

# Physical Education Curriculum

## Whole School Overview



Year Groups	PE Overview 2023/2024					
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Fundamental Movement Skills	Invasion Game Skills	Indoor Athletics	Striking & Fielding Skills	Athletics	Target Games
	Dance	Gymnastics – Rocking & Rolling	Gymnastics – Flight	Personal Challenges	Net & Wall Skills	Object Manipulation
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Fundamental Movement Skills	Invasion Game Skills	Indoor Athletics	Striking & Fielding Game Skills	Athletics	Outdoor Adventurous
	Dance	Gymnastics – Balancing & Spinning	Gymnastics - Pathways	Fundamental Movement Skills	Net & Wall Skills	Tri Golf
Year 2	Fundamental Movement Skills	Invasion Game Skills	Indoor Athletics	Striking & Fielding Game Skills	Athletics	Outdoor Adventure
	Dance	Gymnastics – Curling & Arching	Gymnastics - Pathways	Fundamental Movement Skills	Net & Wall Skills	Tri Golf
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Netball/ Basketball	Football	Indoor Athletics	Cricket	Athletics	Outdoor Adventure
	Dance	Swimming	Gymnastics - Body Weight	Tag Rugby	Tennis	Rounders
Year 4	Netball/ Basketball	Football	Indoor Athletics	Cricket	Athletics	Outdoor Adventure
	Dance	Gymnastics – Arching & Bridges	Gymnastics – Partner Work	Tag Rugby	Tennis	Rounders
Year 5	Netball/ Basketball	Hockey	Indoor Athletics	Cricket	Athletics	Outdoor Adventure
	Dance	Gymnastics - Matching	Gymnastics – Partner Work	Tag Rugby	Tennis	Rounders
Year 6	Netball/ Basketball	Hockey	Indoor Athletics	Cricket	Athletics	Outdoor Adventure
	Dance	Gymnastics – Counter Balancing	Gymnastics – Group Sequencing	Tag Rugby	Tennis	Rounders



# Physical Education Curriculum

## Early Years Foundation Stage: Reception

EYFS Autumn 1	End Points	Essential Knowledge & Skills	Assessment & Vocabulary	
Fundamental Movement Skills	Run skilfully. Negotiate space successfully.	What a good space to stand in is How to share equipment and take turns.	<b>Assessment:</b> Performance Social & Development Competition	
	Pick up, carry, and put down with care.	To take my time and work with care.		
	Show increasing control over an object. Control my emotions when playing games.	To run around with my head up. To be aware of other children.		
	Balance on one leg. Move through an obstacle course skilfully.	Which parts of my body help me with balancing.		
	Be excited about, and confident in, my jobs. Encourage my teammates whilst I wait my turn.	To take turns.		
Thread objects. Play games fairly.	To work carefully and that rushing can lead to mistakes. Some effects of exercise on my body.	<b>Vocabulary:</b> run, space, pick up, put down, play, games, take turns		
Dance	Use my body to create theme related shapes, movements, and actions.		How to contribute key words to a theme related mind map. How to translate words/ ideas into theme related shapes, movements, and actions.	<b>Assessment:</b> Performance Social & Development Competition
	Use my body to express simple theme related shapes, movements, and feelings. Show good listening skills.		How to contribute key words to a theme related mind map. How to translate words/ ideas into theme related shapes, movements, and action.	
	Travel safely and creatively in space. Show different levels when I travel.		That we need to look forwards to safely move around in space. That we need to control our speed to ensure safety.	
	Communicate effectively with a partner. Use pictures to create shapes, movements, and actions.		How to turn what I see into ways of moving. How to listen to other people's ideas and vocalise my own thoughts.	
	Communicate effectively with a partner. Use poems to create shapes, movements, and actions. Remember and perform a simple sequence of movement.	How to turn what I read/ hear into ways of moving. How to link ideas and movements together so that they start to flow. How to use simple technical language to give constructive and useful feedback.		
			<b>Vocabulary:</b> action, movement, travel, direction, space, routine, rhythm, speed, levels, gesture	

EYFS Autumn 2	End Points	Essential Knowledge & Skills	Assessment & Vocabulary
	Identify what good looks like and give feedback to help my partner improve.		
Invasion Game Skills	Get into a good ready position to receive bounce passes consistently well. Pass the ball from my chest using a bounce pass.	How far to bounce a pass between me and a friend. How to receive a bounce pass.	<b>Assessment:</b> Performance Social & Development Competition
	Change direction confidently and competently. Move around safely in a limited space.	How to move around and be aware of others. That being able to dodge off both feet makes me twice as hard to catch.	
	Bounce a ball and track it with my eyes. Keep my head up and travel whilst bouncing a ball.	Push the ball down and in front of me when I am bouncing.	
	Bounce/ dribble a ball with my feet with good control. Trap a ball using my foot.	That I can stop a ball with different parts of my foot. To use the inside part of my foot to pass with accuracy over a short distance.	<b>Vocabulary:</b> space, run, walk, balance, throw, catch, bounce, hit, jump, hop, carry, forwards, backwards
	Push pass a hockey ball. Receive a hockey ball.	That my hands need to 'give' and be 'soft' when receiving a hockey pass. To move into space after passing a ball.	
	Dribble a ball with my feet with good control. Stop a ball on the run by trapping it.	To use 'big toe' to dribble keeping the ball close to me. How to trap a ball by moving in line with it and putting my foot on it.	
Gym – Rocking & Rolling	Rock on different body parts. Perform a sequence of moves where I transfer the weight from one part of my body to another.	That rocking involves moving forward and back, or side to side, on the same body part. How to share apparatus with others in my group.	<b>Assessment:</b> Performance Social & Development Competition
	Travel from a rock into a roll. Perform a log and egg roll with control and as part of a sequence.	To alternate legs when I am climbing. To use the floor as part of my gym work.	
	Roll sideways and forwards with control. Leap. Scissor kick.	How to perform rolls safely. The importance of preparing my body before I do rolls.	
	Perform varieties of pencil rolls. Jump from low apparatus in different ways.	To be aware of the position of others before rolling. To forward roll on the back of my shoulders. To land by bending my legs.	<b>Vocabulary:</b> stopping, parts high, parts low, bouncing, landing, bend, take-off, star jump, pencil jump, control, tucked, sequence, leaps
	Rock and roll. Perform in canon with a partner.	To start and finish my sequence in interesting strong positions. What canon is and how to time its use effectively.	
	Demonstrate 3 different ways of rolling with good control. Move from one roll to another by rocking. Give good feedback to a partner.	How to roll safely. How to start to link my moves more effectively. How to support my partner with positive praise.	
EYFS Spring 1	End Points	Essential Knowledge & Skills	Assessment & Vocabulary
Indoor Athletics	Share space and run with my head up. React quickly.	What a good position of readiness looks like. That I need to be focused and avoid distractions.	<b>Assessment:</b> Performance Social & Development Competition
	Jump, 1 foot to 2 feet and 2 feet to 2 feet. Coordinate a run with a jump.	To land with soft knees. O use my arms to help power me forward when jumping.	
	Throw accurately. Work cooperatively with a partner and within a group. Share equipment and take turns.	How to stand to throw overarm. The importance of my non-throwing arm.	
	Run efficiently and within a lane. Sustain my form during a race. Dip for the finish.	How to stay focused on my own performance when running in a lane. Why it is important to dip at the finish.	<b>Vocabulary:</b> walk, jog, throw, target, jump, run, hop, skip, fast, pass, react, coordinate
	Jump for height. Time my take-off to clear an obstacle.	Which parts of my body are important when jumping high. How to coordinate a scissor kick.	
	Throw a variety of pieces of equipment well. Throw for distance. Throw with good technique.	How to grip a Frisbee. That I need to throw from a side-on-position. To draw my body back by lifting my front leg to generate more power.	
Gym – Flight, Bouncing, Jumping & Landing	Jump in a variety of ways. Construct a simple jumping sequence with a partner.	To bend my legs when landing to cushion the impact.	<b>Assessment:</b> Performance Social & Development Competition
	Jump showing good technique throughout take-off and landing. Control a star jump and pencil jump.	That a good sequence involves using the floor imaginatively as well as the apparatus. How to share the space and take turns.	
	Jump through turns with control. Jump as part of a sequence of other movements.	What a half turn and quarter turn are. To be aware of others when I am jumping.	
	Jump and show a tucked body shape in the air. Jump as part of a sequence of other movements.	Some different jumping shapes. How to jump onto and off apparatus safely.	<b>Vocabulary:</b> stopping, parts high, parts low, bouncing, landing, bend, take-off, star jump, pencil jump, control, tucked, sequence, leaps
	Change leg positions whilst I am in the air. Jump as part of a sequence of other movements.	The difference between a leap and a jump. How to gain extra elevation.	
	Execute a variety of jumps and leaps with control. Include jumps and leaps in sequence work on the floor and apparatus.	To start my work with an interesting shape and finish it also with style. How to carry equipment safely.	
EYFS Spring 2	End Points	Essential Knowledge & Skills	Assessment & Vocabulary
Striking & Fielding Game Skills	Use both hands whilst fielding. Get into line with the ball and field it.	That I need to run, after striking the ball, to accumulate runs. To touch my bat over the crease line and slide it on my final run.	<b>Assessment:</b> Performance Social & Development Competition
	Stop a ball with 2 hands, creating a barrier behind it with my feet or body. Hit a ball to the leg side.	When to run and when not to. How to form a long barrier to stop a ball.	
	Bowl a ball overarm at a target. Strike a ball of a tee through the offside.	That I must bowl from on or behind the crease.	
	Pick up a ball with one hand and throw it underarm. Call for runs sensibly and decisively when batting.	That I need to communicate with my partner to accumulate runs. The different calls used by batsmen/women when they want to run.	<b>Vocabulary:</b> throw, catch, bounce, hit, move
	Chase and retrieve a ball. Make good decisions when batting about when to run and when not to.	That a batsman/ woman should always call after each ball. That, as a batter, I don't always have to run.	
	Bowl either under or overarm with some accuracy. Wicket keep effectively. Apply a range of skills.	The importance of staying in my crease. How to adopt a wicket-keeping stance. To demonstrate The School Games values.	
Personal Challenges	Find a space. Walk forwards and backwards, stopping when instructed. Negotiate space successfully.	The need for safety when tackling new challenges. How to travel backwards safely. How to share equipment and take turns.	<b>Assessment:</b> Performance Social & Development Competition
	Balance on one leg whilst still. Maintain balance whilst moving slowly.	To use my arms to help me balance. That focusing my eyes can help with my balance.	

