



Badsworth Church of England Junior & Infant School

At Badsworth C of E Junior and Infant School, Physical Education, Physical Activity and School Sport continually builds on prior learning and knowledge and aims to develop confidence in physical abilities, skill acquisition and sporting knowledge to allow all our children to establish strong mental, emotional, social and physical wellbeing. As a result of this, children are inspired to succeed in physical education. Our PE curriculum underpins all of the ABC's – agility, balance and coordination – which are taught and instilled within the foundation stages of learning. By teaching physical literacy, children develop their skills and knowledge but also their motivation and confidence. As children move through school, they will be challenged in various ways in order to develop their cognitive functioning which can not only be applied throughout their education, but also later in life. Children learn the importance of a healthy lifestyle and this transforms their attitudes towards sport and exercise, ultimately impacting in a positive way on their future. In addition to this, Physical Education, Physical Activity and School Sport will underpin Christian Values and our school's 'CARE, Prepare, Believe' ethos. Children will demonstrate CARE through their sportsmanship and attitudes to one another. Children will prepare both physically and mentally for healthy and active lives moving forward. They will also believe in their abilities and know that their perseverance and determination could lead to great things.

EYFS

Introduction to PE Unit1 and 2	Dance	Gym	Fundamentals	Athletics	Ball Skills Unit 1 and 2
Knowledge - Substantive					
N/A	Actions: To know moving the body in different ways can create interesting actions.	Shapes: understand that I can make different shapes with my body.	Running: Know that I use big steps to run and small steps to stop. Know that moving into space away from others helps to keep me safe.	Running: To know to use big steps to run and small steps to stop, and to run into empty spaces.	Sending: Know to look at the target when sending the ball.
N/A	Dynamics: To know that changing an action can show an idea.	Balances: know that I should be still when holding a balance.	Balancing: Know that I can hold my arms out to help me to balance.	Jumping: Know that bending my knees will help me land safely.	Catching: Know where to have the hands ready to catch.
N/A	Space: To know that moving into space will keep me and others safe.	Rolls: know that I can change my body shape to help me to roll.	Jumping: Know that bending my knees will help me to land safely.	Throwing: Know that bigger targets are easier to hit.	Tracking: Know to watch the ball as it comes towards me and scoop it up with two hands.
N/A	Performance: To know that you should be quiet throughout and clap at the end.	Jumps: know that bending my knees will help me to land safely.	Hopping: Understand that I use one foot to hop.	Rules: Know that rules help us stay safe.	Dribbling: Know that keeping the ball close will help with control.
N/A	Strategy: To know that using lots of space makes a dance look more interesting.	Strategy: know that if I hold a shape and count to five people will see it clearly.	Skipping: Know that if I hop then step that will help me to skip.		

Knowledge – Disciplinary (skill and knowledge application)

N/A	Actions: To explore how the body moves and copy simple actions.	Shapes: show contrast with my body including wide/narrow, straight/curved	Running: Explore running and stopping. Explore changing direction into spaces safely.	Running: Demonstrate spatial awareness when running using big and small steps when appropriate.	Sending: Explore sending an object with hands and feet whilst looking at a target.
N/A	Dynamics: Explore actions in response to music.	Balances: explore shapes in stillness using different parts of my body.	Balancing: Explore balancing whilst stationary and on the move using arms to help with the balances.	Jumping: Bend knees when landing jumps.	Catching: Explore catching to self and with a partner demonstrating ready hands.
N/A	Space: Begin to use the space in relation to others.	Rolls: explore rocking and rolling.	Jumping: Begin to explore take-off and landing safely.	Throwing: Show accuracy when throwing at big targets.	Tracking: Explore stopping the ball with hands and feet.
N/A	Performance: Perform short phrases of actions in front of others.	Jumps: explore jumping safely.	Hopping: Explore hopping on both feet.	Rules: Follow rules when doing athletics.	Dribbling:
N/A	Strategy: To use lots of space when exploring actions.	Strategy: hold shapes for 5 seconds.	Skipping: Explore hopping as a travelling action beginning to show hop followed by step.		

Vocabulary

	Action	Around	Balance	Balance	Dribbling
	Direction	Copy	Direction	Fast	Catch
	High	Land	Jump	Jog	Hit
	Move	Roll	Run	Run	Partner
	Shape	Star	Slow	Slow	Ready
	Space	Through	Travel	Target	Run
	Travel	Balance	Bend	Bend	Target
	Counts	Hold	Hop	Hop	Bounce
	Finish Position	Over	Land	Land	Ball
	Low	Shape	Safely	Safe	Kick
	Quickly	Still	Space	Space	Points
	Slowly	Bend	Crawl	Direction	Roll
	Start Position	Jump	Fast	Jump	Score
		Rock	Rules	Rules	Throw
		Squeeze	Slide	Safely	
		Straight	Stop	Stop	
		Travel		Throw	

