



# St Patrick's Catholic Primary School PE Curriculum Intent



## **PE whole school coverage-2022-2023**

**Swimming in 2021-2022- Swimming blocks were completed for Y4 and Y5 (additional swimming sessions for Y6 non swimmers) in 2022-2023- Swimming blocks will be for Y4 and Y5 (additional swimming for Y6 non swimmers)**

### **NC Statement**

#### **Key stage 1**

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

Pupils should be taught to:

- ♣ master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- ♣ participate in team games, developing simple tactics for attacking and defending
- ♣ perform dances using simple movement patterns

#### **Key stage 2**

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

Pupils should be taught to:

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

Swimming and water safety All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, 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.

### **Lesson structure**

1. Introduction
2. Warm up
3. Skill Development
4. Plenary/cool down



	Advent Term		Lent Term		Pentecost Term	
<b>Foundation stage 2</b>	Introduction to PE (unit 2)	Gymnastics	Fundamentals	Dance	Ball Skills (2)	Games
<b>Year 1</b>	Invasion (Games)	Gymnastics	Dance	Net and Wall (Games)	Striking and fielding (Games)	Athletics
<b>Year 2</b>	Invasion (Games)	Yoga	Dance	Target games (games)	Striking and fielding (Games)	Athletics
<b>Year 3</b>	Hockey (Invasion game)	Gymnastics	Dance	Tennis (net game)	Rounders (Sticking and fielding)	Athletics Outdoor and Adventurous (blocked days)
<b>Year 4</b>	Basketball (Invasion game)	Yoga	Dance	Dodgeball (target game)	Cricket (striking and fielding) Swimming (2 weeks)	Athletics Swimming (6 weeks)
<b>Year 5</b>	Football (Invasion game)	Gymnastics	Dance	Tennis (net game) Swimming (4 weeks)	Rounders (striking and fielding) Swimming (4 weeks)	Athletics
<b>Year 6</b>	Netball (Invasion game)	Yoga	Dance	Dodgeball (target game)	Cricket (striking and fielding)	Athletics Outdoor and Adventurous (blocked days)



Balls Skills /Invasion Games	EYFS - Balls Skills	Year 1- Invasion	Year 2 - Invasion	Year 3- Hockey	Year 4 - Basketball	Year 5 - Football	Year 6- Netball
<p>Knowledge Declarative Knowledge</p> <p>Know</p>	<p>Sending: know to look at the target when sending a ball.</p> <p>Catching: know to have hands out ready to catch.</p> <p>Tracking: know to watch the ball as it comes towards me and scoop it with two hands.</p> <p>Dribbling: know that keeping the ball close will help with control.</p>	<p>Sending &amp; receiving: know to look at my partner before sending the ball.</p> <p>Dribbling: know that moving with a ball is called dribbling.</p> <p>Space: know that being in a good space helps us to pass the ball.</p> <p>Attacking: know that being able to move away from a partner helps my team to pass me the ball.</p> <p>Defending: know that staying with a partner makes it more difficult for</p>	<p>Sending &amp; receiving: know to control the ball before sending it.</p> <p>Dribbling: know that keeping my head up will help me to know where defenders are.</p> <p>Space: know that moving into space away from defenders helps me to pass and receive a ball.</p> <p>Attacking: know that when my team is in possession of the ball, I am an attacker and we can score.</p>	<p>Sending &amp; receiving: know that pointing my hand/foot/stick to my target on release will help me to send a ball accurately.</p> <p>Dribbling: know that dribbling is an attacking skill which helps us to move towards a goal or away from defenders.</p> <p>Space: know that by spreading out as a team we move the defenders away from each other.</p> <p>Attacking and defending: know my role as an</p>	<p>Sending &amp; receiving: know that cushioning a ball will help me to control it when receiving it.</p> <p>Dribbling: know that protecting the ball as I dribble will help me to maintain possession.</p> <p>Space: know that moving into space will help my team keep possession and score goals.</p> <p>Attacking: recognise when to pass and when to shoot.</p> <p>Defending: know when to mark</p>	<p>Sending &amp; receiving: know that not having a defender between myself and a ball carrier enables me to s&amp;r with better control.</p> <p>Dribbling: know that dribbling in different directions will help to lose a defender.</p> <p>Space: know that by moving to space even if not receiving the ball will create space for a teammate.</p> <p>Tactics: understand the need for tactics and identify</p>	<p>Sending &amp; receiving: know and make quick decisions about when, how and who to pass to.</p> <p>Dribbling: know and choose the appropriate skill for the situation under pressure e.g. a V dribble in basketball to keep the ball away from a defender.</p> <p>Space: know that transitioning quickly between attack and defence will help my team to maintain or gain possession.</p> <p>Tactics: know how to create and</p>