	<p>Move a ball with control and in different directions. Apply the right amount of force to a ball.</p> <p>Negotiate space successfully. Move freely and with pleasure and confidence in a range of ways. Jump in different ways and in control.</p> <p>Dodge. Slide to my left and right. Negotiate space successfully.</p> <p>Gallop. Manipulate objects whilst galloping. Gallop confidently with either leg as the lead.</p>	<p>What following means. What mirroring means.</p> <p>What a jump is. How to share equipment and take turns.</p> <p>How to dodge. What sliding is.</p> <p>How to gallop. How to play fairly and accept decisions in games.</p>	<p><b>Vocabulary:</b> space, forwards, backwards, leg, arms, control, dodge, slide, jump</p>
<b>EYFS Summer 1</b>	<b>End Points</b>	<b>Essential Knowledge &amp; Skills</b>	<b>Assessment &amp; Vocabulary</b>
<b>Athletics</b>	<p>Share space and run with my head up. React quickly.</p> <p>Jump, 1 foot to 2 feet and 2 feet to 2 feet. Coordinate a run with a jump.</p>	<p>What a good position of readiness looks like. That I need to be focused and avoid distractions.</p> <p>To land with soft knees. O use my arms to help power me forward when jumping.</p>	<p><b>Assessment:</b> Performance Social &amp; Development Competition</p>
	<p>Throw accurately. Work cooperatively with a partner and within a group. Share equipment and take turns.</p>	<p>How to stand to throw overarm. The importance of my non-throwing arm.</p>	
	<p>Run efficiently and within a lane. Sustain my form during a race. Dip for the finish.</p> <p>Jump for height. Time my take-off to clear an obstacle.</p>	<p>How to stay focused on my own performance when running in a lane. Why it is important to dip at the finish.</p> <p>Which parts of my body are important when jumping high. How to coordinate a scissor kick.</p>	<p><b>Vocabulary:</b> walk, jog, throw, target, jump, run, hop, skip, fast, pass, react, coordinate</p>
	<p>Throw a variety of pieces of equipment well. Throw for distance. Throw with good technique.</p>	<p>How to grip a Frisbee. That I need to throw from a side-on-position. To draw my body back by lifting my front leg to generate more power.</p>	
	<p>Send a ball with some degree of accuracy. Receive a ball by moving swiftly into the right position.</p> <p>Strike a ball, with one hand, whilst it is airborne. Play passive and then active rallies by striking over a net with my hand.</p> <p>Strike and volley a ball with some degree of accuracy. Dig a ball by getting underneath it.</p>	<p>What a 'ready position' looks like.</p> <p>To call my name when playing doubles if the ball is between me and my partner. To leave a ball which is going to land out.</p> <p>That a good high dig gives more time for teammates to set up our own attack.</p>	
	<p>Strike a ball using an open palm and move into position to receive it back.</p> <p>Strike a small ball with my open palm with some accuracy. Keep a rally going with a partner.</p> <p>Throw with accuracy and power. Keep my eye on the ball at all times.</p>	<p>What a T position is and how it can help me.</p> <p>To move to the line of the ball and to get into a T position.</p> <p>Not to turn my back on the ball. How to throw for accuracy and power.</p>	
<b>EYFS Summer 2</b>	<b>End Points</b>	<b>Essential Knowledge &amp; Skills</b>	<b>Assessment &amp; Vocabulary</b>
<b>Target Games</b>	<p>Throw a ball underarm with some accuracy at a target.</p> <p>Throw underarm accurately. Work with others and take turns.</p> <p>Strike a ball with my foot for power</p>	<p>It is important to stand with on leg forward, the opposite leg to the hand I am throwing from.</p> <p>Which is my dominant hand. How to stand when throwing accurately.</p> <p>Which part of my foot to use when striking for power. How to lean back if I want my strike to go higher.</p>	<p><b>Assessment:</b> Performance Social &amp; Development Competition</p>
	<p>Kick a ball with some accuracy with both feet.</p> <p>Roll a ball with some accuracy.</p>	<p>Why it is important to kick with both feet.</p> <p>That the ball travels all the way across the ground when I roll it. That I need to bend, with one leg forward when rolling.</p>	
	<p>Roll with some accuracy with both hands.</p>	<p>Why it is important to be able to roll well with both hands.</p>	<p><b>Vocabulary:</b> throw, ball, arm, target, foot, kick, turns, roll, hands</p>
	<p>Find a good space. Show increasing control over an object, in pushing it around different parts of my body. Play games, taking turns.</p>	<p>How to find a space. How to travel around safely.</p>	
	<p>Show increasing control over an object. Twist and turn. Reach and bend.</p> <p>Move a ball with control and in different directions. Apply the right amount of force to a ball.</p> <p>Roll a ball. Stop a ball when it is rolled to me.</p> <p>Catch an object. Throw underarm accurately for my friend to catch.</p>	<p>That I need to concentrate to work well with a partner.</p> <p>What following means. What mirroring means.</p> <p>What good positions are, for rolling a ball and for stopping a ball.</p> <p>How to make a target with my hands to receive a throw. How to stand when throwing underarm.</p>	
	<p>Bounce and catch a ball. Travel around bouncing safely.</p>	<p>That I need to keep my head up when bouncing. How much force I need to bounce with to catch my own bounce.</p>	
<b>Object Manipulation</b>			<p><b>Vocabulary:</b> Space, control, push, pull, games, twist, turn, ball, roll, catch, bounce</p>

# Physical Education Curriculum

Key Stage 1: Year 1 & 2



Year 1 and 2 Autumn 1	End Points	Essential Knowledge & Skills	Assessment & Vocabulary
Fundamental Movement Skills	Hop. Move carefully retaining my balance.	That focusing my eyes and using my arms help me to balance better. To use my arms to help me hop.	<b>Assessment:</b> Performance Social & Development Competition
	Travel backwards safely. Share space considerately.	Potential dangers if I am not sensible. To glance periodically over both shoulders when travelling backwards.	
	Jump in a variety of ways. Land safely in different jumps. Combine a run and jump.	To make a W shape when I want to receive a catch. Which my preferred take off foot is.	
	Dodge. Move safely with awareness of others.	To travel around the space being aware of others sharing it with me. To stay focused and keep my head up when moving around.	<b>Vocabulary:</b> hop, balance, travel, backwards, space, forwards, sideways, run, jump, dodge, evade, attack, defend, strike
	Evade others. Attack and defend.	To always be focused and aware of what is going on. When to attack and when to defend.	
	Punt a ball. Strike a ball accurately and with power with my laces.	That a punt is a kick from my hands. That when kicking from the ground, I need to get my standing foot adjacent to the ball.	
Dance	Use my body to create theme related shapes, movements, and actions.	How to contribute key words to a theme related mind map. How to translate words/ ideas into theme related shapes, movements and actions.	<b>Assessment:</b> Performance Social & Development Competition
	Use my body to express simple theme related shapes, movements and feelings. Show good listening skills.	How to contribute key words to a theme related mind map. How to translate words/ ideas into theme related shapes, movements and action.	
	Travel safely and creatively in space. Show different levels when I travel.	That we need to look forwards to safely move around in space. That we need to control our speed to ensure safety.	
	Communicate effectively with a partner. Use pictures to create shapes, movements and actions.	How to turn what I see into ways of moving. How to listen to other people's ideas and vocalise my own thoughts.	<b>Vocabulary:</b> action, movement, travel, direction, space, routine, rhythm, speed, levels, gesture
	Communicate effectively with a partner. Use poems to create shapes, movements and actions.	How to turn what I read/ hear into ways of moving. How to link ideas and movements together so that they start to flow.	
	Remember and perform a simple sequence of movement. Identify what good looks like and give feedback to help my partner improve.	How to use simple technical language to give constructive and useful feedback.	
Year 1 and 2 Autumn 2	End Points	Essential Knowledge & Skills	Assessment & Vocabulary
Invasion Game Skills	I can throw overarm for my partner to catch after one bounce. Catch a ball consistently after one bounce.	How far to throw the ball in relation to where I am standing, and my partner is. To stand in a position of readiness to receive the ball on the 1 <sup>st</sup> bounce.	<b>Assessment:</b> Performance Social & Development Competition
	Catch a ball consistently on the full. To move my opponent around the court when playing against them.	To track the flight of the ball right into my hands. To stay light on my feet and be prepared to move quickly.	
	Track an opponent. Intercept a pass.	To turn my body so I can see my opponent and the ball when defending.	
	Dodger to beat an opponent. Close the space down that attackers have to work in.	To close the space down quickly when defending. To attack at speed.	<b>Vocabulary:</b> space, run, walk, balance, throw, catch, bounce, hit, jump, hop, carry, forwards, backwards, roll, underarm, move, safely, kick, rules, striking, team, speed, direction, force, passing, dodging, sprinting, momentum, tactics
	Pass the ball consistently with control. Retain possession of the ball.	To keep my body between the ball and my opponent to shield it. How to deceive defenders by using dummy passes or 'giving the eyes.'	
	Compete with some spatial awareness in team games. Pass and move decisively.	To think ahead in attack and defence for the good of the team.	
Gymnastics – Stretching, Curling & Arching	Travel in curled positions. Support my own body weight in curled positions.	What a curled shape looks like. That I can magpie ideas from others.	<b>Assessment:</b> Performance Social & Development Competition
	Stretch whilst in balance. Create a sequence which flows and involves arching and stretching.	What points are. How to form arches with my body.	
	Create a sequence with seamless transitions between stretches and curls. Arch my body.	The importance of working at different levels and with different dynamics. How to give good feedback to a partner.	
	Stretch and curl whilst performing a variety of gymnastic movements. Show inversion and counterbalance using the apparatus.	The difference between stretching and curling. How to perform with good starting and finishing positions, good eye focus and positive confident demeanour.	<b>Vocabulary:</b> stopping, parts high, parts low, bouncing, landing, bend, take-off, star jump, pencil jump, control, tucked, sequence, leaps, forwards, backwards, sideways, roll, slow, body parts, shape, jump, travel, stretch, wide, narrow, points, patches, curled, turning, twisting, arching, zigzag
	Form front and back supports. Demonstrate a variety of ways of travelling into and out of supports.	How to share the apparatus and space with others. A range of different types of jumps and which are stretched, and which are curled.	
	Perform a sequence with clear starting and finishing positions. Demonstrate curling, stretching and arching in my work.	That timing is important in a routine. To perform with changes of level, direction and speed.	
Year 1 and 2 Spring 1	End Points	Essential Knowledge and Skills	Assessment & Vocabulary
Indoor Athletics	Show a sense of anticipation to begin work. React quickly. Demonstrate agility, balance and coordination.	To retain my focus. The importance of a good start.	<b>Assessment:</b> Performance Social & Development Competition
	Jump in a variety of ways. Coordinate a run with a jump.	To cushion my knees when landing. The technique for different types of jumps.	
	Discover and develop different styles of jumping. Leap, jump and hop.	How to improve my technique to increase the height and distance of my jumps. The difference between a leap and a jump.	
	Jump in a variety of ways competently. Add a short run up to my jump.	How to increase the distance of my jumps. Why it is important to warm up.	<b>Vocabulary:</b> walk, jog, throw, target, jump, run, hop, skip, fast, pass, react, coordinate, sustain, efficiency, distance, obstacle
	Throw with good technique.	How to increase the distance of my throws.	
	Throw with a run up.	How to keep others safe when I am throwing.	

