

Supportive, Open-Minded, Ambitious, Reflective, Independent, Never Give Up

Invasion Games: Knowledge

Year 1	Year 2
<p>Understand what it means to be on a team.</p> <p>Explore how to score points.</p> <p>Exploit different spaces.</p>	<p>Expand on points system combined with working as a team.</p> <p>Invade spaces for a purpose.</p> <p>Introduce defending spaces.</p>

Invasion Games: Skills

Year 1	Year 2
<p>Apply support and encouragement during group tasks and promote sportsmanship.</p> <p>Apply a simple points system to tasks after practicing.</p> <p>Apply all the movement skills to invading other group space to complete a task.</p>	<p>Groups score points for their team and extra points awarded for positive teamwork.</p> <p>Invade spaces (to collect, receive, swap over etc.) by looking for where others area, using specific movement skills dependent on size and introducing the concept of invading opposition areas.</p> <p>Introduce defending spaces by simple systems such as tagging or pulling a bib from shorts when completing tasks.</p>



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Ball Skills: Knowledge

Nursery	Reception	Year 1	Year 2
<p>2 Year Old Enjoy starting to kick, throw and catch balls.</p> <p>3 Year Old Continue to develop their ball skills.</p> <p>Match their developing physical skills to tasks and activities in the setting.</p> <p>Show a preference for a dominant hand.</p>	<p>Develop and refine a range of ball skills.</p> <p>Explore balls of different sizes and materials.</p> <p>Explore how to use balls in different games.</p> <p>Roll using two hands and then one hand in a push motion.</p>	<p>Explore different size and textures.</p> <p>Explore throwing and catching in different ways.</p> <p>Explore kicking in different ways with a variety of size balls.</p> <p>Continue to explore how to use balls in sport.</p> <p>Show some control when rolling an object using underarm technique.</p>	<p>Roll a ball towards a partner with some accuracy.</p> <p>Throw using a chest pass to a partner with some accuracy.</p> <p>Use a variety of different size balls to see and discuss the similarities and differences when using them.</p> <p>Start showing the correct catching technique with consistency.</p> <p>Introduce bouncing a ball.</p>

Ball Skills: Skills

Nursery	Reception	Year 1	Year 2
<p>2 Year Old Reach out for objects as co-ordination develops.</p> <p>Pass a ball to another person.</p> <p>Release the ball from their hand.</p> <p>3 Year Old Throw a ball under arm. Hit a ball with one hand.</p> <p>Show some control when rolling an object (using an underarm technique).</p> <p>Use and catch large balls.</p> <p>Roll using two hands in a push motion.</p>	<p>Throw a ball under arm towards a target using one hand.</p> <p>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</p> <p>Hit a ball with hand back towards their partner (aim).</p> <p>Develop overall strength body-strength, co-ordination, balance and agility.</p> <p>Develop confidence, competence, precision and accuracy.</p>	<p>Throw a ball accurately underarm towards a target with increasing confidence and accuracy.</p> <p>Start rolling in a seated position towards a partner, developing to crouching and standing (if suitable).</p> <p>Hit a ball with hand back towards partner with increasing accuracy.</p> <p>Use an underarm roll using one hand.</p>	<p>Throw a ball towards a partner with increased accuracy using chest pass technique.</p> <p>Roll underarm with accuracy using a step forward with emphasis on exploring how much power is needed to cover distance.</p> <p>Catch balls of different sizes using two hands at chest height.</p> <p>Discuss how power and ball size are linked when passing and rolling.</p> <p>Apply rolling, catching and passing skills in team games.</p> <p>Bounce a ball with two hands securely, one hand if confident – both whilst stationary and moving.</p>



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Fundamental Skills: Knowledge

Nursery	Reception	Year 1	Year 2
<p>2 Year Old</p> <p>Fit themselves in to spaces.</p> <p>Build independently with a range of resources.</p> <p>Use large and small motor skills. Develop manipulation, control and co-ordination.</p> <p>Enjoy moving when inside and outdoors.</p> <p>3 Year Old</p> <p>Use large muscle movements.</p> <p>Explore different materials and their surroundings.</p> <p>Select appropriate tools and resources.</p> <p>Collaborate with others to manage large items.</p> <p>Be increasingly independent.</p> <p>Use one handed tools and equipment.</p>	<p>Revise and refine fundamental movement skills.</p> <p>Experiment with different ways of moving with increasing confidence.</p> <p>Develop the overall body strength, co-ordination and agility as well as fluent movement.</p> <p>Develop small motor skills and handwriting style.</p> <p>Develop core strength and stability. Develop skills to manage the school day (lining up and mealtimes).</p> <p>Achieve good posture.</p> <p>Use appropriate vocabulary associated with physical activity.</p>	<p>Move in different ways.</p> <p>Overcome obstacles.</p> <p>Support and work as a team.</p> <p>Develop spatial awareness.</p> <p>Enjoy physical activity.</p>	<p>Combine different movements.</p> <p>Work as a team in games.</p> <p>Introduce team games.</p> <p>Develop and understand spatial awareness.</p> <p>Enjoy physical activity.</p>