		<p>them to receive the ball.</p> <p>Tactics: know that tactics can help us when playing games.</p> <p>Rules: know that rules help us to play fairly.</p>	<p>Defending: know that when my team is not in possession of the ball, I am a defender and we need to try to get the ball. Know that standing between the ball and the attacker will help me to stop them from getting the ball.</p> <p>Tactics: know, understand and apply simple tactics for attack and defence. Rules: know how to score points and follow simple rules.</p>	<p>attacker and defender.</p> <p>Tactics: know that using simple tactics will help my team to achieve an outcome e.g. we will each mark a player to help us to gain possession.</p> <p>Rules: know the rules of the game and begin to apply them</p>	<p>and when to attempt to win the ball.</p> <p>Tactics: know that applying attacking tactics will help to maintain possession and score goals. Know that applying defending tactics will help to deny space, gain possession and stop goals.</p> <p>Rules: know and understand the rules to be able to manage our own game.</p>	<p>when to use them in different situations.</p> <p>Rules: know, understand and apply rules in a variety of invasion games whilst playing and officiating.</p>	<p>apply a tactic for a specific situation or outcome.</p> <p>Rules: know, understand, apply and use rules consistently in a variety of invasion games whilst playing and officiating</p>
<p>Skills Procedural Knowledge</p> <p>Know how</p>	<p>Sending: explore sending an object with hands and feet.</p>	<p>Sending &amp; receiving: explore s&amp;r with hands and feet to a partner.</p>	<p>Sending &amp; receiving: developing s&amp;r with increased control.</p>	<p>Sending &amp; receiving : explore s&amp;r abiding by the rules of the game.</p>	<p>Sending &amp; receiving: develop passing techniques appropriate to the game with</p>	<p>Sending &amp; receiving: develop control when s&amp;r under pressure.</p>	<p>Sending &amp; receiving : s&amp;r consistently using a range of techniques with</p>



	<p>Catching: explore catching to self and with a partner.</p> <p>Tracking: explore stopping a ball with hands and feet.</p> <p>Dribbling: explore dropping and catching with two hands and moving a ball with feet.</p>	<p>Dribbling: explore dribbling with hands and feet.</p> <p>Space: recognise good space when playing games.</p> <p>Attacking: explore changing direction to move away from a partner.</p> <p>Defending: explore tracking and moving to stay with a partner</p>	<p>Dribbling: explore dribbling with hands and feet with increasing control on the move.</p> <p>Space: explore moving into space away from others.</p> <p>Attacking: developing moving into space away from defenders.</p> <p>Defending: explore staying close to other players to try and stop them getting the ball.</p>	<p>Dribbling: explore dribbling the ball abiding by the rules of the game under some pressure. Space: develop using space as a team.</p> <p>Attacking: develop movement skills to lose a defender.</p> <p>Explore shooting actions in a range of invasion games.</p> <p>Defending: develop tracking opponents to limit their scoring opportunities.</p>	<p>increasing success. Catch a ball using one and two hands and receive a ball with feet/object with increasing success. Dribbling: link dribbling the ball with other actions and change direction whilst dribbling with some control.</p> <p>Space: develop moving into space to help my team.</p> <p>Attacking: change direction to lose an opponent with some success.</p> <p>Defending: develop defending one on</p>	<p>Dribbling: dribble with some control under pressure. Space: explore moving to create space for themselves and others in their team.</p> <p>Attacking: use a variety of techniques to lose an opponent e.g. change of direction or speed.</p> <p>Defending: develop tracking and marking with increased success. Explore intercepting a ball using one and two hands</p>	<p>increasing control under pressure.</p> <p>Dribbling: dribble consistently using a range of techniques with increasing control under pressure.</p> <p>Space: move to the correct space when transitioning from attack to defence or defence to attack and create and use space for self and others.</p> <p>Attacking: confidently change direction to lose an opponent</p> <p>Defending: use a variety of defending skills (tracking, interception,</p>
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					one and begin to intercept.		jockeying) in game situations.
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Gymnastics	EYFS (Gymnastics)	Year 1 (Gymnastics)	Year 2	Year 3 (Gymnastics)	Year 4	Year 5 (Gymnastics)	Year 6
Knowledge Declarative Knowledge	<p>Shapes: understand that I can make different shapes with my body.</p> <p>Balances: know that I should be still when holding a balance.</p> <p>Rolls: know that I can change my body shape to help me to roll.</p> <p>Jumps: know that bending my knees will help me to land safely.</p> <p>Strategy: know that if I hold a shape and count to five people will see it clearly.</p>	<p>Shapes: know that I can improve my shapes by extending parts of my body.</p> <p>Balances: know that balances should be held for 5 seconds.</p> <p>Rolls: know that I can use different shapes to roll.</p> <p>Jumps: know that landing on the balls of my feet helps me to land with control.</p> <p>Strategy: know that if I use a starting and</p>		<p>Shapes: know how to use body tension to make my shapes look better.</p> <p>Balances: understand that I can make my balances look interesting by using different levels.</p> <p>Rolls: know the safety considerations when performing more difficult rolls.</p> <p>Jumps: know that I can change the take off and shape of</p>		<p>Shapes: know that shapes underpin all other skills. Inverted movements: understand that sometimes I need to move slowly to gain control and other times I need to move quickly to build momentum.</p> <p>Balances: know how to use contrasting balances to make my sequences look interesting.</p> <p>Rolls: know that I need to work within my own capabilities and this may be different to others.</p>	



