Physical Education (PE) Curriculum

Greswold Primary School

Subject Intent

We aim for every child to develop a love for and to succeed in sport. Through our supplementary use of the Real P.E scheme, we provide opportunities for pupils to become physically literate through embedding the fundamental movement skills in a way which nurtures children to become resilient and push for their personal best. We provide our children with opportunities to compete in sports to build character and help to embed core values such as fairness, respect and team work. We strive to ensure that every child exceeds their potential and leaves Greswold with the physical knowledge they need to pursue sporting challenges and lead healthy active lifestyles during their years at Secondary and beyond.

We work hard to ensure children understand exercise as part of a healthy lifestyle and use initiatives such as The Daily Mile or Dash to promote this. As well as having expert sports' coaches delivering lessons, we offer a range of extra-curricular sports clubs throughout the day lead by the same experts to increase children's enjoyment. Our curriculum is also purposeful and is designed to provide context for participation in annual inter-school competitions, especially in KS2.

Physical Education and Development in the Early Years

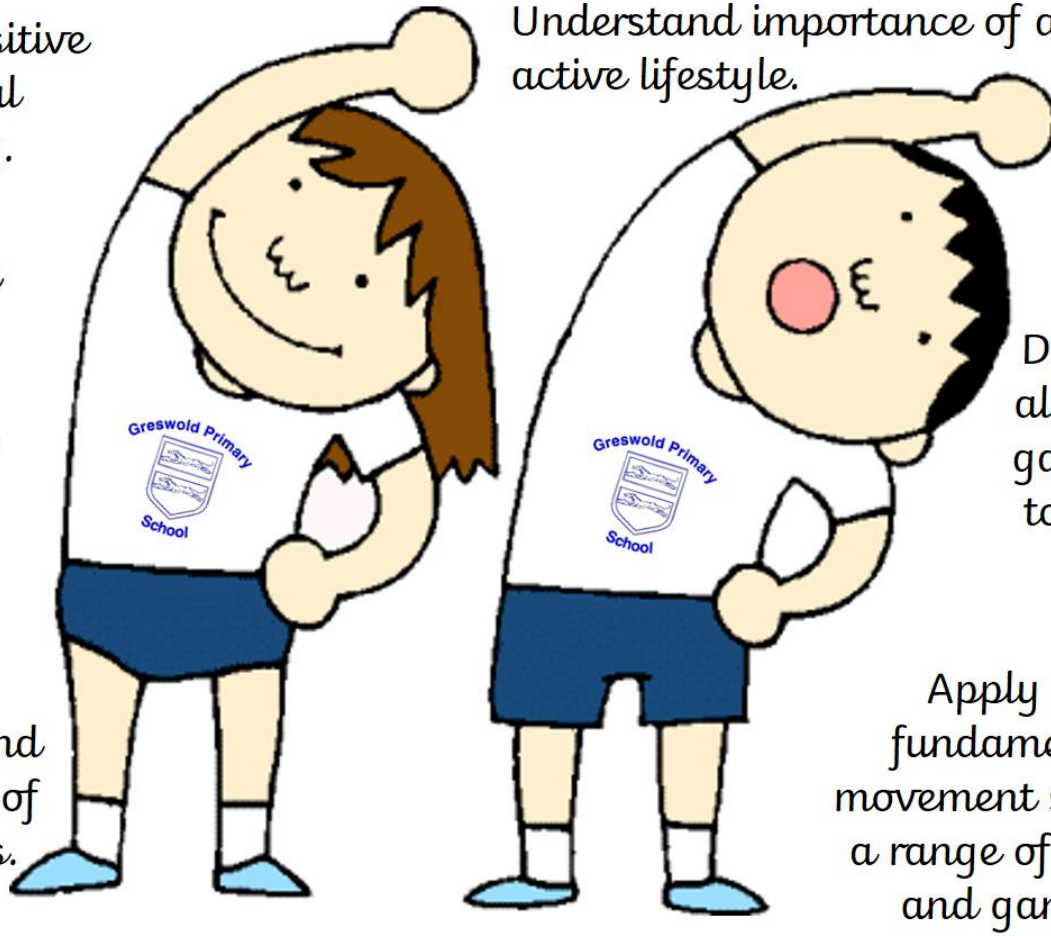
Children in Reception have a weekly session of PE where they participate in a range of indoor and outdoor activities. They learn how to move in different ways, balance, work in partners and as a team. Pupils have open access to the outside area daily and can develop gross motor skills through their chosen activities using the bikes / scooters, climbing up steps to the slide, running and jumping in a large space, stepping over tyres and balancing on logs. They have opportunities to dig and rake, lift heavy pans and pots, pour, stir and mix. Small groups of children develop core skills through following the BEAM programme. Fine motor skills are advanced through the use of Dough Disco and Squiggle While You Wiggle. The environment is resourced with activities to develop these skills further, for example threading, tweezers, pegs and a range of mark making tools. Children are taught how to use both large and small equipment in a safe and controlled manner, such as scissors and large construction toys. Children are encouraged and supported in independently selecting and dressing in appropriate attire for a given activity, for example wellies, salopettes, coats, painting aprons and PE kit. Children have access to toilets and washing facilities where they are encouraged to be independent in managing their own hygiene. We talk about keeping healthy through foods, sleep and exercise so in Reception the children choose their lunch option independently.

The Greswold Physically Active Child

Have a positive physical literacy.

Understand importance of a healthy active lifestyle.

Showing a love and interest towards a particular sport or activity.



Demonstrate all the school games values to peers and referees.

Enjoyment and appreciation of the outdoors.

Apply all fundamental movement skills to a range of sports and games.

The Greswold...

Physically Active Child...

Subject Long-Term Plan

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nur	Introduction to PE: Unit 1	Fundamentals: Unit 1	Ball Skills: Unit 1	Dance: Unit 1	Sports' Day Practise	Games: Unit 1
Rec	Introduction to PE:Unit 2	Fundamentals: Unit 2	Ball Skills: Unit 2	Dance: Unit 2	Sports' Day Practise	Games: Unit 2
1	Fundamentals	Dance	Team Building	Striking and Fielding	Sports' Day Practise	Balls Games
	Gymnastics	Invasion Games	Sending and Receiving	Yoga	Net and Wall Games	Athletics
2	Fundamentals	Dance	Infant Agility	Team Building	Sports' Day Practise	Net and Wall Games
	Gymnastics	Ball Skills	Invasion Games	Parkour	Target Game	Fitness
3	Fundamentals 3 / 4	Ball Skills 3 / 4	Personal Best	Dance	Sports' Day Practise	Rounders
	Yoga	Gymnastics	Hockey	Tennis	Golf	Handball
4	Swimming	Swimming	Swimming	Swimming	Sports' Day Practise	Cricket
	Fundamentals 3 / 4	Dance	Fitness	OAA	Cricket	Rugby
5	Netball	Football	Fitness	Handball	Sports' Day Practise	Tennis
	Gymnastics	Dodgeball	Dance	Volleyball 5 / 6	Cricket	Rounders
6	Rounders	Sportshall Athletics	Sportshall Athletics	Fitness	Sports' Day Practise	OAA
	Parkour	Hockey	Basketball	Badminton 5 / 6	Rugby	Cricket