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Fundamental Skills: Skills

Nursery	Reception	Year 1	Year 2
<p>2 Year Old</p> <p>Develop independence and make personal decisions.</p> <p>Learn to use knife and fork.</p> <p>Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.</p> <p>Desire to dress and undress (e.g. manage buttons and zips).</p> <p>Desire to feed themselves (e.g. pour drinks).</p> <p>Tear paper and make marks.</p> <p>Grasp, hold and explore objects.</p> <p>3 Year Old</p> <p>Move large objects in groups.</p> <p>Move large objects safely.</p> <p>Show preference to a dominant hand.</p> <p>Use a comfortable grip with control</p> <p>Independently dress and undress (e.g. put coats on).</p> <p>Develop a tripod grip.</p>	<p>Basic running and walking movements.</p> <p>Introduce rolling, crawling, walking, running, jumping, hopping, skipping and climbing with confidence.</p> <p>Practice physical skills such as lifting, carrying, pushing, pulling, constructing, stacking and climbing.</p> <p>Spin, rock, tilt, fall, slide and bounce.</p> <p>Use a range of wheeled resources and tools competently (e.g. pencils, paintbrushes, scissors, knives, forks and spoons).</p> <p>Crawling, climbing, pulling themselves up and hanging.</p> <p>Sit correctly at the table and on the floor; back straight and feet on floor with arm supported. Grips pencil effectively.</p> <p>Form letters clearly (directionality).</p> <p>Demonstrate patience, turn taking and self-control.</p> <p>Be considerate to others.</p> <p>Describe movement and direction.</p>	<p>Basic running and walking movements with an objective (e.g. cone collecting)</p> <p>Introduce and apply hopping, jumping, skipping and sideways movements.</p> <p>Using various equipment whilst travelling from A to B (e.g. Run from A, pick up hoop and place over head, run to point B).</p> <p>Work and support as a small group to achieve tasks.</p> <p>Finding individual space.</p> <p>Using space to travel into when completing a task.</p> <p>High level of engagement, fun and support for all.</p>	<p>Combining movements when completing a task (e.g. Run then hop).</p> <p>Small group games based on using equipment (e.g. Moving bean bags from point A, through some obstacles, transferring to a team mate who then repeats).</p> <p>Support as team through encouragement and develop sportsmanship behavior towards others.</p> <p>Developing spatial awareness by playing small and large group games based on movements (e.g. Shark attack tag).</p> <p>Using space to travel into with increasing confidence.</p> <p>Develop a passion to participate through enjoyment.</p>



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Athletics: Knowledge

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>2 Year Old Gain control of their body.</p>	<p>Progress towards a more fluent style of moving.</p>	<p>Run in a variety of races using different speeds.</p>	<p>Run in races using teamwork.</p>	<p>Run in sprint races and relays.</p>	<p>Run in sprint races and introduce crouched start.</p>	<p>Run in sprint races and crouched start.</p>	<p>Develop a hammer swing.</p>
<p>3 Year Old Match their developing physical skills to tasks and activities in their setting.</p> <p>Develop their movement skills.</p> <p>Be aware of own space and the space they are running into.</p>	<p>Negotiate space when running with other children.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed.</p> <p>Revise and refine the fundamental movement skills (running, walking and jumping).</p> <p>Observes and discusses the effects of activity on their bodies.</p>	<p>Introduce standing long jump.</p> <p>Introduce basic throw technique for javelin.</p>	<p>Develop a standing long jump technique.</p> <p>Develop a javelin throw.</p> <p>Use equipment safely.</p>	<p>Develop standing long jump to include a run then jump.</p> <p>Introduce shot putt technique.</p> <p>Develop javelin throw specifics.</p> <p>Record throws.</p>	<p>Develop relay technique using batons and relay stance.</p> <p>Develop a long jump technique.</p> <p>Introduce a hammer technique.</p> <p>Record jumps.</p>	<p>Develop relay technique using batons, relay positioning and timing.</p> <p>Introduce a triple jump technique.</p> <p>Introduce a javelin run up.</p>	<p>Develop a javelin run up crossover.</p> <p>Use a shot putt glide.</p>



