

# PE

Three- and four-year-olds.	Personal, Social and Emotional Development	<ul style="list-style-type: none"> <li>*Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.</li> <li>*Increasingly follow rules, understanding why they are important.</li> <li>*Do not always need an adult to remind them of a rule.</li> </ul>
	Physical Development	<ul style="list-style-type: none"> <li>*Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>*Go up steps and stairs, or climb up apparatus, using alternate feet.</li> <li>*Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>*Use large muscle movements to wave flags and streamers, paint and make marks.</li> <li>*Start taking part in some group activities which they make up for themselves, or in teams.</li> <li>*Are increasingly able to use and remember sequences and patterns of music that are related to music and rhythm.</li> <li>*Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</li> <li>*Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</li> <li>*Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</li> <li>*Show a preference for a dominant hand.</li> <li>*Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.</li> </ul>
	Expressive Arts and Design	<ul style="list-style-type: none"> <li>*Respond to what they have heard, expressing their thoughts and feelings.</li> </ul>
Reception	Personal, Social and Emotional Development	<ul style="list-style-type: none"> <li>*Manage their own needs.</li> </ul>
	Physical Development	<ul style="list-style-type: none"> <li>*Revise and refine the fundamental movement skills they have already acquired:               <ul style="list-style-type: none"> <li>rolling - running</li> <li>crawling - hopping</li> <li>walking - skipping</li> <li>jumping - climbing</li> </ul> </li> <li>*Progress towards a more fluent style of moving, with developing control and grace.</li> <li>*Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming.</li> <li>*Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>*Combine different movements with ease and fluency.</li> <li>*Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group.</li> <li>*Develop overall body strength, balance, coordination and agility.</li> <li>*Know and talk about the different factors that support overall health and wellbeing: regular physical activity.</li> </ul>
	Expressive Arts and Design	<ul style="list-style-type: none"> <li>*Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>*Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>*Create collaboratively, sharing ideas, resources and skills.</li> <li>*Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>*Watch and talk about dance and performance art, expressing their feelings and responses.</li> <li>*Explore and engage in music making and dance, performing solo or in groups.</li> </ul>
ELG	Personal, Social and Emotional Development	<ul style="list-style-type: none"> <li>Managing self:               <ul style="list-style-type: none"> <li>*Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge.</li> <li>*Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> </ul> </li> </ul>

		*Manage their own basic hygiene and personal needs, including dressing. Building relationships: *Work and play cooperatively and take turns with others.
	Physical Development- Gross Motor Skills	*Negotiate space and obstacles safely, with consideration for themselves and others. *Demonstrate strength, balance and coordination when playing. *Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.
	Expressive Arts and Design- Being imaginative and expressive.	*Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

## Year 1

	Term	Theme	Technical Knowledge/ Skills
Year 1	Autumn 1	Agility, Balance, and control. Throwing and Catching	<ul style="list-style-type: none"> <li>-Attempt to run at different speeds showing an awareness of technique.</li> <li>- Begin to link running and jumping movements with some control.</li> <li>- Jump, leap and hop and choosing which allows them to jump the furthest.</li> <li>- Throw towards a target.</li> <li>- Begin to show balance and co-ordination when changing direction.</li> <li>- Drop and catch a ball after one bounce on the move.</li> <li>- Throw and roll towards a target with some varying techniques.</li> <li>- Catch a beanbag and a medium-sized ball.</li> <li>- Run, stop, and change direction with some balance and control.</li> <li>- Recognise space in relation to others.</li> <li>-Throw underarm, bounce &amp; catch ball by self &amp; with partner</li> </ul>
	Autumn 2	Gymnastics & Dance	<ul style="list-style-type: none"> <li>-Copies and explores basic movements with some control and coordination.</li> <li>-Can perform different body shapes Performs at various levels.</li> <li>- Can perform 2 footed jumps.</li> <li>- Can use equipment safely</li> <li>-Balances with some control</li> <li>-Can link 2-3 simple movements</li> <li>-Perform dances using simple movement patterns</li> </ul>
	Spring 1	Game development	Physical: -Use and apply fundamental movement skills. -use agility, balance and eye coordination in activities. -Ability to use fitness components (speed, power and strength) Technical: -use gross and fine motor control in tasks. -Using and apply, with some degree of success, such as skills in individual and paired games. -Acknowledge and follow the basic rules of games. -use ball manipulation and coordination skills to manoeuvre towards a desired target.
	Spring 2		
	Summer 1		
	Summer 2	Fitness and Athletics.	<ul style="list-style-type: none"> <li>- Can run at different speeds.</li> <li>- Can jump from a standing position</li> <li>- Performs a variety of throws with basic control</li> <li>- Explore arm mobility</li> <li>- Practise short distance running.</li> <li>- Explore footwork patterns.</li> </ul>