		finishing position, people will know when my sequence has begun and when it has ended.		my jumps to make them look interesting.  Strategy: know that if I use different levels it will help to make my sequence look interesting		Jumps: know that I can use jumps to link actions and changing the shape of these will make my sequence look interesting.  Strategy: know that if I use different pathways it will help to make my sequence look interesting	
Skills Disciplinary Knowledge  Know how to	Shapes: show contrast with my body including wide/narrow, straight/curved.  Balances: explore shapes in stillness using different parts of my body.  Rolls: explore rocking and rolling.  Jumps: explore jumping safely	Shapes: explore basic shapes straight, tuck, straddle, pike.  Balances: perform balances making my body tense, stretched and curled.  Rolls: explore barrel, straight and forward roll progressions.  Jumps: explore shape jumps including jumping off low apparatus.		Shapes: explore matching and contrasting shapes.  Balances: explore point and patch balances and transition smoothly into and out of them.  Rolls: develop the straight, barrel, and forward roll.  Jumps: develop stepping into		Shapes: perform shapes consistently and fluently linked with other gymnastic actions. Inverted movements: explore progressions of a cartwheel.  Balances: explore symmetrical and asymmetrical balances.  Rolls: develop control in the straight, barrel, forward, straddle and backward roll.	





				shape jumps with control.		Jumps: select a range of jumps to include in sequence work.	
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Yoga	EYFS	Year 1	Year 2 (Yoga)	Year 3	Year 4 (Yoga)	Year 5	Year 6 (Yoga)
Knowledge Declarative Knowledge			<p>Balance: know that I can squeeze my muscles to help me to balance.</p> <p>Flexibility: know that flexibility helps us to stretch our muscles and increase the movement in our joints.</p> <p>Strength: know that strength helps us with everyday tasks such as carrying our school bag.</p> <p>Mindfulness: know that I can use yoga to make me feel calm</p>		<p>Balance: know that if I move with my breath it will help me to balance.</p> <p>Flexibility: know which body parts I am trying to extend in different poses.</p> <p>Strength: know that people have different levels of strength.</p> <p>Mindfulness: know that mindfulness is a personal journey.</p>		<p>Balance: know where and when to apply force to maintain control and balance.</p> <p>Flexibility: know which of my muscles require more practice to increase my flexibility.</p> <p>Strength: know that I can build up my strength by practicing in my own time.</p> <p>Mindfulness: know times in my everyday life when mindfulness activities would be helpful for my wellbeing</p>
Skills Disciplinary Knowledge			Balance: remember, copy, and repeat		Balance: explore using my breath to maintain balance within a pose.		Balance: link combinations of poses for balance with



			<p>sequences of linked poses.</p> <p>Flexibility: show increased awareness of extension in poses.</p> <p>Strength: demonstrate increased control in performing poses.</p> <p>Mindfulness: explore controlling my focus and sense of calm</p>		<p>Flexibility: demonstrate increased extension in poses.</p> <p>Strength: demonstrate increased control and strength when in a pose.</p> <p>Mindfulness: engage with mindfulness activities with increased focus.</p>		<p>increased control in transition.</p> <p>Flexibility: confidently transition from one pose to another showing extension connected to breath.</p> <p>Strength: explore poses that challenge my strength and work to maintain increased control and strength when in and transitioning between poses.</p> <p>Mindfulness: explore methods to control how I feel with some success.</p>
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Target games/ ball skills	EYFS Fundamentals and Ball skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge Declarative Knowledge	<p>Throwing: know to point my hand at my target when throwing.</p> <p>Catching: know to have hands out ready to catch.</p> <p>Tactics: make simple decisions in response to a task.</p> <p>Rules: know that rules help us to stay safe.</p>		<p>Throwing: know that stepping with opposite foot to throwing arm will help you to balance. Know that moving my arm quicker will give me more power.</p> <p>Striking: know to finish with my object/hand/foot pointing at my target.</p> <p>Tactics: know and apply simple tactics.</p> <p>Rules: know how to score points</p>		<p>Throwing: know that one handed throws are used for speed and accuracy. Know that keeping my elbow high and stepping with my opposite foot will help to increase the power.</p> <p>Catching (dodgeball): know that moving my feet to a ball and pulling it in to my chest will help me to catch more consistently.</p>		<p>Throwing: know who to throw at and when to throw in order to get opponents out.</p> <p>Catching (dodgeball): know that I need to make quick decisions on if to catch or if to dodge the ball.</p> <p>Striking: know which skill to select for the situation.</p> <p>Tactics: know how to create and apply a tactic for a specific</p>