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Athletics: Skills

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>2 Year Old Develop large movements: walking and running.</p> <p>3 Year Old Use large muscle movements.</p> <p>Look around whilst running for obstacles.</p> <p>Jump from your left foot to your right foot</p> <p>Start taking part in some group activities, which they make up for themselves, and in teams.</p>	<p>Run skilfully; negotiating space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</p> <p>Travel with confidence and skill around, under, over and through balancing and climbing equipment.</p> <p>Show understanding of the need for safety when tackling new challenges, and considers and manages some risks.</p>	<p>Experience running against others in a set format with a start and end.</p> <p>Focus on starting with others, facing forward, running in a straight line.</p> <p>Standing Long Jump – feet together, knees bent and swing arms for power to push forward. Focus on power and ensuring the landing is safe.</p> <p>Javelin Throw – standing forward, bean bag in dominant hand, bring arm back and bring forward to throw.</p>	<p>Experience using teamwork in races in a set format.</p> <p>Run, pass over an item to team mate who then returns in the opposite direction.</p> <p>Standing long jump – feet shoulder width apart, knees bent, body slightly leaning forward, arms swing for power and pushing forward. Focus on landing on two feet safely.</p> <p>Javelin throw – use mini javelins, hold in dominant hand, turn body to face sideways (dependent on dominant hand), bring arm back then forward to throw.</p>	<p>Experience running completely in straight sprint races focusing on looking forward, running straight and using arms to increase power.</p> <p>Long jump – start with standing long jump stance, take two steps back. Walk (then run) to original position and push through legs forward.</p> <p>Increase the number of steps backwards as confidence grows.</p> <p>Javelin throw – use mini javelins, turn body sideways, legs shoulder width apart, grip javelin with fingers on top, straight arm extended back, bend back knee slightly to increase power.</p> <p>Record throws (partner uses tape measure to record where javelin point struck the ground).</p> <p>Shot Putt – hold shot in one hand, bring into neck so the shot is touching skin and bring elbow in line with eye. Face sideways, bend back leg for power and push realise.</p>	<p>Sprint start – place front foot in line with back foot, knee of back leg on ground, hands shoulder width apart and balanced on fingertips.</p> <p>Raise hips slightly higher than shoulders, knees bent. Drive back leg forwards, swing arms for power.</p> <p>Relay technique – continuous relay in a team. Ready in standing start position, dominant arm out behind with palm facing up. Teammate will place baton in hand. Bring arm forward as runner drives using legs.</p> <p>Long jump – continue exploring a run then jump with a safe landing. Run up should start with dominant foot forward to push off from in a standing stand. Use approx... 20 steps from jump line but this could be adapted dependent on child. Jump should swing both arms forward at take-off then push back hard to drive momentum forward.</p> <p>Recording jumps from the closes part of the body from jump line using tape measure.</p> <p>Hammer throw – face away from landing area, hold in two hands. Start from dominant side, swing / turn / release over shoulder, hands pointing to the sky.</p>	<p>Sprint start – same set up with specifics. Fingers pointing out sideways, thumb and index finger on start line. Head up and eyes forward towards finish line. Use arms to drive from line.</p> <p>Relay – standing start position with dominant arm outstretched behind. Turn and look over shoulder to see when teammate is approaching.</p> <p>Teammate to call when receiver is to start slowly jogging forward to create a rolling start.</p> <p>Receiver looks forward and drives forward when they feel baton in the palm of hand.</p> <p>Triple jump – run, hop/skip, and jump. Start by walking through the sequence focusing on transition between run and hop. Alter hop, a standing long jump technique can be used.</p> <p>Javelin run up – turn body sideways, legs shoulder width apart, grip javelin with fingers on top, straight-arm extended back with javelin in line with eye. Slowly walk sideways a few steps then release. Develop into a run.</p>	<p>Javelin run up – start on tip toes, turn body sideways, legs shoulder width apart, grip javelin with fingers on top, straight arm extended back with javelin in line with eye. Slowly walk sideways a few steps crossing dominant leg in front developing into a gallop then release.</p> <p>Hammer turn –grip the handle with dominant hand underneath. Swing the hammer three times from less dominant side starting point. Swing should rotate around the back of head in a smooth horizontal motion. Three swings then release over shoulder as body turns. Hands pointing to the sky upon release.</p> <p>Shot Putt Glide –grip shot putt and start at back of throwing area. Dominant foot planted and other raised in area. Bend back to a crouched position facing away from landing zone. Bring other leg almost to the floor into a seated position. Kick other leg back towards front of throwing area as you raise and turn your body upwards. Arm rotates around as your push shot putt from neck.</p>



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Netball: Knowledge

Year 3	Year 4	Year 5	Year 6
<p>Receive pass standing still.</p> <p>Develop into one-step catching movement when in possession.</p> <p>Introduce and attempt with some accuracy chest, over arm and bounce pass.</p> <p>Aim a pass to a scoring area at the end of a court.</p>	<p>Receive pass standing still and then take one step movement when in possession.</p> <p>Attempt with accuracy a chest, over arm and bounce pass.</p> <p>Understand basic game play and the role of each position.</p> <p>Introduce attack and defense on an individual / small group scale.</p> <p>Introduce the standing shot in isolation then in pairs (pass, receive then shoot).</p>	<p>Receive, step and pass in one fluid movement in small-sided games.</p> <p>Use variety of passes in game situations.</p> <p>Start to play within a position in a game situation.</p> <p>Understand when, why and how to attack and defend.</p> <p>Know what a standing shot is – one on one with defender and attacker.</p> <p>Develop defending techniques.</p> <p>Introduce pivoting technique after receiving a pass.</p>	<p>Receive, pivot and pass in one movement within a game situation.</p> <p>Understand and implement attacking and defending tactics as a team.</p> <p>Use positioning in a whole game.</p> <p>Display leadership skills when playing a game.</p> <p>Play as a team through sportsmanship and tactical discussion.</p> <p>Standing shot in 2 v 2 games building to a 5 v 5 game.</p>

Netball: Skill

Year 3	Year 4	Year 5	Year 6
<p>Receive pass using two hands.</p> <p>Apply receiving a pass then use one-step movement.</p> <p>Use bounce, chest and overarm pass with some accuracy.</p>	<p>Receive pass using two hands and take one-step in one fluid movement.</p> <p>Use bounce, chest and overarm passing with accuracy.</p> <p>Use correct positions for attack and defence.</p> <p>Use standing shot after receiving a pass.</p>	<p>Receive pass using two hands; take one-step in and pass in one fluid movement with accuracy.</p> <p>Use with accuracy bounce, chest and overarm passing in small-sided games.</p> <p>Apply correct positions when attacking and defending.</p> <p>Apply a defending technique- standing at least one-step from attacker, block pass using small steps to move and arms up.</p> <p>Apply standing shot technique after receiving a pass with a defender present.</p> <p>Use pivoting technique after receiving pass.</p> <p>Discuss who/where to defend and how to attack effectively.</p>	<p>Receive a pass using two hands, pivot and pass in one fluid movement in game situations.</p> <p>Apply accurately bounce, chest and overarm passing in small-sided games.</p> <p>Apply correct positions as a team when attacking and defending.</p> <p>Apply defending technique in a game.</p> <p>Apply standing shot technique after receiving a pass with at least one defender present.</p> <p>Discuss and apply attacking and defensive tactics as a whole team.</p>