## Year 2

	Term	Theme	Technical Knowledge/ Skills
Year 2	Autumn 1	Games focused on Agility, Balance, and control. Throwing and catching	<ul style="list-style-type: none"> <li>- Show balance and coordination when running at different speeds.</li> <li>- Link running and jumping movements with some control and balance.</li> <li>- Show hopping and jumping movements with some balance and control.</li> <li>- Change technique to throw for distance.</li> <li>- Show control and balance when travelling at different speeds.</li> <li>- Catch an object passed to them, with and without a bounce.</li> <li>- Run, stop and change direction with balance and control.</li> <li>- Throw and roll towards a target using varying techniques with some success.</li> </ul>
	Autumn 2	Gymnastics & Dance	<ul style="list-style-type: none"> <li>Explores and creates different pathways and patterns.</li> <li>-Uses equipment in a variety of ways to create a sequence.</li> <li>- Link movements together to create a sequence.</li> <li>-To perform a pencil jump, star jump and tuck jump.</li> <li>-Perform dances using simple movement patterns</li> </ul>
	Spring 1	Football	<ul style="list-style-type: none"> <li>- moving with the ball. (Dribbling)</li> <li>- controlling, passing, and receiving the ball.</li> </ul>

			- finding a space.
Spring 2	Fundamental skills Movement and space		- Perform balances on different body parts with some control and balance. - Copies and explores basic movements with clear control. - Uses space well and negotiates space clearly. - Finding and moving into space. - To travel around the space being aware of other sharing it with me. - To stay focused and keep my head up when moving around. -Use different ways of travelling at different speeds and following different pathways, directions or courses.
Summer 1	Tennis		- hold a tennis racket with some support and show some control when hitting a ball. - throw a ball underarm over a short distance. - hit a ball forward towards a target. - use the correct technique to roll a ball, beginning to show some control of its direction. - hit a ball that has been thrown to them, showing control of the speed and direction.
Summer 2	Fitness and Athletics		- Run with agility and confidence. - Can change speed and direction whilst running. - Can jump from a standing position with accuracy. - Performs a variety of throws with control and coordination. - Complete an obstacle course with control and agility.

### Year 3

	Term	Theme	Technical Knowledge/ Skills
<b>Year 3</b>	Autumn 1	Basketball	- Introduce dribbling; - keeping control of the ball when dribbling. - Introduce passing and receiving - Combine dribbling and passing to create space - Develop passing, receiving, and dribbling skills
			Vocabulary <b>Dribbling, control, Chest pass, Bounce pass</b>
	Autumn 2	Gymnastics & Dance	- Use a greater number of own ideas for movement in response to a task. - Combine arm actions with skips/leaps/steps/jumps & spins in travel - Perform basic core gymnastic skills i.e. roll, balance, travel and jumps. - Know principles of balance and apply them on floor & apparatus. -Perform dances using a range of movement patterns
			Vocabulary <b>Travel, Movement, Rolls</b>
	Spring 1	Football	-to dribble a ball making small touches -To be able to make a pass to someone on their team. -To keep a ball under control. -Know where space is and try to move into it. -Mark another player and defend when needed. -To know the basic rules of a small, sided game. - -Play competitive games 2v2
			Vocabulary <b>Dribbling, Control, Ball</b>
	Spring 2	Tag Rugby	-Introduce moving with the ball, passing, and receiving - Introduce tagging - Create space when attacking -Develop passing and moving -Combine passing and moving to create attacking opportunities.
		Vocabulary <b>passing, Space, Tagging</b>	
Summer 1	Tennis	-To be able to perform basic throwing and hitting skills with control and accuracy. -Return a ball with accuracy that has been passed to them. -Display good control using forearm and backhand. -Perform a controlled rally with a partner.	
		Vocabulary <b>Racket, Forearm, Backhand</b>	
Summer 2	Fitness and Athletics	- Run in different directions and at different speeds, using a good technique. - Improve throwing technique. - Reinforce jumping techniques. - Understand the correct technique for relay racing and passing the baton. - Choose and understand appropriate running techniques. - Compete in a mini competition, recording scores.	

