

Essential Knowledge

Subject: PE

Thread: Dance & Gymnastics

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| Nursery | <p>I can move in different ways.</p> <p>I can remember sequences and patterns of movements.</p> <p>I can balance by standing on one leg and holding a pose.</p> | |
| Year R Core Knowledge | <ul style="list-style-type: none"> I use movement skills with developing balance and co-ordination. I can combine movements, selecting actions in response to the task and apparatus. I am confident to try new challenges and perform in front of others. I use movement skills with developing strength, balance and co-ordination showing increasing control and grace. I can remember and repeat actions and shapes. | <p>EYFS Dance 2</p> <p>EYFS Gymnastics 2</p> |
| Year 1 Core Knowledge | <ul style="list-style-type: none"> I am confident to perform in front of others. I can link simple actions together to create a sequence. I can make my body tense, relaxed, stretched and curled. I can use apparatus safely and wait for my turn. I am beginning to use counts. I can copy, remember and repeat actions. I can use different parts of the body in isolation and together. | <p>Dance 1</p> <p>Gymnastics 1</p> |
| Year 2 Core Knowledge | <ul style="list-style-type: none"> I am proud of my work and confident to perform in front of others. I can perform the basic gymnastic actions with some control and balance. I can use shapes when performing other skills. I can work safely with others and apparatus. I can show hopping and jumping movements with some balance and control. I can copy, remember, repeat and create dance phrases. I can use counts to stay in time with the music. I can work with a partner using mirroring and unison in our actions. | <p>Dance 2</p> <p>Gymnastics 2</p> |

Key Stage One End point:

In dance, pupils will explore space and how their body can move to express an idea, mood, character or feeling. They will expand their knowledge of travelling actions and use them in relation to a stimulus. They will build on their understanding of dynamics and expression. They will use counts of 8 consistently to keep in time with the music and a partner. Pupils will also explore pathways, levels, shapes, directions, speeds and timing. They will be given the opportunity to work independently and with others to perform and provide feedback beginning to use key terminology.

NC: perform dances using simple movement patterns.

In Gymnastics, pupils learn to explore and develop basic gymnastic actions on the floor and using apparatus. They develop gymnastic skills of jumping, rolling, balancing and travelling individually and in combination to create short sequences and movement phrases. Pupils develop an awareness of compositional devices when creating sequences to include the use of shapes, levels and directions. They learn to work safely with and around others and whilst using apparatus. Pupils are given opportunities to provide feedback to others and recognise elements of high-quality performance.

NC: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities

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| Year 3 Core Knowledge | <ul style="list-style-type: none"> I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression Understand and perform a dance routine using unison and canon, incorporating creative and imaginative ideas. Suggest improvements to their own and other people's dances. Can link skills, techniques and ideas and apply them accurately | <p>Dance</p> <p>Gymnastics</p> |
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| | <p>and appropriately.</p> <ul style="list-style-type: none"> • Compose and evaluate a sequence using large apparatus, including working in unison and canon. Feedback should identify a positive and area to improve • I can perform and repeat longer sequences with clear shapes and controlled movement | |
| Year 4 Core Knowledge | <ul style="list-style-type: none"> • Understand and perform a class dance routine with increased complexity using unison and cannon, incorporating creative and imaginative ideas, and making suggestions • Compose a group sequence demonstrating a variety of moves at different heights, speeds and pathways showing control. Include all elements within the unit (jumping, traveling and balance) using the apparatus. | Dance Gymnastics |
| Year 5 Core Knowledge | <ul style="list-style-type: none"> • Work collaboratively to compose a group sequence demonstrating a variety of moves at different heights, speeds and pathways showing control, body tensions and fluency. Include all elements within, considering the quality and control of their actions. • Understand and perform a dance routine using unison and cannon, incorporating complex and creative phrases and actions. • Choreographing, performing and providing feedback on dance. | Dance Gymnastics |
| Year 6 Core Knowledge | <ul style="list-style-type: none"> • Pupils think about how to use movement to convey ideas and feelings. • Understand and perform a dance routine using unison and cannon, incorporating complex and creative phrases and actions. • Choreographing, performing and providing feedback on dances. | Dance |

Key Stage Two End point

In dance, pupils will focus on developing an idea or theme into dance choreography. They will work in pairs and groups using different choreographing tools to create dances e.g. formations, timing, dynamics. Pupils will have opportunities to choreograph, perform and provide feedback on dance. Pupils think about how to use movement to convey ideas, emotions, feelings and characters. Pupils will show an awareness of keeping others safe and will have the opportunity to lead others through short warm-ups.