	Help a peer improve their performance with good feedback. Demonstrate a variety of athletic techniques competently.	To demonstrate the school games values. How to share equipment and take turns.	
Gymnastics – Pathways: Straight, Zigzag & Curving	Jump with a 90-degree turn. Turn through 180 degrees. Jump through 180 and 270 degrees from a standing start.	What a 90-, 180- and 270-degree turn looks like. How to take off one foot and then spring from 2 feet into a jump.	<b>Assessment:</b> Performance Social & Development Competition
	Create a sequence in zig zag pathways. Demonstrate variety in my movements. Perform with clear starting and finish positions.	What a zig zag pathway is. That feedback is essential to help me improve.	
	Demonstrate zig zag and straight pathways in my sequence work. Perform with control and adaptations to my original work. Work at all 3 levels.	Ways that I can adapt work to make it even better. The importance of changes of level and direction.	
	Perform a sequence of moves in a curved pathway. Improve my work by acting upon feedback.	What a curved pathway is. Different gymnastic moves fit nicely into performing in a curved pathway.	<b>Vocabulary:</b> stopping, parts high, parts low, bouncing, landing, bend, take-off, star jump, pencil jump, control, tucked, sequence, leaps, forwards, backwards, sideways, roll, slow, body parts, shape, jump, travel, stretch, wide, narrow, points, patches, curled, turning, twisting, arching, zigzag
	Travel backwards and sideways as part of a sequence. Link my movements together well.	What mirroring is. How to perform in synchrony with a partner.	
	Perform a variety of moves on floor and apparatus using different body pathways. Make my sequences flow.	Good ways of transitioning from one move to the next. How to make my performances aesthetically pleasing.	
Year 1 and 2 Spring 2	<b>End Points</b>	<b>Essential Knowledge &amp; Skills</b>	<b>Assessment &amp; Vocabulary</b>
Striking & Fielding Game Skills	Catch a ball after one bounce. Strike a ball off a tee.	To run between the wickets after striking a ball into space. To touch or slide my bat over the crease line.	<b>Assessment:</b> Performance Social & Development Competition
	Bowl overarm with a straight arm. Stop the ball consistently as wicket keeper.	To bowl from the crease line. The stance to adopt when keeping wicket. What a no-ball and wide are.	
	Pick up a ball one handed and return it underarm. I can return the ball quickly from my bootlaces.	Why it is important to be adept at picking the ball up both hands. At which point from the crease I need to slide my bat.	
	Strike a ball to leg from a short delivery. I can back my friends up in the field. Make along barrier.	The importance of a high backlift when playing short bowling. How to form a long barrier. What the correct technique for throwing overarm is.	<b>Vocabulary:</b> throw, catch, bounce, hit, move, striking, fielding, target, opponent, batter, bowler, pass, aiming, rules
	Chase a ball and throw it back accurately. Strike a ball off a tee whilst on the move.	Why it is important to back throws up in the field. Why we might chase down the pitch as a batsman.	
	Play a game applying the skills I have learned. Demonstrate the school games values.	Why outfielders walk in with the bowler whilst close fielders stand still. The importance of good communication between batters and fielders.	
Fundamental Movement Skills	Skip using a rope. Jump in a variety of ways.	To watch the hands of people turning a rope to know when to jump. That there are different ways of jumping a rope.	<b>Assessment:</b> Performance Social & Development Competition
	Dribble a ball with either hand. Travel with a ball with my head up and with the ball under control.	To push down on the ball using my fingers. To relax whilst dribbling and not be too tense.	
	Receive a ball and trap it. Cushion a pass sent to me.	To send a ball over a short distance using the inside of my foot. How to turn my foot to cushion a pass sent to me.	
	Pass in different ways. Pass accurately.	How far to bounce pass between me and my partner. That good bounce passes are easier to receive.	<b>Vocabulary:</b> skip, jump, dribble, ball, hand, control, travel, receive, cushion, pass, trap, accurate, height, broad jump, distance, catch, signal
	Jump for height. Broad jump for distance.	The difference between a vertical and broad jump. How to measure a vertical jump.	
	Catch consistently well. Signal that I want the ball.	To make a target for my partner to send the ball to. To relax when catching to cushion the impact of the ball.	
Year 1 and 2 Summer 1	<b>End Points</b>	<b>Essential Knowledge &amp; Skills</b>	<b>Assessment &amp; Vocabulary</b>
Athletics	Show a sense of anticipation to begin work. React quickly. Demonstrate agility, balance and coordination.	To retain my focus. The importance of a good start.	<b>Assessment:</b> Performance Social & Development Competition
	Jump in a variety of ways. Coordinate a run with a jump.	To cushion my knees when landing. The technique for different types of jumps.	
	Discover and develop different styles of jumping. Leap, jump and hop.	How to improve my technique to increase the height and distance of my jumps. The difference between a leap and a jump.	
	Jump in a variety of ways competently. Add a short run up to my jump.	How to increase the distance of my jumps. Why it is important to warm up.	<b>Vocabulary:</b> walk, jog, throw, target, jump, run, hop, skip, fast, pass, react, coordinate, sustain, efficiency, distance, obstacle
	Throw with good technique. Throw with a run up.	How to increase the distance of my throws. How to keep others safe when I am throwing.	
	Help a peer improve their performance with good feedback. Demonstrate a variety of athletic techniques competently.	To demonstrate the school games values. How to share equipment and take turns.	
Net & Wall Game Skills	Send and receive a ball with some degree of accuracy. Move quickly into good positions to catch.	What a position of readiness looks like. To track the flight of the ball with my eyes.	<b>Assessment:</b> Performance Social & Development Competition
	Strike a ball with some degree of accuracy. Volley a ball by getting in line and underneath it.	Which is the best technique to return a ball.	
	Send a ball with increasing accuracy. Keep a rally going with a partner.	That I have to get under the ball sufficiently to strike it upwards and over a net.	
	Develop a good grip and stance. Begin to strike with more consistency and accuracy on the forehand.	How to form a ready position. What a T shape is.	<b>Vocabulary:</b> send, receive, strike, rally, volley, dig, accuracy, power, ready, return, forehand, backhand, opponent
	Return a ball, after one bounce, that has been thrown to me by a partner. Begin to rally a few shots with more success.	That the ball has to go over the net, and land in the court on the other side. That I need to move quickly, to get into good positions to return the ball.	
Strike a backhand from my own feed. Play against an opponent using a variety of shots. Move fluently around the court.	How to play a game of short tennis against an opponent. To try and get to the centre of the court after each shot.		
Year 1 and 2 Summer 2	<b>End Points</b>	<b>Essential Knowledge &amp; Skills</b>	<b>Assessment &amp; Vocabulary</b>
Tri Golf	Grip a golf club appropriately and adopt a stance to strike a ball.	How to keep myself and others safe. How far to draw the club back when putting.	<b>Assessment:</b> Performance