### Year 4

<b>Year 4</b>	<b>Term</b>	<b>Theme</b>	<b>Technical Knowledge/ Skills</b>
	Autumn 1	Basketball	<ul style="list-style-type: none"> <li>- To send and receive a ball, using a chest pass, bounce pass or overhead pass.</li> <li>-Dribble the ball with control.</li> <li>-Throwing, catching and move with the ball.</li> <li>-To develop the range of consistency of their passing and receiving skills.</li> </ul>
			Vocabulary <b>Chest pass, Bounce pass, Overhead pass, Dribbling</b>
	Autumn 2	Gymnastics & Dance	<ul style="list-style-type: none"> <li>- Create &amp; perform matching/mirroring sequences</li> <li>- Perform at least 3 different rolls (shoulder, forward, back) with some control.</li> <li>- Link a roll with travel and balance using floor and apparatus with good body control</li> <li>-Perform dances using a range of movement patterns</li> </ul>
	Spring 1	Football	<ul style="list-style-type: none"> <li>-Dribble with small touches into space.</li> <li>- To pass a football to someone on the team, using various parts of their foot.</li> <li>- Keep a ball under control when receiving a range of passes from their team.</li> <li>-Understand where the space is and can move into it.</li> <li>-Mark another player and begin to attempt interceptions.</li> <li>-Play small sided competitive games.</li> </ul>
			Vocabulary <b>Dribbling, control, Space, Defend</b>
	Spring 2	Netball	<ul style="list-style-type: none"> <li>- Use a chest pass and shoulder pass to support the team in scoring.</li> <li>- Make decisions regarding which is the best type of pass to use.</li> <li>- Identify space to move into and show a clear target to receive a pass.</li> <li>- Mark another player and begin to attempt interceptions.</li> <li>- Know where positions are allowed on a court.</li> <li>- Play competitive 3v3 or 4v4 games.</li> </ul>
		Vocabulary <b>Chest pass, Shoulder pass, Space, Interception, Marking</b>	
Summer 1	Tag Rugby/Tennis	<ul style="list-style-type: none"> <li>-Display the ability to use the correct technique to pass the ball to a teammate.</li> <li>-Develop passing, moving, and creating space.</li> <li>-Demonstrate the ability to pass the ball with a good technique and confidence.</li> <li>- Pass backwards and in both directions and sometimes on the move</li> <li>-Tag the person who has the ball but can mark a player who doesn't have the ball.</li> <li>- Combine passing and moving to create an attack and score.</li> <li>-Apply learning to 3v3 mini games</li> </ul>	
		<ul style="list-style-type: none"> <li>-Display good control using forearm and backhand.</li> <li>-Serve towards a set target consistently.</li> <li>-Perform a controlled rally with a partner.</li> <li>-Be able to make the game harder for opponents by hitting the ball in different directions.</li> </ul>	
Summer 2	Fitness, Athletics.	<ul style="list-style-type: none"> <li>-Select and maintain a running pace for different distances.</li> <li>- Practise throwing with power and accuracy.</li> <li>- Throw safely and with understanding.</li> <li>- Demonstrate good running technique in a competitive situation.</li> <li>- Explore different footwork patterns Understand which technique is most effective when jumping for distance.</li> <li>- Utilise all the skills learned in this unit in a competitive situation.</li> </ul>	
<b>Year 5</b>			
<b>Year 5</b>	<b>Term</b>	<b>Theme</b>	<b>Technical Knowledge/ Skills</b>
	Autumn 1	Basketball	<ul style="list-style-type: none"> <li>-Recap and refine dribbling, display consistent dribbling with control and accuracy, whilst moving with the ball.</li> <li>-Dribble with confidence, switching hands and moving at pace using agility to avoid defenders.</li> <li>-Defend with confidence and accuracy within the rules of the game.</li> <li>-Learn the defensive stance and position.</li> </ul>
		Vocabulary <b>Travelling, Double dribble, Dribbling, Defending, Attacking</b>	

