



Physical Education

Dance	Gymnastics	Striking and Fielding	Athletics
Orienteering	Swimming	Invasion Games	Tennis
Cognitive	Affective		

Our vision is for all children at Billingshurst Primary School to experience a broad and inclusive PE curriculum that focuses on teaching the fundamental sporting skills and developing an enjoyment of physical activity that will lead to life-long participation.

Our whole-school values: ambition, belonging and courage are embedded through our high-quality PE curriculum as well as a broad range of extracurricular clubs and events. We strive to support and nurture confident, reflective children that are comfortable taking risks and adapting to different situations with a “can do” attitude.

Inclusion is at the heart of everything we do at Billingshurst and PE is no exception. We aim to provide opportunities for ALL pupils to become physically confident in a way that supports their fitness, physical and mental health, whilst boosting self-confidence, self-esteem and supporting the development of a range of social skills.

At Billingshurst, the core drivers for PE are:

- **A continual development of motor competence and skill** - we want children to develop a wide range of movements that become increasingly sport- and physical activity-specific as they progress from EYFS to UPKS2.
- **An in depth understanding of rules, strategies and tactics** – we want children to develop the sport-specific knowledge for a range of different sports/physical activities so that they can feel confident and empowered to participate in sport beyond primary school.
- **Healthy participation** – knowledge of safe and effective practise. We want children to understand the benefits of a healthy lifestyle and encourage them to participate safely in physical activities that are effective in helping them to achieve their goals. Sport also helps develop a range of different social and communication skills such as sportsmanship, humility and leadership. These life-long skills, which can help build character and embed values such as fairness and respect, support children’s learning beyond the classroom and beyond sport.



EYFS – Knowledge & Skills

ELGs Gross Motor Skills	Strand	Objectives
<p>Children at the expected level of development will:</p> <ul style="list-style-type: none">• 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.	Dance	<p>Children will know about actions in dance related activities, therefore will be able to:</p> <ul style="list-style-type: none">- practise performing basic actions such as walking, jumping, landing, hooping, skipping, stretching, twisting and turning - change their actions by considering directions (up, down and sideways) and levels (high and low). - practise travel, turn, jump and balance with a degree of control and coordination.- show movement control, for example going and stopping, move and freeze.- show coordination, for example moving two body parts at the same time.- show balance, for example standing on one leg.- show tension, for example holding a shape or stretching to fullest range.- copy the teacher and repeat short simple phases / actions on their own.- remember and repeat short movement patterns. <p>Children will know about dynamics in dance related activities, therefore will be able to:</p> <ul style="list-style-type: none">- explore how actions can be changed and linked together.- change the speed of their dance actions (fast / slow). <p>Children will know about space in dance related activities, therefore will be able to:</p> <ul style="list-style-type: none">- develop spatial awareness by making different shapes with their body (stretched, curled, wide and thin) - move about a space without bumping into others. <p>Children will know about performance in a dance related activity therefore will be able to:</p> <ul style="list-style-type: none">- move with confidence and perform to others.- respond spontaneously, explore and move to a variety of stimuli and accompaniment.- select actions and join them together, such as starting and finishing positions.



Gymnastics

Children will know the basic gymnastics shapes, therefore will be able to:

- recognise and perform the basic shapes on the floor.
- straight, star, tuck, pike, straddle and dish and arch.
- perform the shapes on low apparatus and on high apparatus.

Children will know how to travel, therefore will be able to:

- use space safely.
- both personal and general space.
- travel in different directions on the floor.
- forwards, backwards, sideways, up and down.
- recognise directions and travel on the floor with control using large / small steps, quietly / heavily, springy / flat, travel quickly and slowly.
- travel on feet on the floor in different ways.
- hopping, bouncing, striding, slithering, shuffling, rolling, crawling, walking, running, jumping, sliding.
- explore travelling in different ways on hands and feet.
- identify and use different body parts to travel on the floor.

Children will know how to jump, therefore will be able to:

- travel along the floor and low apparatus using one foot to two feet jumping.
- know and understand how to jump, land and sink down safely.

Children will know how to balance, therefore will be able to:

- recognise different body parts to balance on, both on the floor and low apparatus.

Children will be able to combine gymnastics skills in shape, travel and balance, therefore be able to: - show curled up / stretched balances on different body parts on the floor and low apparatus.

- travel in different curled up / stretched positions.
- travelling stretched out high away from the ground / low apparatus and stretched out low as close to the ground / low apparatus as possible.
- travel along the floor and low apparatus taking weight on feet, hands and feet, sliding (on front, back, side, on different body parts).

Children will know how to develop a sequence, when instructed, therefore will be able to:

- copy and start to link movements together.

Children will know how to use apparatus, therefore will be able to:

- work cooperatively to move simple apparatus such as a mat or bench.
- move off / under / in and out of simple apparatus such as a mat or bench.



Invasion Games (Attack Vs Defence and Ball Skills)

Children will know how to travel therefore will be able to:

- move freely and with pleasure and confidence in a range of ways, such as walking, running, jumping, hopping, skipping, galloping and sliding.
- Children will experiment in traveling in different directions such as backwards and sideways.
- experiment with different ways of moving.
- negotiates space successfully adjusting speed or changing direction to avoid obstacles.

Children will know how to use bean bags therefore will be able to:

- balance bean bags on different body parts whilst walking in different directions.
- jump, hop etc over bean bags on the floor.
- pass bean bags round different parts of the body.
- perform aim type activities using underarm throwing and looking at the target.
- throw into spaces, over lines and at targets.
- throw and catch a bean bag.

Children will know how to use a ball and therefore will be able to:

- roll and receive a ball individually and with a partner.
- pass a ball around different body parts.
- pat and bounce a ball downwards.
- individually throw and catch a ball high and low.
- throw and catch a small ball and bounce it downwards.
- aim at a target, individually and with a partner.
- kick and dribble a ball.

Children will know how to use bats and balls and therefore will be able to:

- push a ball along the ground, with a hand or bat, forwards and in different directions.
- balance a ball on a bat when standing still and then when walking.
- bounce a ball downwards and upwards with the hand and then with a bat.
- hit a ball along the ground with a hand and then with a bat.
- hit a ball along the ground to a partner.
- move to get in line with a ball when receiving it.
- play aiming games in twos using bats and balls.

Children will know how to use ropes, hoops and quoits and therefore will be able to:

- travel around and over skipping ropes when they are laid out in different shapes on the floor.
- use a hoop in imaginative and different ways, e.g. stepping in and out, jumping over, moving around the outside edge.
- hula hoop around different body parts.
- roll the hoop along the ground.
- use a quoit in imaginative and different ways, e.g. balancing, twirling, rolling and spinning, throwing and catching.
- pass the quoit around different parts of the body.

Children will know how to play small sided games and therefore will be able to:



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		<ul style="list-style-type: none">- follow simple rules.
	Athletics	<p>Children will know how to run, therefore will be able to:</p> <ul style="list-style-type: none">- run with control, showing good posture and balance.- start, stop and change pace with control in response to instructions.- run and change direction.- show awareness of space and safety of others. <p>Children will know how to throw, therefore will be able to:</p> <ul style="list-style-type: none">- roll a ball accurately.- practise throwing different equipment over lines, into space and at targets. <p>Children will know how to jump, therefore will be able to:</p> <ul style="list-style-type: none">- practise jumping from two feet to two feet and one foot to two feet and know and understand how to jump, land and sink down safely.- demonstrate control in landing.- explore how to jump high and how to jump far. <p>Children will know and understand how to take part in competition, therefore will be able to: - individually practise to improve compete against themselves, to improve their personal best.</p>
	Cognitive	<p>Children will be able to:</p> <ul style="list-style-type: none">- describe how their body feels when still and when exercising.- move confidently in different ways.- begin to use skills they have learnt.- talk about their performance in activities and describe what they are doing.- observe and copy others.- follow simple instructions.- move around a space safely working on a simple task.