Year 1 – 6

Dance					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge - Substantive					
Action: Understand that actions can be sequenced to create a dance	To know that sequencing actions in particular orders will help tell the story.	To know that sharing ideas with the ensemble enables a group to work collaboratively and try ideas before deciding on the best actions.	To understand that some actions are better suited to certain characters/moods/ideas than others.	To know that different dance styles use certain actions which develops sequence in that specific style.	To know how to use extension, shape and recognition of intent can improve actions.
Dynamics: Understand that I can create fast and slow actions to show an idea.	To know that changing the way actions are performed can show an idea.	To know that all actions can be performed differently to help show effect.	To know that dynamics are better suited to certain characters/moods/ideas.	To know that different dance styles use certain dynamics to express mood.	To know that the dynamics chosen help take the audience on a journey.
Space: Understand that there are different directions and pathways within a space.	To know that I can use different directions, pathways and levels in dance.	To know how to use space effectively to help the dance flow.	To know that space can be used to express a certain character/mood/idea.	To know that space relates to anywhere the body moves on the floor and in the air.	To know that combining space and relationships with a prop can express an idea further.
Relationship: To know that it is important to be aware of a partner and to stay in time.	To know that using counts of 8 will help them stay in time with the music.	To understand formation and that it means the same in other activities eg football, rugby and gym.	To understand that some relationships are better suited to certain characters/mood/ideas than others.	To know that certain styles use certain relationships to express mood.	
Performance: To know that standing still at the start and end of a dance lets the audience know the start/finish.	To know that using facial expressions helps show the mood of the dance.	To understand that I can use timing techniques such as canon and unison to create effect.	To know that being aware of other dancers will help you keep in time.	To understand what makes a performance effective and know how to apply principles to their work.	To know that a leader/leaders can ensure the dance group performs together.
Strategy: To know that using exaggerated moves lets an audience see them more clearly.	To know that practise improves a performance.	To know that if I show care and sensitivity to the music the performance will look more complete.	To know that you can select a range of dance techniques to translate an idea.	To know that using dance principles will help express atmosphere and mood.	To know that keeping in character throughout the dance will help express atmosphere/mood.
Knowledge – Disciplinary (skill and knowledge application)					
Action: Copy, remember and repeat actions to represent a theme and create my own actions.	Accurately remember, repeat and link actions to express an idea.	To create actions to a stimulus in groups and individually.	Respond imaginatively and appropriately to a range of stimuli linking to character and narrative.	Choreograph dances by using, adapting and developing actions from different styles of dance.	Choreograph and show controlled movements – using extension and shape - which express emotion and feeling.
Dynamics: Explore varying speeds to represent an idea.	Begin to show an understanding of dynamics.	Use dynamics to express an idea.	Change dynamics confidently within a	Confidently use dynamics to express different dance styles.	Explore, improvise and combine dynamics to express ideas fluently

			performance to express change.		and effectively with an audience.
Space: Explore pathways within a performance.	Start to develop the use of pathways and travelling actions using levels.	Use directions to transition between formations.	Confidently use changes in level, direction and pathway to express character/mood/ideas.	Confidently use direction and patterning to express different dance styles.	Use a variety of compositional principles when creating dances.
Relationship: Begin to explore actions and pathways with a partner.	Explore working with a partner using mirroring, matching and unison.	To begin to show an awareness of formation with each other.	Use action and reaction to represent ideas.	Confidently use formations, canon and unison to express dance ideas.	
Performance: Perform on my own and with others to an audience pausing to start and finish.	To develop the use of facial expressions in a performance.	Perform short, self-choreographed phrases showing an awareness of timing.	To perform complex dances that communicate narrative and character whilst performing in time clearly and fluently.	Perform dances expressively using a range of performance skills showing accuracy and fluency.	Demonstrate a clear understanding of timing in relation to the music and other performers throughout the performance.
Strategy: Use exaggerated moves in a dance.	To work collaboratively to practise performances.	To demonstrate care and sensitivity in performances.	To select appropriate dance techniques to translate ideas.	To use the dance principles to express mood and atmosphere.	To stay in character and show expression throughout a performance.

Vocabulary

Balance	Dynamics	Canon	Action and reaction	Choreograph	Aesthetics
Copy	Expression	Explore	Phrase	Collaboratively	Freeze-frame
Level	Matching	Extend	Relationship	Motif	Mood
Pose	Mirroring	Feedback	Rhythm	Quality	Inspiration
Timing	Perform	Formation	Flow	Choreography	Style
Pathway	Speed	Interact	Order	Genre	Rehearse
Fast	Unison		Performance	Posture	Express
Beat	Create		Represent	Transition	Refine
			Structure		Stimulus