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Dodgeball: Knowledge

Year 3	Year 4	Year 5	Year 6
<p>Grip the Dodgeball.</p> <p>Throw after taking one-step.</p> <p>Receive a ball using two hands.</p> <p>Basic game set up (e.g. two teams).</p>	<p>Grip the Dodgeball with one hand.</p> <p>Receive ball, step then throw again within 5 seconds.</p> <p>Attempt to use various passing techniques.</p> <p>Introduce defending through blocking.</p> <p>Play in basic game situations.</p>	<p>Receive ball, step then throw again within 3 seconds.</p> <p>Attempt to use various throwing techniques in small-sided games.</p> <p>Develop defending techniques.</p> <p>Introduce blocking and movement combined.</p> <p>Play in competitive game play situations.</p>	<p>Plan your throw before receiving a ball.</p> <p>Use a variety of throws in games.</p> <p>Know the block and throw technique.</p> <p>Play in full game.</p> <p>Discuss and implement tactics.</p> <p>Nominate captains and take leadership of position.</p>

Dodgeball: Skills

Year 3	Year 4	Year 5	Year 6
<p>Grip the Dodgeball in one hand.</p> <p>Throw using one hand, elbow up high and with some accuracy to opponent.</p> <p>Aim to introduce game set up by using throwing to reach one side of the court to another.</p>	<p>Grip the Dodgeball in one hand.</p> <p>Receive ball, take one-step and then attempt throw to opponent within 5 seconds.</p> <p>Attempt to use overarm throw for distance, underarm throw for a short distance/speed and continue using mid height throw for accuracy.</p> <p>Throw with increasing accuracy and speed.</p> <p>Use a blocking technique – stand at least 4 steps from player with ball and use the ball to block an incoming throw.</p> <p>Introduce intercepting – attempting to see opportunities to intercept a ball in the air.</p> <p>Play in small (3v3) game situations with the aim to pass as a team until possession is lost or the ball has reached the opposition's end zone area.</p>	<p>Receive ball, take one-step and then attempt throw at opponent within 3 seconds.</p> <p>Attempt to use overarm, mid height and underarm throw in game situations with accuracy and speed.</p> <p>Develop blocking and interception techniques by combining to work as a pair.</p> <p>Play in small (5v5) game situations with the aim to pass as a team until possession is lost or the ball has reached the opposition's end zone area.</p> <p>Use a shooting technique – baseball throw.</p> <p>Introduce concept of defending and rotating (only use in game situations when confident).</p>	<p>Develop movement into space in order for quicker game play and discreetly planning the next throw by seeing the movement of opponents.</p> <p>Use a variety of throws with accuracy and in the correct situations (e.g. over arm throw from defence when counter attacking).</p> <p>Play full games including defending and attacking positions.</p> <p>Defend small goals, blocking (with a ball) area strictly adhered to and they have a maximum 5 seconds to restart game.</p> <p>Discuss attacking and defending tactics as a team and implement as a team.</p> <p>Captain to take responsibility for restarts, final tactic decisions and reporting to the referees.</p> <p>Players take responsibility of their position for the benefit of the team.</p>



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Tag Rugby: Knowledge

Year 3	Year 4	Year 5	Year 6
<p>Holding the ball in two hands.</p> <p>Correct passing across the body, running with the ball and holding it with two hands.</p> <p>Play truck and trailer, passing drills, ball control drills (pat-a-cake, try).</p>	<p>TAG rules: stop running, tackler hands back and shouts tag. Play TAG bulldog.</p> <p>End ball: Moving the ball throughout a team (initially without running with the ball then with TAG rules).</p>	<p>Passing in three-quarter line, initially at an angle, eventually as straight line creating a stagger.</p> <p>Running TAG- moving and passing in any direction scoring over a try line.</p>	<p>Defensive line, pushing up.</p> <p>Move to TAG rugby with back pass rule.</p> <p>Numbers TAG –remove defensive players to make it easier to score.</p> <p>3v2 4v3 game play situation.</p>

Tag Rugby: Skills

Year 3	Year 4	Year 5	Year 6
<p>Two hands on the ball.</p> <p>Running to avoid contact.</p>	<p>TAG tackling.</p> <p>Moving the ball and then stopping when tagged.</p>	<p>Tap pass to start.</p> <p>TAG tackling.</p> <p>Understand the back pass rule.</p>	<p>Tag rugby with backward passing.</p>



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Basketball: Knowledge

Year 3	Year 4	Year 5	Year 6
<p>Receive a pass standing still.</p> <p>Develop into moving with ball in possession.</p> <p>Introduce and attempt with some accuracy chest and bounce pass.</p> <p>Aim a pass to a scoring area at the end of a court.</p> <p>Attempt dribbling with one hand with some control.</p>	<p>Receive pass whilst moving and dribble when in possession.</p> <p>Attempt with accuracy chest and bounce pass.</p> <p>Understand basic game play and the role of attack and defence.</p> <p>Introduce attack and defence on an individual / small group scale.</p> <p>Introduce the standing set shot in isolation then in pairs (pass, receive then shoot).</p>	<p>Receive, dribble and pass in small-sided games.</p> <p>Use a variety of passes in game situations.</p> <p>Understand when, why and how to attack and defend.</p> <p>Know free form shot – one on one with defender and attacker.</p> <p>Introduce basic game play rules.</p>	<p>Apply all dribble and passing techniques in game situations.</p> <p>Understand and implement attacking and defending tactics as a team.</p> <p>Use a standing shot in 2 v 2 games building to a 5 v 5 game.</p> <p>Use body to protect ball.</p> <p>Steal ball away from attacker.</p>