Subject Outcomes

	Nursery	Reception
Autumn 1	• I am beginning to demonstrate balance. • I am beginning to negotiate space safely. • I am beginning to take turns with others. • I can explore movement skills. • I can make guided choices. • I follow instructions with support.	• I can make independent choices. • I can negotiate space safely with consideration for myself and others. • I follow instructions involving several ideas or actions. • I play co-operatively and take turns with others. • I understand the rules and can explain why it is important to follow them. • I use movement skills with developing balance and co-ordination.
Autumn 2	• I am beginning to negotiate space safely. • I am beginning to take turns with others. • I am building my confidence to try new challenges. • I can explore movement skills, beginning to demonstrate balance and co-ordination when playing games. • I follow instructions with support. • I play games honestly guided by rules with support.	• I am confident to try new challenges, deciding on the skills I use to complete the task. • I can negotiate space safely with consideration for myself and others. • I follow instructions involving several ideas or actions. • I play co-operatively, take turns and congratulate others. • I play games honestly with consideration of the rules. • I show an understanding of my feelings and can regulate my behaviour. • I use movement skills with developing balance and co-ordination.
Spring 1	• I am beginning to explore a range of ball skills. • I am beginning to negotiate space safely. • I am beginning to take turns with others. • I can make guided choices. • I persevere with support when trying new challenges. • I play ball games guided by the rules with support.	• I can negotiate space safely with consideration for myself and others. • I follow instructions involving several ideas or actions. • I persevere when trying new challenges. • I play ball games with consideration of the rules. • I play co-operatively and take turns with others. • I use ball skills with developing competence and accuracy.
Spring 2	• I am beginning to negotiate space safely. • I am beginning to use and remember sequences and patterns of movements which are related to music and rhythm. • I am building my confidence to try new challenges and perform in front of others. • I can explore movement skills. • I follow instructions with support. • I show respect towards others.	• I am confident to try new challenges and perform in front of others. • I can combine movements, selecting actions in response to the task. • I can negotiate space safely with consideration for myself and others. • I follow instructions involving several ideas or actions. • I show respect towards others when providing feedback. • I use movement skills with developing strength, balance and co-ordination showing increasing control and grace.
Summer 1		

Summer 2	• I can negotiate space safely with consideration for myself and others. • I follow instructions involving several ideas or actions. • I play co-operatively, take turns and encourage others. • I play games honestly with consideration of the rules. • I show an understanding of my feelings and can regulate my behaviour. • I use ball skills with developing competence and accuracy. • I use movement skills with developing balance and co-ordination.	• I can negotiate space safely with consideration for myself and others. • I follow instructions involving several ideas or actions. • I play co-operatively, take turns and encourage others. • I play games honestly with consideration of the rules. • I show an understanding of my feelings and can regulate my behaviour. • I use ball skills with developing competence and accuracy. • I use movement skills with developing balance and co-ordination.
	Year 1	*Year 2*
Autumn 1	***Fundamentals*** • *I can change direction when moving at speed.* • *I can recognise changes in my body when I do exercise.* • *I can run at different speeds.* • *I can select my own actions in response to a task.* • *I can show hopping and jumping movements.* • *I can work co-operatively with others to complete tasks.* • *I show balance and co-ordination when static and moving at a slow speed.* ***Gymnastics*** • *I am confident to perform in front of others.* • *I can link simple actions together to create a sequence.* • *I can make my body tense, relaxed, stretched and curled.* • *I can recognise changes in my body when I do exercise.* • *I can remember and repeat actions and shapes.* • *I can say what I liked about someone else's performance.* • *I can use apparatus safely and wait for my turn.*	***Fundamentals*** • *I am beginning to provide feedback using key words.* • *I am beginning to turn and jump in an individual skipping rope.* • *I can describe how my body feels during exercise.* • *I can show balance when changing direction.* • *I can show hopping, skipping and jumping movements with some balance and control.* • *I can work co-operatively with a partner and a small group.* • *I show balance and co-ordination when running at different speeds.* ***Gymnastics*** • *I am beginning to provide feedback using key words.* • *I am proud of my work and confident to perform in front of others.* • *I can perform the basic gymnastic actions with some control and balance.* • *I can plan and repeat simple sequences of actions.* • *I can use directions and levels to make my work look interesting.* • *I can use shapes when performing other skills.* • *I can work safely with others and apparatus.*
Autumn 2	***Dance*** • *I am beginning to use counts.* • *I can copy, remember and repeat actions.* • *I can move confidently and safely.* • *I can use different parts of the body in isolation and together.* • *I can work with others to share ideas and select actions.* • *I choose appropriate movements for different dance ideas.* • *I say what I liked about someone else's performance.* • *I show some sense of dynamic and expressive qualities in my dance.*	***Dance*** • *I am beginning to provide feedback using key words.* • *I can copy, remember, repeat and create dance phrases.* • *I can describe how my body feels during exercise.* • *I can show a character and idea through the actions and dynamics I choose.* • *I can use counts to stay in time with the music.* • *I can work with a partner using mirroring and unison in our actions.* • *I show confidence to perform.* ***Ball Skills***

	Invasion Games • I am beginning to dribble a ball with my hands and feet. • I can change direction to move away from a defender. • I can recognise space when playing games. • I can send and receive a ball with hands and feet. • I can use simple rules to play fairly. • I move to stay with another player when defending. • I recognise changes in my body when I do exercise. • I understand when I am a defender and when I am an attacker.	• I am beginning to provide feedback using key words. • I am beginning to understand and use simple tactics. • I can dribble a ball with my hands and feet with some control. • I can roll and throw a ball to hit a target. • I can send and receive a ball using both kicking and throwing and catching skills. • I can track a ball and collect it. • I can work co-operatively with a partner and a small group.
Spring 1	**Team Building** • I can communicate simple instructions. • I can follow instructions. • I can follow path and lead others. • I can listen to others' ideas. • I can suggest ideas to solve tasks. • I can work with a partner and a small group. • I understand the rules of the game. **Sending and Receiving** • I am beginning to send and receive a ball with my feet. • I can catch a ball with some success. • I can recognise changes in my body when I do exercise. • I can roll a ball towards a target. • I can throw a ball to a partner. • I can track a ball that is coming towards me. • I can work co-operatively with a partner	**Invasion games** • I can describe how my body feels during exercise. • I can dodge and find space away from the other team. • I can move with a ball towards goal. • I can sometimes dribble a ball with my hands and feet. • I can stay with another player to try and win the ball. • I know how to score points and can remember the score. • I know who is on my team and I can attempt to send the ball to them. **Infant Agility** • balance confidently on one foot and maintain stability • control their body position while balancing in different ways • hop repeatedly with control and change direction when hopping • jump and land safely using one or two feet • jump for distance with increasing power and control • move their feet quickly and accurately through agility patterns • change speed and direction effectively while moving • throw a beanbag accurately towards a target • catch and receive objects using one or two hands • coordinate throwing, clapping, bouncing and catching actions • roll a ball accurately towards a target • kick a ball with control and accuracy towards a target • throw a javelin using correct technique and direction • perform a two-handed chest pass with increasing distance and control • skip rhythmically with coordination and control • develop hand-eye coordination when throwing and catching • demonstrate improved agility, speed and reaction time • show control, accuracy and consistency when sending and receiving equipment • work cooperatively with a partner or team during physical challenges • apply balance, coordination and agility skills across a range of activities