	Putt a ball towards a target. Share the equipment.		Social & Development Competition
	Putt a ball towards a target with some accuracy. Change the amount of force I putt depending on if putting uphill or downhill.	What a back swing is. To hit the ball more firmly if putting uphill and more gently if putting downhill.	
	Strike a ball consistently with an iron. Set up to play an iron shot.	Why we tee when hitting irons at the start. To keep my eye on the ball in my swing.	
	Get some height with my iron shots.	What the tick-tock technique is.	
	Drive for distance. Strike the ball with increasing accuracy.	The importance of keeping my head still and not trying to hit the ball too hard. Which club to use and when.	
	Play a round safely and keeping score. Wait patiently and share equipment.	To demonstrate the school games values. Terminology associated with golf.	<b>Vocabulary:</b> golf, grip, club, stance, putt, ball, target, accuracy, force, iron, drive
Outdoor Adventurous Activities	Jump and maintain my balance; can reach, lift and put down.	To cushion the impact of landing with jumping. That I need to listen and respect the opinion of others.	<b>Assessment:</b> Performance Social & Development Competition
	Follow a map and work with others to solve mathematical clues.	What basic OS symbols are; How to navigate my way around using a simple map.	
	Give clear directions; I can follow clear directions.	Where best to stand to give clear instructions. Where the major compass points are.	
	Lead my partner in an appropriate warm up.	How to motivate someone and what some of the benefits of exercise are.	
	Work with control and make good decisions.	How to support my team mates positively.	
	Find clues using a map. Run at a pace which is acceptable to my group.	Listen to the opinion of the others before deciding on a course of action. Understand that planning before we start tackling a problem can save time.	<b>Vocabulary:</b> rules, maps, partner, teamwork, competition, direction, skills, symbols, move, travel, safely, instructions

## Physical Education Curriculum

Key Stage 2: Year 3 & 4



Year 3 and 4 Autumn 1	End Points	Essential Knowledge & Skills	Assessment & Vocabulary
Dance	Develop a motif demonstrating some agility, balance, coordination, and precision.	How to contribute key words to a theme related mind map. How to translate words/ ideas into actions and combine.	<b>Assessment:</b> Performance Social & Development Competition
	Creatively change static actions into travelling movements. Show different levels, pathways and directions when I travel.	How to translate theme related actions into creative travelling movements.	
	Communicate effectively with a partner.	How to translate images into actions to communicate meaning.	
	Communicate effectively within a group.	How to use chance choreography to create a sequence.	
	Communicate effectively within a group. Improve our ideas.	How to use canon, formation changes, direction and level to improve our ideas. How to listen to other people's ideas and vocalise my own thoughts.	
	Evaluate the work of other's using simple technical language.	How to recognise good timing, execution and performance skills.	<b>Vocabulary:</b> action, movement, travel, direction, space, routine, rhythm, speed, levels, gesture, formation, cannon, mirroring, isolation, improvise, motif, stimulus, dynamics, choreograph
Netball	Send a netball accurately in a variety of ways. Pass under pressure.	Which type of passing technique to use depending on the distance I am sending the ball. To pass within 4 seconds of receiving the ball.	<b>Assessment:</b> Performance Social & Development Competition
	Pass a netball to bypass a defending by quickly passing, or using feinting or, 'giving the eyes'. Defend individually and/or as part of a team.	How to stand in a good position to receive a ball. How to track an opponent.	
	Attack by being fluid in my positioning, using the width and passing quickly. Get free from opponents by feinting.	That I need to pass in front of my teammates so they can run onto the ball. The importance of quick passing and varying my passing.	
	Shoot using good technique. Position myself to take rebounds from the post.	The correct technique for shooting. Rules which apply to attackers and defenders when shooting.	
	Play a game of Bee Flier Netball, abiding by the rules of the game. Pivot having landed in possession of the ball.	The footwork rule. How to support the player in possession to ensure safe passes are made.	
	Track an opponent on court. Demonstrate the school games values of passion, self-belief, respect, honesty, determination and teamwork.	More of the rules of netball and recognise how to apply them.	<b>Vocabulary:</b> pass, dodge, sprint, balance, momentum, agility, stability, flexibility, intercept, opponent, possession, attack, defend, centre, goalkeeper, goal defence, goal attack, goal shooter, chest pass, bounce pass, shoulder pass, overhead pass
Year 3 and 4 Autumn 2	End Points	Essential Knowledge & Skills	Assessment & Vocabulary
Football	Trap a ball and cushion it when receiving. Pass the ball accurately.	To be on the balls of my feet when waiting to receive a pass. To move into space after passing. To use the inside of my foot to send when passing over short distances.	<b>Assessment:</b> Performance Social & Development Competition
	Dribble a ball using both feet and manipulate it using different parts of the foot. Shield a ball from an opponent.	How to position my body in relation to the ball and my opponent when shielding. Why it's important to take touches with different parts of the foot when dribbling.	
	Turn confidently with a football. Play a small, sided game and demonstrate my turns.	To get the ball out wide and use the full width of the pitch. Which might be the best turn to use in certain circumstances.	
	Make good decisions when in possession. Use a numerical advantage by overloading, overlapping and underlapping. Compensate for a numerical disadvantage by being very well organised.	How to defend against someone when in a 1v1 situation. When to overlap and underlap.	
	Defend well, watching the ball, jockeying to await the moment to pounce and being decisive. Focus and retain my concentration when the ball isn't in my area of the pitch.	That the team needs to be balanced and that means sometimes playing in a position which isn't my favourite. To pass and move into space.	
			<b>Vocabulary:</b> pass, receive, dribble, shot, target, opponent, dodging, attack, defend, intercept, possession, control, hold, press, head, goalkeeper, defender, midfielder, attacker, combine, goal kick, corner, throw in, free kick, penalty, goal, foul, tactics



	Show the skills and knowledge you have developed in a competitive environment. Get into sideways positions when receiving the ball.	The importance as a defender of getting into sideways position where you can see the ball and your opponent.	
<b>Gymnastics – Arching and Bridges</b>	Support my body weight on my hands and feet only. Spin from one means of support to another.	What points and patches are. The importance of control in my movements.	<b>Assessment:</b> Performance Social & Development Competition
	Spin and take my weight in my hands. Perform sequences using front and back asymmetrical supports and symmetrical spinning.	To use the floor space imaginatively as well as the apparatus. To change direction and the level I am working at.	
	Create sequences involving different controlled rolls and front and back supports.	To use feedback to uplevel my work.	<b>Vocabulary:</b> stopping, parts high, parts low, bouncing, landing, bend, take-off, star jump, pencil jump, control, tucked, sequence, leaps, forwards, backwards, sideways, roll, slow, body parts, shape, jump, travel, stretch, wide, narrow, points, patches, curled, turning, twisting, arching, zigzag, symmetry, asymmetry, transitions, unison
	Create sequences, moving seamlessly from front and back supports to other balances. Form different shapes with my legs whilst in shoulder balances.	Different ways of supporting myself in shoulder balances.	
	Work in different formations within a sequence. Perform in unison to a set count.	How to work in tandem with a partner in different ways.	
	Work in a pair. Create a sequence of front and back supports which involve working under and over.	The school games values.	
<b>Year 3 and 4 Spring 1</b>	<b>End Points</b>	<b>Essential Knowledge &amp; Skills</b>	<b>Assessment &amp; Vocabulary</b>
<b>Indoor Athletics</b>	Change pace and run at different tempos. Sustain my pace over longer distances.	How to control my running over middle distance. How running a bend differs from running a straight.	<b>Assessment:</b> Performance Social & Development Competition
	Throw with accuracy and power using the pull technique. Throw after a run up.	To get sideways on when throwing. How to safely throw as part of a group. To use my non-throwing arm to help me.	
	Throw with greater force and over longer distances. Throw with greater control, accuracy and efficiency.	How to throw a shot using, 'clean palm, dirty neck' technique. How to generate power from the thighs.	<b>Vocabulary:</b> walk, jog, throw, target, jump, run, hop, skip, fast, pass, react, coordinate, sustain, efficiency, distance, obstacle, sprint, hurdle, scissor kick, javelin, baton, shot putt, hammer throw, 100 metres, long jump, triple jump, high jump, marathon
	Perform the correct techniques for triple jump, high jump and standing vertical jump. Measure accurately my performance at standing vertical jumping.	How to approach the bar from an arced run up when high jumping. The technique, 'same, different, both' for triple jump.	
	Combine sprinting with hurdling.	My take off foot and lead leg. How to hurdle efficiently.	
	Transfer a relay baton efficiently as part of a team.	How to position myself to receive a baton.	
<b>Gymnastics – Partner Work - Pushing and Pulling</b>	Balance on different points and patches. Match a partner's moves in synchrony.	What a point of contact is.	<b>Assessment:</b> Performance Social & Development Competition
	Compose a sequence with a partner. Perform elements of my sequence in contrast to a partner.	What a contrast is. How to contrast in terms of working at different levels; in different directions; in different pathways and at different speeds.	
	Match my partner's asymmetrical balances. Work with contrasting dynamics to my partner.	How to work with a partner and perform in unison. How to act upon feedback from others.	<b>Vocabulary:</b> stopping, parts high, parts low, bouncing, landing, bend, take-off, star jump, pencil jump, control, tucked, sequence, leaps, forwards, backwards, sideways, roll, slow, body parts, shape, jump, travel, stretch, wide, narrow, points, patches, curled, turning, twisting, arching, zigzag, symmetry, asymmetry, transitions, unison
	Work alongside a partner to produce our best work. Create a sequence involving matching and contrasts.	How to move from the same position to a contrasting one to my partner, and then back to the same.	
	Work in a group. Help to compose, and then perform, a sequence with contrasting and matching shapes and moves.	How to communicate and negotiate with others when composing.	
Work at contrasting levels. Perform in unison and canon.	What the School Games values are, and the importance of applying them.		
<b>Year 3 and 4 Spring 2</b>	<b>End Points</b>	<b>Essential Knowledge &amp; Skills</b>	<b>Assessment &amp; Vocabulary</b>
<b>Cricket</b>	Stand sideways-on, with a high back lift, ready to receive a ball. Step back and across to pull a short ball.	How to grip the bat. How to move back and across, to play the pull shot. What the crease is for.	<b>Assessment:</b> Performance Social & Development Competition
	Bowl a ball overarm with a straight arm. Take a wicket keeping stance and take balls bowled on both sides of the wicket.	How to grip a ball when bowling. The process of bowling from the coil to release of the ball. How to position myself when wicketkeeping so there are no obstructions to my vision.	
	Throw accurately and powerfully. Hit a ball by driving it and then run between a set of wickets, sliding my bat when necessary.	When to slide my bat to make my ground when running between the wickets. What 'backing up' means to fielders.	<b>Vocabulary:</b> striking, fielding, target, opponent, batter, bowler, no-ball, overarm, wicketkeeper, crease, back up, wide, pace, spin, onside, leg side, drive, pull, cut, barrier
	Bat successfully with a partner, communicating effectively. Bowl with increasing accuracy.	The different calls I can make as a batsman. Which batsman/woman calls and the circumstances when each should call.	
	Bowl with a run up. Stop hard balls struck at me by forming a long barrier. Communicate effectively with a partner when batting.	How to form a long barrier to field a hard shot.	
	Back up my fellow fielders in the field. Play purposefully in a competitive game, taking on multiple roles effectively.	When to stand still in the field, and when to walk in as the bowler runs in. Why I need to call my name if going for a high catch.	
<b>Tag Rugby</b>	Scoop a ball up from the floor. Dodge to avoid being tagged by an opponent. Tag safely.	How to hold a rugby ball. How to score a try.	<b>Assessment:</b> Performance Social & Development Competition
	Pocket pass with accuracy from my right and left. Make a target to receive the ball. Send and receive a ball under pressure.	To shout 'tagged' when I grab an opponent's tags. How to restart games after a try has been scored.	
	Pass a rugby ball backwards accurately. Dummy a pass.	To run at pace and commit a defender when attacking. To close the space down quickly when defending and then brace myself to grab a tag.	<b>Vocabulary:</b> pass, tackle, dodge, step, handle, backwards, dummy, overlap, knock on, offside, forward pass, attack, defend, scoop, try, tagged, pocket pass, target, tactics
	Pass backwards consistently. Create an overlap.	To support the ball carrier by staying just behind them when in the attacking line. What a knock on and forward pass are.	
	Pass, missing out players in a line. Set up defensively opposite an opponent.	To stagger the attacking line and why we do that. To defend across the width of the pitch. The offside rule.	
	Apply a range of skills effectively in a game of rugby. Play to the rules.	The offside rule. How to restart games after a try.	
<b>Year 3 and 4 Summer 1</b>	<b>End Points</b>	<b>Essential Knowledge &amp; Skills</b>	<b>Assessment &amp; Vocabulary</b>
<b>Athletics</b>	Change pace and run at different tempos. Sustain my pace over longer distances.	How to control my running over middle distance. How running a bend differs from running a straight.	<b>Assessment:</b> Performance Social & Development Competition
	Throw with accuracy and power using the pull technique. Throw after a run up.	To get sideways on when throwing. How to safely throw as part of a group. To use my non-throwing arm to help me.	
	Throw with greater force and over longer distances. Throw with greater control, accuracy and efficiency.	How to throw a shot using, 'clean palm, dirty neck' technique.	