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Affective

Children will be able to:

- enjoy working on simple tasks with help.
- enjoy performing simple movements.
- understand differences between winning and losing.
- work in small groups of 2 or 3.
- play with others and take turns and share equipment and space with others.
- assist classmates with their work in PE.
- be aware of the changes to the way they feel when they exercise.



Year 1 – Knowledge & Skills

National Curriculum Objective	Strand	Objectives
<p>Pupils should be taught to:</p> <ul style="list-style-type: none">• master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, 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.	Dance	<p>Children will know about actions and dynamics in dance related activities, therefore will be able to :</p> <ul style="list-style-type: none">- make shapes with their whole body showing how to make the shapes large and small.- know and perform the basic dance actions with some understanding of mood and feeling in relation to the dance idea.- demonstrate travelling actions, such as walking, stepping running skipping, galloping, creeping, rolling, sliding and hopping, at different speeds.- demonstrate jumping actions such as springing, bounding, leaping and pouncing in different ways.- demonstrate turning actions such as spinning, twirling, pivoting, rolling and spiralling.- demonstrate gesturing actions such as punching, stamping, stretching, leaning and reaching.- demonstrate stillness such as go and stop, freezing, holding, pausing.- demonstrate the ability to hold clear body shapes both in movement and stillness.- change and vary actions.- demonstrate using contrasting levels, directions, speeds and weights (dynamic elements).- copy and perform simple actions/ movements and rhythmic patterns. <p>Children will know about space in dance related activities, therefore will be able to:</p> <ul style="list-style-type: none">- change and vary actions.- demonstrate using contrasting sizes (spatial elements).- go and stop in control showing this in my personal and using general space. <p>Children will know about relationships in dance related activities, therefore will be able to:</p> <ul style="list-style-type: none">- copy and perform short dance phrases in different formations i.e. circle / line / pair.- use simple choreographic devices such as unison, canon and mirroring. <p>Children will know about performance in dance related activity, therefore will be able to:</p> <ul style="list-style-type: none">- remember and repeat short dance phrases and simple routines.- keep in time with a steady beat to perform a short dance phrase.



Gymnastics

Children will know gymnastics shapes, therefore will be able to:

- perform the basic shapes on different body parts on the floor, e.g. on their back, side, front, bottom and feet, exploring different levels.
- perform the shapes on low apparatus and on high apparatus.

Children will know different ways to travel in gymnastics, therefore will be able to:

- demonstrate ways of traveling on the floor on small and large body parts including step, jump and hop, hopscotch, skipping and galloping.
- hop and bounce in different directions, forwards, sideways and backwards.
- travel showing long and narrow, wide and short shapes.
- know and use a variety of ways of travelling in a curled-up shape.
- make a simple shape for a partner to step over or travel underneath
- perform these travelling movements on low and high apparatus.

Children will know different ways to jump in gymnastics therefore will be able to:

- understand the safety implications and show a tucked jump, straight jump, half turn jump on the floor. - bounce using feet in different combinations and repeat a pattern of movements on the floor. - jump from one foot to two feet and from one foot to the other foot and understand how to land safely on the floor - understand high and low level and link two jumps with a low level movement.

Children will know different ways to balance in gymnastics, therefore will be able to:

- understand which small parts of the body can safely take weight and show high and low balanced positions using different combinations on the floor.
- balance upon large body parts and know how to make the shape of the balance on the floor
- show a variety of wide and narrow balances on the floor.
- perform the balances on low apparatus.

Children will know how to roll in gymnastics, therefore will be able to:

- understand and show which parts of the body can be used for spinning or rocking on the floor. - rock on different parts of the body to stand up or turn over on the floor (progressions for forward roll). - understand the safety implications involved in various types of rolling (egg roll, log roll, teddy bear roll) and be able to show rolling sideways in curled and stretched shapes and move into and out of a sideways roll in different ways on the floor.

Children will know how to and will be able to confidently combine gymnastics skills in shape, travel, jumps and balance, therefore will be able to:

- show different combinations of shapes, linked by a travelling movement on the floor, on low apparatus and high apparatus.
- link together a jump, safe landing and balance on low apparatus.
- understand high and low level and link two jumps with a low level movement on low apparatus. - select two balances and link them together using travel on low apparatus, showing control and change of speed. **Children will know how to develop a sequence, therefore will be able to:**
- choose and link movements together.



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		<ul style="list-style-type: none"> - start to consider the beginning, middle and end of a sequence. <p>Children will know how to use apparatus, therefore will be able to:</p> <ul style="list-style-type: none"> - follow instructions to carry and place apparatus. - combine travelling movements with travelling with equipment in different directions (side to side, forwards and backwards) with control and fluency.
	Invasion Games	<p>Children will know how to travel in different ways therefore will be able to:</p> <ul style="list-style-type: none"> - use different ways of travelling in different directions or pathways. - run at different speeds and begin to use space in a game. - combine travelling movements with simple defensive skills such as marking a player or defending a space. - combine travelling movements with simple attacking skills such as dodging to get past a defender . - combine travelling movements with travelling with equipment in different directions (side to side, forwards and backwards) with control and fluency. <p>Children will know how to use a ball and therefore will be able to:</p> <ul style="list-style-type: none"> - demonstrate coordination when passing a ball around different parts of the body. - bounce and pat bounce a ball with a degree of control. - dribble a ball with control. <p>Children will know how to use a bat and ball and work with a partner and therefore will be able to: - steer a ball along the ground with a bat in a controlled way using different directions and weaving through slaloms. - balance a ball on a bat when standing still or walking.</p> <ul style="list-style-type: none"> - hit a ball with a bat, upwards and downwards with some control. - send a ball along the ground and through the air for a partner to catch or receive. <p>Children will know how to send and receive, showing a degree of control, individually and in pairs using a variety of apparatus and therefore will be able to:</p> <ul style="list-style-type: none"> - throw and catch individually and in pairs using a variety of apparatus including hoops. - send a ball, beanbag or quoit, using under arm throw, roll or kick. - receive a ball, beanbag or quoit with control, understanding how to get in line with the equipment to receive it. - roll and retrieve a hoop. <p>Children will know how to skip and therefore be able to:</p> <ul style="list-style-type: none"> - show skipping with a rope. <p>Children will know how to play simple games and therefore will be able to:</p> <ul style="list-style-type: none"> - follow simple rules to play games, including team games. - play safely with a partner in running games and when using equipment. - send a ball in various ways to play individual target games or target games with a partner. - aim consistently between, into, at or over a variety of targets using a range of small equipment . - play aiming games cooperatively with a partner and 'keep the score'. - practise and develop my sending and receiving skills in cooperative games with a partner. - use steering, hitting along the ground and hitting through the air to play individual and cooperative target



		games. - understand the concept of simple games and how to make my games harder.
	Athletics	<p>Children will know how to run, therefore will be able to:</p> <ul style="list-style-type: none">- develop specific basic skills for running focusing on the technique needed for different speeds - run with a basic technique over different distances- change speeds- develop my spatial awareness when running and control my movement. <p>Children will know how to throw, therefore will be able to:</p> <ul style="list-style-type: none">- show control in picking up / putting down equipment.- complete an underarm throw with accuracy.- begin to show the difference between a push throw (underarm throwing) and a pull throw (overarm throwing).- explore how different body positions and pieces of equipment are suitable for different situations and tasks, showing that they can improve distance throwing. <p>Children will know how to jump, therefore will be able to:</p> <ul style="list-style-type: none">- show simple take offs and landings (1-1, 1- other 1, 2-2).- show a variety of jumping techniques.- jumping for distance, jumping for height.- perform a simple jumping sequence, e.g. hop and jump. <p>Children will know and understand how to take part in competition, therefore will be able to: - compete against themselves, to improve their personal best.</p>
	Cognitive	<p>Children will be able to:</p> <ul style="list-style-type: none">- describe how their body feels before, during and after exercise.- understand that we need to warm up and cool down our bodies before and after exercise.- understand why exercise is good for them.- explore different movements.- begin to apply skills they have learnt to an activity or link two or more movements together to make a sequence. - describe simple tactics and skills they can use in games.- talk about their performance in activities and name some things they are good at and begin to say how they could. - observe and describe what others are doing.- understand and follow simple rules.- carry and place equipment safely.



