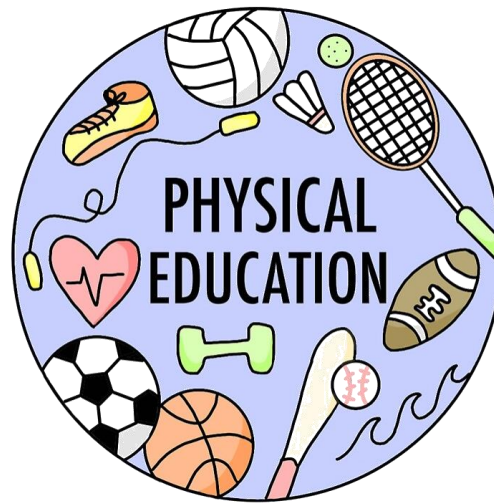








Physical Education Curriculum Progression Early Years to Year 6



Physical Education at Mandale Mill Primary School-








Mandale Mill Primary School provides a full, varied and enthralling Physical Education curriculum which challenges, engages and excites staff and pupils alike. Physical Education at Mandale Mill Primary School is seen as a vital part of the education experience as a whole. Physical Education develops pupils' physical competence and confidence and their ability to use these to perform in a range of activities. It promotes skilfulness, physical development and knowledge of the body in action. Physical Education provides opportunities for all pupils at Mandale Mill Primary School to be creative, competitive, cooperative and face up to different challenges as individuals and in groups and teams. It promotes positive attitudes toward healthy and active lifestyles. Physical Education allows pupils to learn how to think in different ways to suit a wide variety of creative, competitive, cooperative and challenging activities. The children learn how to plan, perform and evaluate actions, ideas and performances to improve their aptitudes, abilities, preferences and make choices about how to get involved in lifelong physical activity.

Physical Education Yearly Overview-

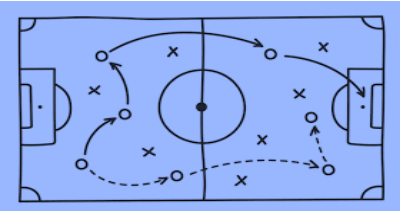

Taught topics		
Autumn One	Spring One	Summer One
<p>Pupils should be taught: Dance</p> 	<p>Pupils should be taught: Tennis</p> 	<p>Pupils should be taught: Cricket/rounders</p> 
Autumn Two	Spring Two	Summer Two
<p>Pupils should be taught: Gymnastics</p> 	<p>Pupils should be taught: Football</p> 	<p>Pupils should be taught: Athletics</p> 

Overarching principles-





Key topic areas-

Dance	Gymnastics	Net and Wall Games	Invasion Games	Striking and Fields	Athletics	Swimming
We teach a variety of dance genres through a progressive curriculum.	Children learn about strength, control, technique and balance.	We teach co-ordination, skills and tactics that can be used to play tennis.	Children learn about strategy and team work to be able to play football.	Communication, collaborating and competing are key skills when learning the games of rounders and cricket.	We focus on running, jumping and throwing and developing the techniques in these key areas.	Children learn a range of stroke and how to keep themselves safe in water.
						





Disciplinary knowledge and skills-

Declarative Knowledge (knowing what)	Procedural Knowledge (knowing how)
Factual knowledge concerning movement, rules, tactics, strategies, health and participation. Best practiced through spoken or written observations of a practical demonstration.	Knowing how to apply declarative facts. Best practiced through demonstration or participation.
	

Life Skills (health and safety)-

Health, Fitness and Wellbeing	Body Awareness	Warm Up and Cool Down	Safety
Physical wellbeing is the ability to maintain a healthy quality of life that allows us to get the most out of our daily activities without undue fatigue or physical stress.	Body awareness is how conscious and connected you are to your own body. It's also known as kinaesthesia, or the awareness of the position and movement of body parts in relation to muscles and joints.	Warming up, such as low-heart rate cardio, prepares the circulatory and respiratory system for the upcoming exercising. The cool-down is just as critical. It keeps the blood flowing throughout the body.	Assessing potential risks, such as injuries and illness, developing plans to address those risks, implementing appropriate controls to reduce or eliminate the risk.
			

Life Skills (citizenship)-

Evaluation and Feedback	Peer and Reciprocal Coaching	Leadership and Teamwork	Measuring and Improving
Evaluation can be defined as a process based upon criteria which measures the performance of learners. Feedback tells performers how well they performed or are performing.	Coaching involves the teaching and training of one individual or one team in preparation for athletic competition. Usually involved in coaching one specific sport, the coach assumes many different roles.	Teamwork is the ability to work cooperatively with others to achieve group objectives. The essence of leadership is accomplishing worthy goals through the combined efforts of others, and teamwork capabilities are crucial.	A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities.
			