			and follow simple rules.		<p>Striking: know that using a smooth action will help to increase accuracy.</p> <p>Tactics: know that applying attacking tactics will help me to score points and get opponents out. Know that applying defending tactics will help me to stay in the game.</p> <p>Rules: know and understand the rules to be able to manage our own game</p>	<p>situation or outcome.</p> <p>Rules: know, apply and use rules consistently in a variety of target games whilst playing and officiating.</p>
Skills Disciplinary Knowledge	<p>Throwing: explore throwing using a variety of equipment.</p> <p>Catching: explore catching using a</p>		<p>Throwing overarm: develop co-ordination and technique when throwing overarm towards a target.</p>		<p>Throwing: throw with increasing accuracy at a target.</p> <p>Catching (dodgeball):</p>	<p>Throwing: throw with increasing control under pressure.</p> <p>Catching (dodgeball): catch</p>



	variety of equipment		<p>Throwing underarm: develop co-ordination and technique when throwing underarm towards a target.</p> <p>Striking: develop striking a ball with equipment with some consistency</p>		<p>catch with increasing consistency.</p> <p>Striking: strike a ball with increasing consistency</p>		<p>with increasing control under pressure.</p> <p>Striking: use a variety of striking techniques with control and under pressure.</p>
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Dance	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Declarative Knowledge</p> <p>Know</p>	<p>Actions: understand that I can move my body in different ways to create interesting actions.</p> <p>Dynamics: understand that I can change my action to show an idea.</p> <p>Space: know that if I move into space it will help to keep me and others safe.</p> <p>Performance: know that when watching others I sit quietly and clap at the end.</p>	<p>Actions: Know that actions can be sequenced to create a dance.</p> <p>Dynamics: Know that I can create fast and slow actions to show an idea.</p> <p>Space: Know that there are different directions and pathways within space.</p> <p>Relationships: Know that when dancing with a partner it is important to be aware of each other and keep in time.</p>	<p>Actions: know that sequencing actions in a particular order will help me to tell the story of my dance.</p> <p>Dynamics: Know that I can change the way I perform actions to show an idea.</p> <p>Space: know that I can use different directions, pathways and levels in my dance.</p> <p>Relationships: know that using counts of 8 will</p>	<p>Actions: Know that sharing ideas with others enables my group to work collaboratively and try ideas before deciding on the best actions for our dance.</p> <p>Dynamics: Know that all actions can be performed differently to help to show effect.</p> <p>Space: Know that I can use space to help my dance to flow.</p>	<p>Actions: Know that some actions are better suited to a certain character, mood or idea than others.</p> <p>Dynamics: Know that some dynamics are better suited to a certain character, mood or idea than others.</p> <p>Space: understand that space can be used to express a certain character, mood or idea.</p>	<p>Actions: know that different dance styles utilise selected actions to develop sequences in a specific style.</p> <p>Dynamics: know that different dance styles utilise selected dynamics to express mood.</p> <p>Space: know that space relates to where my body moves both on the floor and in the air.</p> <p>Relationships: Know that</p>	<p>Actions: Know that actions can be improved with consideration to extension, shape and recognition of intent.</p> <p>Dynamics: Know that selecting a variety of dynamics in my performance can help to take the audience on a journey through my dance idea.</p> <p>Space and relationships: know that combining space and relationships with a prop can help me to express my dance idea.</p>