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Affective

Children will be able to:

- enjoy working on simple tasks by themselves.
- respond positively to winning and losing in different situations.
- work sensibly with others, taking turns and sharing.
- be aware of others.
- show an understanding of why physical activity is fun and makes them feel good.



Year 2 – Knowledge & Skills

National Curriculum Objective	Strand	Objectives
<p>Pupils should be taught to:</p> <ul style="list-style-type: none">• master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co ordination, and begin to apply these in a range of activities• participate in team games, developing simple tactics for attacking and defending• perform dances using simple movement patterns.	Dance	<p>Children will know and understand actions and dynamics in dance related activities, therefore will be able to: - make shapes with their whole body and with isolated body parts, showing how to make the shapes round, spikey, twisty, flat.</p> <ul style="list-style-type: none">- know and perform the basic dance actions with expressions to show mood and feelings.- demonstrate travelling actions at different speeds (fast / slow) that fit to a purpose, for example in a hurry.- demonstrate travelling actions at different levels (high / medium / low) that fit to a purpose, for example trying to hide.- demonstrate jumping actions such as springing, bounding, leaping, pouncing in different ways (light and heavy) to fit a purpose, for example for joy.- demonstrate turning actions that fit a purpose, for example away from source.- demonstrate gesturing actions that fit a purpose, for example to a friend.- demonstrate stillness to fit a purpose, for example waiting for something.- begin to give consideration to the timing of their actions, considering rhythm. <p>Children will know and understand space in dance related activities, therefore will be able to: - travel using curved and zig zag pathways.</p> <ul style="list-style-type: none">- move confidently in a wider space as well as in their own personal space. <p>Children will know and understand relationships in dance related activities, therefore will be able to: - dance using an awareness of different formations to communicate different ideas.</p> <ul style="list-style-type: none">- work with a partner to show simple relationships and compositional ideas including follow my leader, copying movements, follow side by side, back to back, moving at the same time or one after another. <p>Children will know how to perform a dance activity, therefore will be able to:</p> <ul style="list-style-type: none">- improvise, create and perform simple movements / rhythmic patterns in different formations in response to a variety of stimuli, including dancing with an object.- perform short dances, linking actions fluently and with control.



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Gymnastics

Children will know and understand how to perform different balance in gymnastics, therefore will be able to:

- take weight confidently on my hands to lift my feet high (bunny hop).
- take weight on hands and feet to perform a front support, back support or side support.
- understand and demonstrate various ways of travelling and balancing with different parts of the body being the highest point or the closest to the ground.
- travel underneath a partner who is holding a balanced position.
- understand how one movement can link with another smoothly and continuously and that movement can be performed at different speeds and on different levels.

Children will know and understand how to use hand, low and high apparatus and develop sequence work in gymnastics, therefore will be able to:

- show various ways of travelling and balancing with the body close to, or far away from the ground or apparatus - plan and link together two or three movements showing control and coordination.
- understand and perform movements where different parts of the body lead into the next action e.g. hands and head can lead into a forward roll and knees and hips lead into a shoulder stand.
- compose a short sequence of three movements using different combinations of travel, balance and shape and show changes in direction.
- perform a simple sequence with a partner.
- understand and show different pathways on the floor or apparatus e.g. straight, zig zag and curving and travel along them using different directions.
- show an understanding of different curves and levels.
- understand and identify appropriate movements to travel along different shaped pathways.
- select and link three different ways of travelling to create an interesting pathway (have a definite beginning, middle and end).
- observe and copy a partner in follow my leader formation to show different pathways and link appropriate movements.
- understand and show a variety of controlled jumps e.g. $\frac{1}{4}$ $\frac{1}{2}$ $\frac{3}{4}$ or full turn using one foot to two feet or two feet to two feet.
- understand the safety implications and show a variety of rolls and spins on different parts of the body showing contrast in the speed.
- link together a turning movement in the air with a turning or spinning movement on the floor using a jump - understand that fixing one half of the body to the floor and turning the other half produces a twisted position and show various ways of moving out of it.

Children will know how to use apparatus, therefore will be able to:

- carry and place small apparatus and follow instructions to set up large apparatus.



	Invasion Games (Attack Vs Defence and Ball Skills)	<p>Children will know how to travel with control and fluency and therefore will be able to:</p> <ul style="list-style-type: none">- use different ways of traveling with increasing speed and agility.- use different ways of travelling at different speeds and following different pathways, directions or courses.- change speed and direction whilst running.- begin to choose and use the best space in a game. <p>Children will know how to bounce, throw, catch, dribble, kick and hit (strike) equipment with control and accuracy and therefore will be able to:</p> <ul style="list-style-type: none">- demonstrate consistency and accuracy in bouncing, throwing, catching, dribbling, kicking and striking skills, for example:<ul style="list-style-type: none">• show continuous and controlled bouncing with one hand and two hands, whilst static and on the move, changing speed and direction.• show sending and receiving skills using throwing, catching and kicking with consistency, coordination and control, using a variety of apparatus, when in a stationary position and when on the move.- demonstrate passing and receiving skills when under pressure.- understand and demonstrate striking, passing and receiving with a partner using a range of apparatus.- understand and use 'beat your own record' activities to put skills under pressure and improve performance. <p>Children will know how to play group games and invent rules and therefore will be able to:</p> <ul style="list-style-type: none">- identify and use simple attacking and defending strategies e.g. vary the height and speed of the pass.- understand and use simple tactics e.g. passing at different angles to outwit an opponent.- understand and use simple tactics to work as a team e.g. when defending there must always be one person between the goal and the person with the ball.- play co-operative and competitive striking, net, aiming and invasion type games with a partner using appropriate apparatus and skills.- play with confidence in varying formations e.g. 2v2, 4v4, 3v1.- know how to score, invent rules and explain how to improve the game.- understand and use a range of strategies for making games harder (e.g. high/low, different directions, over the head, over arm throwing, one hand, the other hand etc).
	Athletics	<p>Children will know how to run, therefore:</p> <ul style="list-style-type: none">- develop a technique to use in short distance running and when following a curved line- pace myself when running and travel at different speeds, starting to be aware of their different stride lengths- run over a series of hurdles without knocking them over <p>Children will know how to throw, therefore will be able to:</p> <ul style="list-style-type: none">- push throw with two hands and with a bounce.- underarm throwing (fling throw) for distance and accuracy.- pull throw (overarm throwing). <p>Children will know how to jump, therefore will be able to:</p>



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		<ul style="list-style-type: none">- jump with different take offs and landings (2 – 1, 1 – other 1 starting with non-dominant foot).- jump for height with control, showing an understanding of how the arms can affect jumping for height.- using different patterns of take offs and landings, increase my ability to jump far. <p>Children will know and understand how to take part in competition, therefore will be able to:</p> <ul style="list-style-type: none">- perform learnt skills with increasing control.- compete against themselves and others.
	Cognitive	<p>Children will be able to:</p> <ul style="list-style-type: none">- recognise and describe things that happen to the body during exercise.- begin to take some responsibility for warming up and cooling down.- choose and apply skills with control to suit the game or situation.- understand simple tactics for attacking and defending.- create their own games and create their own rules.- compare and develop my skills / performance.- recognise similarities and differences in performance and they can explain why someone is performing or working well.- say how they might use what others do to improve their own ability.- begin to order and follow instructions.- show how to take part in lessons safely.
	Affective	<p>Children will be able to:</p> <ul style="list-style-type: none">- communicate how they feel and explain their actions.- try several times, if at first they don't succeed and they ask for help where appropriate.- encourage respect and help classmates.- work in small groups up to 4 people.- help, praise and encourage others in their learning.- explain why they need to stay healthy and begin to understand the short term effects of exercise.