Gymnastics

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge - Substantive					
Shape: know that shapes can improve by extending parts of the body.	To know that some shapes link well together.	To know what body tension is and how it makes shapes look better.	Understand how shapes can be used to improve a sequence.	To know that shapes underpin all other skills.	To know which shapes to use for each skill.
Balance: know that balances should be held for 5 seconds	To know that squeezing muscles helps with balance.	To know that different levels will make balances more interesting to look at.	Know how to keep myself and others safe when performing balances.	Know how to use different balances to make a sequence look interesting.	Know where and when to apply force to maintain control and balance.
Roll: to know that different shapes can be used to roll	To know the different techniques/teaching points to make different rolls.	To understand the safety considerations when performing difficult rolls.	To know that maintaining body tension will keep the shape of the roll.	To understand my own capabilities and that these may be different to other people's.	To know what momentum is and how to use it when rolling.
Jump: to know that landing on the balls of the feet helps with control.	To know that looking forward will help with a controlled landing.	To understand that changing the take off shape of a jump will make it look more interesting.	To know that landing toes first, looking forward and bending knees will give the land balance and control.	To know that using jumps to link actions makes the sequence more interesting.	To know that taking off with two feet gives more time in the air to complete the jump.
Strategy: to know that doing a starting and finishing position will tell people when the sequence has started and finished.	To know that using shapes that link well together will help the sequence to flow.	To know that different levels will make sequences more interesting to look at.	To know that using different directions in a sequence will make it more interesting.	To know that using different pathways will make the sequence more interesting.	To know that using changes in formation will make a sequence more interesting.
			Inverted Movements: To know that inverted movements are actions where hips go above the head.	To know that moving slowly will help with control and moving quickly will help with momentum.	To know that spreading a weight across a base of support will help with balance.
Knowledge – Disciplinary (skill and knowledge application)					
Shape: to explore basic shapes (straight, tuck, straddle, pike) by extending parts of the body.	To explore using shapes in balances linking some together.	To explore matching and contrasting shapes using body tension.	Develop the shapes and range of shapes used in a sequence.	Perform shapes consistently and fluently linked with other gymnastic actions.	Combine and perform effective gymnastic shapes more fluently and effectively.
Balance: perform balances, tensing the body, stretching and curling it.	Remember, repeat and link balances together.	Explore levels in point and patch balances and transition smoothly into and out of them.	Develop control and fluency in individual and partner balances showing an awareness of safety.	Explore symmetrical and asymmetrical balances within a sequence.	Explore counter balance and counter tension showing control of movements.
Roll: begin to explore barrel, straight and forward roll progressions.	Explore barrel, straight and forward roll and put into sequence.	Develop the straight, barrel and forward roll with an awareness of safety.	Develop, with body tension, the straight, barrel, forward and straddle roll and perform them with increased control.	Develop control in the straight, barrel, forward, straddle and backward roll and next-steps.	Develop fluency and consistency in the straddle, forward and backward roll using momentum to support.

Jump: explore shape jumps off low apparatus, landing on the balls of the feet.	Explore shape jumps and take off combinations, looking forward to aid with control.	Develop stepping into shape jumps with control.	develop control in performing and landing rotation jumps looking forward, toes first and with bent knees.	Select a range of jumps to include in sequence work.	Combine and perform a range of gymnastic jumps more fluently and effectively.
Strategy: To begin to show an awareness of starting and finishing positions.	To use shapes appropriately to aid flow in sequencing.	To use different levels when sequencing.	To use different directions in a sequence.	To use a range of pathways when sequencing moves.	To vary formation when putting together a sequence.
			Inverted Movements: To demonstrate inverted movements through bridge and shoulder stands.	To show an awareness of speed, linked to control and momentum, when doing cartwheels.	Develop control in progressions of a cartwheel bridge and shoulder stand by spreading the weight.

Vocabulary

Action	Link	Body Tension	Bridge	Decide	Aesthetics
Control	Pathway	Extend	Inverted	Extension	Contrasting
Direction	Pike	Landing Position	Perform	Identify	Counter Tension
Level	Sequence	Point	Shoulder Stand	Stable	Competent
Speed	Straddle	Contrast	Wrist Grip	Canon	Progression
	Tuck	Flow	Fluidly	Mirroring	Counter Balance
		Match	Momentum	Performance	Engage
		Patch	Rotation	Symmetrical	Flight
		Take Off	Stability	Cartwheel	Formation
				Observe	Structure
				Quality	Execution
				Synchronisation	Handstand
				Asymmetrical	Refine
				Transition	Vault

Athletics

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge - Substantive					
<p>Running: To know that if you swing your arms, you can run faster.</p>	<p>To know that running on the balls of my feet, taking big steps and having elbows bent will help me run faster.</p>	<p>Understand that leaning slightly forwards helps to increase speed. Leaning the body in the opposite direction to travel helps to slow down.</p>	<p>Understand why it is important to pace yourself when running long distance.</p> <p>Understand that a high knee drive, pumping arms and running on the balls of the feet creates power.</p>	<p>Understand that taking big consistent strides will help to create a rhythm that allows someone to run faster.</p> <p>Understand that keeping a steady breath will help when running longer distances.</p>	<p>Understand the need to prepare the body for running and know the muscle groups which will be needed.</p>
<p>Jumping: To know that bending the knees will help you jump further and that landing on the balls of the feet helps with control.</p>	<p>To know that swinging my arms forward will help me jump further.</p>	<p>To know that jumping with speed will help with jumping more distance.</p>	<p>To know that transferring weight will help someone jump further.</p>	<p>To know that driving the knees high and fast can build power and distance in jumps.</p>	<p>Know that a run up builds speed and power and enables a longer jump.</p>
<p>Throwing: To know that stepping forward with the opposite foot to throwing arm will help the ball go further.</p>	<p>To know that I can throw in a straight line by pointing my non-throwing hand at my target as I let go of the object.</p>	<p>To know that the speed you throw at creates power.</p>	<p>To know that transferring weight will help someone throw further.</p>	<p>To know how to transfer the weight in different throws to increase the distance.</p>	<p>Understand the need to prepare the body for throwing and know the muscle groups needed to throw.</p>
<p>Rules: To know that rules help us play fairly.</p>		<p>Know the rules of an athletics event.</p>	<p>Know the rules of an athletics event.</p>	<p>Understand the rules in a variety of events.</p>	<p>Understand the rules in a variety of events.</p>
Knowledge – Disciplinary (skill and knowledge application)					
<p>Running: To demonstrate running at different speeds.</p>	<p>To demonstrate the sprinting action.</p>	<p>To demonstrate the sprinting action in relay.</p>	<p>Demonstrate an understanding of speed and pace in relation to distance.</p> <p>Show power and speed in the sprinting technique.</p>	<p>Apply fluency and co-ordination when running for speed in relay changeovers.</p> <p>Effectively apply speeds appropriate for the event.</p>	<p>Demonstrate a clear understanding of pace and use it to develop their own and others sprinting technique.</p> <p>Confidently talk about the muscle groups required to run.</p>
<p>Jumping: To show balance and accuracy when jumping and landing (hopping/jumping/leaping).</p>	<p>To swing arms when developing jumping, skipping and hopping actions.</p>	<p>To jump using a range of take off positions and approaches (speed) to improve distance.</p>	<p>To show an awareness of throwing weight forward when jumping.</p>	<p>To drive the knees high, at speed when exploring rhythm and technique in triple jump.</p>	<p>Develop power, control and technique through a run-up in the triple jump.</p>
<p>Throwing: To step forward when throwing.</p>	<p>To use the non-throwing arm as a guide for accuracy when throwing.</p>	<p>Explore the technique of a pull throw.</p>	<p>Explore power and technique when throwing for distance in a pull and heave</p>	<p>Show weight transferring when throwing javelin and shot put.</p>	<p>Develop power, control and technique when</p>