		• *move safely and confidently within a shared space* • *improve concentration, body awareness and control during physical activity*
Spring 2	*Striking and Fielding* • *I can catch a beanbag and a medium-sized ball.* • *I can hit a ball using my hand.* • *I can roll a ball towards a target.* • *I can track a ball that is coming towards me.* • *I know how to score points.* • *I understand the rules and I am beginning to use these to play honestly and fairly.* • *I understand when I am successful.* *Yoga* • *I can recognise how Mindful Movement makes me both feel physically and mentally.* • *I can remember and repeat actions, linking balances together.* • *I can say what I liked about someone else's sequence.* • *I can show an awareness of space when travelling.* • *I can work with others to create balances.*	*Team Building* • *I can follow instructions carefully.* • *I can say when I was successful at solving challenges.* • *I can share my ideas and help to solve tasks.* • *I can work co-operatively with a partner and a small group.* • *I show honesty and can play fairly.* • *I understand how to use, follow and create a simple diagram/map* *Parkour* • *I can create and share a short parkour route.* • *I can show resilience to keep trying even when I find something hard.* • *I can land with control from a small jump.* • *I can move over and under obstacles using my hands and feet.* • *I can show different ways to travel and change direction.* • *I can take some of my body weight on my hands.*
Summer 1	*Net and Wall Games* • *I can hit a ball using a racket.* • *I can throw a ball to land over the net and into the court area.* • *I can track balls and other equipment sent to me.* • *I can use a ready position to move to the ball.* • *I know how to score points.* • *I recognise changes in my body when I do exercise.* • *I show honesty and fair play when playing against an opponent.* *Sports' Day*	*Target Game* • *I am able to select the appropriate skill for the situation.* • *I can throw, roll or strike a ball to a target with some success.* • *I can work co-operatively with a partner and a small group.* • *I understand the principles of a target game and can use different scoring systems when playing games.* • *I understand what good technique looks like and can use key words in the feedback I provide.* *Sports' Day*
Summer 2	*Ball Games* • *I am beginning to catch with two hands.* • *I am beginning to dribble a ball with my hands and feet.* • *I am beginning to understand simple tactics.* • *I can roll and throw with some accuracy towards a target.* • *I can say when someone was successful.* • *I can track a ball that is coming towards me.* • *I can work co-operatively with a partner.*	*Net and Wall Games* • *I can defend space on my court using the ready position.* • *I can describe how my body feels during exercise.* • *I can hit a ball over the net and into the court area.* • *I can throw accurately to a partner.* • *I can use simple tactics to make it difficult for an opponent.* • *I know how to score points and can remember the score.* • *I show good sportsmanship when playing against an opponent.*

	Athletics • *I am able to throw towards a target.* • *I am beginning to show balance and co-ordination when changing direction.* • *I am developing overarm throwing.* • *I can recognise changes in my body when I do exercise.* • *I can run at different speeds.* • *I can work with others and make safe choices.* • *I try my best.* • *I understand the difference between a jump, a leap and a hop and can choose which allows me to jump the furthest.*	*Fitness* • *I can describe how my body feels during exercise.* • *I can show hopping and jumping movements with some balance and control.* • *I persevere with new challenges.* • *I show determination to continue working over a longer period of time.* • *I understand that running at a slower speed will allow me to run for a longer period of time.* • *I work with others to turn a rope and encourage others to jump at the right time.*
	Year 3	Year 4
Autumn 1	*Fundamentals 3 / 4* • *I am able to jump and turn a skipping rope.* • *I can change direction quickly.* • *I can identify when I was successful.* • *I can link hopping and jumping actions.* • *I demonstrate balance when performing other fundamental skills.* • *I understand how the body moves differently at different speeds.* • *I understand why it is important to warm up.* *Yoga* • *I can copy and link yoga poses together to create a short flow.* • *I can describe how yoga makes me feel.* • *I can move from one pose to another considering my breath.* • *I can provide feedback using key words.* • *I can work with others to create a flow including a number of poses.* • *I show some stability when holding my yoga poses.*	*Fundamentals* • *I can change direction quickly under pressure.* • *I can explain what happens when I exercise.* • *I can identify when I was successful and what I need to do to improve.* • *I can link hopping and jumping actions with other fundamental skills.* • *I can work with others to complete skipping challenges.* • *I demonstrate good balance and control when performing other fundamental skills.* • *I understand and can demonstrate how and when to speed up and slow down when running* *Swimming* • *I can swim competently, confidently and proficiently over a distance of at least 25 metres* • *I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]* • *I can perform safe self-rescue in different water-based situations* • *I can swim competently, confidently and proficiently over a distance of at least 25 metres* • *I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]* • *I can perform safe self-rescue in different water-based situations*
Autumn 2	*Ball Skills 3 / 4* • *I can catch different sized objects with increasing consistency with two hands.* • *I can dribble a ball with control.* • *I can persevere when learning a new skill.*	*Dance* • *I can choose actions and dynamics to convey a character or idea.* • *I can copy and remember set choreography.* • *I can provide feedback using appropriate language relating to the lesson.*

	• I can provide feedback using key words. • I can show a variety of throwing techniques. • I can throw with accuracy and increasing consistency to a target. • I can track the path of a ball that is not sent directly to me. **Gymnastics** • I can adapt sequences to suit different types of apparatus. • I can choose actions that flow well into one another. • I can complete actions with increasing balance and control. • I can provide feedback using key words. • I can use matching and contrasting actions in a partner sequence. • I use a greater number of my own ideas for movements in response to a task. • With help, I can recognise how performances could be improved.	• I can respond imaginatively to a range of stimuli relating to character and narrative. • I can use changes in timing and spacing to develop a dance. • I can use counts to keep in time with others and the music. • I can use simple movement patterns to structure dance phrases on my own, with a partner and in a group. • I show respect for others when working as a group and watching others perform. **Swimming** • I can swim competently, confidently and proficiently over a distance of at least 25 metres • I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • I can perform safe self-rescue in different water-based situations • I can swim competently, confidently and proficiently over a distance of at least 25 metres • I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • I can perform safe self-rescue in different water-based situations
Spring 1	**Personal Best** • set personal goals and work towards achieving them • recognise and celebrate improvements in their own performance • demonstrate perseverance when faced with challenges • show resilience and a positive attitude towards learning • reflect on their strengths and areas for improvement • monitor and evaluate their own progress • develop confidence through physical activity • take responsibility for their own learning and development • apply self-motivation to improve performance • show determination to achieve personal targets • compare performance against previous attempts rather than others • make informed decisions about how to improve • demonstrate independence when completing challenges • collaborate positively with others while maintaining personal focus • develop self-belief and a growth mindset • understand that practice leads to improvement • show respect for their own and others' achievements • take on challenges with increasing confidence and determination	**Fitness** • I can collect and record my scores and identify areas I need to improve. • I can use key points to help me to improve my sprinting technique. • I share ideas and work with others to manage activities. • I show balance when changing direction at speed. • I show control when completing activities to improve balance. • I show determination to continue working over a period of time. • I understand there are different areas of fitness and that each area challenges my body differently. **Swimming** • I can swim competently, confidently and proficiently over a distance of at least 25 metres • I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • I can perform safe self-rescue in different water-based situations • I can swim competently, confidently and proficiently over a distance of at least 25 metres

	Hockey • *I am beginning to use simple tactics.* • *I am learning the rules of the game and am beginning to use them honestly.* • *I can dribble, pass, receive and shoot the ball with some control.* • *I can find space away from others and near to my goal.* • *I can provide feedback using key words.* • *I can track an opponent to slow them down.* • *I understand my role as an attacker and as a defender.* • *I work co-operatively with my group to self-manage games*	• *I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]* • *I can perform safe self-rescue in different water-based situations*
Spring 2	*Dance* • *I am respectful of others when watching them perform.* • *I can provide feedback using key words.* • *I can repeat, remember and perform a dance phrase.* • *I can use counts to keep in time with a partner and group.* • *I can use dynamic and and expressive qualities in relation to an idea.* • *I can work with a partner and in a small group, sharing ideas.* • *I create short dance phrases that communicate the idea.* *Tennis* • *I am learning the rules of the game and I am beginning to use them to play fairly.* • *I can provide feedback using key words.* • *I can return a ball to a partner.* • *I can use basic racket skills.* • *I understand the aim of the game.* • *I understand the benefits of exercise.* • *I work cooperatively with my group to self-manage games*	*OAA* • *I can accurately follow and give instructions.* • *I can confidently communicate ideas and listen to others.* • *I can identify key symbols on a map and use a key to help navigate around a grid.* • *I can plan and apply strategies to solve problems.* • *I can reflect on when and why I was successful at solving challenges.* • *I can work collaboratively and effectively with a partner and a small group.* *Swimming* • *I can swim competently, confidently and proficiently over a distance of at least 25 metres* • *I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]* • *I can perform safe self-rescue in different water-based situations* • *I can swim competently, confidently and proficiently over a distance of at least 25 metres* • *I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]* • *I can perform safe self-rescue in different water-based situations*
Summer 1	*Golf* • *I can hold all equipment correctly.* • *I can provide feedback using key words.* • *I can strike the ball with some accuracy.* • *I can work on my own, with a partner and as a team.* • *I mostly have the correct stance for putting.* • *I show balance when striking the ball.*	*Cricket* • *I am able to bowl a ball with some accuracy and consistency.* • *I can persevere when learning a new skill.* • *I can provide feedback using key terminology and understand what I need to do to improve.* • *I can strike a bowled ball after a bounce.* • *I can use overarm and underarm throwing, and catching skills with increasing accuracy.* *Sports' Day Preparation*

