

Physical Education



Physical Education



Introduction

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Aims

The national curriculum for physical education aims to ensure that all pupils:

- Develop competence to excel in a broad range of physical activities
- Are physically active for sustained periods of time
- Engage in competitive sports and activities
- Lead healthy, active lives

All schools must also provide swimming instruction in either KS1 or KS2.

In this, children must be taught to:

- Swim competently, confidently and proficiently over a distance of at least 25 metres
- Use a range of strokes (front crawl, backstroke and breaststroke)
- Perform safe self-rescue in different water-based situations

Physical Education at Micklem



KS1

In years 1 and 2 at Micklem, children will develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, both individually and with others. They will be given opportunities to engage in competitive (against self and others) and cooperative physical activities in a range of increasingly challenging situations.

Pupils in key stage one will be taught to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination and will begin to apply these in a range of activities. They will participate in team games, and learn to develop simple tactics for attacking and defending. They will also learn to perform dances using simple movement patterns.

KS2

Building on their knowledge gained in KS1, pupils in years 3,4,5 and 6 at Micklem will continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They will have vast opportunities to communicate, collaborate and compete with each other. They will develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils in key stage 2 will be taught to use running, jumping, throwing and catching in isolation and in combination. They will play competitive games and apply basic principles of attacking and defending. They will develop flexibility, strength, technique, control and balance through activities such as athletics and gymnastics, and perform dances using a range of movement patterns. They will take part in outdoor and adventurous activities, both individually and as part of a team, and develop confidence in comparing their performances with previous ones, demonstrating improvement to achieve their personal best.

Swimming at Micklem

Swimming lessons take place over a 3 week period every year, where all classes have the opportunity to swim. Pupils in Early Years and KS1 will be introduced to the water, safely and the beginning swimming movements which are then built on in KS2. Children will be grouped by ability to allow appropriate instructing for all. Careful attention is given to those who require further swimming to meet the expectations of the national curriculum, however, others will also have lessons that build up to this attainment goal.

Curriculum Content and Sequence



Sports at Micklem



Athletics

Netball

Dance

Tag Rugby

Rounders

Basketball

Yoga

Gymnastics

Hockey

Fitness

Cricket

Golf

Outdoor
Adventurous
Activities

Football

Swimming

Dodgeball

Tennis

Knowledge and Skills Progression



Athletics	Skills	Curriculum knowledge and skills progression	Knowledge
Year 1	<p>I can explore running at different speeds.</p> <p>I can develop balance whilst jumping and landing. Explore hopping, jumping and leaping for distance.</p> <p>I can explore throwing for distance and accuracy.</p>		<p>I understand that if I swing my arms, it will help me to run faster.</p> <p>I know that landing on the balls of my feet helps me to land with control. I understand that if I bend my knees, it will help me to jump further.</p> <p>I know that stepping forward with my opposite foot to hand will help me to throw further.</p> <p>I know that rules help us to play fairly.</p>
Year 2	<p>I can develop the sprinting action.</p> <p>I can develop jumping, hopping and skipping actions. I can explore safely jumping for distance and height.</p> <p>I can develop overarm throwing for distance.</p>		<p>I know that running on the balls of my feet, taking big steps and having elbows bent will help me to run faster.</p> <p>I know that swinging my arms forwards will help me to jump further.</p> <p>I know that I can throw in a straight line by pointing my throwing hand at my target as I let go of the object.</p> <p>I know how to follow simple rules when working with others.</p>
Year 3	<p>I can develop the sprinting technique and apply it to relay events.</p> <p>I can develop technique when jumping for distance in a range of approaches and take off positions.</p> <p>I can explore the technique for a pull throw.</p>		<p>I understand that leaning slightly forwards helps to increase speed. Leaning my body in the opposite direction to travel helps to slow down.</p> <p>I know that if I jump and land quickly it will help me to jump further.</p> <p>I understand that the speed of the movement helps to create power.</p> <p>I know the rules of the event and begin to apply them.</p>
Year 4	<p>I can develop an understanding of speed and pace in relation to distance. I can develop power and speed in the sprinting technique.</p> <p>I can develop technique when jumping for distance.</p> <p>I can explore power and technique when throwing for distance in a pull and heave throw.</p>		<p>I understand that I need to pace myself when running further or for a long period of time. I understand that a high knee drive, pumping my arms and running on the balls of my feet gives me power. I understand that transferring weight will help me to jump further.</p> <p>I understand that transferring weight will help me to throw further.</p> <p>I know and understand the rules to be able to manage our own events.</p>
Year 5	<p>I can apply fluency and coordination when running for speed in relay changeovers. I can effectively apply speeds appropriate for the event.</p> <p>I can explore technique and rhythm in the triple jump.</p> <p>I can develop technique and power in javelin and shot put.</p>		<p>I understand that taking big consistent strides will help to create a rhythm that allows me to run faster.</p> <p>Understand that keeping a steady breath will help me when running longer distances.</p> <p>I know that if I drive my knees high and fast I can build power and therefore distance in my jumps.</p> <p>I know how to transfer my weight in different throws to increase the distance.</p> <p>I understand and apply rules in a variety of events using official equipment.</p>
Year 6	<p>I can demonstrate a clear understanding of pace and use it to develop their own and others sprinting technique.</p> <p>I can develop power, control and technique in the triple jump.</p> <p>I can develop power, control and technique when throwing discus and shot put.</p>		<p>I understand that I need to prepare my body for running and know the muscle groups I will need to use.</p> <p>Jumping: I understand that a run up builds speed and power and enables me to jump further.</p> <p>I understand that I need to prepare my body for throwing and know the muscle groups I will need to use.</p> <p>I understand and apply rules in events that pose an increased risk</p>

