



English Martyrs Catholic Voluntary Academy

We grow and learn, with the gifts we have been given, following in the footsteps of Jesus.

WHOLE SCHOOL PE CURRICULUM PROGRESSION

PE Intent : Following the national curriculum for PE our intent is that all our children will leave primary school with the character traits, knowledge and skills to have a positive impact on the world through:

Head

- Being confident in a range of sports, physical activity and in decisions they make.
- Know how to live a healthy lifestyle and understand the importance of this physically and mentally.
 - Be confident and competent in a range of skills and movements.
 - Understand how to work alone and as part of a team.

Heart

- Show confidence and foster a love for sport and physical activity.
 - Develop their character and values through sport.
- Be able to communicate effectively with other and develop effective teamwork skills.

Hand

- Be physically competent in a range of sports and activities.
 - Be physically active.
- Apply their knowledge and skills of a living a healthy lifestyle to their own lives.

EYFS – Our PE curriculum learning journey begins in the EYFS physical development curriculum.

It will also occur in Communication and Language (through new vocabulary and Personal and Social and Emotional Development (learning how to stay healthy)).

ELG: Physical Development

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

ELG:
Communication and Language: Make comments about what they have heard and ask questions to clarify their understanding
Managing self: Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices
Building relationships: Work and play cooperatively and take turns with others;

Advent 1

YEAR	KEY KNOWLEDGE – see medium term plan which shows all knowledge as set out in NC for every topic KEY SKILLS to be used alongside the NC objectives as set out in 'Medium term planning'	KEY VOCABULARY
Year 1	<p>Topic - fundamentals <u>To be able to:</u></p> <ul style="list-style-type: none"> • Change speed and direction when running. • Jump from a stationary position with control. • Throw underarm and overarm and explore a variety of objects with increasing accuracy. <p>Topic - health related fitness <u>To be able to:</u></p> <ul style="list-style-type: none"> • Provide an opportunity for each child to physically challenge themselves in areas of strength, speed, stamina, agility, balance and co-ordination. • Provide regular opportunities throughout the academic year personally in all areas. • To support an individual in recognising areas of strength and areas to develop in physical expertise. 	<p>Aim Fast Slow Safely Step Bounce Jump Leap Hop Repeat Run Target Overarm Underarm Walking Jogging Push Take Off Landing</p>
Year 2	<p>Topic - forest school Forest school is a specialist learning approach that sits within, and compliments, the wider context of outdoor and woodland education. It aims to provide a unique combination of learning and development, promoting mindful stillness and discovery in nature through play and free choice, enhancing emotional wellbeing and resilience. Some of the main principles include promoting resilience, confidence, independence and risk taking behaviours. Forest school is a learner-centred process which creates a community for development and learning. It is an area of learning we have included in our PE curriculum that gives children opportunities to be physically active in a less traditional way but ensures that children experience a physical activity at a range of intensities in a large green space. What this looks like for different children and year groups will vary widely. Forest school might include active games, building activities and climbing. These activities and many more help develop body control and co-ordination and improve body strength as well as providing opportunities for children to be creative in designing physical activities.</p>	<p>Aim Fast Slow Safely Step Bounce Jump Leap Hop Repeat Run Target Overarm Underarm Walking Jogging Accelerate Baton Relay Push Take Off Landing Evaluate</p>

	<p><u>Topic - health related fitness</u></p> <p><u>To be able to:</u></p> <ul style="list-style-type: none"> • Provide an opportunity for each child to physically challenge themselves in areas of strength, speed, stamina, agility, balance and co-ordination. • Provide regular opportunities throughout the academic year personally in all areas. • To support an individual in recognising areas of strength and areas to develop in physical expertise. 	
Year 3	<p><u>Topic - swimming</u></p> <p>Please see medium term plan for breakdown of swimming. This is split into three levels and depends on previous experience and attendance of swimming lessons. These things will influence what you will expect children to be able to do by the end of their block of swimming regardless of age.</p> <p>Children will all be able to:</p> <ul style="list-style-type: none"> • Enter the pool independently. • Move around the pool independently (with/without the use of aids). • Travel on their front or back (with/ without use of aids). • Blow bubbles. • Float using aids. • Submerge their whole head into the water. 	<p>Float Push Glide Front Back Butterfly Buoyancy Streamlined Submerging Front Crawl Backstroke Breaststroke</p>
	<p><u>Topic - health related fitness</u></p> <p><u>To be able to:</u></p> <ul style="list-style-type: none"> • Provide an opportunity for each child to physically challenge themselves in areas of strength, speed, stamina, agility, balance and co-ordination. • Provide regular opportunities throughout the academic year personally in all areas. • To support an individual in recognising areas of strength and areas to develop in physical expertise. 	
Year 4	<p><u>Topic - badminton</u></p> <p><u>To be able to:</u></p> <ul style="list-style-type: none"> • Demonstrate increased technique when using shots both cooperatively and competitively. • Develop technique in serving with increased consistency. • Develop rallying using both forehand and backhand with increased technique. • Use appropriate footwork patterns to move around the court. 	<p>Forehand Backhand Shuttlecock Racket Rally Footwork Match Point Court Serve Position Acceleration</p>
	<p><u>Topic - health related fitness</u></p> <p><u>To be able to:</u></p> <ul style="list-style-type: none"> • Provide an opportunity for each child to physically challenge themselves in areas of strength, speed, stamina, agility, balance and co-ordination. • Provide regular opportunities throughout the academic year personally in all areas. • To support an individual in recognising areas of strength and areas to develop in physical expertise. 	