	Perform the correct techniques for triple jump, high jump and standing vertical jump. Measure accurately my performance at standing vertical jumping.	How to generate power from the thighs. How to approach the bar from an arced run up when high jumping. The technique, 'same, different, both' for triple jump.	<b>Vocabulary:</b> walk, jog, throw, target, jump, run, hop, skip, fast, pass, react, coordinate, sustain, efficiency, distance, obstacle, sprint, hurdle, scissor kick, javelin, baton, shot putt, hammer throw, 100 metres, long jump, triple jump, high jump, marathon
	Combine sprinting with hurdling.	My take off foot and lead leg. How to hurdle efficiently.	
	Transfer a relay baton efficiently as part of a team.	How to position myself to receive a baton.	
<b>Tennis</b>	Take up a 'ready position' and move into good positions to strike a ball. Play a game of hand tennis trying to move my opponent around the court.	What a ready position is. To try and get into the centre of the court after playing each shot.	<b>Assessment:</b> Performance Social & Development Competition
	Hit consistently forehand returns. Get into consistently good positions to hit the ball after one bounce.	To hit with a nice full backswing. To keep my head still and to try and hit with control.	
	Get into good positions and play backhand shots. Strike the ball on the backhand with some consistency.	That I can play a backhand with one hand or two, whichever feels more comfortable.	
	Volley a ball on the forehand and backhand striking the ball downwards.	To volley a ball by deflecting it downwards.	<b>Vocabulary:</b> grip, racket, net, baseline, ready position, serve, forehand, backhand, return, volley, pass, deft, smash, lob
	Serve from the baseline into my opponent's side of the court. Move into the correct position to play a variety of shots.	The rules of tennis. How to score.	
Use tactics against an opponent.	My own and my opponent's strengths and weaknesses.		
<b>Year 3 and 4 Summer 2</b>	<b>End Points</b>	<b>Essential Knowledge &amp; Skills</b>	<b>Assessment &amp; Vocabulary</b>
<b>Outdoor Adventurous Activities</b>	Work as part of a team. Show enthusiasm, determination and resilience.	How to use the process of elimination to work out symbols I don't know.	<b>Assessment:</b> Performance Social & Development Competition
	Work together in a small group to solve problems. Compete under pressure.	I have to communicate well and negotiate to solve problems in a group. To persevere and try again when things don't go immediately to plan.	
	Negotiate with my group. Plan a route map.	My compass points. How to navigate around an area following directions.	
	Work with others to solve problems. Follow the rules of an activity.	The importance of listening to others and communicating well.	<b>Vocabulary:</b> rules, maps, partner, teamwork, competition, direction, skills, symbols, move, travel, safely, instructions, route, trust, team building, problem solving, strategy, communication
	Identify areas of the school grounds using a map. Run and think simultaneously to compete in a competition.	How to orientate a map and find clues.	
	Identify where several controls are situated around the school grounds via photographic clues. Take photographs of interesting places around the school site.	How to use an iPad to take photographs. How to take turns and use equipment safely.	
<b>Rounders</b>	Send using good throwing technique. Receive using good catching a technique.	Make decisions about when to run and when not to.	<b>Assessment:</b> Performance Social & Development Competition
	Develop basic bowling and batting skills.	To position myself sideways on when both striking and bowling. How to grip a ball so that it comes out of my fingers smoothly when bowling.	
	Develop my throwing skills. Communicate with other players for the good of my team.	What a 'no-ball' is. Why fielders might start off a base and then move to it after a strike.	
	Field the ball off the ground using a variety of techniques.	Which ground fielding technique to use at any given time. What happens when I miss a rounders ball or hit behind me.	<b>Vocabulary:</b> catch, throw, run, bowl, bat, base, field, space, barrier, backstop, back up, return, offside
	Catch high balls confidently. Backpedal to catch balls over me.	How to keep score. To call my name if going for a high catch.	
Perform well in a range of positions in a competitive game.	How to back up other fielders.		

## Physical Education Curriculum

Key Stage 2: Year 5 & 6



<b>Year 5 and 6 Autumn 1</b>	<b>End Points</b>	<b>Essential Knowledge &amp; Skills</b>	<b>Assessment &amp; Vocabulary</b>
<b>Netball/ Basketball</b>	Send a netball in a variety of ways. Receive a ball and already know what to do with it.	How to signal for a pass. That I need to move to a new space after passing.	<b>Assessment:</b> Performance Social & Development Competition
	Pass accurately and using a variety of passes. Anticipate the play and release the ball quickly and efficiently.	How to disguise my passes. That when I get sideways onto to receive a ball, it opens the court.	
	Shoot with good technique. Land and pivot to pass the ball.	What the terms, 'landing foot, pivot foot and stepping', mean. The rules around shooting.	<b>Vocabulary:</b> pass, dodge, sprint, balance, momentum, agility, stability, flexibility, intercept, opponent, possession, attack, defend, centre, goalkeeper, goal defence, goal shooter, goal attack, wing defence, wing attack, pivot, footwork, switch, press, retreat, chest pass, bounce pass, shoulder pass, overhead pass, bounce, dribble, shield, triple threat, double dribble, travelling, v cut, l cut, guard
	Control a basketball using both hands. Protect the ball under pressure.	How to manipulate and manoeuvre a basketball within the rules. How to use my body to protect the ball.	
Pass the ball using good techniques of having a target and stepping in the direction of a chest pass and bounce pass. Cut away and back again to receive space.	A variety of ways to pass. How to create space to receive a pass.		
<b>Dance</b>	Demonstrate different dribbling skills. Combine a range of dribbles and vary speed and direction to get past defenders.	How to defend against an attacking player. How to protect the ball from and move it around a defender within the rules.	<b>Assessment:</b> Performance Social & Development Competition
	Develop a motif demonstrating some agility, balance, coordination, and precision.	How to contribute key words to a theme related mind map. How to translate words/ ideas into actions and combine.	
	Creatively change static actions into travelling movements. Show different levels, pathways and directions when I travel.	How to translate theme related actions into creative travelling movements.	
	Communicate effectively with a partner.	How to translate images into actions to communicate meaning.	<b>Vocabulary:</b>
Communicate effectively within a group.	How to use chance choreography to create a sequence.		