			throw, transferring the weight forward.		throwing discus and shot put. Confidently talk about the muscle groups required to throw.
Rules: Talk about some rules that they know in sports.	Follow simple rules when working with others.	Apply the rules of an athletic event.	Apply the rules of an event and manage events fairly in groups.	Apply rules in a variety of events using official equipment.	Apply rules in events that pose an increased risk

Vocabulary

Walk	Distance	Personal Best	Stamina	Consistent	Maximum
Quickly	Sprint	Relay	Stride	Approach	Pattern
Underarm	Height	Accuracy	Measure	Dominant	Fling
Further	Landing	Technique	Launch	Force	Meet
Time	Far	Baton	Officiate	Changeover	Strategy
Leap	Aim	Strength	Pace	Momentum	Phase
Overarm	Take Off	Speed	Transfer of Weight	Shot Put	Stance
Control		Power	Heave	Track	Explosive
		Event	Official	Drive	Rhythm
			Record	Field	Grip
				Track	Release
					Discus

Games - Striking and Fielding

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge - Substantive					
Striking: Know to point my hand at a target when striking a ball.	Understand the role of the batter. Know that striking quickly will increase power.	Know that striking into a space away from fielders will help with points.	Know that using the centre of the bat will provide most accuracy and control.	Know the stance to have when striking depending on the game.	Know that momentum and power for striking a ball also comes from the legs.
Fielding: Know that throwing a ball back is quicker than running with it.	Know that there are different roles on a fielding team. Know to move towards the ball quickly to limit the batter's points.	Know to look at the batter's positioning. Know to call teammates' names before throwing the ball.	Know that it is easier to field a ball coming toward than run after it.	Know what is meant by backing up a fielder and how this improves successful fielding.	Know which fielding action to apply for different situations.
Throwing: Know which type of throw to use for long distance (over-arm)	Know that stepping with opposite foot to throwing arm will help with balance.	Know that overarm is used for long distance and underarm is used for short.	Know that being balanced before throwing will improve accuracy.	Know where to throw the ball in relation to where the batter is.	Know who to throw to with speed and accuracy and in which order to limit points.
Catching: Know to watch the ball as it comes towards me.	Know to use wide fingers and pull the ball in to the chest when catching.	Know to move my feet to the ball.	Track the ball as it is thrown to improve accuracy when catching.	Know the difference between a close catch technique and deep catch and when to use them.	Know that speed, accuracy and consistency will limit the oppositions points.
Tactics: Know that tactics can help us when playing games.	Know simple batting and fielding tactics.	Know that using simple tactics will help my team achieve an outcome. Eg spread out to reduce space.	Know that applying tactics will help the team score points and avoid getting out. Defending tactics will also help deny points and get opponents out.	Know different tactics and when to use them.	Know tactics for batter, fielder and bowler.
Rules: Know that rules are there to help us play fairly.	Know how to score points and some simple rules.	Know the rules of a game.	Know and understand the rules of a game and apply them.	Know a variety of rules for some of the striking and fielding games.	Know the rules for striking and fielding games.
Knowledge – Disciplinary (skill and knowledge application)					
Striking: Explore striking a ball with the hand pointing it at the target.	Explore striking a ball with the hand with speed and power and increased accuracy.	Begin to strike a bowled ball after a bounce into space.	Develop the batting technique with a range of equipment hitting the ball in the centre of the bat.	Explore defensive and driving hitting techniques and directional batting using the correct stance.	Strike a ball with power, momentum and accuracy.
Fielding: Develop tracking and retrieving a ball.	Develop tracking a ball and decision making eg moving quickly/backwards/forwards whilst the ball is in the air.	Explore bowling to a smaller target and develop a two-handed pick up.	Begin to position the team accordingly eg backing up for better batters.	Develop the overarm and underarm bowling techniques.	Use a wide range of controlled fielding techniques when under pressure in games.