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Basketball: Skills

Year 3	Year 4	Year 5	Year 6
<p>Receive pass using two hands.</p> <p>Apply receiving a pass then use movement.</p> <p>Use bounce and chest pass some accuracy.</p> <p>Attempt dribbling with the fingertips of dominant hand with some control.</p> <p>Stop and pass when required.</p>	<p>Receive pass using two hands into dribbling movement.</p> <p>Use with accuracy bounce and chest passing.</p> <p>Standing set shot – balance body with feet shoulder width apart, bend knees, bend elbows to right angles and bring ball to head height. Push towards target and follow through so hands are pointing at target.</p> <p>Play in small (3v3) game situations with the aim to pass as a team until possession is lost or the ball has reached the opposition's end zone area.</p> <p>Introduce blocking technique – stand 2 steps from player with ball and use arms to block passing routes and intercept the pass.</p>	<p>Receive pass using two hands, dribble and pass with accuracy and fluidity.</p> <p>Use with accuracy passing in small sided games.</p> <p>Apply defending technique.</p> <p>Apply standing shot technique after receiving a pass with a defender present.</p> <p>Discuss who/where to defend and how to attack effectively.</p> <p>Use a free form shot – begin with ball above waist but below neck. Focus on target and bend knees with two hands underneath the ball. Crouch to gain power and straighten legs as arms and elbows are raised towards target. As arms extend release towards target by flicking wrists to push ball towards target. Legs should be a maximum of few centimetres off ground, if at all off ground.</p> <p>Rules – introduce double dribble (must pass or continuously bounce when stopped), non- contact and not passing backwards when in opposition half.</p>	<p>Receive pass using one hand whilst moving.</p> <p>Apply accurate passing in small-sided games.</p> <p>Apply correct team tactics when attacking and defending.</p> <p>Apply defending technique in a game.</p> <p>Apply standing shot technique after receiving a pass with at least one defender present.</p> <p>Discuss and apply attacking and defensive tactics as a whole team.</p> <p>Continuously bounce ball to avoid double dribble rule in front of body.</p> <p>Shuffle feet quickly to block defender from attempting to tackle the ball away by placing body between all and defender.</p> <p>Stealing the ball – when player in possession is dribbling, crouch low to shift body weight quickly, focus on ball, when in mid-air during dribbling, knock away to "steal". Attempt to steal and gain possession.</p>



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Cricket: Knowledge

Year 3	Year 4	Year 5	Year 6
<p>Batting: Correct bat grip.</p> <p>Hitting from the floor with a straight bat in target zone games.</p> <p>Fielding –stopping their ball with hands and using underarm throws back to bowler.</p>	<p>Fielding: Catch the ball correctly.</p> <p>Batting: Hitting moving ball, keeping head over the ball.</p> <p>Bowling with accuracy.</p>	<p>Fielding: Overarm throw- beat the relay team.</p> <p>Batting: Cross bat shots either side of the wicket, using a waist high tee – target zone games.</p> <p>Bowling with increasing accuracy and confidence.</p>	<p>Short form cricket (Kwik cricket.)</p>

Cricket: Skills

Year 3	Year 4	Year 5	Year 6
<p>Underarm throw.</p> <p>Long stop position.</p> <p>Correct bat grip, with high elbow.</p> <p>Straight bat- play through the ball.</p>	<p>Catching above and below head using different size balls.</p> <p>Catching with fingers pointing up above head high, fingers pointing down below head high.</p> <p>Batting – forward defensive, push forward.</p> <p>Bowling –underarm with no run up.</p>	<p>Batting: Cut and pull shot.</p> <p>Fielding using over-arm throw to cover distance</p> <p>Bowling: Overarm bowl from stationary position using windmill technique.</p>	<p>Batting: Shot according to length of the delivery.</p> <p>Bowling: Overarm with run up.</p>



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Hockey: Knowledge

Year 3	Year 4	Year 5	Year 6
Grip the hockey stick.	Combine basic hockey skills such as dribbling and push pass.	Confidently select skills in a game situation.	Choose and implement a range of strategies and tactics to attack and defend.
Dribble the ball.	Start to understand most efficient dribbling technique.	Begin to play effectively in different positions on the pitch including in defence.	Combine and perform more complex skills at great speed.
Short-range passing.	Shooting technique.	Increase length and strength of passes. Block tacking.	Suggest and plan match positions and tactics as a small group.
Receiving a pass.	To apply skills in competitive situations.		Hit shot - Developing power in shooting.
Combine receive and pass or dribble.			
Health and safety.			

Hockey: Skills

Year 3	Year 4	Year 5	Year 6
Grip with dominant hand at the top with back of hand facing up and palm on stick. Other hand is placed around the central part of the stick in the same way. Used for passing and dribbling.	Dribbling - use lower hand to rotate the stick 180 degrees but keep dominant hand loosely in place for control. With the ball and stick in front of body, push the ball flat to the left. Rotate stick again and push ball flat to the right. To dribble, keep pushing the ball to the left and right.	Apply passing to different lengths and explore how back swing effects the strength.	Apply all skills in small game situations with consideration of space, efficient, power and location of team mates.
Dribble – straight – ball does not leave the stick protecting it from opponents.	Applying all three dribbling techniques in small competitive situations.	Use skills in game situations with consideration of how much power is needed to be accurate, which dribbling technique will protect the ball and allow you to travel efficiently and the correct timing of sweep shot.	Apply push pass with accuracy when attacking as a team.
Dribble – loose – small taps in the direction of travel to dribble faster.	Sweep shot: Two hands together at top of stick > Hit in front of the left foot > Back swing and follow through must be along the ground > Toe of the stick is always facing straight up(Right angles to the turf) > Follow through is a quick knocking motion of the wrists > The ball should be hit down the shaft of the stick (approx. 6") > This style of hit uses mostly wrists to develop power > Knuckles need to be almost touching the ground.	Block tackle – > Dominant foot forward, knees bent, back leg out. > Crouch low to ground for balance. > Stick right angle to the ball. > Don't swing stick, must be low to ground. > Move stick shaft towards opponent to trap ball.	Apply block tacking across all positions.
Push pass – Grip as above. > Stick starts against lower part of ball > No backswing involved > Low posture and follow through to target > Transfer weight from dominant foot to other foot.	Start playing small game situations (4v4) with emphasis on having at least one child in each position. Rotate after each game period. No goalkeepers.	Discuss the importance of being safe when tackling.	Hit shot – > Hands together > Smooth controlled swing > Hit through "bottom half" of the ball > When hitting a moving ball ensure the final touch is in the direction of the goal area.
Receiving pass – watch the direction of the ball, lower stick to the ground, absorb with lower end, bring dominant hand up to move into a start position.	Apply push pass, receive, and dribble in combinations in competitive situations.		Apply a goal area without a goalkeeper in 4v4 Quick sticks games using rules.
Discuss how to be safe.	Discuss how to be safe.		Children to umpire during matches using Captains to settle disputes/ensure fair play.
			In 4v4 teams, allocate positions (which can rotate) and how the team wants to play the game (ie.3 attack, one defend) with input from all players and a Captain ensuring everyone is fairly treated.