Year 3 – Knowledge & Skills

Year 3 – Knowledge & Skills		
National Curriculum Objective	Strand	Objectives



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<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • take part in outdoor and adventurous activity challenges 	<p>Dance</p> <p>Children will know and understand actions and dynamics in dance, therefore will be able to: - perform the basic dance actions (travelling, jumping, turning, gesture, stillness) with greater control coordination. - demonstrate combinations of movement using whole body and body parts.</p> <p>- respond to a range of stimuli and understand that the ideas initiated by the stimulus can be translated into movement. - develop movement phrases by using actions and dynamics.</p> <p>- understand how dance communicates moods, ideas and feelings.</p> <p>Children will know and understand space in dance, therefore will be able to:</p> <p>- develop movement phrases by considering pathways and using space well.</p> <p>Children will know and understand relationships in dance, therefore will be able to:</p> <p>- develop movement phrases with a partner or a small group working with others to explore over/under, push/pull, meet/part.</p> <p>- show ways of performing movement patterns in different group formations (square, circle, line) and use simple compositional devices such as unison, canon, repetition, variation.</p> <p>Children will know how to perform a dance, therefore will be able to:</p> <p>- perform with expression showing a sense of phrasing and rhythm.</p> <p>- understand and show different styles of dance in my performance.</p>
	<p>Gymnastics</p> <p>Children will know and understand how to consistently perform and combine shape, travel, flight, balance and rotation movements in gymnastics, therefore will be able to:</p> <p>- demonstrate different ways of travelling along various pathways and in different directions, i.e. towards, backwards, sideways, diagonally forwards, diagonally backwards.</p> <p>- travel showing a range of shapes.</p> <p>- travel demonstrating a cat leap and scissor kick.</p> <p>- show different rolls including a shoulder roll and a forward roll.</p> <p>- take weight on hands and feet consistently to transfer from a front support to a back support or side support. - join together two or more contrasting actions e.g. rolling, jumping, spinning and beginning of cartwheel activities. - demonstrate stretched and curled balances on different body parts showing an understanding of high, medium and low positions.</p> <p>- identify and perform matching shapes with a partner, one behind the other, side by side or passing over a partner e.g. one is on a long thin shape on the ground and partner jumps over showing a long thin shape in the air. - understand what symmetry and asymmetry means and identify and demonstrate symmetrical and asymmetrical balances on different body parts.</p> <p>- compose a short sequence with a partner demonstrating an understanding of levels, directions and speeds, matching and mirroring and be able to identify what adaptations were required to enhance the overall performance.</p> <p>- transfer and extend all these ideas and skills onto low and high apparatus.</p> <p>Children will know how to use apparatus, therefore will be able to:</p> <p>- follow instructions to set up small and large gymnastics apparatus.</p>



Physical Education - Curriculum

both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best.		
	Striking & Fielding	<p>Children will know how to use skills focusing on striking and fielding games, therefore will be able to:</p> <ul style="list-style-type: none">- strike a ball with confidence and control and direct it accurately into a simple target area.- receive the ball from one direction and throw or strike it away in another direction.- understand and identify good striking and fielding techniques.- make judgements about how best to intercept a ball travelling towards, to one side or beyond the fielder.- combine the skills to play effectively in small sided striking and fielding games and use simple attacking and defending tactics, e.g. work as a team to field the ball.- understand and demonstrate the roles of a bowler, striker, fielder, backstop / wicket keeper <p>Children will know how to develop their own games, therefore will be able to:</p> <ul style="list-style-type: none">- demonstrate previously learned skills in independently constructed group games.- work cooperatively and creatively in a group of specified numbers to achieve a given object using a limited choice of equipment.- plan and adjust rules and strategies to make the game fairer, safer and more challenging.- describe the format and intention of the game and explain why particular rules have been made.- know how to use space in games.
	Net/Wall	<p>Tennis</p> <p>Children will know how to use skills focusing on net/wall games, therefore will be able to:</p> <ul style="list-style-type: none">- strike a ball with reasonable control and accuracy at a target or over a net.- select and use appropriate basic shots in different situations.- understand simple principles and tactics and use them effectively in a game activity e.g. a long shot followed by a short one makes the return shot difficult for an opponent.- play confidently and competitively in small sided games (2v2, 3v3) and apply net/wall principles to other activities e.g. adapted volleyball games.- know and use the rules and keep games going without dispute.



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	Athletics	<p>Children will know how to develop their skills and knowledge in relation to running, therefore will be able to:</p> <ul style="list-style-type: none">- understand and show the basic principles of running as an individual, in a team, in relays and over obstacles.- demonstrate walking / jogging / running in various directions and speeds in a controlled manner.- focus on my arm and leg action to improve my sprinting technique.- begin to focus on trail leg and lead leg action when running over hurdles. <p>Children will know how to develop their skills and knowledge in relation to throwing, therefore will be able to:</p> <ul style="list-style-type: none">- demonstrate safety for self and others' and the basic principles of throwing- understand and show how changes in throwing actions can be affected by varying the amount of effort and speed- demonstrate various throwing actions e.g. pushing, pulling and slinging- continue to develop techniques to throw for increased distance. <p>Children will know how to develop their skills and knowledge in relation to jumping, therefore will be able to:</p> <ul style="list-style-type: none">- understand and demonstrate safe landings and the basic principles of jumping.- show the five basic jumps stationary and on the move in control.- demonstrate combination jumps performed in a rhythmical way.- know the action needed when jumping for height.- develop an effective take-off for the standing long jump. <p>Children will know and understand how to take part in competition, therefore will be able to:</p> <ul style="list-style-type: none">- compete as part of a team.- compete against themselves and others in a controlled manner.
	Orienteering	<p>Children will know how to problem solve, therefore will be able to:</p> <ul style="list-style-type: none">- develop an awareness of the importance of planning and reviewing an activity.- begin to choose equipment that is appropriate for an activity.- begin to complete activities in a set period of time.- follow multi-step instructions with support when necessary. <p>Children will know and understand the concept of a map, therefore will be able to:</p> <ul style="list-style-type: none">- use a key and symbols on a simple map, with support if necessary.- know the meaning of some common map symbols.- orientate a map, to follow a simple course with support if necessary.- understand what orienteering involves and know some of the basic orienteering symbols.- follow four compass directions and arrive at the correct destination.- show how to set a simple map of a small area and establish direction of travel.- understand and sometimes use directional language to navigate others with some success. <p>Children will recognise and know the importance of team work, therefore will be able to:</p> <ul style="list-style-type: none">- cooperate willingly most of the time with others in problem solving activities e.g. trust activities.- identify and use effective communication to begin to work as a team, demonstrating some verbal and non-verbal methods of communication.