		Call a teammates' name when fielding.	Develop the bowling technique in a variety of games.	Develop long and short barriers and the two-handed pick up. Begin to support teammates when fielding.	
Throwing: explore different techniques for overarm and underarm and begin to use appropriately.	Step with the opposite foot to arm when throwing under and overarm.	Use overarm and underarm in game situations appropriately.	Use overarm and underarm in game situations with more consistency.	Develop good technique when throwing under pressure with an awareness of where the batter is.	Consistently demonstrate good throwing techniques when under pressure.
Catching: develop coordination and technique by watching the ball.	Catch with two hands demonstrating some coordination and technique (fingers apart/pull in to chest)	Catch with some accuracy moving the feet toward the ball when rolling or in the air.	Begin to catch with one or two hands where appropriate in game situations by tracking the ball.	Explore catching skills (close/deep/wicket keeping) and apply these with some consistency in game situations.	Consistently demonstrate good technique when catching under pressure.
Tactics: begin to demonstrate an awareness of tactics.	Apply simple batting and fielding techniques.	Begin to show an awareness of tactics in game situations.	Begin to apply attacking and defending tactics.	Begin to apply tactics to a range of games.	Demonstrate tactics when batting/fielding/bowling.
Rules: Follow rules given by the teacher.	Show an understanding of gaining points and how to follow simple rules.	Apply the rules of a game.	Children to manage their own games using rules.	Children to manage their own games using rules in a variety of striking and fielding games.	Children to manage their own games using rules in a variety of striking and fielding games.

Vocabulary

Batter	Backstop	Accuracy	Decision	Close Catch	Abide
Bowler	Runs	Grip	Pressure	Long Barrier	Assess
Hit	Stump	Run-out	Limit	Stance	Consistently
Ready Position	Collect	Strike	Cushion	Deep Catch	Consecutive
Batting	Teammate	Tournament	Momentum	Situation	Appropriate
Fielder	Tactics	Wicket	Retrieve	Backing Up	Collaborate
Overarm		Caught Out	Compete		
Track		No Ball			
Bowl		Short Barrier			
Fielding		Technique			
Out		Umpire			
Underarm					

Games- Invasion (KS2)

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge - Substantive					
		<p>Sending and Receiving: Know that pointing my hand/foot/stick to my target on release will help send the ball with control.</p>	Know what cushioning a ball is and how this helps to control when receiving.	Know that not having a defender between myself and a ball carrier enables me to s&r with better control.	Know that not having a defender between myself and a ball carrier enables me to s&r with better control.
		<p>Dribbling: Know that dribbling is an attacking skill which helps us to move towards a goal or away from defenders.</p>	Know that protecting the ball when dribbling will help maintain possession.	Know that dribbling in different directions will help to lose a defender	Know that dribbling in different directions will help to lose a defender
		<p>Space: Know that by spreading out as a team we move the defenders away from each other.</p>	Know that moving into space will help the team keep possession and score goals.	Know that by moving to space even if not receiving the ball will create space for a teammate.	Know that transitioning quickly between attack and defence will help my team to maintain or gain possession.
		<p>Attacking and Defending: Know my role when I am an attacker or defender.</p>	Know when is best to pass/mark/shoot/win possession.	Know when is best to pass/mark/shoot/win possession.	Know when is best to pass/mark/shoot/win possession.
		<p>Tactics: Know that using simple tactics will help the team to achieve an outcome e.g. we will each mark a player to help us to gain possession.</p>	Know that applying attacking tactics will help to maintain possession and score goals. Know that applying defending tactics will help to deny space, gain possession and stop goals.	Understand the need for tactics.	Understand the need for tactics.
		<p>Rules: Know the rules of a game.</p>	Know and understand the rules of a game.	Know and understand the rules of a variety of games.	Know and understand the rules of a variety of games.
Knowledge – Disciplinary (skill and knowledge application)					
		<p>Sending and Receiving: Explore sending and receiving beginning to use accuracy towards a target.</p>	Begin cushioning the ball and develop passing techniques with increased success.	Develop control when S&R under pressure.	S&R consistently using a range of techniques with increasing control under pressure.
		<p>Dribbling: Explore dribbling towards a target with some pressure.</p>	Link dribbling the ball with other actions and change direction whilst dribbling with some control.	Dribble with some control under pressure.	Dribble consistently using a range of techniques with increasing control under pressure.

		Space: Develop using space as a team.	Develop moving into space to help the team.	Explore moving into spaces to support teammates.	Move to the correct space when transitioning from attack to defence or defence to attack and create and use space for self and others.
		Attacking and defending: develop movement skills to lose or track.	Change direction to lose a defender and begin to intercept when marking.	Apply speed and direction to try and lose an opponent.	Confidently change direction to lose an opponent and use a variety of defending skills (tracking/interception) in games.
		Tactics: Begin showing an awareness of the opposition through marking.	Begin to apply attacking and defending tactics.	Apply tactics appropriately.	Apply tactics appropriately.
		Rules: Begin to apply the rules to a game.	Apply rules to games.	Apply rules to a variety of games and manage games without the teacher.	Apply rules to a variety of games and manage games without the teacher.