NC: perform dances using a range of movement patterns

In gymnastics, pupils use their knowledge of compositional principles, how to combine and link actions, how to relate to a partner and apparatus, when developing sequences. They build trust when working collaboratively in larger groups, using formations to improve the aesthetics of their performances. Pupils are given opportunities to receive and provide feedback in order to make improvements on performances. In Gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.

NC: develop flexibility, strength, technique, control and balance.

Essential Knowledge

Subject: **PE**

Thread: **Invasion**

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| Nursery | I can take part in a PE lesson as a whole class. I can follow the rules to keep me safe. | |
| Year R Core Knowledge | <ul style="list-style-type: none"> I can negotiate space safely with consideration for myself and others. | EYFS Fundamentals 2 |
| Year 1 Core Knowledge | <ul style="list-style-type: none"> I am beginning to dribble a ball with my hands and feet. I can change direction to move away from a defender. I understand when I am a defender and when I am an attacker. I can move confidently and safely. I can recognise space when playing games. | Invasion 1 |
| Year 2 Core Knowledge | <ul style="list-style-type: none"> I can stay with another player to try and win the ball. I can dodge and find space away from the other team. I can defend space on my court using the ready position. I can use simple tactics. I know how to score points and can remember the score. I know who is on my team and I can attempt to send the ball to them. I can move with a ball towards goal. | Invasion 2 |
| <p>Key Stage One End point: Pupils develop their understanding of invasion games and the principles of defending and attacking. They use and develop skills such as sending and receiving with both feet and hands, as well as dribbling with both feet and hands. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and learn to play to the rules.</p> <p>NC: participate in team games, developing simple tactics for attacking and defending</p> | | |
| Year 3 Core Knowledge | <ul style="list-style-type: none"> Football: To successfully play a small-sided match remembering the correct rules covered and successfully apply the skills covered during a small-sided match. I can understand simple tactics of attacking and defending. | Football |
| Year 4 Core Knowledge | <ul style="list-style-type: none"> Understand the aim of invasion games and apply basic skills consistently within small-sided games highlighting own strengths. Football: To successfully play a small-sided match using the correct rules and successfully apply simple tactics and skills including passing, dribbling, tackling, and shooting with control during a small-sided match. | Netball Football |
| Year 5 Core Knowledge | <ul style="list-style-type: none"> Volleyball: Understand and use positions of players effectively by creating scoring opportunities. Football: Be able to successfully play a small-sided match using the correct rules, performing dribbling, turning and passing techniques with control throughout the games Basketball: Understand and demonstrate how to outwit an opponent to create a better scoring or passing opportunity when attacking, and how to reduce shooting opportunities when defending under pressure. Tag-rugby: Hold the ball under one arm and move in different directions by stepping off a foot (disguise) and being aware of other players. Understand and demonstrate how a try is scored. | Volleyball Football Basketball Tag Rugby Handball |

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| | <ul style="list-style-type: none"> • Tag-rugby: Demonstrate elements from the unit including running, tagging, passing, attacking and defending, with accuracy and consistency. Tactics are applied and communicated during games. • Handball: Understand how to increase the chances of scoring by moving away from defenders by changing defenders to create space when attacking. Reinforce and put previous skills into practice showing control and accuracy in a modified game situation. | |
| Year 6 Core Knowledge | <ul style="list-style-type: none"> • Understand and demonstrate how to outwit an opponent to create a better scoring or passing opportunity when attacking, and how to reduce shooting opportunities when defending in game situations - knowing when to shoot, when to pass and when to dribble. • Hockey: Understand how to create a better scoring or passing opportunity when attacking by creating space, and how to mark space/players when defending by decreasing space. • Ultimate frisbee: Participate in a 7v7 game, demonstrating a basic understanding of appropriate structure of stacking and cutting when on offence, and forcing and marking correctly on defence. | Volleyball Football Basketball Handball Ultimate Frisbee |

Key Stage Two End point
Pupils will develop defending and attacking play during even-sided games. Pupils will learn to use a range of different passes to keep possession and attack towards a goal. Pupils will be encouraged to work collaboratively to think about how to use skills, strategies and tactics to outwit the opposition. They will start to show control and fluency when passing, receiving and shooting the ball. They will learn key rules of and also develop their understanding of the importance of fair play and honesty while self-managing games.

NC: Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.