Year 5	<p>Topic - tennis</p> <p><u>To be able to:</u></p> <ul style="list-style-type: none"> • Tap a ball back and forth using either backhand or forehand. • Demonstrate the correct swing technique when hitting the ball over a net sometimes showing control over the hit. • 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. • Serve the ball correctly beginning to purposely aim for space to score. 	Forehand Backhand Racket Rally Footwork Match Point Court Serve Position Acceleration Speed Rules Points Tactics
	<p>Topic - health related fitness</p> <p><u>To be able to:</u></p> <ul style="list-style-type: none"> • Provide an opportunity for each child to physically challenge themselves in areas of strength, speed, stamina, agility, balance and co-ordination. • Provide regular opportunities throughout the academic year personally in all areas. • To support an individual in recognising areas of strength and areas to develop in physical expertise. 	
Year 6	<p>Topic - basketball</p> <p><u>To be able to:</u></p> <ul style="list-style-type: none"> • Throw and catch accurately and successfully under pressure in a game. • Show confidence in using ball skills in various ways in a game situation, and link these together effectively. • Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. Passing and receiving the ball on the move. • Keep and win back possession of the ball effectively and in a variety of ways in a team game. • Demonstrate a good awareness of space. • Choose the best tactics for attacking and defending. • Shoot in a game. • Know when to pass and when to dribble in a game. 	Accurate Aim Attacker Attacking Basketball Bounce Pass Catch Changing Direction Chest Pass Cool Down Competitive, Co-Operative Defender Defending Dodge Evasion Game Scenario Jump Shoot Layup Passing Practice Rotate Running Set Shot Shooting Slalom Spatial Awareness Strategy Stretching Tactics Target Throw Weaving.
	<p>Topic - health related fitness</p> <p><u>To be able to:</u></p>	
Advent 2		
YEAR	Key knowledge Key skills	Key Vocabulary
Year 1	<p>Topic - gymnastics</p> <p><u>To be able to:</u></p> <ul style="list-style-type: none"> • Copy and explore basic gymnastics actions with some control and coordination. • Create and perform a movement sequence. • Hold still shapes and simple balances. • Move around, under, over, and through different objects and equipment with control. • Watch and discuss my own and others work. 	Forwards Backwards Sideways Roll Tuck Slow Body Parts Shape Jump Pike Straddle Travel Stretch Wide Narrow Balance

	<ul style="list-style-type: none"> Use space safely showing an awareness of others. <p>Topic - hockey To be able to:</p> <ul style="list-style-type: none"> Follow simple rules. Use a stick with some control. Pass to another player with some control. Use simple attacking skills such as dodging to get past a defender. Use simple defensive skills such as marking a player or defending a space. Beginning to use space in a game. 	Hit Space Team Pass Speed Direction Stick Ball Control Shooting Scoring Push Stop
Year 2	<p>Topic - fundamentals To be able to:</p> <ul style="list-style-type: none"> Change speed and direction when running. Jump from a stationary position with control using different types of jump (two feet to two feet, one to two etc) <p>Throw overarm and underarm and explore a variety of objects with increasing accuracy.</p>	
	<p>Topic - gymnastics To be able to:</p> <ul style="list-style-type: none"> Copy, remember, explore and repeat a variety of basic gymnastics actions with control and co-ordination. Hold a still shape whilst balancing on different points of the body. Identify and describe the difference between my own and others work. Handle large apparatus safely. Climb onto and jump off the equipment safely. 	Forwards Backwards Sideways Roll Tuck Slow Body Parts Shape Jump Pike Straddle Travel Stretch Wide Narrow Balance
Year 3	<p>Topic - swimming Please see medium term plan for breakdown of swimming. This is split into three levels and depends on previous experience and attendance of swimming lessons. These things will influence what you will expect children to be able to do by the end of their block of swimming regardless of age. Children will all be able to:</p> <ul style="list-style-type: none"> Enter the pool independently. Move around the pool independently (with/without the use of aids). Travel on their front or back (with/ without use of aids). Blow bubbles. Float using aids. <p>Submerge their whole head into the water.</p>	Float Push Glide Front Back Butterfly Buoyancy Streamlined Submerging Front Crawl Backstroke Breaststroke
	<p>Topic - football To be able to:</p> <ul style="list-style-type: none"> Dribble a ball making small touches with some control. Send a football to someone on my team with some accuracy. Keep a ball under control. 	Keep Possession Scoring Goals Keeping Score Making Space Pass/Send/Receive Travel With A Ball Make Use Of Space Goals Rules Tactics Defending Control Dribble