	• I understand the aim of the game. **Sports' Day Preparation**	
Summer 2	**Rounders** • I am able to bowl a ball towards a target. • I am beginning to strike a bowled ball. • I am developing an understanding of tactics and I am beginning to use them in game situations. • I am learning the rules of the game and I am beginning to use them. • I can provide feedback using key words. • I can use overarm and underarm throwing and catching skills. • I work co-operatively with my group to self-manage games. **Handball** • I am learning the rules of the game and am beginning to use them honestly. • I can defend an opponent to slow them down. • I can find space away from others and near to my goal. • I can provide feedback using key words. • I can throw, catch and shoot the ball with some control. • I understand my role both as a defender and as an attacker. • I work co-operatively with my group to self-manage games.	**Cricket** • I am learning the rules of the game and I am beginning to use them to play honestly and fairly. • I can communicate with my teammates to apply simple tactics. • I share ideas and work with others to manage our game. **Rugby** • I can delay an opponent and help prevent the other team from scoring. • I can explain what happens to my body when I exercise and how this helps to make me healthy. • I can help my team keep possession and score tries when I play in attack. • I can pass and receive the ball with increasing control. • I can provide feedback using key terminology and understand what I need to do to improve. • I can use simple tactics to help my team score or gain possession. • I share ideas and work with others to manage our game. • I understand the rules of the game and I can use them often and honestly.
	Year 5	**Year 6**
Autumn 1	**Netball** • I can communicate with my team and move into space to keep possession and score. • I can identify when I was successful and what I need to do to improve. • I can pass, receive and shoot the ball with some control under pressure. • I can stay with an opponent and I am confident to attempt to intercept. • I know what position I am playing in and how to contribute when attacking and defending. • I understand the need for tactics and can identify when to use them in different situations. • I understand the rules of the game and I can apply them honestly most of the time. • I understand there are different skills for different situations and I am beginning to apply this. **Gymnastics** • I can create and perform sequences using apparatus, individually and with a partner. • I can lead a partner through short warm-up routines. • I can use canon and synchronisation, and matching and mirroring when performing with a partner and a group and • say how it affects the performance.	**Parkour** • I can apply my skills in different roles and work as part of a team to perform at our best. • I can demonstrate decision making skills when choosing which movements to perform in a variety of equipment • layouts. • I can land my jumps precisely on less stable bases and use a safety roll to break my landing safely. • I can move over obstacles by pushing off a surface to gain elevation, change direction, and vault. • I can reflect on my own and others' performances, suggest improvements, and adjust my work accordingly. • I can show flair in my movements with smooth, fluid transitions. **Rounders** • I can strike a bowled ball with increasing consistency. • I can use a wider range of skills with increasing control under pressure.

	• I can use feedback provided to improve my work. • I can use set criteria to make simple judgments about performances and suggest ways they could be improved. • I can use strength and flexibility to improve the quality of a performance. • I can work safely when learning a new skill to keep myself and others safe.	• I can use the rules of the game consistently to play fairly. • I can work collaboratively with others to get batters out. • I can work in collaboration with others so that games run smoothly. • I recognise my own and others strengths and areas for development and can suggest ways to improve. • I understand and can apply some tactics in the game as a batter, bowler and fielder.
Autumn 2	***Football*** • I can communicate with my team and move into space to keep possession and score. • I can dribble, pass, receive and shoot the ball with some control under pressure. • I can identify when I was successful and what I need to do to improve. • I can often make the correct decision of who to pass to and when. • I can use tracking and intercepting when playing in defence. • I understand the need for tactics and can identify when to use them in different situations. • I understand the rules of the game and I can use them most of the time to play honestly and fairly. • I understand there are different skills for different situations and I am beginning to apply this. ***Dodgeball*** • I am developing a wider range of skills and I am beginning to use these under some pressure. • I can identify when I was successful and what I need to do to improve. • I can throw accurately at a target. • I can work co-operatively with others to manage our game. • I understand the need for tactics and can identify when to use them in different situations. • I understand the rules of the game and I can apply them honestly most of the time. • I understand there are different skills for different situations and I am beginning to use these.	***Sportshall Athletics*** • Replicate an effective sprinting technique, adjusting small elements to improve overall performance. • Refine an effective sprint start to create power/speed. • Exhibit desire and determination to improve performance. • Show understanding that different events demand different skill types. • Adapt their skills to the needs of the event. • Show understanding that different events demand different skill types. • Adapt their skills to the needs of the event. • Use metacognitive strategies as a tool for improvement. • Exhibit desire and determination to improve performance. • Use personal experimentation to make decision on tactics. • Show understanding that different events demand different skill types. • Adapt their skills to the needs of the event. • Give examples of how effective repetition of techniques can improve performance, i.e. (The right) practice makes perfect! • Exhibit desire and determination to improve performance. • Adapt their skills to the needs of the event. ***Hockey*** • I can create and use space to help my team. • I can dribble, pass, receive and shoot the ball with increasing control. under pressure. • I can select the appropriate action for the situation and make this decision quickly. • I can use marking, tackling and/or interception to improve my defence. • I can use the rules of the game consistently to play honestly and fairly. • I can work collaboratively to create tactics with my team and evaluate the effectiveness of these. • I can work in collaboration with others so that games run smoothly. • I recognise my own and others strengths and areas for development and can suggest ways to improve.
Spring 1	***Fitness*** • I can analyse my performance in relation to the fitness component being used. • I can work with others to manage activities. • I demonstrate good balance and control when performing other fundamental skills.	***Sportshall Athletics*** • Replicate an effective sprinting technique, adjusting small elements to improve overall performance. • Refine an effective sprint start to create power/speed.