Essential Knowledge

Subject: PE

Thread: Ball skills

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| Nursery | I can develop ball skills using increasing control. | |
| Year R Core Knowledge | <ul style="list-style-type: none"> I play ball games with consideration of the rules. I use ball skills with developing competence and accuracy. I can catch a beanbag and a medium-sized ball. I can roll a ball towards a target. | EYFS Ball skills 2 |
| Year 1 Core Knowledge | <ul style="list-style-type: none"> I am beginning to catch with two hands. I am beginning to dribble a ball with my hands and feet. I can roll and throw with some accuracy towards a target. I can use an overarm throw aiming towards a target. I can use an underarm throw aiming towards a target. I can throw a ball to land over the net and into the court area. I can track balls and other equipment sent to me. I am beginning to send and receive a ball with my feet. I can throw a ball to a partner. I can catch a ball with some success. | Ball Skills 1 Sending & receiving 1 Striking & fielding 1 Net & Wall 1 |
| Year 2 Core Knowledge | <ul style="list-style-type: none"> I can roll and throw a ball to hit a target. I can select the appropriate skill for the situation. I can throw, roll, kick, or strike a ball to a target with some success. I can track a ball and collect it. I can throw accurately to a partner. I am developing underarm and overarm throwing skills. I can catch a ball passed to me, with and without a bounce. I can sometimes dribble a ball with my hands and feet. I can track a ball and stop it using my hands and feet. I am beginning to trap and cushion a ball that is coming towards me. | Ball Skills 2 Sending & receiving 2 Striking & fielding 2 Net & wall 2 |
| <p>Key Stage One End point:</p> <p>In this strand, pupils will develop their fundamental ball skills such as throwing and catching, rolling, hitting a target, retrieving a ball, dribbling with both hands and feet, and kicking. Pupils will have the opportunity to work independently, in pairs and small groups. Pupils develop their understanding of the principles of target games. Pupils learn how to score points and play to the rules. They develop the skills of throwing, rolling, or kicking and will also use equipment to send and receive a ball. Pupils will be given opportunities to work with a range of different sized balls. They begin to self-manage their own games selecting and applying the skills they have learnt appropriate to the situation.</p> <p><i>NC: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</i></p> | | |
| Year 3 Core Knowledge | <ul style="list-style-type: none"> Football: develop shooting techniques, identifying when and where to shoot Football: develop passing techniques both on the ground and in the air. Dodgeball: Reinforce and put previous skills into practice showing control and accuracy in a modified game situation. Understand how to increase the chances of hitting an opponent by throwing from the half-way and with disguise. Demonstrate the skills within the unit consistently, including batting, fielding and catching showing clear knowledge of techniques and rules in order to contribute to a team's success. | Football Rounders Dodgeball Rapid fire cricket Netball Rounders |
| Year 4 Core Knowledge | <ul style="list-style-type: none"> Netball: Understand the correct technique for shooting and identify when and where you can/cannot shoot in netball. Netball: able to understand and perform the three types of pass in netball. | |

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| <p>Year 5 Core Knowledge</p> | <ul style="list-style-type: none"> • Volleyball: Keep the ball off the ground in small groups using the set or dig techniques and understand why 3 shots are used in matches and how good shot placement allows you to win the point. • Volleyball: Participate effectively in the game using required shots, a scoring system, basic rules and rotation system of positions. • Basketball: able to dribble by changing directions and using either hand, whilst being aware of other players on the court. • Basketball: Understand the correct technique of shooting, and knowing when to shoot, when to pass and when to dribble in basketball. • Netball: able to understand and perform the three types of pass with precision and control. • Netball: Understand and perform the correct technique for shooting and identify when and where you can/ cannot shoot in netball. • Tag-Rugby: understand how to hold the ball with two hands and pass the ball on the move by swinging their arms. Receive it by providing a target with hands and standing behind to the side and behind the ball carrier. • Handball: Dribble using both hands, being aware of other players while changing direction, and passing accurately. • Handball: Be able to shoot effectively with power and control consistently and understand transfer of weight. | <p>Volleyball</p> <p>Basketball</p> <p>Netball</p> <p>Tag-rugby</p> <p>Handball</p> |
| <p>Year 6 Core Knowledge</p> | <ul style="list-style-type: none"> • Volleyball: Use the set or dig techniques accurately and consistently and can understand and perform 3 shots in matches with correct shot placement. • Volleyball: Participate effectively in the game using required shots consistently, a scoring system, rules, and rotation system of positions. • Basketball: Be able to dribble by changing directions and using either hand, head up whilst being aware of other players on the court. Provide feedback on how to improve others performance. Knowledge of double of dribble and travelling. • Basketball: Understand and apply the correct technique of shooting consistently with success, and knowing when to shoot, when to pass and when to dribble in basketball. • Netball: Be able to understand and perform the three types of pass with precision and control while under pressure, and by using fake passes. • Netball: Understand and perform the correct technique for shooting and identify when and where you can/ cannot shoot in netball. Children to use outwitting methods to gain an advantage. • Handball: Dribble using both hands, being aware of other players while changing direction. Knowing when to pass and when to dribble in conditioned games. • Handball: Be able to shoot effectively with power and control consistently, aiming away from the GK. To understand transfer of weight to increase power. | <p>Volleyball</p> <p>Basketball</p> <p>Netball</p> <p>Handball</p> <p>Football</p> <p>Cricket</p> |