Ball Skills	Skills Curriculum knowledge and skills progression	Knowledge
Year 1	<p>I can roll and throw with some accuracy towards a target. I can begin to catch with two hands. I can catch after a bounce. I can track a ball being sent directly. I can explore dribbling with hands and feet.</p>	<p>I know to face my body towards my target when rolling and throwing underarm to help me to balance. I know to watch the ball as it comes towards me. I know to move my feet to get in the line with the ball. I know that moving with a ball is called dribbling.</p>
Year 2	<p>I can roll, throw and kick a ball to hit a target. I can develop catching a range of objects with two hands. I can catch with and without a bounce. I can consistently track and collect a ball being sent directly. I can explore dribbling with hands and feet with increasing control on the move.</p>	<p>I know that stepping with opposite foot to throwing arm will help me to balance. I know to use wide fingers and pull the ball in to my chest to help to securely catch. I know that it is easier to move towards a ball to track it, than chase it. I know to keep my head up when dribbling to see space/opponents.</p>
Year 3	<p>I can send a ball with accuracy and increasing consistency to a target. I can catch a range of objects with increasing consistency. I can track a ball not sent directly. I can dribble a ball with hands and feet with control.</p>	<p>I know that pointing my hand/foot to my target on release will help me to send a ball accurately. I know to move my feet to the ball. I know that using a ready position will help me to react to the ball. I know that dribbling is an attacking skill used in games which helps us to move towards a goal or away from defenders.</p>
Year 4	<p>I can accurately use a range of techniques to send a ball to a target. I can catch different sized objects with increasing consistency with one and two hands. I can consistently track a ball sent directly and indirectly. I can dribble a ball with increasing control and coordination.</p>	<p>I know that I can use a variety of ways to send the ball and it may depend on the situation e.g. distance, speed, if there is a defender. I know to adjust my hands to the height of the ball. I know that tracking a ball is an important skill used in games activities and be able to give examples of this. I know that dribbling with soft hands/touches will help me to keep control.</p>
Year 5	<p>I can demonstrate clear technique when sending a ball under pressure. I can demonstrate good technique under pressure. I can demonstrate a range of techniques when tracking and collecting a ball. I can dribble with some control under pressure.</p>	<p>I know that controlling a ball before sending it will allow me to send it accurately. I understand when to use different types of catching. I know that tracking a ball will help me to collect/stop/receive it quickly and successfully. I know that dribbling in different directions will help me to lose a defender in game situations.</p>
Year 6	<p>I can show good technique when sending a ball with increasing control, accuracy and consistency under pressure. I can demonstrate increasing consistency of catching under pressure in a variety of game situations. I can demonstrate a wider range of techniques when tracking a ball under pressure I can dribble consistently using a range of techniques with increasing control under pressure.</p>	<p>I understand and make quick decisions about when, how and who to pass to. I know how to catch a ball for different situations, considering trajectory, speed, height and size of the ball. I know how to track a ball for different situations, considering trajectory, speed, height and size of the ball. I can choose the appropriate skill for the situation under pressure e.g. a V dribble in basketball to keep the ball away from a defender.</p>

<u>Dance</u>	Skills	Curriculum knowledge and skills progression	Knowledge
Year 1	<p>I can copy, remember and repeat actions to represent a theme. I can create my own actions in relation to a theme.</p> <p>I can explore varying speeds to represent an idea.</p> <p>I can explore pathways within my performance.</p> <p>I can begin to explore actions and pathways with a partner.</p> <p>I can perform on my own and with others to an audience.</p>	<p>I understand that actions can be sequenced to create a dance.</p> <p>I understand that I can create fast and slow actions to show an idea.</p> <p>I understand that there are different directions and pathways within space.</p> <p>I understand that when dancing with a partner, it is important to be aware of each other and keep in time. I know that standing still at the start and at the end of the dance lets the audience know when I have started and when I have finished.</p> <p>I know that if I use exaggerated actions, it helps the audience to see them clearly.</p>	
Year 2	<p>I can accurately remember, repeat and link actions to express an idea.</p> <p>I can develop an understanding of dynamics.</p> <p>I can develop the use of pathways and travelling actions to include levels.</p> <p>I can explore working with a partner using unison, matching and mirroring.</p> <p>I can develop the use of facial expressions in my performance</p>	<p>I know that sequencing actions in a particular order will help me to tell the story of my dance.</p> <p>I understand that I can change the way I perform actions to show an idea.</p> <p>I know that I can use different directions, pathways and levels in my dance.</p> <p>I know that using counts of 8 will help me to stay in time with my partner and the music.</p> <p>I know that using facial expressions helps to show the mood of my dance.</p> <p>I know that if I practice my dance, my performance will improve.</p>	
Year 3	<p>I can create actions in response to a stimulus individually and in groups.</p> <p>I can use dynamics effectively to express an idea.</p> <p>I can use direction to transition between formations.</p> <p>I can develop an understanding of formations.</p> <p>I can perform short, self-choreographed phrases showing an awareness of timing.</p>	<p>I understand that sharing ideas with others enables my group to work collaboratively and try ideas before deciding on the best actions for our dance.</p> <p>I understand that all actions can be performed differently to help to show effect.</p> <p>I understand that I can use space to help my dance to flow.</p> <p>I understand that 'formation' means the same in dance as in other activities such as football, rugby and gymnastics.</p> <p>I understand that I can use timing techniques such as canon and unison to create effect.</p>	
Year 4	<p>I can respond imaginatively to a range of stimuli related to character and narrative.</p> <p>I can change dynamics confidently within a performance to express changes in character.</p> <p>I can confidently use changes in level, direction and pathway.</p> <p>I can use action and reaction to represent an idea.</p> <p>I can perform complex dances that communicate narrative and character well, performing clearly and fluently.</p>	<p>I understand that some actions are better suited to a certain character, mood or idea than others.</p> <p>I understand that some dynamics are better suited to a certain character, mood or idea than others.</p> <p>I understand that space can be used to express a certain character, mood or idea.</p> <p>I understand that some relationships are better suited to a certain character, mood or idea than others.</p> <p>I know that being aware of other performers in my group will help us to move in time.</p> <p>I know that I can select from a range of dance techniques to translate my idea.</p>	
Year 5	<p>I can choreograph dances by using, adapting and developing actions and steps from different dance styles.</p> <p>I can confidently use dynamics to express different dance styles.</p> <p>I can confidently use direction and patterning to express different dance styles.</p> <p>I can confidently use formations, canon and unison to express a dance idea.</p> <p>I can perform dances expressively, using a range of performance skills, showing accuracy and fluency.</p>	<p>I understand that different dance styles utilise selected actions to develop sequences in a specific style.</p> <p>I understand that different dance styles utilise selected dynamics to express mood.</p> <p>I understand that space relates to where my body moves both on the floor and in the air.</p> <p>I understand that different dance styles utilise selected relationships to express mood.</p> <p>I understand what makes a performance effective and know how to apply these principles to my own and others' work.</p> <p>I know that if I use dance principles it will help me to express an atmosphere or mood.</p>	
Year 6	<p>I can show controlled movements which express emotion and feeling.</p> <p>I can explore, improvise and combine dynamics to express ideas fluently and effectively on my own, with a partner or in a small group.</p> <p>I can use a variety of compositional principles when creating my own dances.</p> <p>I can demonstrate a clear understanding of timing in relation to the music and other dancers throughout my performance.</p>	<p>I understand that actions can be improved with consideration to extension, shape and recognition of intent.</p> <p>I understand that selecting a variety of dynamics in my performance can help to take the audience on a journey through my dance idea.</p> <p>I know that combining space and relationships with a prop can help me to express my dance idea.</p> <p>I understand how a leader can ensure our dance group performs together.</p>	9