Key Disiplinary Knowledge and Skills in Topic Areas Progression-

Dance			
Year Group(s)	Key	Declarative Knowledge	Procedural Knowledge
Year 1	Year 1 Knowledge built within the two years	<ul style="list-style-type: none"> Describe what it feels like to breathe quickly during exercise. Describe what they have done or seen others doing. Understand why being active and playing games is good for you. 	<ul style="list-style-type: none"> Respond imaginatively to a range of stimuli. Move confidently and safely in your own and general space, using changes of speed, level and direction. Perform movement phrases using a range of different body actions and body parts – with control and accuracy. Create linked movements, combining different ways of travelling, with beginnings, middles and ends
Year 2 and Year 3	Knowledge built within the two years	<ul style="list-style-type: none"> Describe and evaluate the effectiveness and quality of a dance. Collaborate with others. 	<ul style="list-style-type: none"> Explore and create narratives in response to a stimulus. Show control, accuracy and fluency of movement when performing actions with a partner. Develop dance phrases using canon, unison, repetition, action/reaction, and question/answer. Communicate what you want through your dances and perform with control. Combine actions and maintain the quality of performance when performing at the same time as a partner.
Year 4 and Year 5	Knowledge built within the two years	<ul style="list-style-type: none"> Identify which aspects were performed consistently, accurately, fluently, and clearly and be able to provide feedback. Work effectively as part of a team. Explain how their bodies reacts and feels when taking part in different activities and undertaking different roles. 	<ul style="list-style-type: none"> Continue to develop a broader range of skills and movement patterns, exploring and practicing movement ideas inspired by a stimulus. Use basic compositional principles when creating dances – combining movements fluently and effectively. Perform a range of movements accurately with a sense of rhythm. Create and structure dance motifs, phrases, and sections of dances, developing expressive qualities.
Year 6		<ul style="list-style-type: none"> Share ideas in small groups, working together to create a routine incorporating different elements. 	<ul style="list-style-type: none"> Move in a way that reflects the music. Perform dances in both canon and unison, with clarity and confidence.

		<ul style="list-style-type: none"> • Use imagination to develop dances to music and develop expressive qualities. 	<ul style="list-style-type: none"> • Explore and practice movement ideas inspired by a stimulus. • Explore, improvise, and combine movement ideas fluently and effectively. • Perform movements to an audience with rhythm and confidence.
--	--	--	---

Gymnastics			
Year Group(s)	Key	Declarative Knowledge	Procedural Knowledge
Year 1	Year 1 Knowledge built within the two years	<ul style="list-style-type: none"> • Describe what you have done or seen others do 	<ul style="list-style-type: none"> • Perform basic gymnastic actions, including travelling, rolling, jumping, and staying still. • Develop fundamental movement skills, becoming increasingly confident and competent, moving safely using <ul style="list-style-type: none"> • changes of speed, level, and direction. • Combine different ways of travelling exploring a range of movements and shapes. • Create linked movement phrases with beginning, middle and ends. • Perform movement phrases using a range of different body actions and body parts. • Develop agility, balance, and coordination.
Year 2 and Year 3	Knowledge built within the two years	<ul style="list-style-type: none"> • Watch and describe a performance accurately. • Understand and describe changes to your heartrate when playing a game • Learn how to evaluate and recognise your own success and areas for improvement, as well as the effectiveness and quality of a performance. • Describe how your body feels when exercising. 	<ul style="list-style-type: none"> • Perform a range of actions with control and confidence. • Explore, remember, and repeat a range of gymnastic actions with control, precision, and coordination. • Form simple sequences of different actions, using the floor and a variety of apparatus. • Develop fundamental movement skills, combining travelling, balancing and stiffness using both floor and apparatus; and moving smoothly from one position of stiffness to another.

			<ul style="list-style-type: none"> • Continue to develop agility, balance, and coordination • Perform a range of actions, agilities and skills with consistency, fluency, and clarity of movement. • Experiment with a wide range of actions, varying and combining spatial patterns, speed, tension, and continuity when working with a partner and in a group. • Create gymnastic sequences that meet a theme or set of conditions, showing a clear, beginning, middle and end. • Create, perform, and repeat sequences that include changes of dynamic e.g. changes of level, speed, or direction. • Develop flexibility, strength, control, technique, and balance
Year 4 and Year 5	Knowledge built within the two years	<ul style="list-style-type: none"> • Recognise and explain a good performance Develop your own gymnastic sequences by understanding, choosing, and applying a range of compositional principles. • Identify which aspects of a performance were performed consistently, accurately, fluently, and clearly; being able to provide constructive feedback. 	<ul style="list-style-type: none"> • Find different ways of using a shape, balance, or travel, and link them to make actions and sequences of movement. • Show control, accuracy and fluency of movement when performing actions on your own and with a partner. • Devise and perform a gymnastic sequence, showing a clear beginning, middle and end. • Create, perform, and repeat a combination of actions that include changes of dynamic e.g. changes of level, speed and direction, and clarity of shape. • Collaborate with others. • Perform movements accurately with a sense of rhythm. • Explore, improvise, and combine movement ideas fluently and effectively. • Make up longer sequences and perform them with fluency and clarity of movement, choosing skills that meet the needs of the situation. • Develop flexibility, strength, control, technique, and balance.
Year 6		<ul style="list-style-type: none"> • Work effectively as part of a team, recognising success, and give constructive feedback. • Create short warm up routines that follow important principles. 	<ul style="list-style-type: none"> • Explore, improvise, and combine movement ideas fluently and effectively. Use skills in different ways, performing confidently, with clarity and a sense of rhythm.