	<p>Strategy: know that if I use lots of space, it helps to make my dance look interesting</p>	<p>Performance: know that standing still at the start and at the end of the dance lets the audience know when I have started and when I have finished.</p> <p>Strategy: know that if I use exaggerated actions it helps the audience to see them clearly.</p>	<p>help me to stay in time with my partner and the music.</p> <p>Performance: know that using facial expressions helps to show the mood of my dance.</p> <p>Strategy: know that if I practice my dance my performance will improve</p>	<p>Relationships: Know that 'formation' means the same in dance as in other activities such as football, rugby and gymnastics.</p> <p>Performance: understand that I can use timing techniques such as canon and unison to create effect.</p> <p>Strategy: know that if I show sensitivity to the music, my performance will look more complete.</p>	<p>Relationships: Know that some relationships are better suited to a certain character, mood or idea than others.</p> <p>Performance: know that being aware of other performers in my group will help us to move in time.</p> <p>Strategy: know that I can select from a range of dance techniques to translate my idea.</p>	<p>different dance styles utilise selected relationships to express mood.</p> <p>Performance: Know what makes a performance effective and know how to apply these principles to my own and others' work.</p> <p>Strategy: know that if I use dance principles it will help me to express an atmosphere or mood.</p>	<p>Performance: Know how a leader can ensure our dance group performs together.</p> <p>Strategy: know that if I keep in character throughout, it will help me to express an atmosphere or mood that can be interpreted by the audience</p>
<p>Skills Disciplinary Knowledge</p>	<p>Actions: explore how my body moves. Copy basic body actions and rhythms.</p> <p>Dynamics: explore actions in</p>	<p>Actions: copy, remember and repeat actions to represent a theme. Create my own actions in relation to a theme.</p>	<p>Actions: accurately remember, repeat and link actions to express an idea.</p>	<p>Actions: create actions in response to a stimulus individually and in groups.</p>	<p>Actions: respond imaginatively to a range of stimuli related to character and narrative.</p>	<p>Actions: choreograph dances by using, adapting and developing actions and steps from different dance styles.</p>	<p>Actions: show controlled movements which express emotion and feeling.</p> <p>Dynamics: explore, improvise and</p>



	<p>response to music and an idea.</p> <p>Space: begin to explore pathways and the space around me and in relation to others.</p> <p>Performance: perform short phrases of movement in front of others</p>	<p>Dynamics: explore varying speeds to represent an idea.</p> <p>Space: explore pathways within my performance.</p> <p>Relationships: begin to explore actions and pathways with a partner.</p> <p>Performance: perform on my own and with others to an audience.</p>	<p>Dynamics: develop an understanding of dynamics.</p> <p>Space: develop the use of pathways and travelling actions to include levels.</p> <p>Relationships: explore working with a partner using unison, matching and mirroring.</p> <p>Performance: develop the use of facial expressions in my performance.</p>	<p>Dynamics: use dynamics effectively to express an idea.</p> <p>Space: use direction to transition between formations.</p> <p>Relationships: develop an understanding of formations.</p> <p>Performance: perform short, self-choreographed phrases showing an awareness of timing</p>	<p>Dynamics: change dynamics confidently within a performance to express changes in character.</p> <p>Space: confidently use changes in level, direction and pathway.</p> <p>Relationships: use action and reaction to represent an idea.</p> <p>Performance: perform complex dances that communicate narrative and character well, performing clearly and fluently.</p>	<p>Dynamics: confidently use dynamics to express different dance styles.</p> <p>Space: confidently use direction and patterning to express different dance styles.</p> <p>Relationships: confidently use formations, canon and unison to express a dance idea.</p> <p>Performance: perform dances expressively, using a range of performance skills, showing accuracy and fluency</p>	<p>combine dynamics to express ideas fluently and effectively on my own, with a partner or in a small group.</p> <p>Space and relationships: use a variety of compositional principles when creating my own dances.</p> <p>Performance: demonstrate a clear understanding of timing in relation to the music and other dancers throughout my performance.</p>
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Net Game	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge Declarative Knowledge	<p>Hitting: know to point my hand/object at my target when hitting a ball.</p> <p>Feeding and rallying: know to look at the target when sending a ball and watch the ball to receive it.</p> <p>Footwork: know to use big steps to run and small steps to stop.</p> <p>Tactics: make simple decisions in response to a task.</p> <p>Rules: know that rules help us to stay safe</p>	<p>Hitting: know to use the centre of the racket for control.</p> <p>Feeding: know to use an underarm throw to feed to a partner.</p> <p>Rallying: know that throwing/hitting to my partner with not too much power will help them to return the ball.</p> <p>Footwork: know that using a ready position will help me to move in any direction.</p> <p>Tactics: know that tactics can help us to be successful when playing games.</p> <p>Rules: know that</p>		<p>Shots: know that pointing the racket face/my hand where I want the ball to go and turning my body will help me to hit accurately.</p> <p>Rallying: know that hitting towards my partner will help them to return the ball easier and keep the rally going.</p> <p>Footwork: know that moving to the middle of my court will enable me to cover the most space.</p> <p>Tactics: know that using simple tactics will help to achieve an outcome e.g. if we spread out, we can cover more space.</p> <p>Rules: know the rules of the game and begin to apply them</p>		<p>Shots: know which skill to choose for the situation e.g. a volley if the ball is close to the net.</p> <p>Serving: know that serving is how to start a game or rally and use the rules applied to the activity for serving.</p> <p>Rallying: know that playing the appropriate shot will help to keep the rally going. Know that control is more important than power to keep a rally going.</p> <p>Footwork: know that using small, quick steps will allow me to adjust my stance to play a shot.</p> <p>Tactics: know the need for tactics and identify when to use them in different situations.</p>	