	<ul style="list-style-type: none"> • Look find space is and try to move into it. • Mark another player and defend when needed. • Shoot the ball towards the goal. 	
Year 4	<p><u>Topic - gymnastics</u> <u>To be able to:</u></p> <ul style="list-style-type: none"> • Copy, remember, explore and repeat gymnastics actions with consistent control, coordination, quality and clarity. • Identify and act upon criteria to refine, improve and modify gymnastics actions and sequences. • Carry out a range of balances confidently. • Develop strength, technique and flexibility throughout performances. • Describe my own and others work noting similarities and differences. • Make suggestions for improvements. • Work safely, handling a range of hand, small and large apparatus. 	Stretch Push Pull Step Spring Crawl Still Slowly Tall Long Forwards High Low Roll Copy Jump Land Balance
	<p><u>Topic - football</u> <u>To be able to:</u></p> <ul style="list-style-type: none"> • 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. • Find the space and move into it. • Mark another player and begin to attempt interceptions. 	Keep Possession Scoring Goals Keeping Score Making Space Pass/Send/Receive Travel With A Ball Make Use Of Space Goals Rules Tactics Defending Control Dribble Interception Receive
Year 5	<p><u>Topic - dance</u> <u>To be able to:</u></p> <ul style="list-style-type: none"> • Demonstrate precision, control and fluency in response to stimuli. • Identify and repeat the movement patterns and actions of a chosen dance style. • Vary dynamics and develop actions with a partner or as part of a group. • Link phrases and motifs to create a wide performance. • Continually demonstrate rhythm and spatial awareness. • Modify my performance and that of others. 	Dance Style Technique Pattern Rhythm Variation Unison Canon Action Reaction
	<p><u>Topic - football</u> <u>To be able to:</u></p> <ul style="list-style-type: none"> • Dribble making small touches into space with speed. • Send a football to someone on the team, using different parts of foot accurately. • Use a range of ways to keep a ball under control (foot, knee, and knowing which one due to where ball is coming from). • See space, and use it effectively. 	Keep Possession Scoring Goals Keeping Score Making Space Pass/Send/Receive Travel With A Ball Make Use Of Space Goals Rules Tactics Defending Control Dribble Interception Receive

	<ul style="list-style-type: none"> • Lose a defender to receive a pass. • Defend a player and make some successful interceptions for team. 	
Year 6	<p>Topic - forest school Forest school is a specialist learning approach that sits within, and compliments, the wider context of outdoor and woodland education. It aims to provide a unique combination of learning and development, promoting mindful stillness and discovery in nature through play and free choice, enhancing emotional wellbeing and resilience. Some of the main principles include promoting resilience, confidence, independence and risk taking behaviours. Forest school is a learner-centred process which creates a community for development and learning. It is an area of learning we have included in our PE curriculum that gives children opportunities to be physically active in a less traditional way but ensures that children experience a physical activity at a range of intensities in a large green space. What this looks like for different children and year groups will vary widely. Forest school might include active games, building activities and climbing. These activities and many more help develop body control and co-ordination and improve body strength as well as providing opportunities for children to be creative in designing physical activities.</p> <p>Topic - football To be able to:</p> <ul style="list-style-type: none"> • Dribble making small touches into space with speed, to beat defenders. • Make decisions regarding how and when to send a football to someone in team. • Use a range of ways to keep a ball under control (foot, knee, and knowing which one due to where ball is coming from) when under pressure from a defender. • Know how space changes within a game and when and how to move into changing spaces. • Draw defender away to create space. • Position their body to defend effectively, making successful interceptions. 	
		Keep Possession Scoring Goals Keeping Score Making Space Pass/Send/Receive Travel With A Ball Make Use Of Space Goals Rules Tactics Defending Control Dribble Interception Receive Pressure
Lent 1		
YEAR	Key knowledge Key skills	Key Vocabulary
Year 1	<p>Topic - swimming Please see medium term plan for breakdown of swimming. This is split into three levels and depends on previous experience and attendance of swimming lessons. These things will influence what you will expect children to be able to do by the end of their block of swimming regardless of age. Children will all be able to:</p> <ul style="list-style-type: none"> • Enter the pool independently. • Move around the pool independently (with/without the use of aids). • Travel on their front or back (with/ without use of aids). • Blow bubbles. • Float using aids. <p>Submerge their whole head into the water.</p> <p>Topic - gymnastics To be able to:</p>	Frontcrawl Backcrawl Breaststroke Float Blow Jump Push Glide Front Back Butterfly Submerging Kick Pull
		Forwards Backwards Sideways Roll Tuck