			<ul style="list-style-type: none"> • Combine and perform gymnastic actions, shapes, and balances more fluently and effectively. • Use combinations of dynamics using the space effectively. • Develop your own gymnastic sequences by understanding, choosing, and applying a range of compositional principles; varying direction, level, and pathways to improve the look of a sequence
--	--	--	--

Net and Wall Games			
Year Group(s)	Key	Declarative Knowledge	Procedural Knowledge
Year 1	Year 1 Knowledge built within the two years	<ul style="list-style-type: none"> • Can watch and copy what they see and describe why they have copied that technique. • Understand why being active is good for you. • Understand how to play in a safe way and why being active and playing games is good for you. • Describe what they have done or seen others doing. • Change the way they use skills in response to their opponent's actions. • Understand, follow, and apply skills and tactics in simple games. 	<ul style="list-style-type: none"> • Use different skills and movements, including aiming into space to try win games. • Can hit the shuttle varying height, speed and direction into space. (badminton) • Can control and balance the shuttle with some control, with and without a racket. (badminton) • Watch, track and catch a shuttle successfully, as well as throw it with control to a partner. (badminton) • Move fluently, changing direction and speed. • Engage in cooperative physical activities. • Explore different ways to use and move with the ball – showing control with simple actions and basic control when striking an object. • Catch/stop and send/pass a ball – developing technique of throwing and receiving. • Understand the concept of moving to get in line with a ball/shuttle to receive it. • Show control of a ball with basic actions and explore different ways to use and move with a ball. • Send a ball in different ways e.g. throwing, pushing, rolling. • Successfully receive (catch/stop) a ball.

<p>Year 2 and Year 3</p>	<p>Knowledge built within the two years</p>	<ul style="list-style-type: none"> • Can perform a forehand serve accurately to a partner, and familiarize themselves with the backhand serve, being able to describe correct grip and technique. (badminton) • Explain and demonstrate the chasse step and lunge in practice and games. (badminton) • Compete with others – Keeping and following the rules of the game. • Identify what you do well and what you find difficult. • Further understand the link between heart rate and breathing when exercising. • Employ simple tactics in game situations and explain why they have used the tactics. • Learn how to evaluate and recognise their own success. • Identify what they need to practice to improve their performance. • Describe how their bodies feel when exercising and understand the link between heart rate and breathing when exercising. 	<ul style="list-style-type: none"> • Continue to develop control of the shuttle with and without the racket. (badminton) • Show a good stance and structure when throwing and hitting the shuttle. (badminton) • Improve control of the shuttle, with and without the racket, developing different movements and skills to play varied types of shot including a forehand and a lift. (badminton) • Participate in rallies with others. • Can hit the ball/shuttle, when in the air, varying height, speed and direction into space and to a partner. • Perform basic skills needed for the games with control and accuracy, including throwing and stopping the ball. • Perform a basic forehand action. • Throw/ Send a ball using a variety of techniques. • Take up space/ positions that make it difficult for opponents. • Keep a rally going. • Choose the appropriate throwing technique to meet the demands of the task. • Send a ball into space at different speeds and heights to make it difficult for the opponent. • Intercept and stop the ball consistently
<p>Year 4 and Year 5</p>	<p>Knowledge built within the two years</p>	<ul style="list-style-type: none"> • Understand tactics in net games, such as aiming into space to beat an opponent. Use these tactics to try win games. • Identify spaces and understand the tactic of hitting into gaps. • Watch and evaluate the success of games. • Able to explain why a performance is good, and what part of a performance could be improved and why. • Create short warm up routines that follow basic principle e.g. raise body temperature, mobilise joints and muscles. • Understand how the muscles work e.g. work by getting shorter, relax by getting longer. • Develop an understanding of how to improve in different physical activities and sports. 	<ul style="list-style-type: none"> • Able to hit a shuttle with good stance and grip on both forehand and backhand side, varying shot selection; height, speed and depth. (badminton) • Improve consistency of shots, noticing longer rallies. • Use different racket skills and types of movement during a competitive or cooperative rally. • To participate in rallies with and without a racket. • Demonstrate skills learnt during the unit when competing against others, including serving, returning a serve, and shot accuracy when moving at a quick pace. • Can demonstrate fast paced movements, fluently changing direction and speed. • Hit the ball with purpose.