		rules help us to play fairly.				Rules: know and apply rules in a variety of net and wall games whilst playing and officiating.	
Skills Disciplinary Knowledge	<p>Hitting: explore hitting a ball with hands and pushing with a racket.</p> <p>Feeding and rallying: explore sending and tracking a ball with a partner.</p> <p>Footwork: explore changing direction, running and stopping.</p>	<p>Hitting: explore hitting a dropped ball with a racket.</p> <p>Feeding: throw a ball over a net to land into the court area.</p> <p>Rallying: explore sending a ball with hands and a racket.</p> <p>Footwork: use the ready position to move towards a ball</p>		<p>Shots: explore returning a ball using shots such as the forehand and backhand.</p> <p>Rallying: explore rallying using a forehand.</p> <p>Footwork: consistently use and return to the ready position in between shots.</p>		<p>Shots: develop the range of shots used in a variety of games.</p> <p>Serving: develop the range of serving techniques appropriate to the game.</p> <p>Rallying: use a variety of shots to keep a continuous rally.</p> <p>Footwork: demonstrate effective footwork patterns to move around the court.</p>	



Striking and Fielding	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Knowledge Declarative Knowledge</b></p>	<p>Striking: know to point my hand at my target when striking a ball.</p> <p>Fielding: know to scoop a ball with two hands.</p> <p>Throwing and catching: know to point my hand at my target when throwing. Know to have hands out ready to catch.</p> <p>Tactics: make simple decisions in response to a task. Rules: know that rules help us to stay safe.</p>	<p>Striking: Know that the harder I strike, the further the ball will travel.</p> <p>Fielding: know that throwing the ball back is quicker than running with it.</p> <p>Throwing: know which type of throw to use to throw over longer distances.</p> <p>Catching: know to watch the ball as it comes towards me.</p> <p>Tactics: know that tactics can help us when playing games. Rules: know that rules help us to play fairly.</p>	<p>Striking: Know the role of a batter. Know that striking quickly will increase the power.</p> <p>Fielding: Know that there are different roles within a fielding team. Know to move towards the ball to collect it to limit a batter's points.</p> <p>Throwing: know that stepping with opposite foot to throwing arm will help me to balance.</p> <p>Catching: know to use wide</p>	<p>Striking: know that striking to space away from fielders will help me to score.</p> <p>Fielding: know to look at where a batter is before deciding what to do. Know to communicate with teammates before throwing them a ball.</p> <p>Throwing: know that overarm throwing is used for long distances and underarm throwing for shorter distances.</p>	<p>Striking: know that using the centre of the bat will provide the most control and accuracy.</p> <p>Fielding: know that it easier to field a ball that is coming towards me rather than away so set up accordingly.</p> <p>Throwing: know that being balanced before throwing will help to improve the accuracy of the throw.</p> <p>Catching: know to track the ball as it is thrown to help to improve</p>	<p>Striking: know that stance is important to allow me to be balanced as I hit.</p> <p>Fielding: know that backing up a fielder as a ball is being thrown will help to increase the chances of fielding successfully.</p> <p>Throwing: Know where to throw the ball in relation to where a batter is.</p> <p>Catching: Know when to use a close catch technique or deep catch technique.</p>	<p>Striking: know that the momentum and power for striking a ball comes from legs as well as arms.</p> <p>Fielding: know which fielding action to apply for the situation.</p> <p>Throwing and catching: know and consistently make good decisions on who to throw to and when to throw in order to get batters out. Know that accuracy, speed and consistency of throwing and catching will help to limit a batter's score.</p>



			<p>fingers and pull the ball in to my chest to help me to securely catch.</p> <p>Tactics: know and apply simple tactics for attack (batting) and defence (fielding).</p> <p>Rules: know how to score points and follow simple rules.</p>	<p>Catching: know to move my feet to the ball.</p> <p>Tactics: know that using simple tactics will help my team to achieve an outcome e.g. we will spread out to deny space.</p> <p>Rules: know the rules of the game and begin to apply them.</p>	<p>the consistency of catching.</p> <p>Tactics: know that applying attacking tactics will help to score points and avoid getting out. Know that applying defending tactics will help to deny space, get opponents out and limit points.</p> <p>Rules: know and understand the rules to be able to manage our own game.</p>	<p>Tactics: Know the need for tactics and identify when to use them in different situations.</p> <p>Rules: Know and apply rules in a variety of striking and fielding games whilst playing and officiating</p>	<p>Tactics: Know and apply some tactics in the game as a batter, bowler and fielder.</p> <p>Rules: Know, apply and use rules consistently in a variety of striking and fielding games whilst playing and officiating.</p>
Skills Disciplinary Knowledge	<p>Striking: explore sending a ball to a partner.</p> <p>Fielding: explore tracking and stopping a rolling ball.</p>	<p>Striking: explore striking a ball with their hand and equipment.</p> <p>Fielding: develop tracking and retrieving a ball.</p>	<p>Striking: develop striking a ball with their hand and equipment with some consistency.</p> <p>Fielding: develop tracking a ball and decision</p>	<p>Striking: begin to strike a bowled ball after a bounce with different equipment.</p> <p>Fielding: explore bowling to a target and</p>	<p>Striking: begin to strike a bowled ball after a bounce with different equipment</p> <p>Fielding: explore bowling to a target and</p>	<p>Striking: explore defensive and driving hitting techniques and directional batting.</p> <p>Fielding: develop over and underarm</p>	<p>Striking: strike a bowled ball with increasing accuracy and consistency.</p> <p>Fielding: use a wider range of fielding skills with increasing control under pressure.</p>