Vocabulary

		receiver	Decision	Angle	Consecutive
		Accurate	Pressure	Close Down	Dictate
		invasion	Protect	Drive	Appropriate
		Opposition	Cushion	Situation	Ball Side
		intercept	Limit	Ball Carrier	Turnover
		Tournament	Delay	Create	Transition
		communicate	Obstruct	Sportsmanship	Abide
		offside	Opposing	Stance	Consistently
		pitch	Supporting	Rebound	Contest
		referee	Accelerate	Barrier	Draw
		control	Deny	Dominant	Assess
		onside	Gain	Maintain	
		Technique	Option	Support	
		Tackle	Momentum		
		court			
		teamwork			
		umpire			

Target Games (Dodgeball)

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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Knowledge - Substantive

		<p>Throwing: know to throw slightly ahead of a moving target</p>	<p>Know that one handed throws are used for speed and accuracy. Know that keeping the elbow high and stepping with the opposite foot will help to increase the power.</p>		
		<p>Catching: know that running in a ready position will help with accuracy when catching</p>	<p>Know that running to the ball and pulling it in to my chest will help me to catch more consistently.</p>		
		<p>Tactics: know that using simple tactics will help a team to achieve an outcome e.g. spread out so that it's harder to aim for</p>	<p>Know that applying attacking tactics will help a team to score points and get opponents out. Know that applying defending tactics will help the team to stay in the game.</p>		
		<p>Rules: know the rules of the game</p>	<p>Know and understand the rules.</p>		

Knowledge – Disciplinary (skill and knowledge application)

		<p>Throwing: explore throwing at a moving target slightly ahead of their position.</p>	<p>Throw with increasing accuracy, with one hand, at a target with power.</p>		
		<p>Catching: begin show accuracy when catching on the move.</p>	<p>Catch with increasing consistency whilst moving.</p>		
		<p>Tactics: start to show the use of tactics in games</p>	<p>Demonstrate attacking and defending tactics.</p>		
		<p>Rules: begin to apply rules</p>	<p>Apply the rules to a game and referee/manage our own games.</p>		

Vocabulary

		<p>Agility</p>	<p>Decision</p>		
		<p>Power</p>	<p>Avoid</p>		

		Tactic	Relaxed		
		Caught Out	Cushion		
		Communicate	Adjust		
		Opposition	Support		
		Technique			
		Tournament			

Outdoor Learning

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge - Substantive					
Problem Solving: know that working collaboratively with others will help to solve challenges	Know that listening to each other's ideas might give us an idea we hadn't thought of.	Know that trying ideas before deciding on a solution will help us to come up with the best idea.	Know that discussing the advantages and disadvantages of ideas will help to guide us to a conclusion about which idea to use.	Recognise that there may be more than one way to solve a challenge and that trial and error may help as a guide to the best solution.	Understand that being able to solve problems is an important life skill
Navigational Skills: know that deciding which way to go before starting will help me stay on track.	Understand that the map tells us what to do.	Know to hold the map so that the items on the map match up to the items in real life.	Know what a key is on a map and how to use it.	Know what a key is on a map and how to use it.	Understand why having good navigational skills are important.
Communication: know that using short instructions will help my partner e.g. start/stop	Know to use encouraging words when speaking to a partner or group to help them build trust.	Know to take turns when giving ideas and not to interrupt each other.	Know that there are different types of communication that do not always involve talking.	Know to be descriptive but concise when giving instructions e.g. 'two steps to the left'.	Know that good communication skills are key to solving problems and working effectively as a team.
Reflection: know that it is important to reflect on what worked well and what could have been improved.	Know that it is important to reflect on what worked well and what could have been improved.	Know that it is important to reflect on what worked well and what could have been improved.	Know that it is important to reflect on what worked well and what could have been improved.	Know that it is important to reflect on what worked well and what could have been improved.	Know that it is important to reflect on what worked well and what could have been improved.
Rules: know that rules help us to play fairly	Rules: know that rules help us to play fairly	Know that using the rules honestly will help to keep myself and others safe.	Know what is meant by integrity.	Know the importance of abiding by rules with integrity.	Know the importance of abiding by rules with integrity.
Knowledge – Disciplinary (skill and knowledge application)					
Problem Solving: Suggest ideas in response to a task and listen to others.	Begin to plan and apply strategies to overcome a challenge	Discuss how to follow trails and solve problems. Work with others to select appropriate equipment for the task.	Discuss the advantages and disadvantages of ideas.	Explore tactical planning within a team to overcome increasingly challenging tasks.	Pool ideas within a group, selecting and applying the best method to solve a problem.
Navigational Skills: Follow a path and lead others.	Follow a path and lead others.	Identify where I am on a simple map. Use and begin to create simple maps and diagrams and follow a trail.	Talk confidently about the key on a map, finding points of interest.	Talk confidently about the key on a map, finding points of interest in increasingly challenging tasks.	Orientate a map efficiently to navigate around a course with multiple points.
Communication: Communicate simple instructions and lead others.	Communicate simple instructions and listen to others	Follow and give instructions and accept other peoples' ideas	Confidently communicate ideas and listen to others	Explore a variety of communication methods with increasing success.	Inclusively communicate with others, share job

	others speaking respectfully and encouragingly.		using different types of communication.		roles and lead when necessary.
Reflection: Talk confidently about what has worked well/could be improved.	Talk confidently about what has worked well/could be improved.	Talk confidently about what has worked well/could be improved and why.	With increased accuracy, critically reflect on and talk about when and why I am successful at solving challenges.	With increasing accuracy, critically reflect on and talk about when and why I am successful at solving challenges making changes to improve success.	With accuracy, reflect on when and how I am successful at solving challenges and alter my methods in order to improve.
Rules: Follow rules given.	Follow rules given.	Follow rules given.	Follow rules given with honesty and integrity.	Understand the rules and think creatively to solve the challenge whilst abiding by the rules.	Understand the rules and think creatively to solve the challenge whilst abiding by the rules.