		<ul style="list-style-type: none"> • Recognise part of a performance that could be improved and explain how. • Learn how to evaluate and recognise their own success. 	<ul style="list-style-type: none"> • Play shots on the forehand and backhand side of your body. • Direct the ball towards the opponent's court or target area. • Participate in competitive games, modified where appropriate. • Use good footwork that allows the ball to be hit with good technique. • Adopt a good ready position and show good position on court. • Show good awareness of others in game situations. • Apply basic principles suitable for attacking and defending. Identify spaces and understand the tactic of hitting into gaps.
Year 6		<ul style="list-style-type: none"> • Describe good technique of the forehand, backhand, and overhead clear. • Explain how your body reacts and feels when taking part in different activities and undertaking different roles. • Evaluate your own success and areas of improvement, as well as others. • Create short warm up routines that follow basic principles e.g. raise body temperature, mobilise joints and muscles. • Recognise part of a performance that could be improved and explain how. • Continue to evaluate and recognise their own success. • Understand the importance of being physically fit and how physical activity can contribute to a healthy lifestyle. 	<ul style="list-style-type: none"> • Experiment with the racket using different skills. • Play shots at different heights, direction, and speed, and improve hitting the ball/shuttle whilst moving. • Use different skills and tactics learnt to try win games. • Improve consistency of shots, directing them to help win competitions. • Be continuous within a rally and regularly play consistent shots. • Use tactical serves to deceive opponent. • Demonstrate fast paced movements, including the chasse step and lunge whilst increasing shuttle accuracy. (badminton) • Hit the ball with purpose, varying speed, height, and direction. • Direct the ball towards the opponent's court or target area. Perform skills such as forehand and backhand shots with control and confidence. • Apply the principles of attacking. • Adopt a good ready position with purpose and show good position on court. • Participate in competitive games, modified, and adapted where appropriate. • Apply basic principles suitable for defending.

			<ul style="list-style-type: none"> • Apply basic principles suitable for attacking. • Identify spaces and understand the tactic of hitting into gaps. • Use good footwork that allows the ball to be hit with good technique
--	--	--	---

Invasion Games			
Year Group(s)	Key	Declarative Knowledge	Procedural Knowledge
Year 1	Year 1 Knowledge built within the two years	<ul style="list-style-type: none"> • Understand the concept of moving to get in line with the ball to receive it. • Describe why being active and playing games is good for you. • Describe what it feels like to breath quickly during exercise. • Have simple plans that you know you can make work, e.g. where to stand to make it difficult for an opponent. • Identify what skills you need to practice. • Can describe what you have done or seen others do. • Recognise space in games and use it to your advantage. • Understand why being active and playing games is good for you. • Understand how to play in a safe way. • Describe why running and playing games is good for you. • Watch, copy and describe others play. • Understand who the attackers and who the defenders are. • Decide when to pass and when to run. 	<ul style="list-style-type: none"> • Explore different ways to use, move and send the ball. • Develop skills such as sending an object to a target, catching, receiving, rolling, pushing, throwing and basic ball control. • Demonstrate a basic underarm throwing action with control and accuracy. • Show control of a ball with basic actions. • Send/ pass a ball and successfully catch/stop a ball. • Develop fundamental movement skills, becoming increasingly confident and competent. • Use skills in different ways when playing games. • Recognise space in games and use it to your advantage. • Move fluently, changing direction and speed easily and avoiding collisions. • Show control of the ball with basic actions – including sending a ball/equipment to a target. • Can shoot successfully at a goal or target. • Play in a safe way. • Move to defend a goal. • Throw and catch a ball to themselves and others. • Improve movement skills whilst moving with the ball in two hands. (tag rugby) • Play simple games understanding the rules of the game. • Learn how to tag. (tag rugby)