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Tennis: Knowledge

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Holding tennis racket.</p> <p>Returning a ball.</p> <p>Moving towards the direction of the ball.</p>	<p>Return a ball using racket with increasing accuracy.</p> <p>Move towards direction of a bouncing ball.</p>	<p>Return a bouncing ball within a certain area.</p> <p>Move towards the ball within a certain area.</p> <p>Introduce correct fore hand technique.</p> <p>Complete rallies with some accuracy.</p>	<p>Rallying with a partner over a barrier.</p> <p>Introduce backhand.</p> <p>Win points in a simple rallying game</p>	<p>Continuous rallying over a barrier.</p> <p>Using fore and backhand strokes.</p> <p>Simple serve technique.</p> <p>Continue to win points in competitive situations.</p> <p>Understanding basic game play.</p>	<p>One v one game using a barrier and a court area marked out.</p>



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Tennis: Skills

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Hold a racket using two hands with dominant hand on top.</p> <p>Exploring returning a ball to a partner building on prior Ball Skills.</p> <p>Rolling or throwing underarm to one side of partner who has to move to stop, catch and return ball.</p> <p>Develop using rolling to one side, partner uses racket to stop ball and push return using two hands in seated or crouched position.</p> <p>Use large balls to ensure success.</p>	<p>Return ball-using racket by pushing in a seated or crouched position.</p> <p>Develop into returning a one bounce under arm throw using a large ball and decreasing in size as confidence grows.</p> <p>Return a bouncing ball which has been fed into a space within a certain area, racket used to hit the ball back towards partner with some accuracy and a sensible amount of power.</p>	<p>Ball is returned back to partner after one bounce and returned back into a certain size area with a focus on suitable amount of power being used.</p> <p>Forehand – grip racket in dominant hand. Face direction of the ball on toes. Move towards the ball, bringing the racket back to around shoulder height. Swing through by using gravity and not as much power as possible.</p> <p>Apply forehand technique to attempt rallying with a partner using appropriate power.</p>	<p>Continuous rallying into a certain size area over barrier (height can be adjusted for ability) with a focus on suitable amount of power being used using forehand and backhand.</p> <p>Backhand – Grip using two hands (one when confident) and bring racket to opposite side of dominant hand. Step towards the direction of the ball. Bring racket back. Use whole body to twist and drive through the ball to return.</p> <p>Simple points game in pairs to encourage use of techniques and understanding of spatial constraints deepens.</p>	<p>Continuous rallying into a certain size area over barrier (height can be adjusted for ability) with a focus on suitable amount of power being used using forehand and backhand. Begin to think about return in terms of placing the ball away from opponent but within a certain area.</p> <p>Applying fore and backhand within competitive situations.</p> <p>Serving from the back of playing area.</p> <p>Straight with underarm to achieve success.</p> <p>Gently throw ball up, let it bounce once and bring through racket from underarm position to serve over barrier.</p> <p>If secure, try over arm serve. Throw straight up and in front and bring racket from underarm position anticlockwise to an overarm position.</p> <p>Play a simple point's game, scoring inside opponent's area and losing points for double bounce or out of bounds.</p> <p>Basic game play – net, baseline, tramline, serve, fore and backhand, points and taking turns to serve depending on who lost last point.</p>	<p>All strokes previously practiced put into game situations.</p> <p>Competitive points scoring system based on a simple format. If opponent strikes the ball out of the court area, you win a point. If the ball bounces twice in your opponent's court, you win a point. If your opponent hits the barrier with the ball, you win a point.</p>