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	Invasion Games (Attack Vs Defence and Ball Skills)	<p>Children will know how to use and select travelling movements in a game, therefore will be able to:</p> <ul style="list-style-type: none">- change direction and speed with control and coordination.- move to find space.- travel with equipment keeping possession. <p>Children will know how to use ball skills (passing and receiving) in relation to invasion games, therefore will be able to:</p> <ul style="list-style-type: none">- accurately pass and receive a range of balls in different ways with hands (e.g. chest pass, bounce pass, shoulder pass) - demonstrate control when dribbling, passing and receiving with feet- signal for the ball and pass and receive in sequential order (1-2-3-4-1 etc)- pass and receive on the move and signal for the ball to retain possession and show progression down the court / pitch - play with confidence in various small game formations (e.g. 2v1, 3v1, 3v2, 2v2, 3v3)
	Cognitive	<p>Children will be able to:</p> <ul style="list-style-type: none">- recognise and describe the effects of exercise on the body.- select and apply a range of skills with good control and consistency- perform a range of movements with good body posture- explain a variety of simple tactics to attack or defend- make up my own rules and versions of activities- explain what they are doing well and have begun to identify areas for improvement and can challenge themselves to improve- describe how their performance has improved over time.- watch, describe and evaluate the effectiveness of a performance.- follow instructions and ask for help if needed.- understand working safely.
	Affective	<p>Children will be able to:</p> <ul style="list-style-type: none">- enjoy communicating, collaborating and competing with others.- know where they are with their learning and they have begun to challenge themselves.- show and understand the concept of sportsmanship.- work both individually and within a team.- show patience and support others, listening well to them about their work.- happily show others and tell them about their ideas.- give reasons why PE is good for their health.



Year 4 – Knowledge & Skills

National Curriculum Objective	Strand	Objectives
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Physical Education - Curriculum

<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • take part in outdoor and adventurous activity challenges 	<p>Dance</p>	<p>Children will know and understand actions and dynamics in dance, therefore will be able to: - perform the basic dance actions (travelling, jumping, turning, gesture, stillness) with greater control, fluency and coordination.</p> <ul style="list-style-type: none"> - display a clarity within the movement with attention to clear body shape, extension, balance and footwork. - begin to vary dynamics when developing actions and motifs in response to stimuli - discuss ideas initiated by stimuli and suggest appropriate movement for exploration, improvising freely. - display confidence in improving and exploring the original ideas. - recognise the timing of the sounds in a piece of music. <p>Children will know and understand space in dance, therefore will be able to:</p> <ul style="list-style-type: none"> - demonstrate good spatial awareness and use space effectively. <p>Children will know and understand relationships in dance, therefore will be able to:</p> <ul style="list-style-type: none"> - develop movement phrases with a partner or a small group working with others to explore action / reaction, question / answer. - change formation during a dance sequence. <p>Children will know how to perform a dance, therefore will be able to:</p> <ul style="list-style-type: none"> - copy and perform movement / rhythmic patterns showing the ability to demonstrate simple dances which have a clear beginning, middle and end.
	<p>Gymnastics</p>	<p>Children will know, understand, and can recognise and perform, individually and with a partner, an increasing range of actions and skills following the gymnastic themes of shape, travel, flight, balance and rotation, therefore will be able to: - identify and use a range of travelling, jumping and turning movements on different levels and show ways of balancing on different body parts (1,2,3 and 4 point balances).</p> <ul style="list-style-type: none"> - balance with and against a partner. - move into a balance, then move out of it in a different direction. - identify and use a variety of body parts for supporting balances and understand which combinations produce the most stable bases, including the progressions for a handstand, an Arabesque, Y balance and T balance. - identify and use skills which transfer weight from feet to hands and back to feet again. - jump and land in a controlled way when completing $\frac{1}{4}$ and $\frac{1}{2}$ turn. - demonstrate various sliding, rolling and turning movements, which lead smoothly into balanced positions. - identify and show at least two different types of rolls in different directions sideways, forwards and backwards. - demonstrate how to land safely and sink down into a roll on the floor and match different types of jumps with different types of rolls. - with a partner, link together a series of movements and balances which demonstrate changes of direction, speed and levels.- transfer and extend all these ideas and skills onto low and high apparatus with control. <p>Children will know how to use apparatus, therefore will be able to:</p> <ul style="list-style-type: none"> - set up small and large gymnastics apparatus whilst considering the safety of others.



Physical Education - Curriculum

<p>both individually and within a team</p> <ul style="list-style-type: none">• compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Striking & Fielding	<p>Children will know how to use and apply striking and fielding games skills, therefore will be able to: - know and use different ways of sending into and fielding from different directions (e.g. fielding a ball coming directly towards or to one side of the fielder).</p> <ul style="list-style-type: none">- throw accurately and be a reliable bowler or feeder of the ball (e.g. with one bounce, with no bounce).- strike a ball along the ground or through the air in different directions with control.- understand how to direct or place a ball into spaces in order to score and how to best intercept and field the ball to return it.- combine the skills to play small sided striking and fielding games to show understanding of simple attacking and defending strategies. <p>Children will know how to problem solve and invent games, therefore will be able to:</p> <ul style="list-style-type: none">- negotiate, plan and make collective decisions on the nature shape and construction of the game.- select and use skills and tactics appropriate for the type of game.- understand and transfer principles of play from known games to use in my own game.- make up rules and be prepared to modify them to make the games more challenging.- adapt rules in agreement with others - work cooperatively in groups of varying sizes (e.g. 6 and 8) to organise and keep my games going.
	Net/Wall	<p>Children will know how to use and apply net/wall games skills, therefore will be able to:</p> <ul style="list-style-type: none">- use a bat to strike a ball with a degree of accuracy and control.- throw or strike a ball over a range of high, low and ground level barriers to show variations in level, speed and directions - aim a ball over a barrier to land in spaces on the other side.- understand, plan and combine skills to play 1v1 net games cooperatively with a partner and then trying to make it difficult to return the shots.- understand and play a game over a low or high barrier throwing into spaces to score (1v1 3v3).
	Athletics	<p>Children will know how to develop their skills and knowledge in relation to running, therefore will be able to:</p> <ul style="list-style-type: none">- show how changes in height, arm, leg, head and foot movement can affect the walking / running / jogging response.- show techniques used in a sprinting race, including accelerating and decelerating rapidly.- find my leading leg when running over obstacles.- discover a suitable rhythm when running over obstacles.- understand that the back foot at the start of the race will be the lead leg over an obstacle in a race- show a suitable method of relay changeovers for both the incoming and outgoing runners <p>Children will know how to develop their skills and knowledge in relation to throwing, therefore will be able to:</p> <ul style="list-style-type: none">- demonstrate safety for self and others' and the basic principles of throwing.- identify and show how changes in throwing actions can be affected by varying the level, direction and distance.- understand that the coordinated use of the arms, trunk and legs will affect the speed and distance of the throw.- discover that the force applied to a throwing implement will affect its speed.