Fitness	Skills	Curriculum knowledge and skills progression	Knowledge
Year 1	<p>I can change direction whilst running.</p> <p>I can explore balancing in more challenging activities with some success.</p> <p>I can explore co-ordination when using equipment.</p> <p>I can explore running at different speeds.</p> <p>I can explore exercises using my own body weight.</p> <p>I can explore moving for longer periods of time and identify how it makes me feel.</p>		<p>I can understand that bending my knees will help me to change direction.</p> <p>I know that looking ahead will help me to balance.</p> <p>I know that using the opposite arm to leg at the same time helps me to perform skills such as running and throwing.</p> <p>I understand that if I swing my arms, it will help me to run faster.</p> <p>I understand that when I move for a long time it can make me feel hot and I breathe faster.</p>
Year 2	<p>I can demonstrate improved technique when changing direction on the move.</p> <p>I can demonstrate increased balance whilst travelling along and over equipment.</p> <p>I can perform actions with increased control when co-ordinating my body with and without equipment.</p> <p>I can demonstrate running at different speeds.</p> <p>I can demonstrate increased control in body weight exercises.</p> <p>I can show an ability to work for longer periods of time.</p>		<p>I know using small quick steps helps me to change direction.</p> <p>I understand that I can squeeze my muscles to help me to balance.</p> <p>I understand that some skills require me to move body parts at different times such as skipping.</p> <p>I know that I take shorter steps to jog and bigger steps to run.</p> <p>I know that I need to run slower if running for a long period of time.</p>
Year 3	<p>I can show balance when changing direction.</p> <p>I can explore more complex activities which challenge balance.</p> <p>I can co-ordinate my body with increased consistency in a variety of activities.</p> <p>I can explore sprinting technique.</p> <p>I can explore building strength in different muscle groups.</p> <p>I can explore using my breath to increase my ability to work for longer periods of time.</p>		<p>I understand how agility helps us with everyday tasks.</p> <p>I understand how balance and co-ordination helps us with everyday tasks and how stamina helps in life activities.</p> <p>I understand that leaning slightly forwards helps to increase speed. Leaning my body in the opposite direction to travel helps to slow down.</p> <p>I know that when completing strength activities, they need to be performed slowly and with control to help me to stay safe.</p>
Year 4	<p>I can show balance when changing direction at speed.</p> <p>I can show control whilst completing activities which challenge balance.</p> <p>I can explore increased speed when co-ordinating my body.</p> <p>I can demonstrate improved sprinting technique.</p> <p>I can develop building strength in different muscle groups.</p> <p>I can demonstrate using my breath to maintain my work rate.</p>		<p>I know that keeping my elbows bent when changing direction will help me to stay balanced.</p> <p>I understand that I need to squeeze different muscles to help me to stay balanced in different activities.</p> <p>I understand that if I begin in a ready position I can react quicker.</p> <p>I understand that a high knee drive, pumping my arms and running on the balls of my feet gives me power.</p> <p>I understand that strength comes from different muscles and know how I can improve my strength.</p> <p>I understand that I need to pace myself when running further or for a long period of time.</p>
Year 5	<p>I can demonstrate improved body posture and speed when changing direction.</p> <p>I can change my body position to maintain a controlled centre of gravity.</p> <p>I can demonstrate increased speed when co-ordinating my body</p> <p>I can apply the best pace for a set distance or time.</p> <p>I can demonstrate application of explosive strength to other skills.</p> <p>I can use a steady pace to be able to move for sustained periods of time</p>		<p>I understand that to change direction I push off my outside foot and turn my hips.</p> <p>I understand that dynamic balances are harder than static balances as my centre of gravity changes.</p> <p>I understand that people will have varying levels of co-ordination and that I can get better with practice.</p> <p>I understand that taking big consistent strides will help to create a rhythm that allows me to run faster.</p> <p>I know that moving quickly with the maximum force will get the maximum amount of power, distance or speed.</p> <p>I understand that keeping a steady breath will help me to move for longer periods of time.</p>
Year 6	<p>I can change direction with a fluent action and transition smoothly between varying speeds.</p> <p>I can show fluency and control when travelling, landing, stopping and changing direction.</p> <p>I can co-ordinate a range of body parts with a fluent action at a speed appropriate to the challenge.</p> <p>I can adapt running technique to meet the needs of the distance.</p> <p>I can complete body weight exercises for increased repetitions with control and fluency.</p> <p>I can use my breath to increase my ability to move for sustained periods of time.</p>		<p>I understand that agility requires speed, strength, good balance and co-ordination.</p> <p>I know where and when to apply force to maintain control and balance.</p> <p>I understand that co-ordination also requires good balance and know how to achieve this.</p> <p>I know that speed can be improved by training and know which speed to select for the distance.</p> <p>I understand that I can build up my strength by practicing in my own time.</p> <p>I know which exercises can develop stamina and understand that it can be improved by training over time.</p>