<p>Year 2 and Year 3</p>	<p>Knowledge built within the two years</p>	<ul style="list-style-type: none"> • Employ simple tactics in game situations. • Recognise and explain good performances. • Understand the link between heart rate and breathing when exercising. • Recognise good performance and be able to identify what you need to practice to improve your own performance. • Recognise players who play well in games and give reasons why. • Identify what you do best and what you find difficult. • Recognise and describe what happens to your breathing and heart rate when playing games and begin to understand why you get hotter when playing games. • Learn how to recognise your own success. • Describe how your body feels when exercising. • Describe what happens to your heart rate and breathing when playing games and begin to understand why you get hotter. • Identify what you do best and what you find most difficult and recognise this in others performance. • Improve decision making skills and choose the right skills that meet the needs of the situation. • Play simple invasion games with an understanding of the basic rules. • To follow the rules of the game 	<ul style="list-style-type: none"> • Move with a ball keeping it under close control. • Keep possession of a ball as part of a team. • Receive a ball successfully. • Take up spaces/positions that make it difficult for opponents. • Perform basic skills needed for games with control and accuracy. • Pass/send a ball with increasing accuracy and at different speeds. • Shoot/ score with some success. • Use a range of skills to keep possession of the ball. • Keep the ball under control, passing and receiving with increasing accuracy. • Choose space/ positions where you can receive a pass or to support a teammate. • Develop control and technique both in movements and manipulation. • Apply basic principles for attacking and defending – finding space (attacking), challenge a player in possession (defending). • Pass and receive the ball with control. • Select passes that keep possession. • Move to support teammates once you have passed the ball and explain how to keep possession. • Know how to tag another player. (tag rugby) • Develop attacking and defending skills within tag rugby. • To be able to pass the ball backwards to a teammate. (tag rugby)
<p>Year 4 and Year 5</p>	<p>Knowledge built within the two years</p>	<ul style="list-style-type: none"> • Explain how your body reacts and feels when taking part in different activities and undertaking different roles. • Explain why a performance is good. • Understand how physical activity can contribute to a healthy lifestyle. • Learn how to evaluate and recognise success. • Choose different formations to suit the needs of the game. 	<ul style="list-style-type: none"> • Perform skills (e.g. passing) with accuracy, confidence and control, and increasing speed. • Work effectively as part of a team and keep possession of the ball when faced with opponents. • Apply basic principle for attacking – Using skills to keep possession of the ball. • Begin to apply defending principles in games; Communicating well as a team to regain possession of the ball.

		<ul style="list-style-type: none"> • Find ways to get the ball towards your opponent's goal, knowing when to pass, when to dribble or travel with the ball. • Watch and evaluate the success of a game, whilst recognising parts of a performance that could be improved and identifying practices that will help. • Suggest ideas for warming up and explain your choices. • Understand how the muscles work – work by getting shorter, relax by getting longer. • Understand the importance of being physically fit. • Know the difference between attacking and defending skills. • Know how to mark and defend your goal. • Identify strengths and weaknesses of your own and other performances and explain your reasoning. • Begin to understand the importance of lines in tag rugby – both for attack and defence. (tag rugby) • Understand the defensive duties in tag rugby and the process of tagging. 	<ul style="list-style-type: none"> • Apply basic principles for defending - Defend by marking, covering, and tracking opponents as appropriate. • Participate in competitive games, modified where appropriate. • Develop technique of important skills – such as passing. • Keep possession of the ball when faced with opponents. • Apply basic principle for attacking – Use a variety of tactics to keep possession of the ball. • Change speed and direction to get away from a defender. • Use a variety of tactics, like use of space and positions to keep the ball. • Use simple tactics in games to achieve success as a team. • Apply basic principle for attacking – choosing when to pass or dribble to keep possession of a ball. • Use a variety of skills to keep the ball, thinking about moving towards goal, different positions and the use of space. • Increase accuracy and confidence of passing and shooting skills. • Increase accuracy and control when passing and catching whilst moving at speed. • Participate in competitive games, following the rules and playing fair. • Continue to improve different ways to pass – fast, slow, high, low.
Year 6		<ul style="list-style-type: none"> • Create short warm up routines that follow the basic principles e.g. raising body temperature, mobilise joints and muscles. • Learn how to evaluate your own success, as well as recognise part of a performance that could be improved and why. • Understand how to improve in different physical activities and sport. • Understand there are different ways to defend. • Understand there are different ways to attack as a team. • Know how invasion sports helps your fitness and health. 	<ul style="list-style-type: none"> • Apply basic principles for attacking and defending, choosing different formations to suit the need of the game. • Develop control whilst performing skills at speed. • Show good awareness of others in game situations and work effectively as a team, adapting games if needed so everyone has a role to play. • Use the defending principles in game situations, including marking, tracking and covering, to gain possession.