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		<ul style="list-style-type: none">- show different push throw techniques in the context of the shot put throw. <p>Children will know how to develop their skills and knowledge in relation to jumping, therefore will be able to:</p> <ul style="list-style-type: none">- demonstrate which foot must be placed forward at the start of a fourpace run up in order to jump from my strongest foot.- describe which three basic jumps are used in athletics.- develop an effective flight phase for the standing long jump.- perform a hop, step and jump to perform, the standing triple jump. <p>Children will know and understand how to take part in competition, therefore will be able to:</p> <ul style="list-style-type: none">- adapt their performance to focus on being the best they can be.
	Orienteering	<p>Children will know how to problem solve, therefore will be able to:</p> <ul style="list-style-type: none">- recognise the importance of planning and reviewing activities.- try a range of equipment for creating and completing an activity.- make an informed decision on the best equipment to use for an activity. <p>Children will know and understand the concept of a map, therefore will be able to:</p> <ul style="list-style-type: none">- orientate themselves with accuracy around a short trail- create a short trail for others with a physical challenge- start to recognise features of an orienteering course- associate the meaning of a key in context of the environment.- begin to use a map to compete an orienteering course.- complete an orienteering course more than once and begin to identify ways of improving completion time. <p>Children will recognise and know the importance of team work, therefore will be able to:</p> <ul style="list-style-type: none">- communicate clearly with other people in a team and with other teams.- experience a range of roles within a team and begin to identify the key skills required to succeed at each role.
	Invasion Games (Attack Vs Defence and Ball Skills)	<p>Children will know how to combine travelling skills with strategies for attacking and defending, therefore will be able to:</p> <ul style="list-style-type: none">- move into space.- move and signal to obtain possession.- move with equipment using a range of techniques showing control and fluency, whilst considering my next move. <p>Children will know how to use and apply invasion games skills, therefore will be able to:</p> <ul style="list-style-type: none">- play confidently in small sided invasion games using various formations.- use a range of techniques to pass and travel with the ball (e.g. travel by carrying, bouncing, dribbling etc).- use a range of tactics to keep possession of the ball and get into position to shoot or score.- understand how to dodge, mark, signal for the ball and intercept.- play within the rules- recognise aspects that need improving.



Swimming

By the end of Year 6, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations

Children will know and understand how to be confident in water, therefore will be able to:

- scoop the water to wash face and hair and be at ease with water from overhead
- blow bubbles a minimum of three times with nose and mouth submerged
- move into a stretched floating position using aids, equipment or support
- regain an upright position from floating on the front (aids may be used)
- push and glide in a horizontal position to or from the pool wall
- take part in a teacher led partner orientated game.
- jump in from side and submerge (min depth 0.9m).
- fully submerge to pick up an object.
- push from wall and glide on the front and back.
- push and glide from the wall to the pool floor.
- perform a rotation from the front to the back and gain an upright position.
- perform a rotation from the back to the front and gain an upright position.
- perform a tuck float for 5secs.
- perform a sequence of changing shapes (min 3) whilst floating at the surface.
- push and glide on the front with arms extended and log roll onto back.
- push and glide on the back with arms extended and log roll onto the front.
- travel on the front, tuck to rotate around the horizontal axis to return on the back.
- travel on back and roll in one continuous movement onto front.
- travel on front and roll in one continuous movement onto back.
- perform 3 different jumps into deep water (one must be a straddle jump).
- perform a horizontal stationary scull on the back.
- perform a head first sculling action for 5m.
- perform a feet first sculling action on the back.
- perform a sculling sequence with a partner for 30-45secs to include a rotation.
- tread water for 30secs.
- perform a handstand and hold for a minimum of 3secs.
- perform a forward somersault, tucked in the water.
- submerge to pick up an object from the pool floor (full reach depth).
- participate in a game of mini polo.
- in groups of three or more perform a movement sequence of one minute incorporating a number of different skills e.g. sculling, treading water, floating, rotation.



- tread water for 20secs.

Children will know how to use a range of strokes effectively, therefore will be able to:

- move forwards, backwards and sideways for a distance of 5m
- travel on the back and front for a distance of 5m (aids may be used).
- travel 10m on the front and 10m on back.
- kick 10m Backstroke (one item of equipment may be used).
- kick 10m Front Crawl (one item of equipment may be used).
- kick 10m Butterfly or Breaststroke on the front or back (one item of equipment may be used).
- swim 10m (own choice of stroke).
- swim 10m Front crawl, Breaststroke or Backstroke (two out of three must be chosen).
- swim 25m (own choice of stroke).
- swim 25m to a floating object (own choice of stroke).
- swim 10m retaining a floating object.

Children will know and understand about water safety, therefore will be able to:

- enter the water safely (using steps or swivel entry).
- demonstrate an understanding of pool rules.
- recognise and understand beach flags.
- exit the water safely.
- have an understanding of the water safety code.
- answer questions on the water safety code.
- exit the water safely without the use of steps.
- enter the water safely from a jump.
- perform a shout and signal rescue.
- exit deep water without the use of steps.
- swim 10m in clothes.
- demonstrate an action for getting help (can be performed in deep or shallow water).
- enter the water safely (swivel entry, surface dive or straddle jump).
- float or scull waving one arm and shout for help.
- demonstrate the HELP position.
- in groups demonstrate the Huddle position.
- swim using a long front paddle to the side (survival stroke).
- exit the pool from at least full reach depth without using the steps.
- discuss as a group which skills might be used to self-rescue in different situations.

(Whole year group swimming takes place in Year 4 and extra support sessions are in place for those that do not reach the progressions above by the end of Year 4 in Year 5 and/or 6).



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	Cognitive	<p>Children will be able to:</p> <ul style="list-style-type: none">- demonstrate knowledge and understanding of the reasons for warming up and cooling down. - describe how the body reacts at different times and how this affects performance.- adapt an activity and make it more difficult and exciting.- link actions and can develop sequences of movements that express my own ideas.- demonstrate the difference between roles in team games.- explain rules of different games and activities.- understand ways (criteria) to judge performance and identify specific parts to continue to work upon. - watch, describe and evaluate the effectiveness of performances, giving ideas for improvements using technical vocabulary- modify their use of skills or techniques to achieve a better result.- show some independence in making decision related to their work.- explain how to work safely in lessons and can give examples.
	Affective	<p>Children will be able to:</p> <ul style="list-style-type: none">- cope well and react positively when things become difficult- persevere with a task and can improve their performance with regular practice- understand feelings and how they can influence performance in PE lessons.- understand and follow rules of games and follow them fairly.- cooperate with others, giving helpful feedback to ensure they improve.- work in small teams and groups of up to 6 people.- help to organise roles and responsibilities and guide a small group through a task.- describe both short and long term effects of exercise on their body.- explain how they will know that their fitness levels are improving.



Year 5 – Knowledge & Skills

National Curriculum Objective	Strand	Objectives
<p>Pupils should be taught to:</p> <ul style="list-style-type: none">• use running, jumping, throwing and catching in isolation and in combination• play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey,	Dance	<p>Children will know and understand how actions, dynamics, space and relationships blend in dance, therefore will be able to:</p> <ul style="list-style-type: none">- perform the basic dance actions (travelling, jumping, turning, gesture, stillness) with control, fluency, coordination and accuracy- know how to develop motifs (simple movement pattern, minimum 3 movements or a phrase) in relation to space, dynamics and relationships.- respond to a range of stimuli and accompaniment.- demonstrate initial movement responses whilst demonstrating the ability to translate the ideas into movement.- develop ideas with partners / small groups and whole class showing how the formation of the dance can change in relation to the group size. <p>Children will know how to perform a dance, therefore will be able to :</p> <ul style="list-style-type: none">- perform with expression showing an understanding of space, dynamics and relationships to achieve mood, feeling, idea and character.



