>Adam Tobin European Champion Under 18s 2019</p>	<p><u>Olga Korbut</u></p> <p>Munich 1972 Olympics at the age of 17 Olga captivated the world with her daring acrobatics and her raw displays of emotion. Korbut ushered in an era of gymnastics dominated by young, lithe women. One of the first to backflip on the beam.</p> 	<p><u>Inspirational Athlete</u></p> <p>Amelie Morgan</p>  <p>At fifteen, she represented the UK in Youth Olympics winning two silvers and a bronze.</p>	<p><u>Nadia Comaneci</u></p> <p>The first woman to score perfect 10s at the Olympics—Nadia did this at the Montreal Games in 1976—Her score was 100.0 but as the scoreboard could only have 3 digits so her score was shown as 1.00. She also has two gymnastic moves named after her.</p> 	

<p><b>Dance</b></p>				<p><b>Inspirational Athlete</b></p>  <p><b>Ashley Banjo</b> Britain's Got Talent Winner Leader of famous dance troupe Diversity</p>			<p><b>Inspirational Athlete</b></p>  <p><b>JaQuel Knight</b> Choreographer to many celebrities including Beyonce, Pharrell and Rihanna.</p>
<p><b>OAA</b></p>							
<p><b>Athletics</b></p>			<p><b>Inspirational Athlete</b></p>  <p><b>Jessica Ennis-Hill</b> A three time world champion in athletics.</p>				<p><b>Inspirational Athlete</b></p>  <p><b>Mo Farah</b> The most successful British track athlete in modern Olympic Games history.</p>
<p><b>Invasion Games</b></p>			<p><b>Inspirational Athlete</b></p>  <p><b>LeBron James</b> NBA Star Player</p>	<p><b>Inspirational Athlete</b></p>  <p><b>Lionel Messi</b> Star Footballer</p>	<p><b>Michael Jordan</b> The most famous player of all time. Won 6 NBA titles with the Chicago Bulls. Wore the number 23 jersey</p> 	<p><b>Netball</b> Serena Guthrie—England captain . Plays as a centre or wing defence. Won a gold medal at the Commonwealth Games with the Roses in 2018.</p> 	<p><b>Rugby</b> Owen Farrell is the England Captain for the Rugby Union Team. Plays fly half (10) or centre (12) for England. Played over 80 times for his country.</p> 
<p><b>Striking and Fielding Games</b></p>					<p><b>Shane Warne:</b></p>  <p>Retired Australian bowler. The greatest leg spinner of all time with over 1000 international wickets.</p>		<p><b>Ben Stokes:</b></p>  <p>An English all rounder who was awarded the Sir Garfield Sobers trophy for 2019 (player of the year).</p>

Net, court and wall games							
Swimming							

SEQUENCE OF LEARNING				
<p>1. Introduction</p> <ul style="list-style-type: none"> <li>School Value Link</li> <li>Skills we want to learn/objectives of the topic</li> <li>Pre-teach vocab</li> </ul>	<p>2. Introducing sporting person/moment or showing child participating in activity</p> <ul style="list-style-type: none"> <li>Inspiring them and seeing the skills used in real life</li> </ul>	<p>3. Core teaching</p> <ul style="list-style-type: none"> <li>Vocabulary</li> <li>Warm up</li> <li>Skill teaching</li> <li>Skill practice</li> <li>Mini game/performance</li> <li>Feedback/review (teacher or peer)</li> </ul>	<p>4. Impact</p> <ul style="list-style-type: none"> <li>Recap school value links</li> <li>Recap on skills/objectives</li> <li>Recap with vocabulary</li> <li>Presentation/Performance</li> <li>Filmed on iPad or assessed by teacher</li> </ul>	<p>5. Review (Classroom based)</p> <ul style="list-style-type: none"> <li>Recap – vocabulary</li> <li>Watch back performances</li> <li>Save in folder for PE lead to look at (teacher)</li> <li>Complete assessment grid (teacher)</li> </ul>

MODIFICATION	CHALLENGE
<ul style="list-style-type: none"> <li>Children injured should take part by observing, supporting and/or recording.</li> </ul> <p>They can:</p> <ol style="list-style-type: none"> <li>Record scores.</li> <li>Provide feedback or coaching to peers.</li> <li>Write down a review of what they have observed – i.e. key skills or objectives used by the children.</li> </ol> <ul style="list-style-type: none"> <li>All activities should be modified for children finding skills/tasks more difficult. For example, for catching with one hand, a child finding it tricky may need to use 2 hands. I quite often phrase this by saying ‘if you are finding this tricky – what can we do to make it easier?’ Encourage children to help differentiate activities as this enables their input and shows understanding.</li> <li>Teachers should be constantly looking at the children and using AFL to modify tasks as appropriate and give steps for support.</li> <li>Use the Sports Coach to assist in differentiating or perhaps working with children who are finding tasks difficult to help develop their skill set.</li> </ul>	<ul style="list-style-type: none"> <li>Use children who are of high ability to demonstrate, support others and take the lead in activities.</li> <li>Ensure they are challenged e.g. you can do that with your dominant hand/foot, can you strengthen your weaker side by practising with the other hand/foot?</li> <li>I often say ‘If you want a challenge, try this...’ that way the children can be given opportunities to show whether their skills are more advanced.</li> <li>Any children showing talent in an area should be identified to the PE lead and further extra-curricular clubs can be suggested.</li> </ul> <p><b>As always with differentiation in PE it is vitally important to be assessing learning constantly and providing challenge or modification for those finding things more tricky. If you need support or advice, always ask the PE lead or Sports Coach.</b></p>

- Consider – would a different sized ball help? Provide a range of equipment so that it is easy to differentiate and provided as ‘choice’ rather than you are finding this hard so use this instead.
- Allow children to take some ownership over the ‘challenge’ they provide themselves with and then monitor to ensure chances for success.

#### **AWARDS/COMPETITIONS**