	Autumn 2	Gymnastics & Dance	<ul style="list-style-type: none"> <li>-Display different types of body shapes, e.g wide, small, round.</li> <li>-Create a 10-move sequence of shapes with a partner and on their own.</li> <li>-Make sure each shape performed can be clearly identified.</li> <li>-Explore balancing by using different body parts and performing different balance positions.</li> <li>-Display the ability to travel on different apparatus and different height practising short sequences that include shapes, balances, and travel.</li> <li>-Perform a matched or mirrored sequence with a partner on the floor, mats and apparatus.</li> <li>-Combine actions to make sequences with different balances and method of traveling and rolling.</li> <li>-Perform dances using a range of movement patterns</li> </ul>
	Spring 1	Football	<ul style="list-style-type: none"> <li>-Dribble making small touches into space with speed.</li> <li>-Pass a football to someone on the team, using various parts of their foot accurately.</li> <li>-Use a range of ways to keep a ball under control (foot, knee, head, and knowing which one due to where ball is coming from).</li> <li>-See space and use it effectively.</li> <li>-Lose a defender to receive a pass.</li> <li>- Defend a player and make some successful interceptions for team.</li> <li>- Play competitive games and successfully include rules.</li> </ul>
	Spring 2	Netball	<ul style="list-style-type: none"> <li>- Use all three passes (chest, shoulder &amp; bounce) correctly.</li> <li>- Use a range of speeds within a game to support a team in scoring.</li> <li>- Lose a defender to receive a pass.</li> <li>- Defend a player and make some successful interceptions (snatch &amp; catch) when playing as a team.</li> <li>- Play completeive 4v4 matches with basic netball rules.</li> <li>- Know consequences of breaking game rules</li> </ul>
			<p>Vocabulary</p> <p><b>Chest pass, bounce pass, Shoulder pass, Interceptions, Marking, Position, Pass, Defend, dodging</b></p>
	Summer 1	Tag Rugby	<ul style="list-style-type: none"> <li>- Be able to evade and tag opponents.</li> <li>- Be able to pass and receive a pass at speed.</li> <li>- Be able to pass and receive a pass at speed in a game situation.</li> <li>- Refine attacking and defending skills.</li> <li>- Catch the ball with confidence.</li> <li>- Explore different passes that can be used to outwit defenders.</li> </ul>
	Summer 2	Fitness and Athletics	<ul style="list-style-type: none"> <li>- Use correct technique to run at speed.</li> <li>- Develop the ability to run for distance.</li> <li>- Throw with accuracy and power. Identify and apply techniques of relay running.</li> <li>- Explore different footwork patterns</li> <li>- Understand which technique is most effective when jumping for distance.</li> <li>- Demonstrate good techniques in a competitive situation.</li> <li>- To evaluate their own success.</li> </ul>