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Dance: Knowledge

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>2 Year Old</p> <p>Respond to music through movement.</p> <p>3 Year Old</p> <p>Use large arm and shoulder movements.</p> <p>Cross the mid line of their body.</p> <p>Match their developing physical skills to tasks.</p> <p>Show different ways of moving.</p>	<p>Refine the fundamental movement skills they have already acquired.</p> <p>Develop movement skills.</p> <p>Combine different movements with ease.</p>	<p>Explore different ways of moving using the body.</p> <p>Move and stop in time to music.</p> <p>Explore space, direction, levels and speeds around an area.</p> <p>Begin to link movement phrases to make simple dances with clear movements.</p> <p>Copy simple movement patterns.</p> <p>Discuss how the body feels after exercise.</p>	<p>Link stillness and movement with relation to the music.</p> <p>Begin to use basic expression in their movements.</p> <p>Develop confidence in how movements and actions are performed.</p> <p>Copy and repeat a series of movements.</p>	<p>Compose individual and partner movement phrases with clear beginning, middle and end.</p> <p>Perform movements in isolation with increasing clarity and confidence.</p> <p>Understand the use of facial expressions.</p> <p>Understand the purpose of practice before a performance.</p>	<p>Work to include freeze- frames in routines.</p> <p>Practice and perform a variety of different formations in dance.</p> <p>Develop a dance to perform as a group with a set starting position.</p> <p>Create a plan of the sequence.</p>	<p>Begin to use motifs.</p> <p>Explore rhythm in dance.</p> <p>Recognise and comment on dances suggesting ideas for improvement.</p> <p>Use a phrase in dance.</p> <p>Explore unison.</p>	<p>Use individual motifs.</p> <p>Use rhythm in dance.</p> <p>Review own and peer performances.</p> <p>Use repeated phrases in dance.</p> <p>Use unison.</p> <p>Begin to use canon within a sequence.</p>



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Dance: Skills

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>2 Year Old Clap and stamp to music.</p> <p>3 Year Old Wave flags and streamers.</p> <p>Hold a pose.</p> <p>Be confident, competent, creative and adaptive movers.</p> <p>Use sequences and patterns of movements which are related to music and rhythm.</p> <p>Gain control of their body.</p>	<p>Move fluently.</p> <p>Develop and use overall body strength, co-ordination, balance and agility.</p> <p>Spin, rock, tilt, fall, slide and bounce.</p> <p>Roll, crawl, walk, jump and skip.</p> <p>Move with control and grace.</p> <p>Balance and stillness.</p> <p>Quick changes of speed and direction.</p>	<p>Change direction of their body in reaction to music and space e.g. when the music slows down, children move towards a new space.</p> <p>React to the speed of the music using different movements – crouching, sideways, stretch, skip, bounce, hop, glide, on tiptoes, moving faster, moving slower.</p> <p>React when the music stops to freeze the body using a certain shape, pose or expression.</p> <p>Know where the heart is and understand why it beats faster when/after exercising.</p> <p>Words to describe travel and stillness - gallop, skip, jump, hop, bounce, spring, turn, spin, freeze, statue</p> <p>Words to describe direction -forwards, backwards, sideways.</p> <p>Words to describe space - near, far, in and out, on the spot, own.</p> <p>Words to describe movements - fast, strong, gentle, slow, and graceful.</p>	<p>Expressions can be facial and/or body actions. Expression should reflect the mood of the music. This could be from partner work or input.</p> <p>Understand and explain how movements are performed using a range of body parts. Explain how the movement is affected by speed, direction change and/or levels.</p>	<p>Compose by linking together three clear movements using the body in relation to the music (egg faster music, faster movements) and how stillness can be incorporated (balance).</p> <p>Perform movements (e.g. Moving feet together and then turn clockwise 90 degrees) in isolation with clarity – ensuring arms are straight, turn is definite, posture is correct.</p> <p>Understand how facial expressions can add an extra dimension to a performance, helps to tell the story of the dance, interacts with the audience and sets the mood for the dance.</p> <p>Discuss and practice prior to performance by building up their sequence over 2 or 3 lessons.</p> <p>Emphasis on idea, practice, review – can I improve this movement? How?</p>	<p>Practice freeze frames building on the skill of facial expressions from previous year. Freeze frame can help to tell the story of the dance through facial expression.</p> <p>Freeze frame needs to use the skill of stillness within a certain pose.</p> <p>Use of formations within a group performance which include straight line, triangle shape, crouched/stood, diagonal line, curved, smaller groups, split apart, opposite and in isolation.</p> <p>Set starting position could be a pose based on the dance, body within a shape or a simple stood with arms by side.</p> <p>Create a plan by drawing a labelled diagram of each section or/and or a description of their sequence.</p>	<p>Motif - simple movement patterns (3 movements or a phrase) which is composed and remembered by the dancer. The initial motif starts to communicate the dance idea/theme and is capable of being developed; providing shape and structure.</p> <p>Rhythm – patterns of time in music. Children will start counting 1234, 1234 within music and start to put actions/movements in time with the rhythm.</p> <p>Phrases in dance are movements of dance set within a pattern of time.</p> <p>Use phrase (terminology) and use it to create a beginning and end.</p> <p>Unison – two or more children dancing at the same time using the same movements.</p>	<p>Create an individual motif to be performed within a group performance. The child performing it should choreograph motif.</p> <p>Use rhythmic patterns of varying speeds to perform their motifs and sequences to. They can review their sequence to adapt it to fit the rhythm.</p> <p>Review own performances and peers based a positive and an aspect to improve/adapt.</p> <p>Use repeated phrases as a group in a set formation based within a variety of rhythms.</p> <p>Include two or more children dancing in unison within their sequence.</p> <p>Use canon (a section of movement that consists of one phrase that is performed at different times in either an overlapping or sequential relationship by two or more dancers). Use as a compositional device to add interest, depth and variation to either a sequence or whole section of the choreography.</p>