	• *I show accuracy and power when throwing for distance.* • *I understand the different components of fitness and how they help me in other activities.* • *I understand what my maximum effort looks and feels like and I am determined to achieve it.* ***Dance*** • *I can accurately copy and repeat set choreography.* • *I can choreograph phrases individually and with others considering actions and dynamics.* • *I can confidently perform different styles of dance, clearly and fluently, showing a good sense of timing.* • *I can lead a group through short warm-up routines.* • *I can refine the way I use actions, dynamics, relationships and space in my dance in response to a stimulus.* • *I can suggest ways to improve my own and other people's work using key terminology.* • *I can use counts when choreographing to stay in time with others and the music.* • *I can use feedback provided to improve my work*	• *Exhibit desire and determination to improve performance.* • *Show understanding that different events demand different skill types.* • *Adapt their skills to the needs of the event.* • *Show understanding that different events demand different skill types.* • *Adapt their skills to the needs of the event.* • *Use metacognitive strategies as a tool for improvement.* • *Exhibit desire and determination to improve performance.* • *Use personal experimentation to make decision on tactics.* • *Show understanding that different events demand different skill types.* • *Adapt their skills to the needs of the event.* • *Give examples of how effective repetition of techniques can improve performance, i.e. (The right) practice makes perfect!* • *Exhibit desire and determination to improve performance.* • *Adapt their skills to the needs of the event.* ***Basketball*** • *I can create and use space to help my team.* • *I can dribble, pass, receive and shoot the ball with increasing control under pressure.* • *I can select the appropriate action for the situation and make this decision quickly.* • *I can use the rules of the game honestly and consistently.* • *I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.* • *I can work in collaboration with others so that games run smoothly.* • *I recognise my own and others strengths and areas for development and can suggest ways to improve.* • *I understand when to use different styles of defence in game situations.*
Spring 2	***Volleyball*** • *I am developing a wider range of skills and I am beginning to use these under some pressure.* • *I can identify when I was successful and what I need to do to improve.* • *I can use feedback provided to improve my work.* • *I can use the rules to referee a game.* • *I can work co-operatively with others to manage our game.* • *I understand the need for tactics and can identify when to use them in different situations.* • *I understand the rules of the game and I can apply them honestly most of the time.* • *I understand there are different skills for different situations and I am beginning to use these* ***Handball*** • *I can lead others and contribute my ideas to group work.* • *I use feedback provided to improve my work.*	***Fitness*** • *I can change my running technique to adapt to different distances.* • *I can collect, record and analyse scores to identify areas where I have made the most improvement.* • *I can work with others to organise, manage and record information at a station.* • *I encourage and motivate others to work to their best.* • *I understand that there are different areas of fitness and how this helps me in different activities.* • *I understand the different components of fitness and ways to test and develop them.* • *I work to my maximum consistently when presented with challenges.* ***Badminton*** • *I can select the appropriate action for the situation and make this decision quickly.* • *I can use a wider range of skills with increasing control under pressure.*

	• I can apply defensive skills individually and as a team to gain possession, deny space and stop goals. • I can dribble, pass, receive and shoot the ball with some control under pressure. • I communicate with my team and move into space to help to maintain possession. • I understand the need for tactics and can identify when to use them in different situations. • I understand the rules and can apply them honestly most of the time including when refereeing.	• I can use feedback provided to improve the quality of my work. • I can use the rules of the game consistently to play honestly and fairly. • I can work collaboratively to create tactics with my team and evaluate the effectiveness of these. • I can work in collaboration with others so that games run smoothly. • I recognise my own and others strengths and areas for development and can suggest ways to improve
Summer 1	Cricket • I am developing a wider range of fielding skills and I am beginning to use these under some pressure. • I can identify when I was successful and what I need to do to improve. • I can strike a bowled ball with increasing consistency. • I can work co-operatively with others to manage our game. • I understand the need for tactics and can identify when to use them in different situations. • I understand the rules of the game and I can apply them honestly most of the time. • I understand there are different skills for different situations and I am beginning to use this.	Rugby • I can create and use space to help my team. • I can pass and receive the ball with increasing control under pressure. • I can select the appropriate action for the situation and make this decision quickly. • I can tag opponents individually and when working within a unit. • I can use the rules of the game consistently to play honestly and fairly. • I can work collaboratively to create tactics with my team and evaluate the effectiveness of these. • I can work in collaboration with others so that games run smoothly. • I recognise my own and others strengths and areas for development and can suggest ways to improve.n
Summer 2	Rounders • I am beginning to strike a ball with a rounders bat. • I am developing a wider range of fielding skills and I am beginning to use these under some pressure. • I can identify when I was successful and what I need to do to improve. • I can work co-operatively with others to manage our game. • I understand the need for tactics and can identify when to use them in different situations. • I understand the rules of the game and I can apply them honestly most of the time. • I understand there are different skills for different situations and I am beginning to use this. Tennis • I am developing a wider range of skills and I am beginning to use these under some pressure. • I can identify how different activities can benefit my physical health. • I can identify when I was successful and what I need to do to improve. • I can use feedback provided to improve my work. • I can work cooperatively with others to manage our game. • I understand the need for tactics and can identify when to use them in different situations. • I understand the rules of the game and I can apply them honestly most of the time. • I understand there are different skills for different situations and I am beginning to apply this.	OAA • I am inclusive of others, can share job roles and lead when necessary. • I can orientate a map efficiently to navigate around a course. • I can pool ideas within a group, selecting and applying the best method to solve a problem. • I can use critical thinking skills to form ideas and strategies to solve challenges. • I can work effectively with a partner and a group to solve challenges. • With increasing accuracy, I can reflect on when and how I successful at solving challenges and alter my methods in order to improve Cricket • I can select the appropriate action for the situation. • I can strike a bowled ball with increasing consistency and accuracy. • I can use a wider range of fielding skills with increasing control under pressure. • I can use the rules of the game consistently to play fairly. • I can work in collaboration with others so that games run smoothly. • I recognise my own and others strengths and areas for development and can suggest ways to improve. • I understand and can apply some tactics in the game as a batter, bowler and fielder.

Skill Progression

	Nursery	Reception
Autumn 1	• Physical: run, jump, hop, skip, balance, crawl, catch, throw • Social: share, communication, work safely, co-operation, leadership • Emotional: independence, perseverance, confidence • Thinking: select and apply actions, comprehension, reflection, make decisions	• Physical: run, jump, throw, catch, roll, skip, balance • Social: work safely, co-operation, support others, communication • Emotional: honesty, confidence, perseverance, determination • Thinking: comprehension, make decisions, creativity
Autumn 2	• Physical: balance, run, jump, hop, change direction, catch, throw • Social: support others, work safely, take turns • Emotional: honesty, determination • Thinking: decision making, comprehension, select and apply	• Physical: run, jump, hop, balance, change direction, travel, catch, throw • Social: work safely, support others, share and take turns, co-operation • Emotional: perseverance, honesty, determination, confidence, acceptance • Thinking: comprehension, creativity, select and apply, exploration
Spring 1	• Physical: roll, stop a rolling ball, throw, bounce, catch, dribble with feet, kick, balance • Social: work safely, collaboration, cooperation, support others • Emotional: perseverance, independence, honesty • Thinking: tactics, comprehension	• Physical: roll, track, throw, dribble with hands, dribble with feet, kick, catch, balance • Social: co-operation, take turns, work safely, communication • Emotional: perseverance, independence, determination, honesty • Thinking: comprehension, use tactics
Spring 2	• Physical: actions, dynamics, space, balance, jump • Social: work safely, respect, collaboration • Emotional: independence, confidence • Thinking: select and apply actions, creativity, exploration, recall, provide feedback	• Physical: actions, dynamics, space, balance, jump • Social: work safely, respect, collaboration • Emotional: confidence, independence • Thinking: comprehension, provide feedback, select and apply actions, creativity
Summer 1	*Sports' Day Preparation*	*Sports' Day Preparation*
Summer 2	• Physical: run, balance, change direction, throw, catch, jump • Social: work safely, communication, co-operation, support and encourage others • Emotional: confidence, honesty, determination, manage emotions • Thinking: comprehension, decision making	• Physical: run, change direction, throw, catch, strike, balance, jump • Social: communication, help others, respect, take turns, co-operation • Emotional: perseverance, honesty, determination, manage emotions • Thinking: comprehension, decision making, select and apply, reflection
	Year 1	*Year 2*
Autumn 1	*Fundamentals* • *Physical: balance, jump, hop, run, speed, agility, dodge, skip, co-ordination*	*Fundamentals* • *Physical: run, speed, agility, dodge, balance, jump, hop, skip*

