



Curriculum Overview 2021-2022

PE

Ripley Endowed CofE Primary School





PE

Curriculum Intent

Our PE curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It provides opportunities for pupils to become physically confident. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect, which is something we strive for from all our pupils. We also aim to teach our pupils about fitness and living a healthy lifestyle.

Aims

To develop confidence and compete in a broad range of physical activities.

To be physically active for sustained period of time.

To develop physical skills alongside applying skills acquired in different fields.

To take part in competitive activities with other schools.

To lead healthy and active lifestyles.

Key Stage One

Pupils should develop fundamental movement skills, to extend their agility, balance and coordination, individually and with others. The aim is that pupils become more competent and grow in confidence. They should be able to engage in competitive (both against self and against others) and co-operative physical activities.

Pupils should be taught to:

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

Participate in team games, developing simple tactics for attacking and defending

Perform dances using simple movement patterns.

Key Stage Two

Pupils will build upon what they have practised in Key Stage One.

Pupils will be taught to:

Use running, jumping, throwing and catching in isolation and in combination

Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending

Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]

Perform dances using a range of movement patterns

Take part in outdoor and adventurous activity challenges both individually and within a team

Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

For instance, when playing net and wall games in Key Stage One, pupils will refine their movement, coordination and balance when moving with the ball around obstacles. They will then move onto performing simple rallies, with the ball bouncing. Some pupils may then move onto volleying the ball under control.

In Key Stage Two, this progresses to there being the recognised structures of a tennis game, using and applying different skills when trying to win points. The skills from Key Stage One are used in a competitive situation. Pupils' performances are then self-assessed and peer assessed and improvements will be made in the next activity, or coming lessons.



Overview of Year:

EYFS: PE

Early Learning Goals linked to PE.

Area of Learning	Aspect	Early Learning Goals
Personal, Social and Emotional Development	Self- Regulation	Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
	Managing Self	Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly.
	Building Relationships	Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.
Communication and Language	Listening, Attention and Understanding	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
	Speaking	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary.
Physical Development	Gross Motor Skills	Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.



		Multi- Skills	Target	Net/ Wall	Striking/ Fielding	Invasion	Yoga/Dance/ Gym	Athletics	Vocabulary
Autumn 1	Year 1	To perform movements using a range of actions and body parts with some coordination. To perform jumps and move around the room, changing direction.				To use different ways of travelling in different directions or pathways. To run at different speeds. To begin to use space in a game. Begin to use the terms attacking and defending. To use simple defensive skills such as marking a player or defending a space. To use simple attacking skills such as dodging to get past a defender.			Movement, Jump, Actions, Direction, Attack, Defend, Goal
	Year 2	To perform sequences of their own, including running and jumping with growing coordination. To perform jumps and move around the room, changing direction, whilst maintaining balance.				To use different ways of travelling at different speeds and following different pathways, directions or courses. To change speed and direction whilst running. Begin to choose and use the best space in a game. Begin to use and understand the terms attacking and defending. Use at least one technique to attack or defend to play a game successfully.			Movement, Jump, Actions, Direction, Balance, Attack, Defend, Speed Change, Goal, Position.



		Multi- Skills	Target	Net/ Wall	Striking/ Fielding	Invasion	Yoga/Dance/ Gym	Athletics	Vocabulary
Autumn 2	Year 1	To perform movements using a range of actions and body parts with some coordination. To perform jumps and move around the room, changing direction.					To copy actions and movement sequences with a beginning, middle and end. To recognise and copy contrasting actions (small/tall, narrow/wide). To hold still shapes and simple balances. To begin to move with control and care.		Movement, Jump, Actions, Balances, Shapes, Control.
	Year 2	To perform sequences of their own, including running and jumping with growing coordination. To perform jumps and move around the room, changing direction, whilst maintaining balance.					To hold a still shape whilst balancing on different points of the body. To move with increasing control and care. To develop the quality of their actions, shapes and balances. To move with coordination, control and care.		Movement, Jump, Actions, Direction, Balance, Control, Coordination