	<ul style="list-style-type: none"> • Copy and explore basic gymnastics actions with some control and coordination. • Create and perform a movement sequence. • Hold still shapes and simple balances. • Move around, under, over, and through different objects and equipment with control. • Watch and discuss my own and others work. <p>Use space safely showing an awareness of others.</p>	<p>Slow Body Parts Shape Jump Pike Straddle Travel Stretch Wide Narrow Balance</p>
Year 2	<p>Topic - Attacking and defending</p> <p><u>To be able to:</u></p> <ul style="list-style-type: none"> • Understand the role of an attacker and defender. • Make use of and move into the space in competitive games. • Try moving at different speeds to help dodge a defender. • Attempt to intercept a ball when prompted. • Attempt to score points in a game. 	
	<p>Topic - gymnastics</p> <p><u>To be able to:</u></p> <ul style="list-style-type: none"> • Copy, remember, explore and repeat a variety of basic gymnastics actions with control and co-ordination. • Hold a still shape whilst balancing on different points of the body. • Identify and describe the difference between my own and others work. • Handle large apparatus safely. • Climb onto and jump off the equipment safely. 	<p>Forwards Backwards Sideways Roll Tuck Slow Body Parts Shape Jump Pike Straddle Travel Stretch Wide Narrow Balance</p>
Year 3	<p>Topic - netball</p> <p><u>To be able to:</u></p> <ul style="list-style-type: none"> • Use of first steps netball (4 a side c ga gs gk) over 1/3 of a netball court) • Make a series of passes to team mates moving towards a scoring area. • Show some signs of using a chest pass and shoulder pass. • Show a target to indicate where i'd like to pass to. • Where space is and try to move into it. • Mark another player and defend when needed. • Use a chest pass and shoulder pass to support team in scoring. • Make decisions regarding which is the best type of pass to use. • Beginning 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. 	<p>Chest Pass Shoulder Pass Court Gk Gd Ga Gs C Intercept Space Scoring Area Goal Defend Attack Bounce Pass Positions Target</p>
	<p>Topic - gymnastics</p> <p><u>To be able to:</u></p>	<p>Stretch Push Pull Step Spring Crawl Still Slowly Tall Long Forwards High Low Roll Copy Jump</p>

	<ul style="list-style-type: none"> • Copy, remember, explore and repeat gymnastics actions with consistent control, coordination, quality and clarity. • Link combinations of actions with increasing confidence, including changes of direction, speed or level. • Show increasing flexibility in moves. • Describe my own and others work noting similarities and differences and make suggestions for improvements. • Work safely, handling a range of hand, small and large apparatus. 	Land Balance Flexible Apparatus Speed Direction Travel Levels
Year 4	<p>Topic - Forest school</p> <p>Forest school is a specialist learning approach that sits within, and compliments, the wider context of outdoor and woodland education. It aims to provide a unique combination of learning and development, promoting mindful stillness and discovery in nature through play and free choice, enhancing emotional wellbeing and resilience. Some of the main principles include promoting resilience, confidence, independence and risk taking behaviours. Forest school is a learner-centred process which creates a community for development and learning. It is an area of learning we have included in our PE curriculum that gives children opportunities to be physically active in a less traditional way but ensures that children experience a physical activity at a range of intensities in a large green space. What this looks like for different children and year groups will vary widely. Forest school might include active games, building activities and climbing. These activities and many more help develop body control and co-ordination and improve body strength as well as providing opportunities for children to be creative in designing physical activities.</p>	
	<p>Topic - dodgeball</p> <p><u>To be able to:</u></p> <ul style="list-style-type: none"> • Throw with increasing accuracy and success in game situations. • Catch with increasing consistency in game situations. • Explore a variety of dodging techniques. 	Run Jump Dodge Throw Catch Accurate Move Footwork
Year 5	<p>Topic - swimming</p> <p>Please see medium term plan for breakdown of swimming. This is split into three levels and depends on previous experience and attendance of swimming lessons. These things will influence what you will expect children to be able to do by the end of their block of swimming regardless of age.</p> <p>Children will all be able to:</p> <ul style="list-style-type: none"> • Enter the pool independently. • Move around the pool independently (with/without the use of aids). • Travel on their front or back (with/ without use of aids). • Blow bubbles. • Float using aids. • Submerge their whole head into the water. 	Float Push Glide Front Back Butterfly Buoyancy Streamlined Submerging Front Crawl Backstroke Breaststroke
	<p>Topic - hockey</p> <p><u>To be able to:</u></p> <ul style="list-style-type: none"> • 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/slap) and explain simply why. • Make a direct pass while dribbling. 	Hit Space Team Pass Speed Direction Stick Ball Control Shooting Scoring Push Stop Dribble Indian Alternate Push Pass Slap Pass Making Attacking Defending Tackle Mark Intercept