	• *Social: collaboration, work safely, support others* • *Emotional: determination, self regulation, honesty, perseverance* • *Thinking: comprehension, select and apply skills* ***Gymnastics*** • *Physical: travelling actions, shapes, balances, shape jumps, barrel roll, straight roll, forward roll* • *Social: respect, collaboration, sharing, work safely* • *Emotional: confidence, self regulation, perseverance* • *Thinking: comprehension, select and apply action, creativity*	• *Social: collaboration, respect, take turns, communication, encourage others* • *Emotional: determination, honesty, perseverance* • *Thinking: comprehension, make decisions, creativity, use tactics, recall* ***Gymnastics*** • *Physical: shapes, balances, travelling actions, shape jumps, barrel roll, straight roll, forward roll* • *Social: leadership, work safely, respect* • *Emotional: confidence, independence* • *Thinking: select and apply actions, creativity*
Autumn 2	***Dance*** • *Physical: actions, dynamics, space, relationships, balance, jump* • *Social: respect, work safely, collaboration, communication* • *Emotional: empathy, confidence, acceptance, determination, kindness* • *Thinking: creativity, select and apply actions, copy and repeat actions, provide feedback, recall* ***Invasion Games*** • *Physical: dribble, throw, catch, kick, receive, run, jump, change direction, change speed, balance* • *Social: supporting others, communication, co-operation, kindness* • *Emotional: perseverance, confidence, honesty* • *Thinking: comprehension, identifying strengths and areas for development, select and apply*	***Dance*** • *Physical: actions, dynamics, space, relationships, balance, jump* • *Social: respect, collaboration, work safely, communication* • *Emotional: independence, confidence, perseverance, determination* • *Thinking: provide feedback, comprehension, reflection, observation, creativity* ***Ball Skills*** • *Physical: roll, track, dribble with feet, kick, throw, catch, dribble with hands, balance, run* • *Social: inclusion, communication, collaboration, leadership* • *Emotional: independence, honesty, perseverance, determination* • *Thinking: comprehension, select and apply skills, use tactics*
Spring 1	***Team Building*** • *Physical: run, jump, hit, balance, co-ordination* • *Social: trust, communication, inclusion* • *Emotional: determination, confidence* • *Thinking: identify, comprehension, reflection, planning* ***Sending and Receiving*** • *Physical: roll, throw, catch, track, kick, receive with feet, send with racket, balance* • *Social: support others, communication* • *Emotional: determination, honesty, independence* • *Thinking: comprehension, select and apply skills*	***Invasion Games*** • *Physical: dribble, throw, catch, kick, receive, run, jump, change direction, change speed, balance* • *Social: communication, kindness, support others, co-operation, respect, collaborate* • *Emotional: empathy, perseverance, honesty, integrity, independence* • *Thinking: creativity, select and apply, comprehension, problem solving, provide feedback* ***Infant Agility*** • *balance and stability* • *body control and coordination* • *concentration and focus* • *agility and change of direction* • *rhythm and timing*

		• *jumping and landing* • *speed and acceleration* • *footwork* • *spatial awareness* • *throwing technique* • *throwing accuracy and targeting* • *catching and receiving* • *hand-eye coordination* • *object control* • *rolling and bowling accuracy* • *kicking and striking* • *passing and teamwork* • *power generation* • *reaction time* • *endurance and continuous movement patterns*
Spring 2	***Striking and Fielding*** • *Physical: underarm throw, overarm throw, catch, track, bat, balance, jump, run* • *Social: communication, collaboration, support and encourage others, kindness* • *Emotional: manage emotions, honesty, perseverance* • *Thinking: comprehension, use tactics, select and apply, decision making* ***Yoga*** • *Physical: balance, strength, flexibility, co-ordination* • *Social: move safely, listen to others, collaborate* • *Emotional: concentration, focus, identify feelings* • *Thinking: observation, copy and repeat, recognise, create, select and apply*	***Team Building*** • *Physical: balance, jump, run, co-ordination* • *Social: support and encourage others, communication, inclusion, trust, kindness* • *Emotional: perseverance, confidence, determination, accepting* • *Thinking: comprehension, identify strengths and areas for development, problem solving* ***Parkour*** • *Physical: jump, balance, crawl, weight on hands, pathways, low level vault prep, rolling sideways* • *Social: taking turns, working safely with others, communicate* • *Emotional: confidence, pride, resilience, bravery, kindness* • *Thinking: create, copy, problem solve, select and apply*
Summer 1	***Net and Wall Games*** • *Physical: throw, catch, hit a ball, track a ball, balance, jump, run* • *Social: support others, work safely, communication, co-operation* • *Emotional: perseverance, independence, determination* • *Thinking: comprehension, select and apply, reflection, identify areas of strength and areas for development, decision making* ***Sports' Day Preparation***	***Target Game*** • *Physical: roll, overarm throw, underarm throw, strike, dodge, jump, balance* • *Social: congratulate, support others, co-operation, kindness* • *Emotional: manage emotions, honesty* • *Thinking: identify areas of strength and areas for development, select and apply, comprehension, decision making* ***Sports' Day Preparation***

Summer 2	**Ball Games** • Physical: dribble with hands, roll, throw, catch, dribble with feet, track, balance, run • Social: communication, support others, co-operation • Emotional: perseverance, honesty, determination • Thinking: exploration, make decisions, comprehension, use tactics **Athletics** • Physical: run, balance, agility, co-ordination, hop, jump, leap, throw • Social: work safely, collaboration • Emotional: perseverance, independence, honesty, determination • Thinking: reflection, comprehension, select and apply skills	**Net and Wall Games** • Physical: throw, catch, hit, track, balance, run • Social: co-operation, respect, support others • Emotional: perseverance, honesty • Thinking: select and apply, reflection, decision making, comprehension **Fitness** • Physical: run, stamina, skip, co-ordination, agility, strength, balance, jump • Social: encourage others, communication • Emotional: determination, perseverance • Thinking: comprehension, identify strengths and areas for improvement
	Year 3	Year 4
Autumn 1	**Fundamentals** • Physical: balance, run, dodge, hop, jump, skip • Social: respect, communication, co-operation, safety • Emotional: determination, perseverance, honesty, independence • Thinking: comprehension, select and apply, tactics, exploration **Yoga** • Physical: balance, strength, flexibility, co-ordination • Social: collaboration, share ideas, work safely, support others • Emotional: honesty, confidence, awareness of others, perseverance • Thinking: comprehension, select and apply, identify areas of strength and areas for development, reflection	**Fundamentals** • Physical: balance, run, dodge, hop, jump, skip • Social: respect, collaboration, support and encourage others • Emotional: determination, perseverance, honesty • Thinking: select and apply, observation, provide feedback, comprehension **Swimming** • Physical: submersion, float, glide, front crawl, backstroke, breaststroke, rotation, scull, tread water, handstands, • surface dives, H.E.L.P and huddle position, balance • Social: communication, support and encourage others, keep myself and others safe, collaboration, • Emotional: confidence, honesty, determination, independence, perseverance • Thinking: comprehension, observe and provide feedback, tactics, select and apply skills
Autumn 2	**Ball Skills 3 / 4** • Physical: track, throw, catch, dribble, kick, balance, run • Social: respect, co-operation, communication • Emotional: perseverance, motivation, self-regulation, concentration, independence • Thinking: comprehension, select and apply, feedback, make decisions **Gymnastics** • Physical: point and patch balances, jumps, straight roll, barrel roll, forward roll • Social: work safely, collaboration, supportive • Emotional: perseverance, confidence, independence • Thinking: observe and provide feedback, creativity, select and apply skills	**Dance** • Physical: actions, dynamics, space, relationships, balance, jump • Social: co-operation, communication, inclusion, collaboration • Emotional: confidence, empathy, determination • Thinking: observe and provide feedback, select and apply skills, creativity, comprehension **Swimming** • Physical: submersion, float, glide, front crawl, backstroke, breaststroke, rotation, scull, tread water, handstands, • surface dives, H.E.L.P and huddle position, balance • Social: communication, support and encourage others, keep myself and others safe, collaboration,