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| | <ul style="list-style-type: none">• Be able to perform dribbling, turning and passing techniques with control, accuracy and consistency during small sided games• Cricket: Understand and demonstrate the two types of catching techniques for high and low ball, and how to throw overarm at a target consistently.• Cricket: I know the difference between a throw and a bow and demonstrate an underarm and overarm bowl including only one bounce. | |
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Key Stage Two End point

Pupils develop the quality and consistency of their fielding skills and understanding of when to use them such as throwing underarm and overarm, catching and retrieving a ball. They learn how to play the different roles of bowler, backstop/wicket keeper, and fielder to apply tactics in these positions. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils work with a partner and group to organise and self-manage their own games. Pupils play with honesty and fair play when playing competitively.

Essential Knowledge

Subject: PE

Thread: Striking

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| Nursery | I can kick a ball accurately. | |
| Year R Core Knowledge | <ul style="list-style-type: none"> I can strike a ball using my hand. I can track a ball that is coming towards me | EYFS Ball skills 2 |
| Year 1 Core Knowledge | <ul style="list-style-type: none"> I will explore hitting with a racket. I can develop racket and ball skills. I can send a ball using a racket. I will develop hitting over a net. I can hit a ball using a racket. I will develop striking a ball with my hand and equipment. | Striking & Fielding 1 Sending & Receiving 1 Net & Wall 1 |
| Year 2 Core Knowledge | <ul style="list-style-type: none"> I can hit a ball using equipment with some consistency. I understand what good technique looks like and can use key words in the feedback I provide. I can hit a ball over the net and into the court area. I will develop decision making when under pressure. I will develop hitting for distance to score more points. I will develop racket skills and use them to return a ball. I can return a ball using a racket. I can play against an opponent using a racket. | Striking & Fielding 2 Sending & Receiving 2 Net & Wall 2 |

Key Stage One End point

Pupils will develop the basic skills involved in net and wall games. They will develop their understanding of the principles of net and wall games such as using the ready position to defend their space and sending the ball away from an opponent to maximise their chances of scoring. They will learn to play games honestly, abiding by the rules and showing respect towards their opponents and teammates. They develop the skills of throwing and catching, tracking, and striking a ball. They begin to self-manage small, sided games. Pupils learn how to score points and play to the rules. Pupils will begin to think about how to use skills, strategies and tactics to outwit the opposition appropriate to the situation. They will understand the importance of abiding by rules to keep themselves and others safe.

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| Year 3 Core Knowledge | <ul style="list-style-type: none"> Tennis: Be able to perform and understand the shots within the tennis unit in order to play a simple game using a scoring system. Tennis: Be able to understand a basic scoring system and perform a simple rally using forehand and backhand shots using rackets. Rapid Fire: Know where the best places are to hit the ball and the reason the ball is hit up or down. Using accuracy to avoid being caught. I can select and apply a range of skills with good control and consistency. Rounders: Know where the best places are to hit the ball, the reason the ball is hit up or down. | Tennis Rapid Fire Cricket Rounders |
| Year 4 Core Knowledge | <ul style="list-style-type: none"> Golf: To hold the club with the correct grip and posture showing evidence of getting the ball in the air when chipping and remaining on the ground when putting with appropriate power applied. Tennis: Be able to understand the tennis scoring system and perform a rally using forehand and backhand shots using rackets with control and accuracy. Tennis: Be able to perform and understand the shots within the tennis unit with accuracy in order to play a simple game using a scoring system. | Golf Tennis Rounders |