Vocabulary

Co-operate	Successful	Collaborate	Effectively	Cardinal Points	Adhere
Instructions	Support	Discuss	Leader	Critical Thinking	Evaluate
Listen	Communicate	Interrupt	Role	Strategy	Contribute
Challenge	Map	Route	Navigate	Compromise	Inclusive
Share	Solve	Tactics	Key	Landmark	Approach
Lead	Include	Teamwork	Reflect	Verbal	Determine
Plan		Trust	Orientate	Concise	Location
Talk		Symbol		Negotiate	
		Course		Visual	
		Honest			
		Compass			

Fitness

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge - Substantive					
Agility: Know that bending the knees will help me change direction quickly.	Know that using small quick steps will help me change direction quickly.	Know how agility helps us with every day tasks.	Know that keeping my elbows bent when changing direction will help me to stay balanced		Know that agility requires speed, strength, good balance and co-ordination.
Balance: Know that looking ahead helps with balance.	Know that squeezing certain muscles will help with balance.	Know how balance helps us with every day tasks.	Know that I need to squeeze different muscles to help me to stay balanced in different activities.		Know where and when to apply force to maintain control and balance.
Co-ordination: Know that using opposite arm to leg helps with throwing and running.	Know that some skills require moving different body parts at different times eg. skipping.	Know how co-ordination helps us with every day tasks.	Know that a ready position helps with reaction time.		Understand that co-ordination also requires balance.
Speed: Know that if I swing my arms it will help me run faster.	Know that shorter steps are used for jogging and bigger steps are used for running.	Know that leaning slightly forwards helps to increase speed. Leaning my body in the opposite direction to travel helps to slow down.	Know that a high knee drive, pumping the arms and running on the balls of the feet creates power.		Know how to train to develop speed and know which speed to select for certain races.
Strength: Know that exercise makes me become stronger.	Know that strength helps us with everyday tasks eg carrying.	Know that when completing strength activities they need to be performed slowly and with control to help me to stay safe.	Know that strength comes from different muscles and how to improve this.		Know how to build strength in my own time.
Stamina: Know that when I move for a long time I will feel hot and breathe faster.	Know that running more slowly is best when running long distance.	Know how stamina helps in everyday life.	Know how to pace a long distance run.		Know which exercises can develop stamina and understand that it can be improved by training over time.
Knowledge – Disciplinary (skill and knowledge application)					
Agility: Change direction when running.	Demonstrate improved technique when changing direction on the move.	Show balance when changing direction. Talk confidently about agility in everyday life.	Show balance when changing direction at speed.		Change direction with a fluent action and transition smoothly between varying speeds.

Balance: Explore balancing with some success, keeping eyes forward.	Demonstrate increased balance whilst travelling along and over equipment.	Explore more complex activities which challenge balance. Talk confidently about balance in everyday life.	Show control whilst completing activities which challenge balance.		Show fluency and control when travelling, landing, stopping and changing direction.
Co-ordination: Explore co-ordination using a range of equipment.	Perform actions with increased control when co-ordinating my body with and without equipment.	Co-ordinate my body with increased consistency. Talk about co-ordination in everyday life.	Explore increased speed from the ready position when co-ordinating my body.		Co-ordinate a range of body parts with a fluent action at a speed appropriate to the challenge.
Speed: Explore running at different speeds.	Demonstrate running at different speeds.	Explore the sprinting technique leaning forward when running.	Demonstrate improved sprinting technique.		Adapt running technique to meet the needs of the distance.
Strength: Explore exercises which use my own body weight.	Demonstrate increased control in body weight exercises.	Explore building strength in different muscle groups slowly and with control.	Develop building strength in different muscle groups		Complete body weight exercises for increased repetitions with control and fluency.
Stamina: Explore moving for long periods of time and talk about how it makes me feel.	Show an ability to exercise for longer periods of time.	Explore using my breath to increase my ability to work for longer periods of time. Talk about stamina in everyday life.	Demonstrate using my breath to maintain my pace in long distance.		Use my breath to increase my ability to move for sustained periods of time.

Vocabulary

Active	Sprint	Agility	Record		Analyse
Brain	Speed	Control	Accelerate		Rhythm
Breathing	Steady	Co-ordination	React		Engage
Calm	Time	Progress	Decelerate		Abdominals
Exercise	Tired	Stamina	Static		Calves
Healthy		Strength	Dynamic		Quadriceps
Heart		Technique			
Memory					
Mood					
Muscle					
Bones					
Quick					
Strong					

Fundamentals (KS1)