		<ul style="list-style-type: none"> • Give feedback to individual, teams and your own performance, describing the best points, suggesting how to improve, and commenting on techniques and tactics. • Know what makes a good warm down e.g. it calms the body, prevents stiffness, settles the mind. • Identify and evaluate parts of your own game and others, providing feedback. • Understand how physical activity can contribute to a healthy lifestyle. • Understand how muscles work. • Adapt games and activities making sure everyone has a role to play. • Create short warm up routines that follow the basic principles e.g. raising body temperature, mobilise joints and muscles. • Understand how to improve in different physical activities and sport. • To understand the rules of the game and participate in full games. 	<ul style="list-style-type: none"> • Combine and perform skills with control, adapting them to meet the needs of the situation. • Choose and apply a range of tactics and strategies when both attacking and defending. • Use different skills to keep possession of a ball as part of a team. • Change speed and direction to get away from a defender. • Choose different formations to suit the needs of the game and choose skills that meet the need of the situation. • Work effectively as a team. • Use a variety of tactics to keep possession of the ball, applying the principles of attacking. • Use the defending principles in game situations, including marking, tracking, and covering, to gain possession. • Incorporate the rules of the game into small sided games such as passing backwards in tag rugby. • To pass and catch the ball whilst running at different speeds. • Keep control of the ball when running and passing, ensuring passing is accurate. • Carefully consider the best way to score and win the game, remembering to find and use space when running. • Successfully remove tags in accordance with the rules. (tag rugby)
--	--	--	--

Striking and Fielding

Year Group(s)	Key	Declarative Knowledge	Procedural Knowledge
Year 1	Year 1 Knowledge built within the two years	<ul style="list-style-type: none"> • Apply skills and tactics in simple games, including recognizing space and using it to your advantage. • Understand why being active and playing games is good for you. • Describe what you have done, or seen others doing. • Describe what it is like to breath quickly during exercise. 	<ul style="list-style-type: none"> • Move fluently, changing direction and speed, • Show basic control of the ball, including when striking a ball. • Successfully receive (catch/stop) a ball, understanding the concept of moving to get in line with the ball to receive it. • Understand and follow simple rules for games and compete in physical activities both against self and against others. • Apply skills and tactics in simple games, including recognizing space and using it to your advantage.
Year 2 and Year 3	Knowledge built within the two years	<ul style="list-style-type: none"> • Identify what you need to practice to improve your performance. • Understand the link between heart rate and breathing when exercising. • Describe how your body feels when exercising and understand the link between heart rate and breathing when exercising. • Employ simple tactics in games. • Devise suitable warm up activities for upcoming activities 	<ul style="list-style-type: none"> • Apply and develop a broader range of skills, whilst ensuring basic skills are performed with control and accuracy. • Throw a ball increasing distances. • Catch a ball with increasing consistency. • Hit a ball with correct technique. • Intercept and stop the ball consistently. • Employ simple tactics, particularly when fielding to make it harder for the batter. • Work well as part of a team, particularly when fielding to make it harder for the batter
Year 4 and Year 5	Knowledge built within the two years	<ul style="list-style-type: none"> • Watch and evaluate the success of games and good performance. • Understand how physical activity can contribute to a healthy lifestyle and explain how your body reacts and feels when taking part in physical activity. • Create short warm up routines that follow basic principles e.g. raising body temperature, mobilise joints and muscles. • Choose skills and tactics to meet the needs of the situation. (i.e. to outwit opponents when fielding). 	<ul style="list-style-type: none"> • Show good awareness of others in game situations. • Adapt games and activities making sure everyone has a role to play. • Develop control and technique whilst performing skills at speed. • Hit the ball with purpose, varying speed height and direction, as well as thinking of tactics needed to score more runs. • Work as part of a team, communicating well with others. • Begin to bowl at different speeds

		<ul style="list-style-type: none"> • Explain why a performance is good. 	
Year 6		<ul style="list-style-type: none"> • Learn how to evaluate and recognise your own success and areas for improvement. • Develop an understanding of how to improve in different physical activities and sports. • Create short warm up routines that follow basic principles e.g. raise body temperature, mobilise joints and muscles. 	<ul style="list-style-type: none"> • Perform skills, including retrieve, intercept and stop a ball, with accuracy, confidence, and control. • Bowl using an overarm technique, beginning to vary speed and length of delivery. • Use skills and tactics to outwit opponents when fielding, bowling, and batting. • Work as part of a team that covers the areas to make it hard for the batter to score runs. • Use tactics that involve bowlers and fielders working together. • Perform skills with accuracy, confidence, and control. • Participate in competitive games, modified where appropriate. • Retrieve, intercept, and stop a ball when fielding.