	Communicate effectively within a group. Improve our ideas.	How to use canon, formation changes, direction and level to improve our ideas. How to listen to other people's ideas and vocalise my own thoughts.	action, movement, travel, direction, space, routine, rhythm, speed, levels, gesture, formation, cannon, mirroring, isolation, improvise, motif, stimulus, dynamics, choreograph
	Evaluate the work of other's using simple technical language.	How to recognise good timing, execution and performance skills.	
<b>Year 5 and 6 Autumn 2</b>	<b>End Points</b>	<b>Essential Knowledge &amp; Skills</b>	<b>Assessment &amp; Vocabulary</b>
<b>Hockey</b>	Hold the stick correctly. Dribble the ball with my head up.	If using Quick Sticks, that everybody plays right-handed, and I can only use the flat side of the stick. That I can't lift the stick higher than my waist.	<b>Assessment:</b> Performance Social & Development Competition
	Indian dribble. Push pass accurately.	That I need to use the flat side of the stick only. The technique for push passing. How to receive a ball by cushioning its impact.	
	Jab tackle. Send and receive under pressure. Pass and move.	How to carry out a jab tackle. That I need to move to space after passing.	
	Work with a partner to get past a defender. Develop a range of attacking skills and strategies.	When to pass a ball and when to dribble. When defending, to close the space.	<b>Vocabulary:</b> striking, defend, attack, possession, space, marking, tracking, pass, dribble, Indian dribble, goalkeeper, press, track, intercept, hold, tactics, jab tackle, slap pass, push pass, long corner, penalty
	Develop my skills in different positions. Support my teammates by communicating with them.	To use a width of the pitch when attacking. How to play in a formation. How to make the most of a numerical advantage.	
	Respect the rules of the game and decisions of my peers. Adapt tactics in a game if they are not working.	The rules of hockey and how to officiate a game. To demonstrate the school games' values.	
<b>Gymnastics – Counterbalance &amp; Counter Tension</b>	Hold controlled balances on a variety of points and patches on a given number of body parts. Create a sequence of moves in unison with a partner.	How to link skills to perform actions and sequences of movement. Technical language associated with gymnastics. What counter balancing is. How to perform in unison.	<b>Assessment:</b> Performance Social & Development Competition
	Evaluate the work of others. Hold a range of symmetrical and asymmetrical counterbalances. Work at different levels with weight on a variety of points and patches. Create a sequence of moves in unison with a partner.	How to link skills to perform actions and sequences of movement. Technical language associated with gymnastics. What counter balancing is. What push and pull forces are.	
	Hold a range of symmetrical and asymmetrical counterbalances. Roll as part of a balancing and rolling sequence. Challenge myself to improve.	How to use a range of dynamics to make my sequence aesthetically pleasing. How to peer assess. A range of pathways.	<b>Vocabulary:</b> stopping, parts high, parts low, bouncing, landing, bend, take-off, star jump, pencil jump, control, tucked, sequence, leaps, forwards, backwards, sideways, roll, slow, body parts, shape, jump, travel, stretch, wide, narrow, points, patches, curled, turning, twisting, arching, zigzag, symmetry, asymmetry, transitions, unison, fluency, refine
	Hold a range of symmetrical and asymmetrical balances counterbalances with a partner. Use my own body weight in opposition to the apparatus. Link skills to perform actions and sequences.	What counter tension is. How to use a range of dynamics to make my sequence aesthetically pleasing.	
	Perform a sequence in canon at different levels. Link asymmetrical counter tension balances and counterbalances using transitional moves. Evaluate the work of others using correct technical language.	What the difference between counter tension and counterbalance is. How to perform effectively in canon.	
	Work in a group. Perform asymmetrical counterbalances in a sequence, using canon or unison. Use the apparatus and/or pupils when balancing. Enjoy competing and challenging yourself to improve.	What the difference between counter tension and counterbalance is. How to link skills to perform actions and sequences of movement. How to use a combination of canon and unison in a group sequence.	
<b>Year 5 and 6 Spring 1</b>	<b>End Points</b>	<b>Essential Knowledge &amp; Skills</b>	<b>Assessment &amp; Vocabulary</b>
<b>Athletics</b>	Change pace and run at different tempos. Sustain my pace over longer distances.	How to control my running over middle distance. How running a bend differs from running a straight.	<b>Assessment:</b> Performance Social & Development Competition
	Throw with accuracy and power using the pull technique. Throw after a run up.	To get sideways on when throwing. How to throw safely as part of a group. To use my non-throwing arm to help me throw.	
	Throw with greater force over longer distances. Throw with greater control, accuracy and efficiency.	How to throw a shot using 'clean palm, dirty neck' technique. How to generate power from the thighs.	
	Perform correct techniques for triple jump, high jump and standing vertical jump. Measure accurately my performance at standing vertical jump.	How to approach the bar from an arced run up when high jumping. The technique, 'same, different, both' for triple jump.	<b>Vocabulary:</b> walk, jog, throw, target, jump, run, hop, skip, fast, pass, react, coordinate, sustain, efficiency, distance, obstacle, sprint, hurdle, scissor kick, javelin, baton, shot putt, hammer throw, 100 metres, long jump, triple jump, high jump, marathon
	Combine sprinting with hurdling.	My take-off foot and lead leg. How to hurdle efficiently.	
	Transfer a relay baton efficiently as part of a team.	How to position myself to receive a baton.	
<b>Gymnastics – Group Sequencing</b>	Work in a group of 4 to create a sequence of rolls. Perform in unison with others. Create a sequence where starting and finishing points are clearly defined.	What unison is. How to transition from one roll to another.	<b>Assessment:</b> Performance Social & Development Competition
	Work in a group of 6 to create a sequence involving different formations and pathways. Work as part of a team to create a sequence involving flight.	How to jump safely. How to mount and dismount apparatus safely.	
	Create a sequence working at different levels and with different dynamics. Spin on a variety of points and patches.	What points and patches are. What mirroring, canon and unison are.	
	Take weight on my hands in different ways. Travel on different body parts.	How to change the dynamics within a sequence.	<b>Vocabulary:</b> stopping, parts high, parts low, bouncing, landing, bend, take-off, star jump, pencil jump, control, tucked, sequence, leaps, forwards, backwards, sideways, roll, slow, body parts, shape, jump, travel, stretch, wide, narrow, points, patches, curled, turning, twisting, arching, zigzag, symmetry, asymmetry, transitions, unison, fluency, refine
	Perform a sequence as a group with changes in direction, level and speed. Create sequences with pathways that cross.	How to adapt a floor sequence to make it work on the apparatus.	
	Mirror asymmetrical body shapes within a group. Time my moves within a group sequence.	How to perform in front of an audience.	
<b>Year 5 and 6 Spring 2</b>	<b>End Points</b>	<b>Essential Knowledge &amp; Skills</b>	<b>Assessment &amp; Vocabulary</b>
<b>Cricket</b>	Catch consistently well under pressure. Throw accurately overarm.	To slide my bat over the crease when running. What a position of anticipation looks like when fielding/	<b>Assessment:</b> Performance Social & Development Competition
	Bowl with a short run up and straight arm with some accuracy. Pull a ball from a short delivery to the leg side.	To bowl from the crease line and that my foot can land on the line itself. How to grip the bat correctly, take up a suitable stance and strike the ball consistently well.	
	Perform a range of fielding techniques confidently and consistently.	Which ground fielding technique to use and why. Which calls I should use when batting.	