	<p>Throwing and catching: explore rolling, throwing and catching using a variety of equipment</p>	<p>Throwing: explore technique when throwing over and underarm.</p> <p>Catching: develop co-ordination and technique when catching.</p>	<p>making with the ball.</p> <p>Throwing: develop co-ordination and technique when throwing over and underarm.</p> <p>Catching: catch with two hands with some co-ordination and technique.</p>	<p>fielding skills to include a two-handed pick up.</p> <p>Throwing: use overarm and underarm throwing in game situations.</p> <p>Catching: catch with some consistency in game situations.</p>	<p>fielding skills to include a two handed pick up.</p> <p>Throwing; Use overall and underarm throwing in game situations</p> <p>Catching: Catch with some consistency in game situations</p>	<p>bowling technique. Develop long and short barrier and two handed pick up.</p> <p>Throwing: demonstrate good technique when using a variety of throws under pressure.</p> <p>Catching: explore catching skills (close/deep and wicket keeping) and apply these with some consistency in game situations</p>	<p>Throwing: consistently demonstrate good technique in throwing skills under pressure.</p> <p>Catching: consistently demonstrate good technique in catching skills under pressure.</p>
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Fundamentals Athletics	EYFS (Fundamentals)	Year 1 (Athletics)	Year 2 (Athletics)	Year 3 (Athletics)	Year 4 (Athletics)	Year 5 (Athletics)	Year 6 (Athletics)
<b>Knowledge Declarative Knowledge</b>	<p>Running: know that I use big steps to run and small steps to stop. Know that moving into space away from others helps to keep me safe.</p> <p>Balancing: know that I can hold my arms out to help me to balance.</p> <p>Jumping: know that bending my knees will help me to land safely.</p> <p>Hopping: know that I use one foot to hop.</p> <p>Skiping: know that if I hop</p>	<p>Running: Know that if I swing my arms it will help me to run faster.</p> <p>Jumping: know that landing on the balls of my feet helps me to land with control. Know that if I bend my knees it will help me to jump further.</p> <p>Throwing: know that stepping forward with my opposite foot to hand will help me to throw further.</p> <p>Rules: know that rules help us to play fairly.</p>	<p>Running: know that running on the balls of my feet, taking big steps and having elbows bent will help me to run faster.</p> <p>Jumping: know that swinging my arms forwards will help me to jump further.</p> <p>Throwing: know that I can throw in a straight line by pointing my throwing hand at my target as I let go of the object.</p> <p>Rules: know how to follow simple rules when</p>	<p>Running: know that leaning slightly forwards helps to increase speed. Leaning my body in the opposite direction to travel helps to slow down.</p> <p>Jumping: know that if I jump and land in quick succession, the momentum will help me to jump further.</p> <p>Throwing: Know that the speed of the movement helps to create power.</p> <p>Rules: know the rules of the</p>	<p>Running: Know that I need to pace myself when running further or for a long period of time. Understand that a high knee drive, pumping my arms and running on the balls of my feet gives me power.</p> <p>Jumping: Know that transferring weight will help me to jump further.</p> <p>Throwing: Know that transferring weight will help me to throw further.</p> <p>Rules: know and understand the rules to be able</p>	<p>Running: Know that taking big consistent strides will help to create a rhythm that allows me to run faster. Know that keeping a steady breath will help me when running longer distances.</p> <p>Jumping: know that if I drive my knees high and fast I can build power and therefore distance in my jumps.</p> <p>Throwing: know how to transfer my weight in</p>	<p>Running: know that I need to prepare my body for running and know the muscle groups I will need to use.</p> <p>Jumping: know that a run up builds speed and power and enables me to jump further.</p> <p>Throwing: know that I need to prepare my body for throwing and know the muscle groups I will need to use.</p> <p>Rules: know and apply rules in events that pose an increased risk</p>