Athletics			
Year Group(s)	Key	Declarative Knowledge	Procedural Knowledge
Year 1	Year 1 Knowledge built within the two years	<ul style="list-style-type: none"> • Recognise successful and unsuccessful techniques. • Show understanding of the correct running technique 	<ul style="list-style-type: none"> • Show good teamwork and sportsmanship when taking part in competitive throwing. • Develop the overarm throw technique, throwing accurately towards a target. • Practice the underarm throw technique, aiming towards a target showing increased control. • Show a basic level of control, coordination and consistency when running. • Explore and practice a variety of movements including running, jumping, and throwing techniques. • Experiment with different jumping techniques, showing control, coordination, and consistency throughout

<p>Year 2 and Year 3</p>	<p>Knowledge built within the two years</p>	<ul style="list-style-type: none"> • Recognise what they do well and what they find difficult, identifying what they need to practice to improve their performance. • Understand the pace judgement when running over an increased distance. • Describe how their bodies feel when exercising and understand the link between heart rate and breathing during exercise. 	<ul style="list-style-type: none"> • Apply and develop a broad range of athletic skills in different ways. • Show control, coordination and consistency when running, throwing, and jumping. • Choose the appropriate running speed to meet the demand of the task. • Enjoy competing with others.
<p>Year 4 and Year 5</p>	<p>Knowledge built within the two years</p>	<ul style="list-style-type: none"> • Choose the appropriate speed to run at for the distance to be covered. • Create short warm up routines that follow basic principle e.g. raise body temperature, mobilise joints and muscles. • Understand how physical activity can contribute to a healthy lifestyle and the importance of being physically fit. • Explain how their body reacts and feels when taking part in different activities and undertaking different roles and understanding how this effects the muscles. 	<ul style="list-style-type: none"> • Run, jump, catch, and throw in isolation and combination. Combine and perform skills with control. • Communicate, collaborate, and compete with others. Working effectively as part of a team. • Demonstrate a range of throwing actions e.g. push, pull, sling, using different equipment.
<p>Year 6</p>		<ul style="list-style-type: none"> • Understand appropriate pace judgement for the running distance to be covered. • Understand the appropriate throwing and jumping technique to achieve maximum distance and height. • Share and discuss athletic techniques with others. • Compare their performance with previous ones and demonstrate improvement to achieve their personal best. • Be able to describe the importance of being physically fit. • Explain how their body reacts and feels when taking part in different activities and undertaking different roles. 	<ul style="list-style-type: none"> • Select and apply skills that meet the needs of the situation, combining and performing each skill with control at speed. • Work effectively as part of a team. • Successfully run, jump, and throw in isolation and in combination – applying appropriate techniques to achieve personal bests.

Life Skills (health and safety)

Health and Safety					
Year Group(s)	Key	Health, Fitness and Wellbeing	Body Awareness	Warm Up and Cool Down	Safety
Year 1	Year 1 Knowledge built within the two years	<ul style="list-style-type: none"> Understand why being active and playing games is good for you. 	<ul style="list-style-type: none"> Describe what it feels like to breathe quickly during exercise. Understand some changes to the body when playing a game. 	<ul style="list-style-type: none"> Understand that warming up is an important part of a PE lesson to prepare safely for exercise 	<ul style="list-style-type: none"> Understand how to play in a safe way. Demonstrate an appreciation of safety when using apparatus and equipment.
Year 2 and Year 3	Knowledge built within the two years	<ul style="list-style-type: none"> Describe why running is good for you. Develop an understanding of the importance of speed and stamina when playing invasion games. 	<ul style="list-style-type: none"> Understand and describe changes to your heartrate when playing a game. Describe how their bodies feel when exercising. Understand the link between heart rate and breathing during exercise. Begin to understand why you get hotter when playing games. 	<ul style="list-style-type: none"> Begin to understand the importance of warming up and cooling down. Begin to create simple warm ups. 	<ul style="list-style-type: none"> Understand the need for preparing safely for activity. Has knowledge of safety rules and procedures for taking part in orienteering events Demonstrate an appreciation of safety when lifting, moving and placing apparatus and equipment.
Year 4 and Year 5	Knowledge built within the two years	<ul style="list-style-type: none"> Improve physical fitness. Understand how physical activity can contribute to a healthy lifestyle. Understand the importance of being physically fit. Develop physical fitness. 	<ul style="list-style-type: none"> Describe how their bodies feel when exercising and further understand the link between heart rate and breathing during exercise. 	<ul style="list-style-type: none"> Devise suitable warm-up activities for the upcoming activities. Create short warm up routines that follow basic principle e.g. raise body temperature, mobilise joints and muscles. 	<ul style="list-style-type: none"> Understand and follow safety procedures. Coordinate lifting and moving apparatus in a safe and sensible way.

		<ul style="list-style-type: none"> • Recognise exercise and activities that help strength, speed and stamina. 	<ul style="list-style-type: none"> • Communicate what you want through your dances. • Explain how their body reacts and feels when taking part in different activities and undertaking different roles. • Understand how the muscles work – work by getting shorter, relax by getting longer. • Move in a way that reflects the music. 	<ul style="list-style-type: none"> • Suggest ideas for warming up and explain your choices. 	
Year 6		<ul style="list-style-type: none"> • Be able to describe the importance of being physically fit. • Further understand how physical activity can contribute to a healthy lifestyle. • Know how invasion sports help your fitness and health. • Develop physical characteristics needed for sport. 	<ul style="list-style-type: none"> • Explain how their body reacts and feels when taking part in different activities and undertaking different roles. • Understand how muscles work. 	<ul style="list-style-type: none"> • Create short warm up routines that follow important principles. • Know what makes a good warm down e.g. it calms the body, prevents stiffness, settles the mind. 	<ul style="list-style-type: none"> • Coordinate lifting and moving apparatus in a safe and sensible way.