Fundamentals	Skills	Curriculum knowledge and skills progression	Knowledge
Year 1	<p>I can explore changing direction and dodging. I can discover how the body moves at different speeds. I can move with some control and balance. I can explore stability and landing safely. I can demonstrate control in take off and landing when jumping. I can begin to explore hopping in different directions. I can show co-ordination when turning a rope and use rhythm to jump continuously in a French rope.</p>		<p>I understand that bending my knees will help me to change direction and that if I swing my arms, it will help me to run faster. I know that looking ahead will help me to balance. And that landing on my feet helps me to balance. I know that landing on the balls of my feet helps me to land with control and that I should hop with a soft bent knee. I know that I should use the opposite arm to leg when I skip and that jumping on the balls of my feet helps me to keep a consistent rhythm.</p>
Year 2	<p>I can demonstrate balance when changing direction and clearly show different speeds when running. I can demonstrate balance when performing movements. I can demonstrate jumping for distance, height and in different directions. I can demonstrate hopping for distance, height and in different directions. I can explore single and double bounce when jumping in a rope.</p>		<p>I know that putting weight into the front of my feet helps me to stop in a balanced position and that running on the balls of my feet, taking big steps and having elbows bent will help me to run faster. I understand that squeezing my muscles helps me to balance. I know that swinging my arms forwards will help me to jump further and that if I look straight ahead it will stop me falling over when I land. I know that I should swing opposite arm to leg to help me balance when skipping without a rope.</p>
Year 3	<p>I can change direction and show an increase and decrease in speed. I can demonstrate balance when performing other fundamental skills. I can link jumping and hopping actions. I can ump and turn a skipping rope.</p>		<p>I understand that leaning slightly forwards helps to increase speed and leaning my body in the opposite direction to travel helps to slow down. I understand how agility helps us with everyday tasks. I know that if I jump and land quickly, it will help me to jump further. I understand that I should turn the rope from my wrists with wide hands to create a gap to step through.</p>
Year 4	<p>I can change direction quickly under pressure and demonstrate when and how to accelerate and decelerate. I can demonstrate good balance and control when performing other fundamental skills. I can link hopping and jumping actions with other fundamental skills. I can consistently skip with a rope.</p>		<p>I know that keeping my elbows bent when changing direction will help me to stay balanced. I understand that I need to squeeze different muscles to help me to stay balanced in different activities. I know that swinging my non-hopping foot helps to create momentum. I understand that keeping my chest up helps me to stay balanced.</p>
Year 5	<p>I can demonstrate improved body posture and balance when changing direction and accelerate and decelerate appropriately for the situation. I can consistently demonstrate good balance when performing other fundamental skills. I can demonstrate good technique and co-ordination when linking jumps. I can show a range of skills when skipping in a rope.</p>		<p>I understand that to change direction, I push off my outside foot and turn my hips. I understand that balance is a skill used in many different activities and everyday life. I understand that there are different techniques for different situations. I understand that people will have varying levels of skipping ability and that I can get better with practice.</p>
Year 6	<p>I can change direction with a fluent action and transition smoothly between varying speeds. I can show fluency and control when travelling, landing, stopping and changing direction. I can demonstrate good technique when jumping and hopping for distance and height and fluently link jumps together. I can consistently show a range of skills when skipping in a rope.</p>		<p>I know that running develops stamina and speed and both can be improved by training over time and that agility requires speed, strength, good balance and co-ordination. I understand when to jump for height or jump for distance in different activities and what to do to achieve this. I understand that skipping helps to develop co-ordination, stamina and balance.</p>