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge - Substantive					
<p>Running: Know that bending the knees will help with direction and moving the arms quickly will help with speed.</p>	<p>Know that putting weight into the front of my feet helps me to stop in a balanced position.</p> <p>Know that running on the balls of my feet, taking big steps and having elbows bent will help me to run faster.</p>				
<p>Balancing: Know that looking ahead will help with balance.</p>	<p>Understand that squeezing my muscles helps me to balance.</p>				
<p>Jumping: Know that landing on the balls of the feet help with a controlled landing.</p>	<p>Know that swinging my arms forwards will help me to jump further.</p>				
<p>Hopping: Know that hopping should be done with a soft, bent knee.</p>	<p>Know that if I look straight ahead it will stop me falling over with each hop.</p>				
<p>Skipping: Know that I should use the opposite arm to leg when I skip. Know that jumping on the balls of my feet helps me to keep a consistent rhythm.</p>	<p>Know that I should swing opposite arm to leg to help me balance when skipping without a rope.</p> <p>Know that single bounces are harder and double bounces give you more time for control.</p>				
Knowledge – Disciplinary (skill and knowledge application)					
<p>Running: Explore change in direction and dodging as well as how the body moves at different speeds using the arms.</p>	<p>Demonstrate balance when changing direction and stopping.</p> <p>Clearly show different speeds when running.</p>				
<p>Balancing: Move with some control and balance exploring stability and landing safely by looking ahead.</p>	<p>Demonstrate balance and control when performing movements.</p>				

Jumping: demonstrate control in take off and landing using the balls of the feet.	Demonstrate jumping for distance, height and in different directions using the arms for improved distance.				
Hopping: explore hopping in different directions showing an awareness of how to hold the knee.	Demonstrate hopping for distance, height and in different directions keeping the eyes forward for balance.				
Skipping: Show co-ordination when turning a rope using a steady rhythm.	Explore single and double bounce when jumping in a rope.				
Vocabulary					
Dodge	Sprint				
Jog	Weight				
Skip	Take Off				
Swing	Hurdle				
Ready Position	Speed				

Sending and Receiving linked to Ball Skills (KS1)

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge - Substantive					
Sending: know to face the body towards the target/partner when rolling and throwing underarm.	Know that stepping forward with the opposite foot to throwing arm with help with balance. Know to control the ball before sending it.				
Catching: know to watch the ball when receiving it.	Know to use wide/basket fingers and pull the ball inwards when catching.				
Tracking: know to move the feet to get in the line with ball.	Know that it is easier to move towards the moving target than chase after it.				
Dribbling: know that moving with the ball is called dribbling.	Know that keeping the head up when dribbling means you can see space/opponents better.				
Skills					
Sending: Roll and throw with some accuracy towards a target.	Roll, throw and kick a ball to hit a target using opposite arm/foot when throwing.				
Catching: Begin to catch with two hands after a bounce keeping an eye on the ball.	Develop catching a range of objects with two hands without a bounce.				
Tracking: Track a ball being sent directly.	Consistently track and collect a ball being sent directly.				
Dribbling: Explore dribbling with hands and feet.	Explore dribbling with hands and feet with increasing control on the move.				
Vocabulary					
Sending and Receiving	Sending and Receiving				
Drop	Technique				
Catch	Tactics				
Bounce	Score				
Throw	Limit				
Roll	Success				
Target	Dribble				
Track	Ball Skills				
Strike	Collect				

Racket	Release				
Balance	Receive				
Control	Prepare				
Space	Touch				
Ball Skills					
Ready Position					
Soft					
Swing					
Track					
Underarm					
Control					

Swimming

Year 5

Knowledge - Substantive

Stroke:

Know why to use cupped hands when swimming.
Know that quicker arm strokes will result in quicker swimming.
Know that lifted hips will help with floating.
Understand that keeping legs together will help with direction.
Know that pulling harder will help with speed and distance.
Know that making my body streamlined helps me to glide through the water

Breathing:

Know to take a breath before submerging.
Know to inhale above the water and exhale when face-down in the water.
Know to turn the head to the side to breathe to help with crawl technique.
To know that breathing every three strokes in crawl helps balance the stroke.
To know the impact breathing/holding breath has on the organs.

Water Safety:

To know that floating can help you stay safe.
To know that floating uses less energy than swimming.
To know that treading water helps a person stay upright and in the same space.
Know how to stay safe if I have fallen in water.
Know that a group of people can huddle together to conserve body heat, support each other and provide a larger target for rescuers.
Know which survival technique to use for the situation

Rules: To know water safety rules for different bodies of water.

Skills

Stroke:

To swim with cupped hands.
To swim using fast arm strokes, pulling hard.
To lift hips to stay afloat.
To swim with legs together in butterfly, crawl and backstroke.
To swim demonstrating an awareness of a streamlined body.
To select an appropriate stroke for speed linked to personal bests over 25m.

Breathing:

Demonstrate a range of smooth and consistent breathing techniques in a range of strokes over a distance of 25m.
Show submerging confidently in water.
To breathe in synch with the kicking action.

Water Safety:

To float confidently and in a controlled way.
To confidently talk about the importance of floating and treading water in dangerous situations.
To share what you should do if you fall in water.

Talk about what to do when falling in water with multiple people and which survival techniques to use for different situations.
To explore and demonstrate safety positions.

Rules: To speak confidently about water-safety rules for different bodies of water.

Vocabulary

Autumn Term

Backstroke

Front Crawl

Huddle

Stroke

Tactics

Technique

Breaststroke

HELP position

Sidestroke

Surface

Treading Water

Floating

Handstand

Sinking

Surface Dive

Water Safety

Spring Term

Alternate

Buoyancy

Rotation

Survival

Sculling

Submerge

Continuously

Inhale

Outstretched

Somersault

Dolphin Kick

Exhale

Personal Best

Endurance

Flutter Kick

Retrieve

Summer Term

Propel
Afloat
Buoyant
Motion
Streamline
Conserve
Flexed