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<p>netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <ul style="list-style-type: none">• develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]• perform dances using a range of movement patterns<ul style="list-style-type: none">• 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.	Gymnastics	<p>Children will know, understand, and can recognise and perform with control and fluency, individually, with a partner and in a group , an increasing range of actions and skills following the gymnastic themes of shape, travel, flight, balance and rotation, therefore will be able to: - explore different entries and exits when rolling, for example a forward roll from standing or a forward roll from straddle.</p> <ul style="list-style-type: none">- explore travelling incorporating leaps and jumps, for example a split leap, stag leap, full turn jumps. - explore weight on hands developing my ability to be able to do a handstand.- explore the terms counter balance and counter tension (i.e. counter balance is pushing or leaning against a partner and counter tension is pulling or leaning away).- show counter balance / counter tension in in twos or threes and know that variations can be developed through changing body shape or being on different levels.- compose an individual sequence comprising travel, jump, turn and balance and then teach it to a partner and perform it together exploring matching and mirroring.- understand and use a variety of spatial relationships when working with a partner, i.e. follow my leader, side by side, face to face, back to back and meeting and parting and explore ways of traveling over and under a partner. - understand and use the terms synchronisation and canon when working with a partner.- understand and use the possible variations in level, speed and direction when working with a partner. - work with a partner to develop partner sequences involving partner balances and large apparatus. - work as part of a group to develop a group sequence involving hand apparatus and benches.- transfer and extend all these ideas and skills onto low and high apparatus with control and fluency.
	Striking & Fielding	<p>Children will know how to use, apply and vary striking and fielding games skills, therefore will be able to: - use a rounders bat or a cricket shaped bat with confidence.</p> <ul style="list-style-type: none">- strike and throw the ball with reasonable accuracy and consistency.- bowl underarm so the ball arrives appropriately for the batter to hit (bowling with a bounce and without a bounce). - understand when and how to move when fielding a ball e.g. move across the path of the ball to intercept it or move towards a ball traveling slowly and directly towards the fielder.- play confidently in a range of small sided striking.- fielding games using different bats, balls and rules and experience all roles.
	Net/Wall	<p>Children will know how to use, apply and vary net and wall games skills, therefore will be able to: - play shots on both sides of the body and from above the head with reasonable control.</p> <ul style="list-style-type: none">- understand how to position their bodies to receive a ball coming from different heights and angles. - recognise where there are spaces on an opponent's court and try to hit into them.- recognise which things they need to practise more.- understand and apply net/wall principles to a range of small sided games (1v1, 2v2, 3v3).



Physical Education - Curriculum

	Athletics	<p>Children will know how to develop their skills and knowledge in relation to running, therefore will be able to: - run at a steady pace when running at different speeds.</p> <ul style="list-style-type: none">- demonstrate some ability to judge pace and be able to plan a run.- discover the different effects produced by standing starts / falling starts / reaction.- accelerate from a variety of starting positions and select my preferred position. <p>Children will know how to develop their skills and knowledge in relation to throwing, therefore will be able to: - identify the basic throwing actions of the pull, push, fling and heave.</p> <ul style="list-style-type: none">- demonstrate the core principles of throwing.- model the correct throwing stance and the transference of weight from back foot to front foot. - understand that the coordinated use of the arms, trunk and legs will affect the speed and distance of the throw <p>Children will know how to develop their skills and knowledge in relation to jumping, therefore will be able to: - demonstrate the principles of jumping for height and length.</p> <ul style="list-style-type: none">- recognise that to jump long, height is required.- show that good jumps need to have head up, torso erect, an even rhythm and flat-footed landings. - use a run up with control and consistency to increase the jumping distance- develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight. <p>Children will know and understand how to take part in competition, therefore will be able to: - take part in competition with a strong understanding of tactics and how technique can affect performance</p>
	Orienteering	<p>Children will know how to problem solve, therefore will be able to:</p> <ul style="list-style-type: none">- improve my ability to plan and an activity and improve performance by changing or adapting approaches as necessary. - choose the best equipment for an outdoor activity. <p>Children will know and understand the concept of a map, therefore will be able to:</p> <ul style="list-style-type: none">- improve their accuracy and consistency in setting a map of a familiar area and the ability to establish direction of travel- follow a short route correctly being confident in my map reading skills- identify a key on a map and begin to use the information in activities- design an orienteering course that can be followed and offers some challenge to others- begin to use navigation equipment to orientate a trail, e.g. a compass- identify the quickest route to accurately navigate an orienteering course. <p>Children will recognise and know the importance of team work, therefore will be able to:</p> <ul style="list-style-type: none">- consistently cooperate with others in problem solving activities regardless of their role.- use clear communication to effectively complete a particular role within a team.



Physical Education - Curriculum

	Invasion Games (Attack Vs Defence and Ball Skills)	<p>Children will know how to apply and combine footwork and travelling skills to all games, therefore will be able to: - use width and depth changing direction and speed</p> <ul style="list-style-type: none">- use skills such as dodge and weave to create an advantage over their opponents- understand the footwork rules for specific sports, for example netball, tchoukball, basketball- travel with equipment combining skills, for example dribble and shoot. <p>Children will know how to use, apply and vary invasion games skills, therefore will be able to: - choose and use skills which meet the specific needs of the ball, for example, passing by throwing, bouncing and striking, receiving, carrying, dribbling and shooting</p> <ul style="list-style-type: none">- understand and show how a team can retain possession and find ways of progressing towards an opponent's goal - know how to mark an opponent effectively and defend a goal- demonstrate a range of skills using one hand or two hands, feet or implement for passing and receiving - carry, bounce and dribble the ball in a controlled manner whilst moving- find and use space to help their team and use a variety of tactics to keep the ball e.g. changing speed and direction - work as a team in various small sided ball handling, kicking and implement invasion games and be able to transfer common principles of play and basic attacking strategies across the game.
	Cognitive	<p>Children will be able to:</p> <ul style="list-style-type: none">- describe and explain the changes in their body when exercising.- recognise and suggest patterns of play which will increase chances of success and develop methods to outwit opponents - respond imaginatively to different situations.- adapt and adjust their skills, movements or tactics so they are different from or in contrast to others and explain how these will benefit the overall outcome.- use combinations of skills confidently in sport specific contexts.- perform a range of skills fluently and accurately in practice situations.- have a clear idea of how to develop their own and others work.- choose and use criteria to evaluate own and others' performance.- explain why they have used particular skills or techniques, and the effect they have had on their performance. - begin to give others useful feedback during lessons.- accept feedback and learn from it.- explain how to use and interpret rules fairly.- explain some safety principles when preparing for and during exercise.



Physical Education - Curriculum

Affective

Children will be able to:

- see all new challenges as opportunities to learn and develop.
- recognise their strengths and weaknesses and can set themselves appropriate targets.
- explain how to use and interpret rules fairly.
- celebrate success appropriately.
- give and receive sensitive feedback to improve themselves and others.
- negotiate and collaborate appropriately.
- effectively lead a group, supporting others.
- know and understand the importance of leading a healthy active lifestyle.