<u>Gymnastics</u>	Skills	Curriculum knowledge and skills progression	Knowledge
Year 1	<p>I can explore basic shapes straight, tuck, straddle, pike.</p> <p>I can perform balances making my body tense, stretched and curled.</p> <p>I can explore barrel, straight and forward roll progressions.</p> <p>I can explore shape jumps, including jumping off low apparatus.</p>		<p>I understand that I can improve my shapes by extending parts of my body.</p> <p>I know that balances should be held for 5 seconds.</p> <p>I know that I can use different shapes to roll.</p> <p>I know that landing on the balls of my feet helps me to land with control.</p> <p>I know that if I use a starting and finishing position, people will know when my sequence has begun and when it has ended.</p>
Year 2	<p>I can explore using shapes in different gymnastic balances.</p> <p>I can remember, repeat and link combinations of gymnastic balances.</p> <p>I can explore barrel, straight and forward roll and put into sequence work.</p> <p>I can explore shape jumps and take off combinations.</p>		<p>I know that some shapes link well together.</p> <p>I understand that squeezing my muscles helps me to balance.</p> <p>I understand that there are different teaching points for different rolls.</p> <p>I understand that looking forward will help me to land with control.</p> <p>I know that if I use shapes that link well together, it will help my sequence to flow.</p>
Year 3	<p>I can explore matching and contrasting shapes.</p> <p>I can explore point and patch balances and transition smoothly into and out of them.</p> <p>I can develop the straight, barrel, and forward roll.</p> <p>I can develop stepping into shape jumps with control.</p>		<p>I understand how to use body tension to make my shapes look better.</p> <p>I understand that I can make my balances look interesting by using different levels.</p> <p>I understand the safety considerations when performing more difficult rolls.</p> <p>I understand that I can change the take off and shape of my jumps to make them look interesting.</p> <p>I know that if I use different levels it will help to make my sequence look interesting.</p>
Year 4	<p>I can develop the range of shapes I use in my sequences. Inverted movements: develop strength in bridge and shoulder stand.</p> <p>I can develop control and fluency in individual and partner balances.</p> <p>I can develop the straight, barrel, forward and straddle roll and perform them with increased control.</p> <p>I can develop control in performing and landing rotation jumps.</p>		<p>I understand how shapes can be used to improve my sequence. Inverted movements and know that inverted movements are actions in which my hips go above my head.</p> <p>I know how to keep myself and others safe when performing partner balances.</p> <p>I understand that I can keep the shape of my roll using body tension.</p> <p>I know that I can control my landing by landing toes first, looking forwards and bending my knees.</p> <p>I know that if I use different directions it will help to make my sequence look interesting.</p>
Year 5	<p>I can perform shapes consistently and fluently linked with other gymnastic actions. Inverted movements: explore progressions of a cartwheel.</p> <p>I can explore symmetrical and asymmetrical balances.</p> <p>I can develop control in the straight, barrel, forward, straddle and backward roll.</p> <p>I can select a range of jumps to include in sequence work.</p>		<p>I understand that shapes underpin all other skills. Inverted movements and that sometimes I need to move slowly to gain control and other times I need to move quickly to build momentum.</p> <p>I understand how to use contrasting balances to make my sequences look interesting.</p> <p>I understand that I need to work within my own capabilities and this may be different to others.</p> <p>I understand that I can use jumps to link actions and changing the shape of these will make my sequence look interesting.</p> <p>I know that if I use different pathways, it will help to make my sequence look interesting.</p>
Year 6	<p>I can combine and perform gymnastic shapes more fluently and effectively. Inverted movements: develop control in progressions of a cartwheel bridge and shoulder stand</p> <p>I can explore counter balance and counter tension.</p> <p>I can develop fluency and consistency in the straddle, forward and backward roll.</p> <p>I can combine and perform a range of gymnastic jumps more fluently and effectively</p>		<p>I know which shapes to use for each skill and understand that spreading my weight across a base of support will help me to balance.</p> <p>I know where and when to apply force to maintain control and balance. Rolls: understand that I can use momentum to help me to roll and where that momentum comes from. Jumps: understand that taking off from two feet will give me more height and therefore more time in the air. Strategy: know that if I use changes in formation it will help to make my sequence look interesting</p>

<u>Invasion Games</u>	Skills	Curriculum knowledge and skills progression	Knowledge
Year 1	Sending & receiving: explore s&r with hands and feet to a partner. Dribbling: explore dribbling with hands and feet. Space: recognise good space when playing games. Attacking: explore changing direction to move away from a partner. Defending: explore tracking and moving to stay with a partner.	Sending & receiving: know to look at my partner before sending the ball. Dribbling: know that moving with a ball is called dribbling. Space: understand that being in a good space helps us to pass the ball. Attacking: know that being able to move away from a partner helps my team to pass me the ball. Defending: know that staying with a partner makes it more difficult for them to receive the ball. Tactics: know that tactics can help us when playing games. Rules: know that rules help us to play fairly.	
Year 2	Sending & receiving: developing s&r with increased control. Dribbling: explore dribbling with hands and feet with increasing control on the move. Space: explore moving into space away from others. Attacking: developing moving into space away from defenders. Defending: explore staying close to other players to try and stop them getting the ball.	Sending & receiving: know to control the ball before sending it. Dribbling: know that keeping my head up will help me to know where defenders are. Space: know that moving into space away from defenders helps me to pass and receive a ball. Attacking: know that when my team is in possession of the ball, I am an attacker and we can score. Defending: know that when my team is not in possession I am a defender and we need to try to get the ball. Know that standing between the ball and the attacker will help me to stop them from getting the ball. Tactics: understand and apply simple tactics for attack and defence. Rules: know how to score points and follow simple rules.	
Year 3	Sending & receiving: explore s&r abiding by the rules of the game. Dribbling: explore dribbling the ball abiding by the rules of the game under some pressure. Space: develop using space as a team. Attacking: develop movement skills to lose a defender. Explore shooting actions in a range of invasion games. Defending: develop tracking opponents to limit their scoring opportunities	Sending & receiving: know that pointing my hand/foot/stick to my target on release will help me to send a ball accurately. Dribbling: know that dribbling is an attacking skill which helps us to move towards a goal or away from defenders. Space: know that by spreading out as a team, we move the defenders away from each other. Attacking and defending: know my role as an attacker and defender. Tactics: know that using simple tactics will help my team to achieve an outcome e.g. we will each mark a player to help us to gain possession. Rules: know the rules of the game and begin to apply them	
Year 4	Sending & receiving: develop passing techniques appropriate to the game with increasing success. Catch and receive a ball with feet/object with increasing success. Dribbling: link dribbling the ball with other actions and change direction whilst dribbling with some control. Space: develop moving into space to help my team. Attacking: change direction to lose an opponent with some success. Defending: develop defending one on one and begin to intercept.	Sending & receiving: know that cushioning a ball will help me to control it when receiving it. Dribbling: know that protecting the ball as I dribble will help me to maintain possession. Space: know that moving into space will help my team keep possession and score goals. Attacking: recognise when to pass and when to shoot. Defending: know when to mark and when to attempt to win the ball. Tactics: know that applying attacking tactics will help to maintain possession and score goals. Know that applying defending tactics will help to deny space, gain possession and stop goals. Rules: know and understand the rules to be able to manage our own game.	
Year 5	Sending & receiving: develop control when s&r under pressure. Dribbling: dribble with some control under pressure. Space: explore moving to create space for themselves and others in their team. Attacking: use a variety of techniques to lose an opponent e.g. change of direction or speed. Defending: develop tracking and marking with increased success. Explore intercepting a ball using one and two hands	Sending & receiving: know that not having a defender between myself and a ball carrier enables me to s&r with better control. Dribbling: know that dribbling in different directions will help to lose a defender. Space: know that by moving to space even if not receiving the ball will create space for a teammate. Tactics: understand the need for tactics and identify when to use them in different situations. Rules: understand and apply rules in a variety of invasion games whilst playing and officiating.	
Year 6	Sending & receiving: s&r consistently using a range of techniques with increasing control under pressure. Dribbling: dribble consistently using a range of techniques with increasing control under pressure. Space: move to the correct space when transitioning from attack to defence or defence	Sending & receiving: understand and make quick decisions about when, how and who to pass to. Dribbling: choose the appropriate skill for the situation under pressure e.g. a V dribble in basketball to keep the ball away from a defender. Space: understand that transitioning quickly between attack and	13