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Gymnastics: Knowledge

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>2 Year Old</p> <p>Gain control of their body.</p> <p>Use apparatus.</p>	<p>Experiment with different ways of moving with confidence and fluency.</p>	<p>Identify and use simple gymnastics actions and shapes.</p> <p>Apply basic strength to a range of gymnastics actions.</p>	<p>Perform a variety of basic gymnastics actions showing control.</p> <p>Use correct jumping techniques.</p>	<p>Modify actions independently using different pathways, directions and shapes.</p>	<p>Become increasingly competent and confident to perform skills more consistently.</p>	<p>Create longer and more complex sequences and adapt performances.</p> <p>Take the lead in a group when preparing a sequence.</p>	<p>Lead group warm up showing understanding of need for strength and flexibility.</p>
<p>3 Year Old</p> <p>Understand different movements.</p> <p>Use and remember sequences and patterns of movements.</p> <p>Fit themselves into spaces. Understand the word balance.</p> <p>Gain control of their body</p> <p>Understand that equipment and tools have to be used safely.</p>	<p>Refine and combine fundamental movements.</p> <p>Understand what good posture is.</p> <p>Understand the terms travel, around, under, over, through and balance.</p> <p>Know how to land safely.</p> <p>Show an understanding of how to transport and store some equipment safely.</p>	<p>Begin linking actions.</p> <p>Introduce turn, twist, spin, rock and roll.</p> <p>Move in a variety of ways.</p> <p>Start carrying basic equipment.</p>	<p>Create and perform a simple sequence.</p> <p>Use core strength when balancing.</p> <p>Carry basic equipment safely and confidently.</p>	<p>Use basic compositional ideas to improve sequence work—unison.</p> <p>Identify similarities and differences in sequences.</p> <p>Develop body management over a range of floor exercises.</p> <p>Attempt to bring explosive moves in to floor work through jumps and leaps.</p> <p>Show increasing flexibility in shapes and balances.</p>	<p>Perform in time with a partner and group</p> <p>Use compositional ideas in sequences such as changes in height, speed and direction.</p> <p>Develop body actions and shapes to include in a sequence.</p> <p>Discuss needing core muscles to support their body.</p> <p>Refine taking weight on small and large body parts, for example hand and shoulder.</p>	<p>Develop symmetry individually, as a pair and in a small group.</p> <p>Compare performances and judge strengths and areas for improvement.</p> <p>Take responsibility in own warm up.</p> <p>Perform jumps/leaps and balances with consistency using vault.</p> <p>Use information given by others to improve performance.</p>	<p>Demonstrate accuracy, consistency and clarity of movement.</p> <p>Work independently and in small groups to make up own sequences.</p> <p>Arrange own apparatus.</p> <p>Experience flight on and off of high apparatus</p> <p>Use others judgements to improve own performance.</p>



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Gymnastics: Skills

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>2 Year Old Use large movements-waving, kicking, rolling, crawling and walking.</p> <p>Climb safely (include risk when appropriate)</p> <p>Walk, run and jump.</p> <p>Spin, roll and independently use ropes and swings.</p> <p>3 Year Old Climb unaided and to stop if they do not feel safe.</p> <p>Mount equipment (stairs, apparatus) using alternate feet.</p> <p>Use arms and core to slither or slide across a surface and to roll on the side of the body.</p> <p>Jump and land on the spot. Skip, hop and stand on one leg.</p> <p>Balance on one foot momentarily and be able to hop.</p> <p>Slither, shuffle, roll, crawl, walk, jump, skip, slide and hop.</p>	<p>Travel with confidence and skill around, under, over and through balancing and climbing equipment. e.g. mats, hoops, bench, tunnels, climbing frame, cones.</p> <p>Demonstrate control, co-ordination and grace when moving.</p> <p>Jumps off an object and land appropriately.</p> <p>Conclude movements with balance stillness and agility.</p> <p>Show precision and accuracy with beginning and end movements.</p> <p>Roll, crawl, walk, jump, running, hop, skip and climb with increasing confidence.</p>	<p>Balance using one body part with increasing independence.</p> <p>Create shapes using body parts.</p> <p>Floor exercises – using core strength to turn body to face the opposite direction, twisting the whole body.</p> <p>Spin when stood and sat, rock when in a ball shape and roll.</p> <p>Rolls – pencil and teddy bear.</p>	<p>Jumping –straight – legs, feet and arms by side, bend knees to generate power and jump upwards and land on two feet.</p> <p>Standing long jump – Feet shoulder width apart, knees bent, body slightly leaning forward, arms swing for power and pushing forward. Focus on landing on two feet safely.</p> <p>Create a sequence using one travelling movement, a roll, a jump and/or balance.</p>	<p>Perform simultaneously in unison – using all the skills built on from KS1.</p> <p>Use explosive leaps from a bench-using star and pencil shaped jump.</p> <p>Reflect on own performance of balances, shape and jumps.</p> <p>Watch sequences and identify similar and different ways to perform balances, jumps and shape.</p>	<p>Change height by using benches and very low wall balance bars.</p> <p>Sequenced body actions performed with confidence and solid form based on the work from Year 3.</p> <p>Discuss why core muscles help support the body and completing a range of balances to engage the core. (This could be done using mats, benches and/or low wall bars).</p> <p>Vault – run up, springboard to jump on if confident or climb on, walk across and then shaped jump off landing with bent knees.</p>	<p>Sequences should include balances with good form, rolls, jumps/leaps from a low height and relevant shapes.</p> <p>Performances should be judged on positive strengths plus one/two aspects to improve.</p> <p>Children to be responsible for a comprehensive warm up in small groups.</p> <p>Vault – approach run up, use springboard to launch onto vault, perform a balance, travel across and jump of in a shape with a two-footed landing.</p>	<p>Pupils lead warm up to a larger group and explain why the muscles they are warming up and how.</p> <p>Create sequences using all the skills from previous years, which are arranged in a relevant sequence. Travelling should be relevant with high quality balance and shape. Jumps should be completed from a variety of heights.</p> <p>Decide and arrange equipment for performance independently.</p> <p>Vault – approach run up, attempt jump onto vault (springboard can be used if required), balance travel and then jump using a well-formed shape.</p>



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