	<ul style="list-style-type: none"> • Use stick to mark a player from the side line causing them difficulty. • Successfully score while in the scoring area. • Successfully intercept a pass. • Tackle opposition to gain possession of the ball. 	
Year 6	<p>Topic - gymnastics</p> <p><u>To be able to:</u></p> <ul style="list-style-type: none"> • Copy, remember, explore and repeat increasingly complex gymnastics actions with increasing control, coordination, quality and clarity. • Demonstrate precise and controlled placement of body parts in my actions, shapes and balances. • Identify and act upon criteria to refine, improve and modify gymnastics actions and sequences. 	<p>Stretch Push Pull Step Spring Crawl Still Slowly Tall Long Forwards High Low Roll Copy Jump Land Balance Symmetrical Asymmetrical Rotation Land Shape Turn Take-Off Flight Performance Evaluation</p>
	<p>Topic - badminton</p> <p><u>To be able to:</u></p> <ul style="list-style-type: none"> • Demonstrate increased success and technique in selecting and applying the appropriate shot for the situation. • Serve accurately and consistently. • Apply tactics to their serve. • Successfully apply a variety of shots to keep a continuous rally. • Demonstrate a variety of footwork patterns relevant to the game they are playing. 	<p>Forehand Backhand Shuttlecock Racket Rally Footwork Match Point Court Serve Position Acceleration</p>
Lent 2		
YEAR	Key knowledge Key skills	Key Vocabulary
Year 1	<p>Topic - swimming</p> <p>Please see medium term plan for breakdown of swimming. This is split into three levels and depends on previous experience and attendance of swimming lessons. These things will influence what you will expect children to be able to do by the end of their block of swimming regardless of age.</p> <p>Children will all be able to:</p> <ul style="list-style-type: none"> • Enter the pool independently. • Move around the pool independently (with/without the use of aids). • Travel on their front or back (with/ without use of aids). • Blow bubbles. • Float using aids. • Submerge their whole head into the water. 	<p>Float Push Glide Front Back Butterfly Buoyancy Streamlined Submerging Front Crawl Backstroke Breaststroke</p>
	<p>Topic - dance</p> <p><u>To be able to:</u></p> <ul style="list-style-type: none"> • Copy and explore basic body patterns and movements. • Remember simple dance steps and perform them in a controlled manner. • Choose actions and link them with sounds and music. 	<p>Travel Still Direction Space Copy Mirror Repeat Levels Speed Directions Patterns Movement Control Improvise Space</p>

	<ul style="list-style-type: none"> Recognise how to move in space. Begin to improvise independently to create a simple dance. 	
Year 2	<p><u>Topic - dance</u> To be able to:</p> <ul style="list-style-type: none"> Perform with control and coordination. Respond imaginatively to a variety of stimuli. Vary the dynamics, levels, speed and direction of my phrase/motif. Discuss my own and others work with simple vocabulary. Use simple choreographic devices such as unison, canon and mirroring. 	Travel Still Direction Space Copy Mirror Repeat Levels Speed Directions Patterns Movement Control Improvise Space Unison Canon
	<p><u>Topic - Bat and ball</u> To be able to:</p> <ul style="list-style-type: none"> Hit a dropped ball over a net. Accurately underarm throw a ball over a net to a partner. Explore rallying with a partner catching after one bounce. Consistently use the ready position to move towards a ball. 	Hit Ball Net Bounce Racket Ready Position Move Drop
Year 3	<p><u>Topic - forest school</u> Forest school is a specialist learning approach that sits within, and compliments, the wider context of outdoor and woodland education. It aims to provide a unique combination of learning and development, promoting mindful stillness and discovery in nature through play and free choice, enhancing emotional wellbeing and resilience. Some of the main principles include promoting resilience, confidence, independence and risk taking behaviours. Forest school is a learner-centred process which creates a community for development and learning. It is an area of learning we have included in our PE curriculum that gives children opportunities to be physically active in a less traditional way but ensures that children experience a physical activity at a range of intensities in a large green space. What this looks like for different children and year groups will vary widely. Forest school might include active games, building activities and climbing. These activities and many more help develop body control and co-ordination and improve body strength as well as providing opportunities for children to be creative in designing physical activities.</p>	
	<p><u>Topic - hockey</u> To be able to:</p> <ul style="list-style-type: none"> Show how to hold a hockey stick and which side to use. Use a simple push pass to another team mate. Dribble the ball keeping it close to me using the correct side of stick. Show some signs of an approaching a player to tackle and cause pressure. Attempt to score a goal from anywhere. 	Pass Dribble Stick Goal Move Pressure Attack Defend Space Push Pass Pressure Goal
Year 4	<p><u>Topic - basketball</u> To be able to:</p> <ul style="list-style-type: none"> Develop different ways of throwing and catching. 	Accurate Aim Attacker Attacking Basketball Bounce Pass Catch Changing Direction Chest