## Year 6

<b>Year 6</b>	<b>Term</b>	<b>Theme</b>	<b>Technical Knowledge/ Skills</b>
	Autumn 1	Basketball	<ul style="list-style-type: none"> <li>-Throw, catch and move with the ball consistency and accuracy.</li> <li>-Master every pass (Bounce, chest and overhead) making sure they use these passes in a game situation.</li> <li>- Create, understand, and apply attacking tactics in game situations.</li> <li>-Finding space and keeping control of the ball.</li> <li>-Ability to link movements from drills to games.</li> <li>-Shooting and understanding the technique of shooting.</li> <li>-To use and adapt tactics, such as creating space and communicating, in different game situations.</li> </ul>
			<p>Vocabulary</p> <p><b>Travelling, Double dribble, Dribbling, Defending, Attacking</b></p>
	Autumn 2	Gymnastics & Dance	<ul style="list-style-type: none"> <li>-Understand gymnastics terminology such as: Body tension, stillness, posture, shape, mirroring and traveling.</li> <li>- Perform 6–8-part floor sequence as individual, pair &amp; small group</li> <li>- Demonstrate 3 paired or group balances in sequence using various skills/actions</li> <li>-Working towards mastering at least three floor rolls. E.g Log roll, forward roll, while displaying fluency and good body tension.</li> <li>-Perform dances using a range of movement patterns</li> </ul>
	Spring 1	Football	<ul style="list-style-type: none"> <li>-To be able to dribble making small touches into space with speed, to beat defenders.</li> <li>-To be able to make decisions regarding how and when to send a football to someone on their team.</li> </ul>

			<ul style="list-style-type: none"> <li>-Use a range of ways to keep a ball under control (foot, knee, head, and knowing which one due to where ball is coming from) when under pressure from a defender.</li> <li>-To know how space changes within a game and when and how to move into changing spaces.</li> <li>- Draw defender away to create space. Position body to defend effectively, making successful interceptions.</li> </ul>
Spring 2	Netball		<ul style="list-style-type: none"> <li>-Perform skills with control in a game, adapting them to meet the needs of the situation using agility and speed.</li> <li>-Use different range of passes depending on the situation of the game.</li> <li>-Be able to understand footwork by learning the rules of footwork.</li> <li>-Be able to pivot to create space and pass the ball with accuracy.</li> <li>-Combine dodging, footwork and passing to create space to receive the ball.</li> <li>-To be able to read the game and intercept a pass.</li> <li>- Apply tactics to outwit opponents successfully.</li> <li>- Understand the rules and positioning for netball.</li> <li>- Identify ways to improve their individual and team performance.</li> </ul>
			<p>Vocabulary</p> <p><b>Chest pass, bounce pass, Shoulder pass, Interceptions, Marking, Position, Pass, Defend, dodging, Footwork, Pivoting, Obstruction - Contact</b></p>
Summer 1	Tag Rugby		<ul style="list-style-type: none"> <li>- Passing and receiving: Display the ability to use the correct technique to pass the ball to a teammate.</li> <li>-Demonstrate the ability to receive a pass and move at pace with the ball to a target distance.</li> <li>-Receive the ball on the move.</li> <li>- Create, understand, and apply defending tactics in game situations</li> <li>-Run with confidence and coordination using agility to dodge others trying to defend.</li> <li>-Defend tactically knowing when to intercept a pass and when to pull a tag.</li> <li>-Show an understanding of attacking and defending skills, using it appropriately.</li> <li>-understand all rules of the game.</li> </ul>
Summer 2	Fitness, Athletics		<ul style="list-style-type: none"> <li>-Investigate running styles and changes of speed.</li> <li>- Practice throwing with power and accuracy.</li> <li>-Throw safely and with understanding.</li> <li>-Demonstrate good running technique in a competitive situation.</li> <li>- Explore different footwork patterns.</li> <li>- Understand which technique is most effective when jumping for distance.</li> <li>- Utilize all the skills learned in this unit in a competitive situation.</li> </ul>

### Swimming

To develop basic pool safety skills and confidence in water.

To show breath control.

Treading water

Perform safe self-rescue in different water-based situations.

To use a range of strokes effectively (EG: front crawl, backstroke, and breaststroke)

To develop push and glides, any kick action on front and back with or without support aids.

Pupils should be taught to swim competently, confidently and proficiently over a distance of at least 25 m

Beginners:

Use arms and legs together to move effectively across a short distance in the water.

glide on front and back over short distances.

Float on front and back for short periods of time.

Developers:

Confidently and consistently retrieve an object from the floor with the same breath

Begin to co-ordinate breath in time with basic strokes showing some consistency in timing.

Demonstrate a fair level of technique, consistently co-ordinating the correct body parts in a range of strokes.

combine gliding and floating on front and back over an increased distance