Life Skills (citizenship)

Citizenship					
Year Group(s)	Key	Evaluation & Feedback	Peer & Reciprocal Coaching	Leadership & Teamwork	Measuring & Improving
Year 1	Year 1 Knowledge built within the two years	<ul style="list-style-type: none"> Recognise successful and unsuccessful techniques. Describe what they have done or seen others doing. Watch, copy and describe others play. 	<ul style="list-style-type: none"> Copy and describe why they have copied that technique. 	<ul style="list-style-type: none"> Communicate to help solve problems with others. Work independently and with others. Work well in big groups, sharing, taking turns and cooperating with others. 	<ul style="list-style-type: none"> Identify what skills you need to practice. Use actions and ideas you have seen to improve your own skills. Identify good technique and justify why it is good.
Year 2 and Year 3	Knowledge built within the two years	<ul style="list-style-type: none"> Begin to evaluate and improve own performance. Watch and describe a performance accurately. Recognise what is successful. Recognise what they do well and what they find difficult. Describe and evaluate the effectiveness and quality of a dance. Recognise players who play well in games and give reasons why. Learn how to recognise your own success. Recognise what went well and what could be improved 	<ul style="list-style-type: none"> Describe to others how to hold and grip the racket on forehand shots. Be able to describe the correct techniques to others. Explain what success you have seen in other people's games, and how individuals and teams achieved it. 	<ul style="list-style-type: none"> Show good teamwork and sportsmanship when taking part in competition. Understand how communication can help solve problems with others. Collaborate with others. Enjoy competing and performing with others. Communicate effectively with other people and discuss plans to achieve success. 	<ul style="list-style-type: none"> Use actions and ideas you have seen to improve your own skills. Copy actions and ideas and use the information to improve your skills Identify what they need to practice to improve their performance.

<p>Year 4 and Year 5</p>	<p>Knowledge built within the two years</p>	<ul style="list-style-type: none"> • Learn how to evaluate and recognise their own success. • Recognise and explain a good performance. • Identify and evaluate parts of your own game and others, providing useful feedback. • Identify which aspects were performed consistently, accurately, fluently, and clearly and be able to provide feedback. • Explain why a performance is good. • Evaluate and recognise success. • Watch and evaluate the success of a game. • Identify strengths and weaknesses of your own performances and explain reasoning. • Identify what they have done well and adapt plans for future challenges. 	<ul style="list-style-type: none"> • Explain simple tactics to peers in game situations. • Identify and describe the skills needed to improve performance and show this to others. • Understand how to improve in different physical activities and sport and discuss with others. • Explain to others why a performance is good. 	<ul style="list-style-type: none"> • Employ and explain simple tactics in game situations. • Work as a team to plan and decide what approach to use to meet the challenges. • Communicate, collaborate, and compete with others. • Work effectively as part of a team. • Recognise and communicate parts of a performance that could be improved and identify practices that will help. • Communicate, collaborate, and compete with others. 	<ul style="list-style-type: none"> • Be able to describe your own dance, taking characters into account as well as identifying what they need to practice to improve their dance. • Where appropriate, independently measure performance and set targets to improve. • Develop an understanding of how to improve when playing games.
<p>Year 6</p>		<ul style="list-style-type: none"> • Engage in constructive feedback. • Evaluate your own success and critique your own performance. • Give feedback to individual, teams and your own performance. 	<ul style="list-style-type: none"> • Share and discuss and apply techniques with others. • Take turns to teach others a new skill or tactic. 	<ul style="list-style-type: none"> • Share ideas in small groups, working together to create a routine incorporating different elements. • Work effectively as part of a team. • Adapt games and activities making sure 	<ul style="list-style-type: none"> • Compare their performance with previous ones and demonstrate improvement to achieve their personal best. • Understand how to improve in different

		<ul style="list-style-type: none">• Identify and evaluate parts of your own game and others, providing feedback.• Compare and evaluate other performances.		<p>everyone has a role to play.</p> <ul style="list-style-type: none">• Work within a team, leading, trusting others and valuing each other.	<p>physical activities and sport.</p> <ul style="list-style-type: none">• After observing a performance, describe the best points, suggest how to improve, and comment on techniques and tactics.
--	--	---	--	--	---