	<ul style="list-style-type: none"> • Move with a ball using a range of techniques showing control and fluency. • Pass the ball with increasing speed, accuracy and success in a game situation. • Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game. • Make the best use of space to pass and receive the ball. • Apply and follow rules fairly. • Understand and beginning to apply the basic principles of invasion games. 	Pass Cool Down Competitive Co-Operative Defender Defending Dodge Shoot Passing Practice Rotate Running Shooting Tactics Target Throw Weaving.
	<p>Topic - tag rugby <u>To be able to:</u></p> <ul style="list-style-type: none"> • Move holding a rugby ball. • 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 team mates, using the direction most comfortable • Know to tag team mates when to defend • 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. 	Pass Defend Tag Defenders Backwards Pass Speed Direction Space
Year 5	<p>Topic - swimming Please see medium term plan for breakdown of swimming. This is split into three levels and depends on previous experience and attendance of swimming lessons. These things will influence what you will expect children to be able to do by the end of their block of swimming regardless of age. Children will all be able to:</p> <ul style="list-style-type: none"> • Enter the pool independently. • Move around the pool independently (with/without the use of aids). • Travel on their front or back (with/ without use of aids). • Blow bubbles. • Float using aids. <p>Submerge their whole head into the water.</p>	Float Push Glide Front Back Butterfly Buoyancy Streamlined Submerging Front Crawl Backstroke Breaststroke
	<p>Topic - netball <u>To be able to:</u></p> <ul style="list-style-type: none"> • Use all three passes (chest, shoulder & bounce) correctly. • Use a range of speeds within a game to support a team in scoring. • Use square (across the court) & straight (up & down the court) passes to achieve pace. • Use a defender to receive a pass. • Defend a player and make some successful interceptions (snatch & catch) when playing as a team. • Know which pass is best to use and when in a game. 	Chest Pass Shoulder Pass Court Gk Gd Ga Gs C Intercept Space Scoring Area Goal Defend Attack Bounce Pass Positions Target

	<ul style="list-style-type: none"> • 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. • Use of high five netball (5 a side c ga ga gs gk) over a whole netball court. 	
Year 6	<p>Topic - dodgeball</p> <p>To be able to:</p> <ul style="list-style-type: none"> • Throw and catch with good accuracy. • Consistently make good decisions on who and when to throw at in order to get opponents out. • Make quick decisions on when to catch and when to dodge. • Make quick decisions on when to dodge, when to catch and the type of dodge to use. 	Run Jump Dodge Throw Catch Accurate Move Footwork Decisions
	<p>Topic - Tag rugby</p> <p>To be able to:</p> <ul style="list-style-type: none"> • Move holding a rugby ball. • 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 team mates, using the direction most comfortable • Know to tag team mates when to defend • 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. 	Pass Defend Tag Defenders Backwards Pass Speed Direction Space
Pentecost 1		
YEAR	Key knowledge Key skills	Key Vocabulary
Year 1	<p>Topic - cricket</p> <p>To be able to:</p> <ul style="list-style-type: none"> • 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. • Follow some simple rules. 	Hit Bowl Bat Stop Zone Throw Strike Field Fielder Batter Bowler Speed Direction Team Scoring Control
	<p>Topic - Bat and ball</p> <p>To be able to:</p> <ul style="list-style-type: none"> • Explore hitting a dropped ball with a racket. • Feed a ball over a net into the court area. 	Net Hit Ball Net Bounce Racket Ready Position Move Drop