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| | <ul style="list-style-type: none"> Rounders: Know where the best places are to hit the ball and doing it consistently with control, the reason the ball is hit up or down, and understand the reasons of backing up and running quickly between bases. | |
| Year 5 Core Knowledge | Tennis was replaced by swimming | |
| Year 6 Core Knowledge | <ul style="list-style-type: none"> Hockey: Become familiar with controlling the ball effectively by using the flat side and can also use the push pass with correct weight and direction. Hockey: Able to shoot at a target when given the opportunity using a stationary and moving ball, aiming away from the GK and into the corners Cricket: know how to grip the bat, stand side on and move their feet in order to help them hit the shot in different places. | Hockey Cricket |

Key Stage Two End point
Pupils develop the quality and consistency of their striking skills with direction and understanding of when to use them such forehand, backhand in tennis and defensive and aggressive in cricket. In all activities, pupils must think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to avoid fielders, so that they can run between wickets to score runs. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.

Essential Knowledge

Subject: PE

Thread: Athletics & Swimming

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| Nursery | I can safely move around an enclosed space. I can change speed and direction. | |
| Year R Core Knowledge | <ul style="list-style-type: none"> I can change direction when moving at speed. I can run at different speeds. Introduced to skills that they can put into practice in a modified competitive situation | EYFS Intro to PE 2 EYFS Fundamentals 2 Sports day prep |
| Year 1 Core Knowledge | <ul style="list-style-type: none"> I can show hopping and jumping movements. I show balance and co-ordination when static and moving at a slow speed. To reinforce and put previous skills into practice in a modified competitive situation with increased understanding of structure. | Fundamentals 1 Athletics 1 Sports day prep |
| Year 2 Core Knowledge | <ul style="list-style-type: none"> I understand that running at a slower speed will allow me to run for a longer period. I can show balance when changing direction. I show balance and co-ordination when running at different speeds. To apply the rules and regulations of all athletic events in a competitive setting with increased understanding of structure. | Fundamentals 2 Athletics 2 Sports day prep |

Key Stage One End point

Pupils will develop skills required in athletic activities such as running at different speeds, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently. They learn how to improve by identifying areas of strength as well as areas to develop.

- **NC: Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.**
- **NC They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.**
- **NC: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.**

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| Year 3 Core Knowledge | <ul style="list-style-type: none"> Health & Fitness: Understand that exercise affects the body in the short and long term, how to warm up in order to prepare appropriately for different activities and how to cool down. Health & fitness: Understand why physical activity is good for their health and well-being, and how diet and exercise contribute to leading a healthy lifestyle. Athletics: To have experience reinforcing the skills covered at event, including: Track: 50m, 100m, 400m, 40m Hurdles, Obstacle and relay Field: Standing Long Jump, Speed Bounce, Target Throw, Speed Stack, Vortex Throw, Chest Push Athletics: attempting each event from the competition and demonstrating key skills. Athletics: Taking part in events they feel comfortable completing in a competitive environment. Sports day: To apply the rules and regulations of all athletic track events in a competitive setting with increased understanding of structure. Sports Day: Beginning to understand the rules and regulations of all athletic field events in a competitive setting: Shot put, javelin, discuss, long jump & triple jump. | Athletics Sports Day Practice Health & Fitness |
| Year 4 Core Knowledge | <ul style="list-style-type: none"> Indoor Athletics: To have experience reinforcing the skills covered at event, attempting each event from the competition and demonstrating key skills – building on existing knowledge. | Indoor athletics |

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| | <ul style="list-style-type: none"> Swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke). Perform safe self-rescue in different water-based situations. Health & fitness: Understand that exercise affects the body in the short and long term, how and why to warm up in order to prepare appropriately for different activities and how to cool down. Health & fitness: Understand why physical activity is good for their health and well-being, demonstrating a clear drive to push themselves. How diet and exercise contribute to leading a healthy lifestyle with examples that could be done at home. Sports day: To apply the rules and regulations of all athletic track events in a competitive setting with increased understanding of structure. Sports day: To understand and apply the rules and regulations of all athletic field events in a competitive setting with increased understanding | Swimming Health & Fitness |
| Year 5 Core Knowledge | <ul style="list-style-type: none"> Swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke). Perform safe self-rescue in different water-based situations. To apply the rules and regulations of all athletic track events in a competitive setting with increased understanding of structure. To understand and apply the rules and regulations of all athletic field events in a competitive setting with increased understanding | Sports day practice Swimming |
| Year 6 Core Knowledge | <ul style="list-style-type: none"> To apply the rules and regulations of all athletic track events in a competitive setting with increased understanding of structure. To understand and apply the rules and regulations of all athletic field events in a competitive setting with increased understanding – officiating field events and supporting track events. | Sports day practice |

Key Stage Two End point

Pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best. They learn how to improve by identifying areas of strength as well as areas to develop. Pupils are also given opportunities to lead when officiating as well as observe and provide feedback to others. In this unit pupils learn the following athletic activities: long distance running, sprinting, triple jump, discus and shot put.