<u>Net and Wall Games</u>	Skills	Curriculum knowledge and skills progression	Knowledge
Year 1	Hitting: explore hitting a dropped ball with a racket. Feeding: throw a ball over a net to land into the court area. Rallying: explore sending a ball with hands and a racket. Footwork: use the ready position to move towards a ball.	Hitting: know to use the centre of the racket for control. Feeding: know to use an underarm throw to feed to a partner. Rallying: know that throwing/hitting to my partner with not too much power will help them to return the ball. Footwork: know that using a ready position will help me to move in any direction. Tactics: know that tactics can help us to be successful when playing games. Rules: know that rules help us to play fairly.	
Year 2	Hitting: develop hitting a dropped ball over a net. Feeding: accurately underarm throw over a net to a partner. Rallying: explore underarm rallying with a partner catching after one bounce. Footwork: consistently use the ready position to move towards a ball.	Hitting: know to watch the ball as it comes towards me to help me to prepare to hit it. Feeding: know to place enough power on a ball to let it bounce once but not too much so that my partner can't return it. Rallying: know that sending the ball towards my partner will help me to keep a rally going. Footwork: know that using a ready position helps me to react quickly and return/catch a ball. Tactics: understand that applying simple tactics makes it difficult for my opponent. Rules: know how to score points and follow simple rules.	
Year 3	Shots: explore returning a ball using shots such as the forehand and backhand. Rallying: explore rallying using a forehand. Footwork: consistently use and return to the ready position in between shots	Shots: know that pointing the racket face/my hand where I want the ball to go and turning my body will help me to hit accurately. Rallying: know that hitting towards my partner will help them to return the ball easier and keep the rally going. Footwork: know that moving to the middle of my court will enable me to cover the most space. Tactics: know that using simple tactics will help to achieve an outcome e.g. if we spread out, we can cover more space. Rules: know the rules of the game and begin to apply them.	
Year 4	Shots: demonstrate technique when using shots playing co-operatively and beginning to execute this competitively. Rallying: develop rallying using both forehand and backhand with increased technique. Footwork: begin to use appropriate footwork patterns to move around the court.	Shots: understand when to play a forehand and a backhand and why. Rallying: know that moving my feet to the ball will help me to hit in a more balanced position, therefore increasing the accuracy of my shot. Footwork: know that getting my feet in the right position will help me to balance before playing a shot. Tactics: know that applying attacking tactics will help me to score points and create space. Know that applying defending tactics will help me to deny space, return a ball and limit points. Rules: know and understand the rules to be able to manage our own game	
Year 5	Shots: develop the range of shots used in a variety of games. Serving: develop the range of serving techniques appropriate to the game. Rallying: use a variety of shots to keep a continuous rally. Footwork: demonstrate effective footwork patterns to move around the court.	Shots: know which skill to choose for the situation e.g. a volley if the ball is close to the net. Serving: know that serving is how to start a game or rally and use the rules applied to the activity for serving. Rallying: know that playing the appropriate shot will help to keep the rally going. Know that control is more important than power to keep a rally going. Footwork: know that using small, quick steps will allow me to adjust my stance to play a shot. Tactics:	

<u>OAA</u>	Skills	Curriculum knowledge and skills progression	Knowledge
Year 1	Problem solving: suggest ideas in response to a task. Navigational skills: follow a path and lead others. Communication: communicate simple instructions and listen to others.	Problem solving: know that working collaboratively with others will help to solve challenges. Navigational skills: know that deciding which way to go before starting will help me. Communication: know that using short instructions will help my partner e.g. start/stop. Reflection: identify when I am successful and make basic observations about how to improve. Rules: know that rules help us to play fairly.	
Year 2	Problem solving: begin to plan and apply strategies to overcome a challenge. Navigational skills: follow and create a simple diagram/map. Communication: work co-operatively with a partner and a small group.	Problem solving: know that listening to each other's ideas might give us an idea we hadn't thought of. Navigational skills: understand that the map tells us what to do. Communication: know to use encouraging words when speaking to a partner or group to help them to trust me. Reflection: verbalise when I am successful and areas that I could improve. Rules: know how to follow and apply simple rules.	
Year 3	Problem solving: discuss how to follow trails and solve problems. Work with others to select appropriate equipment for the task. Navigational skills: identify where I am on a simple map. Use and begin to create simple maps and diagrams and follow a trail. Communication: follow and give instructions and accept other peoples' ideas	Problem solving: know that trying ideas before deciding on a solution will help us to come up with the best idea. Navigational skills: know to hold the map so that the items on the map match up to the items that have been placed out. Communication: know to take turns when giving ideas and not to interrupt each other. Reflection: reflect on when and why I am successful at solving challenges. Rules: know that using the rules honestly will help to keep myself and others safe	
Year 4	Problem solving: plan independently and in small groups, implementing a strategy with increased success. Navigational skills: identify key symbols on a map and follow a route. Communication: confidently communicate ideas and listen to others.	Problem solving: know that discussing the advantages and disadvantages of ideas will help to guide us to a conclusion about which idea to use. Navigational skills: understand how to use a key and use the cardinal points on a map to orientate it. Communication: understand that there are different types of communication and that I can communicate without talking. Reflection: with increased accuracy, critically reflect on when and why I am successful at solving challenges. Rules: understand the importance of working with integrity.	
Year 5	Problem solving: explore tactical planning within a team to overcome increasingly challenging tasks. Navigational skills: develop navigational skills and map reading in increasingly challenging tasks. Communication: explore a variety of communication methods with increasing success.	Problem solving: recognise that there may be more than one way to solve a challenge and that trial and error may help to guide me to the best solution. Navigational skills: use a key to identify objects and locations. Communication: know to be descriptive but concise when giving instructions e.g. 'two steps to the left'. Reflection: reflect on when I am successful at solving challenges and alter my methods in order to improve. Rules: know that abiding by rules will enable my classmates to complete the course e.g. not moving controls.	15
Year 6	Problem solving: pool ideas within a group, selecting and applying the best method to	Problem solving: understand that being able to solve problems is an important life skill.	