		• *Emotional: confidence, honesty, determination, independence, perseverance* *Thinking: comprehension, observe and provide feedback, tactics, select and apply skills*
Spring 1	***Personal Best Preparation*** • *resilience and perseverance* • *confidence and self-belief* • *goal setting and self-improvement* • *self-reflection and evaluation* • *independence and responsibility* • *determination and motivation* • *teamwork and communication* • *leadership and decision making* • *adaptability and problem solving* • *focus and emotional regulation* • *growth mindset and personal challenge* ***Hockey*** • *Physical: run, dribble, pass, receive, intercept, shoot, balance, jump* • *Social: communication, collaboration, work safely, respect, co-operation* • *Emotional: honesty, perseverance, determination, support others* • *Thinking: decision making, select and apply, comprehension, identifying strengths and areas for development, reflection*	***Fitness*** • *Physical: agility, balance, co-ordination, speed, stamina, strength, jump, run, throw* • *Social: support others, work safely, communication* • *Emotional: perseverance, determination, honesty* • *Thinking: identify areas of strength and areas for development* ***Swimming*** • *Physical: submersion, float, glide, front crawl, backstroke, breaststroke, rotation, scull, tread water, handstands,* • *surface dives, H.E.L.P and huddle position, balance* • *Social: communication, support and encourage others, keep myself and others safe, collaboration,* • *Emotional: confidence, honesty, determination, independence, perseverance* *Thinking: comprehension, observe and provide feedback, tactics, select and apply skills*
Spring 2	***Dance*** • *Physical: actions, dynamics, space, relationships, balance, jump* • *Social: share ideas, respect, collaboration, inclusion, leadership, work safely* • *Emotional: confidence, acceptance, sensitivity, perseverance* • *Thinking: select and apply actions, creativity, observe and provide feedback* ***Tennis*** • *Physical: forehand, backhand, throwing, catching, rallying, balancing, running* • *Social: co-operation, collaboration, respect, support and encourage others* • *Emotional: honesty, perseverance* • *Thinking: comprehension, decision making, select and apply, understand rules, use tactics, reflection*	***OAA*** • *Physical: balance, run at speed, run over distance, co-ordination* • *Social: communication, co-operation, collaboration* • *Emotional: determination, resilience, honesty, trust, confidence* • *Thinking: problem solving, evaluation, reflection, create, select and apply* ***Swimming*** • *Physical: submersion, float, glide, front crawl, backstroke, breaststroke, rotation, scull, tread water, handstands,* • *surface dives, H.E.L.P and huddle position, balance* • *Social: communication, support and encourage others, keep myself and others safe, collaboration,* • *Emotional: confidence, honesty, determination, independence, perseverance* • *Thinking: comprehension, observe and provide feedback, tactics, select and apply skills*
Summer 1	***Golf*** • *Physical: balance, co-ordination, striking, throwing* • *Social: safety, collaboration, respect, support*	***Cricket*** • *Physical: underarm and overarm throwing, overarm bowling, batting, two handed pick up, short barrier, balance,* • *catch, run*

	• *Emotional: honesty, perseverance, determination* • *Thinking: select and apply, provide feedback* ***Sports' Day Preparation***	• *Social: collaboration and communication, respect* • *Emotional: perseverance, honesty, determination* • *Thinking: observing and providing feedback, applying strategies* ***Sports' Day Preparation***
Summer 2	***Rounders*** • *Physical: underarm and overarm throw, catch, bowl, track, field and retrieve a ball, bat, balance, run* • *Social: communication, collaboration, co-operation, respect* • *Emotional: honesty, confidence, determination* • *Thinking: comprehension, tactics, rules* ***Handball*** • *Physical: run, jump, throw, catch, shoot, change direction, change speed, balance* • *Social: communication, co-operation, work safely* • *Emotional: honesty and fair play, confidence, support* • *Thinking: decision making, select and apply, comprehension, identify*	***Cricket*** • *Physical: underarm and overarm throwing, overarm bowling, batting, two handed pick up, short barrier, balance,* • *catch, run* • *Social: collaboration and communication, respect* • *Emotional: perseverance, honesty, determination* • *Thinking: observing and providing feedback, applying strategies* ***Rugby*** • *Physical: throw, catch, run, change direction, change speed, balance, jump* • *Social: support others, inclusion, communication, collaboration, respect* • *Emotional: determination, honesty, independence, perseverance* • *Thinking: decision making, comprehension, select and apply, reflection, identify strengths and areas for development*
	Year 5	***Year 6***
Autumn 1	***Netball*** • *Physical: throw, catch, run, jump, change direction, change speed, shoot, balance* • *Social: communication, support, collaboration, respect* • *Emotional: honesty, independence, perseverance, self regulation, resilience* • *Thinking: select and apply skills, apply tactics, observation, apply rules* ***Gymnastics*** • *Physical: symmetrical and asymmetrical balances, rotation jumps, straight roll, forward roll, straddle roll, backward* • *roll, cartwheel, bridge, shoulder stand* • *Social: work safely, support others, collaboration* • *Emotional: confidence, perseverance, resilience, determination* • *Thinking: observe and provide feedback, creativity, reflection, select and apply actions, evaluate and improve sequences*	***Parkour*** • *Physical: run, jump, balance, roll, tic tac, consecutive vaults* • *Social: work safely, collaborate, support others, respect, communicate* • *Emotional: perseverance, confidence, resilience, determination* • *Thinking: plan and reflect, creativity, observe and evaluate, decision making, problem solving, comprehension* ***Rounders*** • *Physical: throw, catch, bowl, bat, field, balance, run* • *Social: communication, collaboration, respect, co-operation* • *Emotional: honesty, self regulation, sportsmanship* • *Thinking: select and apply skills, reflection, assess, tactics*
Autumn 2	***Football*** • *Physical: run, dribble, pass, receive, track, balance, jump* • *Social: communication, respect, co-operation* • *Emotional: honesty, perseverance, independence, self regulation, determination* • *Thinking: identify, creativity, make decisions, select and apply skills and tactics*	***Sportshall Athletics*** • *Physical: pace, sprint, jump for distance, push throw, fling throw, balance, run* • *Social: negotiating, collaborating, respect* • *Emotional: empathy, perseverance, determination* • *Thinking: observing and providing feedback, comprehension*