Year 6 – Knowledge & Skills

National
Curriculum
Objective

Strand

Objectives



Physical Education - Curriculum

<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • take part in outdoor and adventurous activity challenges 	<p>Dance</p> <p>Children will know and understand how actions, dynamics, space and relationships blend in dance, therefore will be able to:</p> <ul style="list-style-type: none"> - perform the basic actions (travelling, jumping, turning, gesture, stillness) in different combinations to increase the complexity of the dance. - know how to develop motifs in relation to space, dynamics, relationship, rhythm (use a variety of rhythm) and a range of compositional devices (unison, canon, repetition, variation). - maintain the tempo and rhythm of particular patterns. - demonstrate an awareness of the value of other dancers in their relationship to each other within the dance - explore the range of movements. - use and develop new skills when working with a partner, including taking weight, supporting, leaning, balancing and lifting . <p>Children will know how to perform a dance, therefore will be able to:</p> <ul style="list-style-type: none"> - perform more complex dances individually, in small groups or as part of a whole class, communicating ideas and feelings expressively.
	<p>Gymnastics</p> <p>Children will know, understand, and can recognise and perform with control, precision and fluency, individually, with a partner and in a group , an increasing range of actions and skills following the gymnastic themes of shape, travel, flight, balance and rotation, therefore will be able to:</p> <ul style="list-style-type: none"> - explore different ways of entries and exits when performing specific skills such as handstands. - perform a range of straightforward part-weight partner balances safely and effectively. - travel in different directions showing a range of bridge shapes with back, front or side towards the floor or apparatus. - identify and show the five basic jumps (1-1, 1- other 1, 1-2. 2-2. 2-1) and demonstrate a variety of clear body shapes in the air. - understand how to take off and land safely in different directions and join together three different jumps or a jump and a roll showing variation in pathway . - understand that spinning occurs around a body part in contact with the floor and show a variety of shapes and speeds when spinning on different body parts. - identify a variety of rotations around the long axis (an imaginary line from the head to the feet) e.g. turning jumps, sideways rolls, cartwheels and turning on hands. - know and understand that rotation around the side to side axis (an imaginary line through the hips from one side of the body to the other) involves rocking, forward rolls and progressions for backwards rolling . - spring from feet to hands and back to feet again. - with a partner join together in a controlled manner a jump and a roll to show contrasting body shapes e.g. tucked jump/ stretched roll. - identify and show different ways of gripping apparatus with hands and different body parts to climb, swing and spring onto/off over or balance. - compose a sequence showing different actions / moves e.g. two different jumps, landings and rolls and one action



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<p>both individually and within a team</p> <ul style="list-style-type: none"> • compare their performances with previous ones and demonstrate improvement to achieve their personal best. 		<p>of flight taking weight from feet to hands to feet.</p> <ul style="list-style-type: none"> - work as part of a group to develop a group sequence transferring all these skills to apparatus with control, precision and fluency. <p>Children will know how to use apparatus, therefore will be able to:</p> <ul style="list-style-type: none"> - plan and set up the layout for small and large gymnastics apparatus whilst considering the safety of others.
	<p>Striking & Fielding</p>	<p>Children will know how to select and apply striking and fielding games skills, therefore will be able to: - know, understand and show correct striking stance and direct the ball away from fielders using different angles and speeds.</p> <ul style="list-style-type: none"> - bowl in competitive situations and understand strategies that can be deployed between bowler / wicket keeper / backstop / bases. - field the ball and return it with an overarm throw. - know when to run after hitting a ball. - play confidently and effectively in a range of small sided striking and fielding games and work as a team to develop strategies to outwit the batters.
	<p>Net/Wall</p>	<p>Children will know how to select and apply net and wall games skills, therefore will be able to: - play a variety of shots with intent when striking a ball after one bounce or on the volley.</p> <ul style="list-style-type: none"> - direct a ball into an opponents' court at different speeds, heights and angles and explain why they are doing it. - evaluate the effectiveness of a shot and suggest ways of improving. - work cooperatively as a team in twos or small groups to create rules and play them. - play a range of small sided net/wall games and apply basic common principles for attack and defence across the activities.
	<p>Athletics</p>	<p>Children will know how to develop their skills and knowledge in relation to running, therefore will be able to: - understand and describe what is required to make a fast start</p> <ul style="list-style-type: none"> - understand and demonstrate an effective relay takeover technique - understand how to position others in a relay team - run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern - confidently and independently select the most appropriate pace for different distances and different parts of the run <p>Children will know how to develop their skills and knowledge in relation to throwing, therefore will be able to: - display a strong release position and strong braced side.</p> <ul style="list-style-type: none"> - demonstrate the sequence of events in a throw (legs first, arms last, low to high, slow to fast, strong to weak). - identify which athletics throwing events use push, pull or heave techniques and know how the different equipment suits different styles. <p>Children will know how to develop my skills and knowledge in relation to jumping, therefore will be able</p>



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		<p>to: - understand that a long stride will help increase distance or height.</p> <p>- explain the need to start consistently from their own special starting position and to mark out a run up. Children will know and understand how to take part in competition, therefore will be able to:</p> <p>-perform as an athlete but also take on the role of an official.</p>
	Orienteering	<p>Children will know how to problem solve, therefore will be able to:</p> <p>- discuss and plan an activity and consider the most effective approach for successful completion, adapting the approach as necessary.</p> <p>- select, based on agreed criteria, the best equipment for an outdoor activity.</p> <p>Children will know and understand the concept of a map, therefore will be able to:</p> <p>- orientate themselves, partner and team with confidence and accuracy around an orienteering course when under pressure.</p> <p>- design an orienteering course that is clear to follow and offers challenge to others.</p> <p>- use navigation equipment (maps and compasses) to improve the trail</p> <p>- use a range of map styles and make informed decisions on the most effective</p> <p>- manage an orienteering event for others to compete in.</p> <p>Children will recognise and know the importance of team work, therefore will be able to:</p> <p>- discuss and allocate roles within their team fairly.</p> <p>- use clear and effective communication to make a positive contribution to a team.</p> <p>- work effectively as part of a team, demonstrating leadership skills where necessary.</p>
	Invasion Games (Attack Vs Defence and Ball Skills)	<p>Children will know how to select and apply footwork and travelling skills to all games, therefore will be able to:</p> <p>- apply appropriate footwork skills and rules with control and accuracy to games activities, for example landing in different ways without the ball, coordinating catching the ball with different landings and pivoting. - move at different speeds and in different directions and transfer this into a game scenario</p> <p>- move with equipment using the correct technique in one or more invasion games with increasing speed and control, including changing direction.</p> <p>Children will know how to select and apply invasion games skills, therefore will be able to:</p> <p>- understand and demonstrate a range of controlled passing, receiving, striking, dribbling and shooting skills when kicking or using an implement or playing in ball handling invasion games and adapt them to meet the needs of the situation - play in a range of small sided games and make effective choices about when, how and where to pass so that they / their team retain possession and progress towards an opponent's goal</p> <p>- know and understand the positions they play and identify and show specific attacking and defending skills e.g. marking a player or a space, intercepting, dodging, moving into space and shooting</p> <p>- understand how to organise their team into different formations to concentrate more on attack or on defence e.g. overload the attack or give it numerical advantage; recognise how to transfer these principles to other invasion games.</p>



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	Cognitive	<p>Children will be able to:</p> <ul style="list-style-type: none">- lead warm-ups and cool-downs safely and effectively.- explain what is happening to their body when they exercise, using the correct vocabulary for parts of the body and muscle names.- describe different positions in games and activities.- name different equipment used in different activities.- describe different tactics used in games.- read and react to different game situations as they develop.- effectively disguise what I am about to do next.- use variety and creativity to engage an audience.- effectively transfer skills and movements across a range of activities and sports.- perform a variety of skills consistently and effectively in challenging or competitive situations.- comment on my performance and that of my peers.- advise and help others in their techniques and skills in activities.- review, analyse and evaluate my own and others' strengths and weaknesses.- understand a wide range of rules and have begun to officiate small sided games.- describe different safety aspects of PE lessons.
	Affective	<p>Children will be able to:</p> <ul style="list-style-type: none">- create my own learning plan and revise that plan when necessary.- accept critical feedback and make changes.- demonstrate a growth mindset when finding tasks difficult, remaining resilient.- show sportsmanship across all activities and understand the feelings associated with winning and losing.- understand the feelings of others when in PE lessons.- work in teams of different sizes up to 8 people.- effectively lead a group involving others and motivating those around them to perform better.- explain how individuals need different types of and levels of fitness to be more effective in their activity / role / event.- understand ways they can become healthier.- know and understand the benefits of a balanced lifestyle.

Based on progression document written by The Harrogate Schools Sports Partnership and The Federation of Follifoot and Spofforth Church of England Primary Schools.