	<ul style="list-style-type: none"> • Explore underarm rallying with a partner. • Use the ready position to move towards a ball. 	
Year 2	<p><u>Topic - OAA</u> <u>To be able to:</u></p> <ul style="list-style-type: none"> • Follow simple instructions. • Give simple directions. • Follow a range of trails. • Use simple shapes on maps. • Work cooperatively with a partner and a small group. • Plan, and with some success, apply strategies to overcome a challenge. 	Map Directions Symbols Key Shapes Trail Problem Shapes Instructions
	<p><u>Topic - Invasion Games</u> <u>To be able to:</u></p> <ul style="list-style-type: none"> • Understand the role of an attacker and defender. • Kick a ball whilst moving. • Pass a ball in different ways in a game with some success. • Use at least one attacking and defending technique with some success. • Begin to work as part of a team. • Understand the importance of rules and follow them. 	
Year 3	<p><u>Topic - dance</u> <u>To be able to:</u></p>	Space Repetition Action And Reaction Pattern
	<p><u>Topic - cricket</u> <u>To be able to:</u></p> <ul style="list-style-type: none"> • Throw and catch under pressure. • Use fielding skills to stop the ball effectively. • Hit with increasing batting control. • Understand the role of backstop. • Play in a tournament and work as team, using tactics in order to beat another team. 	Keeping Score Making Space Throw Catch Pass/Send/Receive Backstop Tactics Make Use Of Space Batting Fielding Hitting
Year 4	<p><u>Topic - OAA</u> <u>To be able to:</u></p>	
	<p><u>Topic - cricket</u> <u>To be able to:</u></p> <ul style="list-style-type: none"> • Develop the range of cricket skills and apply in a competitive context. 	Keeping Score Making Space Throw Catch Pass/Send/Receive Backstop Tactics Make Use Of Space Batting Fielding Hitting

	<ul style="list-style-type: none"> Choose and use a range of simple tactics in isolation and in a game context. Consolidate existing skills and apply with consistency. 	
Year 5	<p>Topic - Forest school</p> <p>Forest school is a specialist learning approach that sits within, and compliments, the wider context of outdoor and woodland education. It aims to provide a unique combination of learning and development, promoting mindful stillness and discovery in nature through play and free choice, enhancing emotional wellbeing and resilience. Some of the main principles include promoting resilience, confidence, independence and risk taking behaviours. Forest school is a learner-centred process which creates a community for development and learning. It is an area of learning we have included in our PE curriculum that gives children opportunities to be physically active in a less traditional way but ensures that children experience a physical activity at a range of intensities in a large green space. What this looks like for different children and year groups will vary widely. Forest school might include active games, building activities and climbing. These activities and many more help develop body control and co-ordination and improve body strength as well as providing opportunities for children to be creative in designing physical activities.</p>	
	<p>Topic - cricket</p> <p>To be able to:</p> <ul style="list-style-type: none"> 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 cricket e.g. Power, flexibility and cardiovascular endurance. 	<p>Keeping Score Making Space Throw Catch Pass/Send/Receive Backstop Tactics Make Use Of Space Batting Fielding Hitting</p>
Year 6	<p>Topic - dance</p> <p>To be able to:</p> <ul style="list-style-type: none"> Demonstrate precision, control and fluency in response to stimuli. Translate ideas from a variety of stimuli into movement. Link phrases and motifs to create a wide performance. Continually demonstrate rhythm and spatial awareness. Use dramatic expression in dance movements and motifs. Perform with confidence, using a range of movement patterns. Modify my performance and that of others. 	<p>Dance Style Technique Pattern Rhythm Variation Unison Canon Action Reaction</p>
	<p>Topic - cricket</p> <p>To be able to:</p> <ul style="list-style-type: none"> Apply with consistency standard cricket rules in a variety of different styles of games. Attempt a small range of recognised shots in isolation and in competitive scenarios. Use a range of tactics for attacking and defending in role of bowler, batter and fielder. 	<p>Keeping Score Making Space Throw Catch Pass/Send/Receive Backstop Tactics Make Use Of Space Batting Fielding Hitting</p>
Pentecost 2		
YEAR	Key knowledge Key skills	Key Vocabulary
Year 1	<p>Topic - Forest school</p> <p>Forest school is a specialist learning approach that sits within, and compliments, the wider context of outdoor and</p>	