	Bowl with a run up. Bowl with consistent accuracy and length. Pick up and return a ball with one hand quickly and consistently well. Use my feet to get to the pitch of the ball when batting.	That I can leave my crease to hit balls. Why I might leave my crease. When I might use a one-handed pick-up technique.	<b>Vocabulary:</b> striking, fielding, target, opponent, bater, bowler, no-ball, overarm, wicketkeeper, crease, back up, wide, pace, spin, onside, leg side, drive, pull, cut, barrier
	Show tactical awareness as a fielder. Bowl out of the back of my hand. Play a square cut shot.	What overthrows are and why it is important for outfielders to walk in with the bowler as they run up. How to bowl leg spin. When to play a square cut shot.	
	Link skills and perform in a competitive game. Bowl by running in close to the wickets.	To work as a team ensuring that I back up for possible overthrows. The importance of great communication with batting.	
Tag Rugby	I can pop pass and pocket pass. Tag someone safely. What constitutes a try and what doesn't.	How to grip a ball and the importance of carrying it in 2 hands. Know when to pop pass and when to pocket pass.	<b>Assessment:</b> Performance Social & Development Competition
	Send and receive a ball on the run and under pressure. Pass well to my right and left.	What position I need to get into when passing left and how it changes when I pass to my right. How to 'roll' my hands when changing position and making catches.	
	Pass a rugby ball backwards consistently. Pass accurately. Dummy a pass.	To close the space when defending and be wary of the dummy pass. What a knock on and forward pass are.	<b>Vocabulary:</b> pass, tackle, dodge, step, handle, backwards, dummy, overlap, knock on, offside, forward pass, attack, defend, scoop, try, tagged, pocket pass, target, tactics
	Pass missing out players in a line. Take a tap penalty with a dummy half.	What offside is. To run on to the ball at pace.	
	Attack in staggered lines. Organise my position so that I receive passes on the run.	To organise attacking lines in a staggered formation with side of the ball. That each team has a limited number of tackles before possession of the ball changes to the other team.	
	Apply skills effectively. Develop game understanding and compete in a game of Tag Rugby.	When the referee might play advantage and when he/she won't. That we can operate as a team with a full back. That when we get the ball in the centre of the pitch near our opponent's line we stretch their defence.	
Year 5 and 6 Summer 1	<b>End Points</b>	<b>Essential Knowledge &amp; Skills</b>	<b>Assessment &amp; Vocabulary</b>
Athletics	Change pace and run at different tempos. Sustain my pace over longer distances.	How to control my running over middle distance. How running a bend differs from running a straight.	<b>Assessment:</b> Performance Social & Development Competition
	Throw with accuracy and power using the pull technique. Throw after a run up.	To get sideways on when throwing. How to throw safely as part of a group. To use my non-throwing arm to help me throw.	
	Throw with greater force over longer distances. Throw with greater control, accuracy and efficiency.	How to throw a shot using 'clean palm, dirty neck' technique. How to generate power from the thighs.	
	Perform correct techniques for triple jump, high jump and standing vertical jump. Measure accurately my performance at standing vertical jump.	How to approach the bar from an arced run up when high jumping. The technique, 'same, different, both' for triple jump.	<b>Vocabulary:</b> walk, jog, throw, target, jump, run, hop, skip, fast, pass, react, coordinate, sustain, efficiency, distance, obstacle, sprint, hurdle, scissor kick, javelin, baton, shot putt, hammer throw, 100 metres, long jump, triple jump, high jump, marathon
	Combine sprinting with hurdling.	My take-off foot and lead leg. How to hurdle efficiently.	
Transfer a relay baton efficiently as part of a team.	How to position myself to receive a baton.		
Tennis	Get into the 'ready position'. Grip a racket and get into sideways positions to strike the ball.	What the 'ready position' is. What the baseline is.	<b>Assessment:</b> Performance Social & Development Competition
	Hit a forehand shot, consistently. Control where I hit the ball.	To strike balls away from my opponent. To have a big backswing from sideways on position.	
	Get into a good position and play backhand shots with some consistency. I can play deft shots near the net within a small area.	To change my grip slightly to hit back hand shots. To play deft shots with a loose grip.	<b>Vocabulary:</b> grip, racket, net, baseline, ready position, serve, forehand, backhand, return, volley, pass, deft, smash, lob
	Volley accurately on my forehand and backhand.	How we hit a backhand from a forehand. How to deflect the ball when volleying.	
	Smash. Lob. Serve.	How to link shots e.g. serve and volley.	
Use some tactics against an opponent. Play a competitive game using a range of ground strokes.	The rules of tennis. How to score.		
Year 5 and 6 Summer 2	<b>End Points</b>	<b>Essential Knowledge &amp; Skills</b>	<b>Assessment &amp; Vocabulary</b>
Rounders	Catch with soft hands. Throw accurately into space.	To try and catch the ball in line with my nose.	<b>Assessment:</b> Performance Social & Development Competition
	Bowl accurately at a consistent height. Group field consistently well.	What ground fielding techniques to use and can choose the right one for the circumstance. To have a high back lift with batting.	
	Catch and throw quickly from backstop. Strike with some accuracy into a given area.	How to motivate and support my teammate in the field. The rules of rounders.	<b>Vocabulary:</b> catch, throw, run, bowl, bat, base, field, space, barrier, backstop, back up, return, offside
	Back up fellow fielders in the outfield. Communicate with my fellow batsmen/women when between bases.	Rules when batting and running between bases.	
	Throw with real accuracy and under pressure. Play a full game in a small group taking on different roles within the team.	That fielders on 2 <sup>nd</sup> , 3 <sup>rd</sup> and 4 <sup>th</sup> base can start deep and then come to their bases as necessary. The importance of great communication when playing rounders.	
	Adapt my game according to the direct opponent/situation.	That I should adjust my position in the field for certain batsmen/women.	
Outdoor Adventurous Activities	Use non-verbal communication to solve problems. Work as part of a team.	The importance of having a plan before I undertake a challenge.	<b>Assessment:</b> Performance Social & Development Competition
	Work with a partner to navigate successfully across and through obstacles whilst blindfolded. Give clear instructions. Stay focused.	How to keep a partner safe. Where I need to position myself to give clear instructions and keep my partner safe.	
	Think creatively to find solutions to challenges. Work together in a small group to solve problems.	That I need to contribute to a plan even if it is only through good listening.	<b>Vocabulary:</b> rules, maps, partner, teamwork, competition, direction, skills, symbols, move, travel, safely, instructions, route, trust, team building, problem solving, strategy, communication, navigate, solutions, challenges, controls, ordnance survey
	Navigate my way round using a map. Demonstrate teamwork and a good level of communication to complete a group task.	How to use a simple map to navigate myself around. The importance of communication and negotiation when working as part of a team.	
	Work quickly and effectively against the clock. Work with a partner/ group to find a number of controls using a map.	What ordnance survey symbols mean.	
Identify the location of a number of controls which relate to specific letters of the alphabet.	How to motivate other members of my team. How to use a map.,		

# Physical Education Curriculum

## Skills Progression

Early Years Foundation Stage & Key Stage 1 – To be used when differentiating across year groups within phases.



Early Years Foundation Stage	
<p>Move to music. Copy dance moves. Perform some dance moves. Move around the space safely.                      Make body tense, relaxed, curled and stretched. Balance on small/ large body parts &amp; understand stillness. Make large and small body shapes. Climb &amp; hang from apparatus. Perform basic travelling actions on various body parts.                      Perform a roll and basic jumps.                      Send &amp; receive a ball by rolling from hands &amp; striking with feet. Aim &amp; throw objects underarm. Catch balloons/ bean bags/ bouncing calls. Move and stop safely in a specific area. Play a passing &amp; target game alone and with a partner.                      Play simple 1v1 or 2v2 invasion games.                      Aim and throw objects underarm. Catch items. Use a hand to strike a bean bag or ball and move towards a scoring area.</p>	
Year 1 & 2	
Dance	Copy dance moves. Make up a short dance, after watching one. Dance imaginatively. Change rhythm, speed, level and direction. Change rhythm, speed, level and direction with consistency. Dance with control and co-ordination. Make a sequence by linking sections together. Link some movement to show a mood or feeling.
Gymnastics	Make body tense, relaxed, curled and stretched, showing some tension. Begin to work on alone/with someone to make a sequence of shapes/travels. Climb safely, showing some shapes and balances when climbing. Keep balance travelling in a range of ways along bench, spots, mat etc. Roll in stretched/curled positions e.g., 'log' and 'egg rolls'. Jump and land safely. Make body tense, relaxed, curled and stretched, in a range of movements. Perform a sequence with changes in speed & direction including 3 different actions (sometimes giving advice to others). Be still on single/two + points of contact on floor/apparatus showing tension & control. Link known shape/travel/roll/jump to a balance using floor & on apparatus. Jump/land with control using different body shapes in flight.
Invasion Skill Games	Throw underarm, bounce & catch ball by self & with partner. Kick/stop a ball using a confident foot while static. Run straight and on a curve and sidestep with correct technique. Begin to follow some simple rules. Strike a ball successfully with a stick. Apply a tactic in a 1v1 or 2v2 setting. Play a small, sided invasion game. Perform some dribbling skills with hands and feet using space. Pass a ball accurately (hands & feet) over longer distances to a teammate. Combine stopping, pick up/collect & send a ball accurately to other players. Make simple decisions about when /where to move in game to receive a ball. Apply a tactic in a 3v1 game. Engage in simple, competitive and co-operative games.
Striking & Fielding	Show some different ways of hitting, throwing and striking a ball. Hit a ball or bean bag and move quickly to score a range of points (further distance scores more points). Play as a fielder and get the ball back to a stop zone. Send a ball off a tee using a bat or a racket. Play two types of games to score: running around a series of hula hoops or forwards and backwards between hula hoops. Stop moving when the 'bowler' has the ball. Play as a fielder and pass the ball back to the bowler to make the runner stop.
Net & Wall	Send and receive a ball with degree of accuracy. Move quickly into good positions to catch. Strike a ball with some degree of accuracy. Volley a ball by getting in line and underneath it. Send a ball with increasing accuracy. Keep a rally going with a partner. Develop a good grip and stance. Begin to strike with more consistency and accuracy on the forehand. Return a ball, after one bounce, that has been thrown to me by a partner. Begin to rally a few shots with more success. Strike a backhand from my own feed. Play against an opponent using a variety of shots. Move fluently around the court.
Athletics	Use varying speeds when running. Explore footwork patterns. Explore arm mobility. Explore different methods of throwing. Practise short distance running. Run with agility and confidence. Learn the best jumping techniques for distance. Throw different objects in a variety of ways. Hurdle an obstacle and maintain effective running style. Run for distance. Complete an obstacle course with control and agility.

# Physical Education Curriculum

## Skills Progression

Key Stage 2 – To be used when differentiating across year groups within phases.



Year 3 & 4		Year 5 & 6	
Dance	Perform pair/group dance involving canon & unison, meet & part. Respond to music in time & rhythm to show like/unlike actions. Respond to music to express a variety of moods & feelings. Respond imaginatively to stimuli related to character/music/story. Perform clear & fluent dances that show sensitivity to idea/stimuli. Make up dance within a small group.		Show/fluency/control in chosen dances in response to stimuli. Perform fluent dances with characteristics of different styles/eras. Adapt & refine (in pair/group), dances that vary direction, space & rhythm. Create & perform dances in a variety of styles consistently. Be aware of & use musical structure, rhythm & mood & can dance accordingly. Use appropriate criteria & terminology to evaluate performances.