	Dodgeball • *Physical: throw, catch, dodge, block, balance, jump, run* • *Social: co-operation, respect, communication* • *Emotional: confidence, honesty, independence* • *Thinking: tactics, comprehension, observation, creativity*	***Hockey*** • *Physical: dribble, pass, receive, tackle, intercept, run, shoot, balance, jump* • *Social: communication, collaboration, respect, support others* • *Emotional: perseverance, honesty and fair play, determination* • *Thinking: identify areas of strength and areas for development, select and apply, decision making, comprehension, reflection*
Spring 1	***Fitness*** • *Physical: agility, balance, co-ordination, speed, stamina, strength, jump, run, throw* • *Social: collaboration, support, communication* • *Emotional: perseverance, determination* • *Thinking: feedback, comprehension, observation, evaluation* ***Dance*** • *Physical: actions, dynamics, space, relationships, balance, jump* • *Social: collaboration, consideration and awareness of others, inclusion, respect, leadership* • *Emotional: empathy, confidence, perseverance* • *Thinking: creativity, observe and provide feedback, use feedback to improve, comprehension, select and apply skills*	***Sportshall Athletics*** • *Physical: pace, sprint, jump for distance, push throw, fling throw, balance, run* • *Social: negotiating, collaborating, respect* • *Emotional: empathy, perseverance, determination* • *Thinking: observing and providing feedback, comprehension* ***Basketball*** • *Physical: run, jump, throw, catch, dribble, shoot, balance* • *Social: collaboration, communication, co-operation, respect* • *Emotional: honesty and fair play, confidence, persevere* • *Thinking: reflection, decision making, select and apply, use tactics, observe and provide feedback, identify areas of* • *strength and areas for development*
Spring 2	***Tennis*** • *Physical: forehand groundstroke, backhand groundstroke, forehand volley, backhand volley, underarm serve,* • *rallying, balance, run, throw* • *Social: encourage and support others, co-operation, collaboration, communication* • *Emotional: perseverance, honesty* • *Thinking: observe and provide feedback, reflection, comprehension, select and apply, decision making, use of tactics* ***Rounders*** • *Physical: throw, catch, bowl, bat, field, balance, run* • *Social: communication, respect, collaboration* • *Emotional: honesty, confidence, perseverance, self regulation* • *Thinking: assess, make decisions, comprehension, reflection, select and apply skills, tactics*	***Fitness*** • *Physical: agility, balance, co-ordination, speed, stamina, strength, jump, run, throw* • *Social: support and encourage others, collaboration* • *Emotional: perseverance, determination* • *Thinking: observation, analysis, comprehension* ***Badminton*** • *Physical: underarm clear, overarm clear, serve, rally, run, balance* • *Social: collaboration, communication, respect, encouragement* • *Emotional: perseverance, patience, honesty* • *Thinking: use tactics and rules, make decisions, select and apply, identify areas of strength and areas for development, reflection*
Summer 1	***Cricket*** • *Physical: deep and close catching, underarm and overarm throwing, overarm bowling, long and short barrier,* • *batting, balancing, running* • *Social: collaboration, communication, respect* • *Emotional: honesty, perseverance, determination* • *Thinking: observation, provide feedback, select and apply skills, tactics, assessing*	***Rugby*** • *Physical: throw, catch, run, change direction, change speed, balance, jump* • *Social: communication, support others, collaboration* • *Emotional: honesty and fair play, confidence, determination, trust* *Thinking: decision making, comprehension, reflection, identify strengths and areas for development and can suggest ways to improve.* ***Sports' Day Preparation***

	Sports' Day Preparation	
Summer 2	*Tennis* • *Physical: forehand groundstroke, backhand groundstroke, forehand volley, backhand volley, underarm serve,* • *rallying, balance, run, throw* • *Social: encourage and support others, co-operation, collaboration, communication* • *Emotional: perseverance, honesty* • *Thinking: observe and provide feedback, reflection, comprehension, select and apply, decision making, use of tactics* *Rounders* • *Physical: throw, catch, bowl, bat, field, balance, run* • *Social: communication, respect, collaboration* • *Emotional: honesty, confidence, perseverance, self regulation* • *Thinking: assess, make decisions, comprehension, reflection, select and apply skills, tactics*	*OAA* • *Physical: balance, co-ordination, run at speed, run over distance* • *Social: communication, collaboration, inclusion, leadership, work safely* • *Emotional: confidence, honesty, trust* • *Thinking: evaluation, reflection, problem solving, comprehension, select and apply* *Cricket* • *Physical: deep and close catch, underarm and overarm throw, overarm bowl, long and short barrier, batting, balance, run* • *Social: collaboration, communication, respect* • *Emotional: honesty, perseverance* • *Thinking: observation, provide feedback, select and apply skills, tactics, assessing*

Vocabulary

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
action	active	accurate	accuracy	accelerate	abdominals	abide
aim	attacker	against	agility	action and reaction	adjust	absorb
around	back	ahead	assertive	adjust	approach	aesthetics
backwards	balance	backstop	backhand	alternate	backing up	align
balance	ball skills	collect	backstroke	assess	barrier	analyse
ball	batter	counts	base	bridge	baseline	anticipate
bend	batting	create	block	buoyancy	cardinal points	appropriate
bounce	beat	defend	breaststroke	close catch	cartwheel	assess
catch	blow	distance	buoyancy	compete	changeover	ball carrier
copy	bones	dynamics	canon	conserve heat	choreograph	ball side
crawl	bowl	enter	casualty	continuous	choreography	byzantine? *(omit if not used in curriculum)*
deep	bowler	exit	chip	control	close down	
direction	breath	finish position	collaborate	cushion	collaboratively	collaborate
dribble	breathing	flexibility	communication	decision	communicate	competent
edge	brain	float	competition	decelerate	compromise	conserve
fast	calm	flow	control	delay	concise	coordinate
finish position	challenge	forehand	co-ordination	deny	consecutive	counter balance
float	co-operate	further	court	dynamic	consistent	counter tension
floating aid	control	glide	create	effectively	create	decision-making
fun	copy	goalkeeper	drive	emergency services	critical thinking	dictate
help	defender	height	emergency operator	flow	deep catch	disc us
high	dodge	hurdle	explore	fluently	determine	draw
hold	exercise	include	extend	gain	dolphin kick	emergency response
hop	fast	landing	feedback	gratitude	dominant	engage
jump	feel	level	floating	hypothermia	drive	evaluate
kick	fielder	link	formation	inverted	elevate	explosive
land	fielding	lose	front crawl	key	endurance	expand
lose	focus	matching	grip	leader	evaluate	express
low	front	mirroring	H.E.L.P. position	lengthen	execution	fake

move	further	opponent	handstand	limit	extend	fling
partner	goal	pass	hinge	momentum	extension	footwork
path	healthy	perform	hit out	navigate	flight	grip
points	heart	pike	huddle	notice	footwork	influence
pool	hit	possession	interact	obstruct	genre	integrity
quickly	instructions	prepare	intercept	offside	groundstroke	javelin
ready	jog	pull	invasion	onside	horizontal	justify
rescue aid	lead	quickly	mindfulness	option	identify	launch
rock	level	receive	no ball	orientate	inhale	leadership
roll	lifeboat	release	opposition	order	landmark	location
rules	lifeguard	return	patch	pace	leadership	maximum
run	listen	runs	personal best	performance	long barrier	meet
safely	mark	sequence	point	phrase	maintain	motion
score	memory	speed	power	pressure	measure	official
sea	mood	sprint	progress	protect	motivate	officiate
shallow	move	steady	putt	quality	muscles	pattern
shape	muscles	stomp	receiver	react	negotiate	phase
shout	net	straddle	referee	record	observe	priority
slow	opponent	strength	relax	reflect	outstretched	propel
slowly	out	successful	rhythm	relationship	par	quadrupedal
space	overarm	support	route	represent	performance	record
splash	pathway	swing	run out	retrieve	placement	recovery
squeeze	pose	tactics	short barrier	risk	posture	rhythm
start position	quick	take off	sidestroke	role	power	salutation
star	racket	teammate	sinking	rotation	prevention	sequence
still	ready position	throw	speed	sculling	pressure	shot put
stop	rock	time	stamina	shoulder stand	quality	sporting behaviour
straight	rules	touch	strength	stable	quadriceps	streamline
target	self-rescue	track	stroke	stability	readjust	structure
team	shape	trap	surface dive	static	rebound	survival recovery
throw	share	tuck	surface	structure	recover	technique
travel	shock	unison	swimming technique	stride	refine	thrust
water code	sign	weight	tactic	support	release	trajectory
win	skip		teamwork	survival	retrieve	turnover
	soft		tournament	timing	rip current	urgency

	speed splash strong swing talk throw time track underarm unsafe		track treading water water safety wicket	transition transfer of weight wellbeing wrist grip	serve situation somersault sportsmanship stance strategy survival strategy synchronised transition verbal vertical visual	variable vault