	<p>woodland education. It aims to provide a unique combination of learning and development, promoting mindful stillness and discovery in nature through play and free choice, enhancing emotional wellbeing and resilience. Some of the main principles include promoting resilience, confidence, independence and risk taking behaviours. Forest school is a learner-centred process which creates a community for development and learning. It is an area of learning we have included in our PE curriculum that gives children opportunities to be physically active in a less traditional way but ensures that children experience a physical activity at a range of intensities in a large green space. What this looks like for different children and year groups will vary widely. Forest school might include active games, building activities and climbing. These activities and many more help develop body control and co-ordination and improve body strength as well as providing opportunities for children to be creative in designing physical activities.</p>	
	<p><u>Topic - athletics</u> <u>To be able to:</u></p> <ul style="list-style-type: none"> • Change speed and direction when running. • Jump from a stationary position with control. • Throw underarm and overarm and explore a variety of objects with increasing accuracy. 	<p>Throw High Low Aim Fast Slow Bounce Step Jump Run Repeat Target Overarm Underarm Accelerate Speed Baton Relay Take Off Landing Improve</p>
Year 2	<p><u>Topic - cricket</u> <u>To be able to:</u></p>	<p>Hit Bowl Bat Stop Zone Throw Strike Field Fielder Batter Bowler Speed Direction Team Scoring Control</p>
	<p><u>Topic - athletics</u> <u>To be able to:</u></p> <ul style="list-style-type: none"> • Change speed and direction when running. • Jump from a stationary position with control using different types of jump (two feet to two feet, one to two etc) • Throw overarm and underarm and explore a variety of objects with increasing accuracy. 	<p>Throw High Low Aim Fast Slow Bounce Step Jump Run Repeat Target Overarm Underarm Accelerate Speed Baton Relay Take Off Landing Improve</p>
Year 3	<p><u>Topic - tennis</u> <u>To be able to:</u></p>	
	<p><u>Topic - athletics</u> <u>To be able to:</u></p> <ul style="list-style-type: none"> • Run at a speed appropriate to the distance i am running. • Jump accurately from a standing position. • Take a running jump. • Land safely and with control. • Demonstrate a range of throwing actions using a variety of objects. 	<p>Distance Pull Accuracy Height Record Leading Leg Measure Under Arm Overarm Hurdles Landing Control Preferred Time Stamina Obstacles Stance Diagonal Speed Relay</p>
Year 4	<p><u>Topic - dance</u> <u>To be able to:</u></p> <ul style="list-style-type: none"> • Improvise freely on my own and with a partner. • Translate ideas from a variety of stimuli into movement. • Compare, develop and adapt movement motifs to create longer dances. 	<p>Speed Travel Repetition Actions Pattern Copy Movement Levels Rhythm</p>

	<ul style="list-style-type: none"> • Compose a dance that reflects the chosen dance style. • Confidently improvise with a partner or on my own. • Compose a longer dance sequence in a small group. • Use dance vocabulary to compare and improve my work. • Understand how to work safely. 	
	<p>Topic - athletics To be able to:</p> <ul style="list-style-type: none"> • Run at a speed appropriate to the distance i am running. • Perform a relay. • Combine a hop skip and a jump to perform the standing triple jump. • Demonstrate a range of throwing actions using a variety of objects with increasing control and accuracy. • Develop techniques to throw for increased distance. 	Distance Pull Accuracy Height Record Leading Leg Measure Under Arm Overarm Hurdles Landing Control Preferred Time Stamina Obstacles Stance Diagonal Speed Relay
Year 5	<p>Topic - gymnastics To be able to:</p> <ul style="list-style-type: none"> • Copy, remember, explore and repeat increasingly complex gymnastics actions with some control, coordination, quality and clarity. • Perform jumps, shapes and balances fluently and with control. • Identify and act upon criteria to refine, improve and modify gymnastics actions and sequences. 	Stretch Push Pull Step Spring Crawl Still Slowly Tall Long Forwards High Low Roll Copy Jump Land Balance Symmetrical Asymmetrical Rotation Land Shape Turn Take-Off Flight Performance Evaluation
	<p>Topic - athletics To be able to:</p> <ul style="list-style-type: none"> • Improve and sustain different running technique at different speeds in a variety of athletic events. • Develop effective technique for standing long jump and standing triple jump. • Develop an effective technique for standing vertical jump. • Measure and record the distance of throws. • Identify and explain what makes a good athletic performance. • Explain how to improve technique in a variety of events. 	Sprint Team Distance Measure Height Target Pacing Rhythm Obstacles Leading Leg Hurdles Throwing Speed Accuracy Take Off Stamina Time Release Performance Accuracy Position Control
Year 6	<p>Topic - OAA To be able to:</p> <ul style="list-style-type: none"> • Work well as part of a team to problem solve. • Inclusively communicate with others, share job roles and lead when necessary. • Contribute a range of ideas. • Use a compass successfully. • Identify map symbols and follow a map accurately. • Read, follow and set a bearing. • Orientate a map efficiently to navigate around a course. 	Map Team Problem Solve Communicate Symbols Key Bearings Course Compass North South East West
	<p>Topic - athletics To be able to:</p>	Sprint Team Distance Measure Height Target Pacing Rhythm Obstacles Leading Leg Hurdles

	<ul style="list-style-type: none"> • Improve and sustain different running technique at different speeds in a variety of athletic events. • Build up speed quickly for a sprint finish. • Develop and improve their techniques for jumping for height and distance and support others in improving their performance. • Develop techniques to throw for increased distance and support others in improving their personal best. • Identify and explain what makes a good athletic performance. • Explain how to improve technique in a variety of events. 	<p>Throwing Speed Accuracy Take Off Stamina Time Release Performance Accuracy Position Control</p>
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- Invasions games and attacking and defending not on Medium term plan as only year 2 cover. Where shall it go?