<b>Gymnastics</b>	Use a greater number of own ideas for movement in response to a task. Combine arm actions with skips/leaps/steps/jumps & spins in travel. Perform basic core gymnastic skills i.e. roll, balance, travel. Know principles of balance and apply them on floor & apparatus. Share ideas and give positive criticism/advice to self & others. Create & perform matching/mirroring sequences explaining how it could be improved. Perform at least 3 different rolls (shoulder, forward, back) with some control Link a roll with travel and balance using floor and apparatus with good body control.	Combine own work with that of others, identifying strengths & weaknesses. Include change of speed, direction and shape in movements. Follow a set of 'rules' to produce a sequence, possibly made by peers. Create mirror/matching/cannon(pair) sequence varying dynamics/levels/direction etc. Select a suitable routine to perform to different audiences, bearing in mind who the audience is. Transfer sequence above onto suitably arranged apparatus & floor. Perform 6–8-part floor sequence as individual, pair & small group. Demonstrate 3 paired or group balances in sequence using various skills/actions.
<b>Netball/ Basketball</b>	Make a series of passes to teammates moving towards a scoring area. Know the correct technique and show some signs of using a chest pass and shoulder pass. Know where space is and try to move into it. Mark another player and defend when needed. Change direction easily. Develop simple attack/defensive skills in 3v1, 4v2, 3v3 games. Use a chest pass and shoulder pass to support team in scoring. Make decisions regarding which is the best type of pass to use. Begin to use a bounce pass, which only bounces once. Identify space to move into and show a clear target to receive a pass. Mark another player and begin to attempt interceptions. Know where positions are allowed on a court. Play competitive 3v3 or 4v4 games.	Use all three passes (chest, shoulder & bounce) correctly. Use a range of speeds within a game to support a team in scoring. Begin to use square (across the court) & straight (up & down the court) passes to achieve pace. Lose a defender to receive a pass. Defend a player and make some successful interceptions (snatch & catch) when playing as a team. Play competitive 4v4 matches with basic netball rules. Know consequences of breaking game rules. Know which pass is best to use and when in a game. Use a range of square & straight passes to change direction of the ball. Use landing foot to change direction to lose a defender. Draw defender away to create space for self or team. Position body to defend effectively, making successful interceptions. Apply tactics to outwit opponents successfully. Identify ways to improve their individual and team performance.
<b>Hockey</b>		Change direction and use the correct side of stick, sometimes using Indian dribbling (alternating sides of stick while dribbling) to avoid defenders. Choose between the two passes (push/stap) and explain simply why. Make a direct pass while dribbling. Begin to use stick to mark a player from the side line causing them difficulty. Successfully score while in the scoring area. Play small sided competitive games. Use speed, changing of direction and Indian dribbling to advance towards team's goal. Use a range of passes knowing which one depending on the distance of the pass. Dribble and change direction by making a square pass (across the pitch) or straight pass (up/down the pitch). Know when to defend and what defence skills could be used. Seize an opportunity to score, sometimes quite quickly. Play small sided competitive games Pass a moving ball.
<b>Athletics</b>	Run in different directions and at different speeds, using a good technique. Improve throwing technique. Reinforce jumping techniques. Understand the relay and passing the baton. Choose and understand appropriate running techniques. Compete in a mini competition, recording scores. Select and maintain a running pace for different distances. Practise throwing with power and accuracy. Throw safely and with understanding. Demonstrate good running technique in a competitive situation. Explore different footwork patterns Understand which technique is most effective when jumping for distance. Utilise all the skills learned in this unit in a competitive situation.	Use correct technique to run at speed. Develop the ability to run for distance. Throw with accuracy and power. Identify and apply techniques of relay running. Explore different footwork patterns. Understand which technique is most effective when jumping for distance. Learn how to use skills to improve the distance of a pull throw. Demonstrate good techniques in a competitive situation. Investigate running styles and changes of speed. Practise throwing with power and accuracy. Throw safely and with understanding. Demonstrate good running technique in a competitive situation. Explore different footwork patterns. Understand which technique is most effective when jumping for distance. Utilise all the skills learned in this unit in a competitive situation.
<b>Cricket</b>	Throw and catch under pressure. Use fielding skills to stop the ball effectively. Learn batting control. Learn the role of wicket keeper Play in a tournament and work as team, using tactics to beat another team. Play in a tournament and work as team, using tactics to beat another team Know when to use an underarm or overarm throw. To develop the range of Cricket skills they can apply in a competitive context. To choose and use a range of simple tactics in isolation and in a game context. To consolidate existing skills and apply with consistency. To develop fielding skills e.g. which stump, where to hit.	To link together a range of skills and use in combination. To collaborate as a team to choose, use and adapt rules in games. To recognise how some aspects of fitness apply to cricket e.g. power, flexibility and cardiovascular endurance. Play small sided competitive games. To apply with consistency standard cricket rules in a variety of different styles of games. To attempt a small range of recognised shots in isolation and in competitive scenarios. To use a range of tactics for attacking and defending in role of bowler, batter and fielder.
<b>Tag Rugby</b>	Move holding a rugby ball with 2 hands. Know where to score a try and how to position the ball to score a try. Move into spaces to avoid defenders. Make a backward pass to teammates, using the direction most comfortable. Know to tag teammates when to defend. Play small sided competitive games. Move with speed (and change of) with the ball and without. Use speed and space to avoid defenders. Pass backwards and in both directions and sometimes on the move. Tag the person who has the ball but can mark a player who doesn't have the ball. Begin to make a high pop pass to avoid a defender. Play small sided competitive games. Understand basic rules of competition.	Be able to evade and tag opponents. Be able to pass and receive a pass at speed. Be able to pass and receive a pass at speed in a game situation. Refine attacking and defending skills. Develop tactics as a team. Apply learned skills in a game of tag rugby. Catch the ball with confidence Be able to evade and tag opponents. Running at speed, changing direction at speed. Play effectively in attack and defence. Score points against opposition, as a team. Support player with the ball. Play small sided competitive games.
<b>Rounders</b>	Be able to play simple rounders games. Apply some rules to games. Develop and use simple rounders skills. Use a forehanded batting technique. Field the ball back to the post or bowler. Bowl accurately. Develop the range of rounders skills that can apply in a competitive context. Choose and use a range of simple tactics in isolation and in a game, context Identify different positions in rounders and the roles of those positions.	Link together a range of skills and use in combination. Collaborate as a team to choose, use and adapt rules in games. Recognise how some aspects of fitness apply to rounders e.g. power, flexibility and cardiovascular endurance Throw and catch under pressure. Use fielding skills to stop the ball effectively. Learn batting control. Learn the role of backstop. Play in a tournament and work as team, using tactics to beat another team. Play in a tournament and work as team, using tactics to beat another team. Apply consistently rounders rules in conditioned games. Play small, sided games using standard rounders pitch layout. Use a range of tactics for attacking and defending in role of bowler, batter and fielder.

<b>Tennis</b>	Tap the ball off racquet (tapping it to the ground, tapping it up off the racket, tapping it up with one bounce etc). Tap the ball back and forth to partner. Stand in a ready position holding racquet correctly. Change from a ready position before tapping the ball to a partner. Begin to know what it means by a forehand and backhand position. Begin to attempt to serve the tennis ball straight from hands, sometimes using one bounce if needed. Tap the ball back and forth to a partner over a small space. Begin to tap a ball over a net allowing for a bounce, hit technique. Move from a ready position into a forehand position/backhand position quickly. Bring racquet to meet the ball for a forehand and backhand hit Know to use two hands for an effective backhand. Move racquet in a low to high swing for an effective tap. Serve the ball straight from hands to racquet making sure it lands 'in' on the other side.	Tap the ball using either a fore hand or back hand motion. Move towards the ball from 'ready' position choosing either forehand or backhand depending on where the ball is. Set racquet back in its ready position quickly upon recovery. Demonstrate the correct swing technique when hitting the ball over a net sometimes showing control over the hit. Serve the ball correctly beginning to purposely aim for space to score. Turn and run to the ball getting into a forehand or backhand position on route. Use 'move-hit-recover' approach within a game showing facing forward on recovery. Show a range of grips when demonstrating a backhand (continental, chopper, hammer grip). Use the correct swing technique and control with smooth swings keeping the path of the racquet the same. Serve the ball accurately making teammates must move to send it back.
<b>Football</b>	Begin to dribble a ball making small touches Begin to send a football to someone on team. Keep a ball under control. Know where space is and try to move into it. Mark another player and defend when needed. Know basic rules of a small, sided game. Play competitive games 2v2 Dribble with small touches into space. Send a football to someone on the team, using different parts of foot. Keep a ball under control when receiving a range of passes from team. Understand where the space is and can move into it. Mark another player and begin to attempt interceptions. Play small sided competitive games.	
<b>Outdoor Adventure</b>	Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down. Orientate themselves with accuracy around a short trail. Create a short trail for others with a physical challenge Start to recognise features for an orienteering course. Communicate clearly with other people in the team and with other teams. Have experience of a range of roles within the team and begin to identify the key skills required to succeed at each. Associate the meaning of a key in the context of the environment. Try a range of equipment for creating and completing an activity Make an informed decision on the best equipment to use for an activity Plan and organise a trail that others can follow.	Understand the importance of warming up and cooling down. Carry out warm-ups and cool-down safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier. Orientate themselves with confidence and accuracy around an orienteering course under pressure. Design an orienteering course that is clear to follow and offer challenges to others. Use navigation equipment (maps, compasses) to improve the trail. Use clear communication to effectively complete a particular role in a team Complete in orienteering activities both as part of a team and independently. Use a range of map styles and make an informed decision on the most effective. Choose the best equipment for an outdoor activity. Prepare an orienteering course for others to follow. Identify the quickest route to accurately navigate an orienteering course. Manage an orienteering event for others to compete in.
<b>Swimming</b>	To develop basic pool safety skills and confidence in water. To develop travel in vertical or horizontal position and introduce floats. To develop push and glides, any kick action on front and back with or without support aids. To develop entry and exit, travel further, float and submerge. To develop balance, link activities and travel further on whole stroke. To show breath control. Introduction to deeper water. Treading water.	