<u>Striking and Fielding</u>	Skills	Curriculum knowledge and skills progression	Knowledge
Year 1	Striking: explore striking a ball with their hand and equipment. Fielding: develop tracking and retrieving a ball. Throwing: explore technique when throwing over and underarm. Catching: develop co-ordination and technique when catching.		Striking: understand that the harder I strike, the further the ball will travel. Fielding: know that throwing the ball back is quicker than running with it. Throwing: know which type of throw to use to throw over longer distances. Catching: know to watch the ball as it comes towards me. Tactics: know that tactics can help us when playing games. Rules: know that rules help us to play fairly.
Year 2	Striking: develop striking a ball with their hand and equipment with some consistency. Fielding: develop tracking a ball and decision making with the ball. Throwing: develop co-ordination and technique when throwing over and underarm. Catching: catch with two hands with some co-ordination and technique		Striking: understand the role of a batter. Know that striking quickly will increase the power. Fielding: understand that there are different roles within a fielding team. Know to move towards the ball to collect it to limit a batter's points. Throwing: know that stepping with opposite foot to throwing arm will help me to balance. Catching: know to use wide fingers and pull the ball in to my chest to help me to securely catch. Tactics: understand and apply simple tactics for attack (batting) and defence (fielding). Rules: know how to score points and follow simple rules.
Year 3	Striking: begin to strike a bowled ball after a bounce with different equipment. Fielding: explore bowling to a target and fielding skills to include a two-handed pick up. Throwing: use overarm and underarm throwing in game situations. Catching: catch with some consistency in game situations.		Striking: know that striking to space away from fielders will help me to score. Fielding: know to look at where a batter is before deciding what to do. Know to communicate with teammates before throwing them a ball. Throwing: understand that being balanced before throwing will help to improve the accuracy of the throw. Catching: know to move my feet to the ball. Tactics: know that using simple tactics will help my team to achieve an outcome e.g. we will spread out to deny space. Rules: know the rules of the game and begin to apply them.
Year 4	Striking: develop batting technique with a range of equipment. Fielding: develop bowling with some consistency, abiding by the rules of the game. Throwing: use overarm and underarm throwing with increased consistency in game situations. Catching: begin to catch with one and two hands with some consistency in game situations.		Striking: know that using the centre of the bat will provide the most control and accuracy. Fielding: know that it is easier to field a ball that is coming towards me rather than away so set up accordingly. Throwing: know that keeping my elbow high and stepping with my opposite foot will help to increase the power. Catching: know to track the ball as it is thrown to help to improve the consistency of catching. Tactics: know that applying attacking tactics will help to score points and avoid getting out. Know that applying defending tactics will help to deny space, get opponents out and limit points. Rules: know and understand the rules to be able to manage our own game.
Year 5	Striking: explore defensive and driving hitting techniques and directional batting. Fielding: develop over and underarm bowling technique. Develop long and short		Striking: understand that stance is important to allow me to be balanced as I hit. Fielding: know that backing up a fielder as a ball is being thrown will help to increase the chances of