	then step that will help me to skip.		working with others.	event and begin to apply them.	to manage our own events	different throws to increase the distance.  Rules: know and apply rules in a variety of events using official equipment.	
<b>Skills</b> <b>Disciplinary Knowledge</b>	<p>Running: explore running and stopping. Explore changing direction safely.</p> <p>Balancing: explore balancing whilst stationary and on the move.</p> <p>Jumping: begin to explore take off and landing safely.</p> <p>Hopping:</p>	<p>Running: explore running at different speeds.</p> <p>Jumping: develop balance whilst jumping and landing. Explore hopping, jumping and leaping for distance.</p> <p>Throwing: explore throwing for distance and accuracy</p>	<p>Running: develop the sprinting action.</p> <p>Jumping: develop jumping, hopping and skipping actions. Explore safely jumping for distance and height.</p> <p>Throwing: develop overarm throwing for distance</p>	<p>Running: develop the sprinting technique and apply it to relay events.</p> <p>Jumping: develop technique when jumping for distance in a range of approaches and take off positions.</p> <p>Throwing: explore the technique for a pull throw.</p>	<p>Running: develop an understanding of speed and pace in relation to distance. Develop power and speed in the sprinting technique.</p> <p>Jumping: develop technique when jumping for distance.</p> <p>Throwing: explore power and technique when throwing for distance in a pull and heave throw.</p>	<p>Running: apply fluency and co-ordination when running for speed in relay changeovers. Effectively apply speeds appropriate for the event.</p> <p>Jumping: explore technique and rhythm in the triple jump.</p> <p>Throwing: Develop technique and</p>	<p>Running: demonstrate a clear understanding of pace and use it to develop their own and others sprinting technique.</p> <p>Jumping: develop power, control and technique in the triple jump.</p> <p>Throwing: develop power, control and technique when throwing discus and shot put</p>



	<p>explore hopping on both feet.</p> <p>Skipping: explore skipping as a travelling action.</p>					power in javelin and shot put.	
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Outdoor and adventurous	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Declarative Knowledge				<p>Problem solving: know that trying ideas before deciding on a solution will help us to come up with the best idea.</p> <p>Navigational skills: know to hold the map so that the items on the map match up to the items that</p>	<p>Problem solving: know that discussing the advantages and disadvantages of ideas will help to guide us to a conclusion about which idea to use.</p> <p>Navigational skills: Know what a key is and use the cardinal points on a map to orientate it.</p> <p>Communication: know that there</p>	<p>Problem solving: know that there may be more than one way to solve a challenge and that trial and error may help to guide me to the best solution.</p> <p>Navigational skills: Know what a key is and use a key to identify objects</p>	<p>Problem solving: know that being able to solve problems is an important life skill.</p> <p>Navigational skills: Know why having good navigational skills are important.</p> <p>Communication: know that good communication skills are key to</p>
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				<p>have been placed out.</p> <p>Communication: know to take turns when giving ideas and not to interrupt each other.</p> <p>Reflection: reflect on when and why I am successful at solving challenges.</p> <p>Rules: know that using the rules honestly will help to keep myself and others safe.</p>	<p>are different types of communication and that I can communicate without talking.</p> <p>Reflection: with increased accuracy, critically reflect on when and why I am successful at solving challenges.</p> <p>Rules: know the importance of working with integrity</p>	<p>and locations.</p> <p>Communication: know to be descriptive but concise when giving instructions e.g. 'two steps to the left'.</p> <p>Reflection: reflect on when I am successful at solving challenges and alter my methods in order to improve.</p> <p>Rules: know that abiding by rules will enable my classmates to complete the course e.g. not moving controls</p>	<p>solving problems and working effectively as a team.</p> <p>Reflection: with increasing accuracy, reflect on when and how I am successful at solving challenges and alter my methods in order to improve.</p> <p>Rules: Know the rules and think creatively to solve the challenge whilst abiding by the rules</p>
<p>Procedural Knowledge</p> <p>Know how to...</p>				<p>Problem solving: discuss how to follow trails and solve problems. Work with others to select appropriate</p>	<p>Problem solving: plan independently and in small groups, implementing a strategy with increased success.</p>	<p>Problem solving: explore tactical planning within a team to overcome increasingly</p>	<p>Problem solving: pool ideas within a group, selecting and applying the best method to solve a problem.</p>



				<p>equipment for the task.</p> <p>Navigational skills: identify where I am on a simple map. Use and begin to create simple maps and diagrams and follow a trail.</p> <p>Communication: follow and give instructions and accept other peoples' ideas.</p>	<p>Navigational skills: identify key symbols on a map and follow a route.</p> <p>Communication: confidently communicate ideas and listen to others</p>	<p>challenging tasks.</p> <p>Navigational skills: develop navigational skills and map reading in increasingly challenging tasks.</p> <p>Communication: explore a variety of communication methods with increasing success.</p>	<p>Navigational skills: orientate a map efficiently to navigate around a course with multiple points.</p> <p>Communication: inclusively communicate with others, share job roles and lead when necessary.</p>
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Swimming to add