NC: use running, jumping, throwing and catching in isolation and in combination

NC: - Swimming: In particular, pupils should be taught to: swim competently, confidently and proficiently over a distance of at least 25 metres, use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] Perform safe self-rescue in different water-based situations.

Essential Knowledge

Subject: PE

Thread: Team building & communication

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| Nursery | <p>I can take part in whole class PE sessions.</p> <p>I can take part in some group activities.</p> <p>I can play team games like 'duck, duck, goose'.</p> | |
| Year R Core Knowledge | <ul style="list-style-type: none"> I can make independent choices. I follow instructions involving several ideas or actions. I play co-operatively and take turns with others. I understand the rules and can explain why it is important to follow them I show respect towards others when providing feedback. I can talk about what exercise does to my body. | <p>EYFS Introduction to PE 2</p> <p>EYFS Fundamentals 2</p> <p>(Elements across all units)</p> |
| Year 1 Core Knowledge | <ul style="list-style-type: none"> I can work co-operatively with others to complete tasks. I can work co-operatively with a partner. I can share my ideas with other people in the class. I recognise how exercise makes me feel. I show honesty and fair play when playing against an opponent I say what I liked about someone else's performance. | <p>Team building 1</p> <p>(Elements across all units)</p> |
| Year 2 Core Knowledge | <ul style="list-style-type: none"> I am beginning to provide feedback using key words. I can work co-operatively with a partner and a small group. I show good sportsmanship when playing against an opponent. I can say when I was successful at solving challenges. I can share my ideas and help to solve tasks. I show honesty and can play fairly. | <p>Team building 2</p> <p>(Elements across all units)</p> |
| <p>Key Stage One End point</p> <p>Pupils develop their communication and problem-solving skills. They work individually, in pairs and in small groups. Throughout, there is an emphasis on teamwork. They learn to discuss, plan and reflect on ideas and strategies. They lead a partner whilst considering safety. Pupils have the opportunity to show honesty and fair play.</p> <p><i>NC: They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</i></p> | | |
| Year 3 Core Knowledge | <ul style="list-style-type: none"> To be able to navigate in sequence between control points marked on a unique orienteering map and decide the best route to complete the course in the quickest time. Work as a team to ensure participation from all members. | <p>Orienteering</p> <p>(Elements across all units)</p> |
| Year 4 Core Knowledge | <ul style="list-style-type: none"> I show patience and support others, listening well to them about our work. I am happy to show and tell them about my ideas. | <p>(Elements across all units)</p> |
| Year 5 Core Knowledge | <ul style="list-style-type: none"> I can give and receive sensitive feedback to improve myself and others. I can negotiate and collaborate appropriately. I can give and receive sensitive feedback to improve myself and others. I can negotiate and collaborate appropriately. Tag-rugby: Understand what is meant by attacking and defensive lines and communicate to team-mates when to do so. | <p>(Elements across all units)</p> |
| Year 6 Core Knowledge | <ul style="list-style-type: none"> I can self-select and perform appropriate warm up and cool down activities. I can identify possible dangers when planning an activity. | <p>(Elements across all units)</p> |

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| | <ul style="list-style-type: none">• Cricket: Using effective calling and knowing when and when not to take risks of getting out.• I see all new challenges as opportunities to learn and develop. I recognise my strengths and weaknesses and can set myself appropriate targets. | |
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Key Stage Two End point

Pupils develop teamwork skills through completion of a number of challenges. Pupils work individually, collaboratively in pairs and groups to solve problems. They are encouraged to be inclusive of others, share ideas to create strategies and plans to produce the best solution to a challenge. Pupils learn to orientate and navigate using a map. Pupils are also given the opportunity to lead a small group across all units, working collaboratively. Pupils also develop their understanding of the importance of fair play and honesty while self-managing games.

NC: take part in outdoor and adventurous activity challenges both individually and within a team

NC: compare their performances with previous ones and demonstrate improvement to achieve their personal best.

NC: They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success