Target Games	Skills	Curriculum knowledge and skills progression	Knowledge
Year 1	Throwing overarm: explore technique when throwing overarm towards a target. Throwing underarm: explore technique when throwing underarm towards a target.	Throwing: know which type of throw to use for distance and accuracy. Know that my body position will affect the accuracy of my throw. Tactics: know that tactics can help us when playing games. Rules: know that rules help us to play fairly	
Year 2	Throwing overarm: develop co-ordination and technique when throwing overarm towards a target. Throwing underarm: develop co-ordination and technique when throwing underarm towards a target. Striking: develop striking a ball with equipment with some consistency.	Throwing: know that stepping with opposite foot to throwing arm will help you to balance. Striking: know to finish with my object/hand pointing at my target. Tactics: understand and apply simple tactics. Rules: know how to score points and follow simple rules.	
Year 3	Throwing: explore throwing at a moving target. Catching (dodgeball): begin to catch whilst on the move. Striking: begin to strike a ball with accuracy and balance.	Throwing: know to throw slightly ahead of a moving target. Catching (dodgeball): know that beginning in a ready position will help me to react to the ball. Striking: know that using a bigger swing will give me more power. Tactics: know that using simple tactics will help my team to achieve an outcome e.g. spread out so that we are harder to aim for. Rules: know the rules of the game and begin to apply them.	
Year 4	Throwing: throw with increasing accuracy at a target. Catching (dodgeball): catch with increasing consistency. Striking: strike a ball with increasing consistency.	Throwing: know that one handed throws are used for speed and accuracy. Know that keeping my elbow high and stepping with my opposite foot will help to increase the power. Catching (dodgeball): know that moving my feet to a ball and pulling it in to my chest will help me to catch more consistently. Striking: know that using a smooth action will help to increase accuracy. Tactics: know that applying attacking tactics will help me to score points and get opponents out. Know that applying defending tactics will help me to stay in the game. Rules: know and understand the rules to be able to manage our own game.	
Year 5	Throwing: demonstrate clear technique and accuracy when throwing at a target. Catching (dodgeball): demonstrate good technique and consistency in catching skills. Striking: develop a wider range of striking techniques and begin to use them under pressure.	Throwing: know to aim low to make it difficult for an opponent to catch. Catching (dodgeball): know to stay towards the back of the court area to give me more time to catch. Striking: know that aligning my body and equipment before striking will help me to be balanced. Tactics: understand the need for tactics and identify when to use them in different situations. Rules: understand and apply rules in a variety of target games whilst playing and officiating.	
Year 6	Throwing: throw with increasing control under pressure. Catching (dodgeball): catch with increasing control under pressure. Striking: use a variety of striking techniques with control and under pressure	Throwing: know who to throw at and when to throw in order to get opponents out. Catching (dodgeball): know that I need to make quick decisions on if to catch or if to dodge the ball. Striking: know which skill to select for the situation. Tactics: know how to create and apply a tactic for a specific situation or outcome. Rules: understand, apply and use rules consistently in a variety of target games whilst playing and officiating	

Swimming	Skills	Curriculum knowledge and skills progression	Knowledge
Year 1	Strokes: can swim over a 10m distance with a buoyancy aid. Breathing: can submerge confidently in the water. Water safety: become aware of water safety and explore floating on my front and back.		Strokes: understand that using cupped hands will help me to swim as the water cannot escape between my fingers. Breathing: know that I need to take a big breath before submerging. Water safety: understand that floating can help me to stay safe. Rules: know that walking on poolside helps to keep me safe.
Year 2	Strokes: begin to use arms and legs together, more effectively across the water unaided. Breathing: begin to explore breathing in sync with my kicking action. Water safety: demonstrate an awareness of water safety and float on my front and on my back.		Strokes: understand that moving my arms quickly will help me to pass through the water. Breathing: know that when I swim, I inhale through my mouth when my face is above water and exhale through my mouth or nose when my face is underwater. Water safety: understand that floating uses less energy than swimming. Rules: know how to safely enter and exit the pool.
Year 3	Strokes: explore technique for specific strokes to include head above water breaststroke, backstroke and front crawl. Breathing: begin to explore front crawl breathing technique. Water safety: explore techniques for personal survival to include survival strokes such as sculling and treading water.		Strokes: know that lifting my hips will help me to stay afloat whilst swimming. Breathing: know that turning my head to the side to breathe will allow me to swim with good technique. Water safety: know that treading water enables me to keep upright and in the same space. Rules: know that the water should be clear of swimmers before entering.
Year 4	Strokes: develop technique for specific strokes to include head above water breaststroke, backstroke and front crawl. Breathing: demonstrate improved breathing technique in front crawl. Water safety: are comfortable with some personal survival techniques to include survival strokes such as sculling and treading water.		Strokes: understand that keeping my legs together for crawl helps me to stay straight in the water. Breathing: know that breathing out with a slow consistent breath enables me to swim for longer before needing another breath. Water safety: know what to do if I fall in the water. Rules: understand the water safety rules.
Year 5	Strokes: demonstrate increased technique in a range of strokes, swimming over a distance of 25m. Breathing: explore underwater breaststroke breathing technique over a distance of 25m. Water safety: explore safety techniques to include the H.E.L.P and huddle positions.		Strokes: understand that pulling harder through the water will enable me to travel the distance in fewer strokes and travel faster. Breathing: know that breathing every three strokes helps to balance my stroke and allows me to practise breathing on both sides. Water safety: know that a group of people can huddle together to conserve body heat, support each other and provide a larger target for rescuers. Rules: understand rules in and around water.
Year 6	Strokes: identify my personal best in a range of strokes. Successfully select and apply my fastest stroke over a distance of 25m. Breathing: demonstrate a smooth and consistent breathing technique in a range of strokes over a distance of 25m. Water safety: perform a variety of survival techniques.		Strokes: understand that making my body streamlined helps me to glide through the water. Breathing: understand that the more I practice my breathing in the water, the more my heart and lungs can work effectively and aid my muscles with the ability to utilise oxygen when swimming. Water safety: know which survival technique to use for the situation. Rules: understand that different environments have different rules to keep us safe around water.

Swimming	Skills	Curriculum knowledge and skills progression	Knowledge
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Year 2	Strokes: begin to use arms and legs together, more effectively across the water unaided. Breathing: begin to explore breathing in sync with my kicking action. Water safety: demonstrate an awareness of water safety and float on my front and on my back.		Strokes: understand that moving my arms quickly will help me to pass through the water. Breathing: know that when I swim, I inhale through my mouth when my face is above water and exhale through my mouth or nose when my face is underwater. Water safety: understand that floating uses less energy than swimming. Rules: know how to safely enter and exit the pool.
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Year 6	Strokes: identify my personal best in a range of strokes. Successfully select and apply my fastest stroke over a distance of 25m. Breathing: demonstrate a smooth and consistent breathing technique in a range of strokes over a distance of 25m. Water safety: perform a variety of survival techniques.		Strokes: understand that making my body streamlined helps me to glide through the water. Breathing: understand that the more I practice my breathing in the water, the more my heart and lungs can work effectively and aid my muscles with the ability to utilise oxygen when swimming. Water safety: know which survival technique to use for the situation. Rules: understand that different environments have different rules to keep us safe around water.