		Multi- Skills	Target	Net/ Wall	Striking/ Fielding	Invasion	Yoga/Dance/ Gym	Athletics	Vocabulary
Spring 1	Year 1		To throw underarm and overarm. To catch and bounce a ball. To use rolling skills in a game. To practise accurate throwing and consistent catching.				To copy and repeat actions. To put a sequence of actions together to create a motif. To vary the speed of their actions. To use simple choreographic devices such as unison, canon and mirroring. To begin to improvise independently to create a simple dance.		Movement, Throw, Catch, Roll, Jump, Actions, Direction, Balance, Dance, Improvise.
	Year 2		To throw different types of equipment in different ways, for accuracy and distance. To throw, catch and bounce a ball with a partner. To use throwing and catching skills in a game. To throw a ball for distance.				To copy, remember and repeat actions. To create a short motif inspired by a stimulus. To change the speed and level of their actions. To use simple choreographic devices such as unison, canon and mirroring. To use different transitions within a dance motif. To move in time to music. To improve the timing of their actions.		Movement, Jump, Actions, Throw Catch, Roll, Distance, Direction, Balance, Unison, Canon, Mirroring, Motif.



		Multi- Skills	Target	Net/ Wall	Striking/ Fielding	Invasion	Yoga/Dance/ Gym	Athletics	Vocabulary
Spring 2	Year 1			To perform using a range of actions and body parts with some coordination. To begin to perform learnt skills with some control. Use hitting skills in a game. To practise basic striking, sending and receiving.			To create and perform a movement sequence. To copy actions and movement sequences with a beginning, middle and end. To link two actions to make a sequence. To recognise and copy contrasting actions (small/tall, narrow/wide). To travel in different ways, changing direction and speed.		Movement, Hit, Roll, Jump, Actions, Direction, Balance, Dance, Improvise.
	Year 2			To perform sequences of their own composition with coordination. To perform learnt skills with increasing control. To strike or hit a ball with increasing control. To learn skills for playing striking and fielding games. To position the body to strike a ball.			To copy, explore and remember actions and movements to create their own sequence. To link actions to make a sequence. To travel in a variety of ways, including rolling. To hold a still shape whilst balancing on different points of the body. To jump in a variety of ways and land with increasing control and balance. To climb onto and jump off the equipment safely. To move with increasing control and care.		Movement, Jump, Actions, Throw Catch, Roll, Distance, Direction, Balance, Strike, Control, Care



		Multi- Skills	Target	Net/ Wall	Striking/ Fielding	Invasion	Yoga/Dance/ Gym	Athletics	Vocabulary
Summer 1	Year 1				To perform using a range of actions and body parts with some coordination. To begin to perform learnt skills with some control. Use hitting skills in a game. To practise basic striking, sending and receiving.			To vary their pace and speed when running. To run with a basic technique over different distances. To show good posture and balance. To jog in a straight line. To change direction when jogging. To sprint in a straight line. To change direction when sprinting. To maintain control as they change direction. To throw underarm and overarm. Throw a ball towards a target with increasing accuracy.	Hitting, Control, Striking, Receiving, Run, Throw, Speed, Distance, Direction.
	Year 2				To perform sequences of their own composition with coordination. To perform learnt skills with increasing control. To strike or hit a ball with increasing control. To learn skills for playing striking and fielding games. To position the body to strike a ball.			To run at different paces, describing the different paces. Use a variety of different stride lengths. To travel at different speeds. To begin to select the most suitable pace and speed for distance. To complete an obstacle course. Vary the speed and direction in which they are travelling. To throw different types of equipment in different ways, for accuracy and distance. To throw with accuracy at targets of different heights. To investigate ways to alter their throwing technique to achieve greater distance.	Hitting, Control, Striking, Receiving, Run, Throw, Speed, Distance, Direction, Accuracy, Obstacle, Technique.



		Multi- Skills	Target	Net/ Wall	Striking/ Fielding	Invasion	Yoga/Dance/ Gym	Athletics	Vocabulary
Summer 2	Year 1					<p>To use different ways of travelling in different directions or pathways. To run at different speeds. To begin to use space in a game. Begin to use the terms attacking and defending. To use simple defensive skills such as marking a player or defending a space. To use simple attacking skills such as dodging to get past a defender.</p>		<p>To begin to perform learnt skills with some control. Engage in competitive activities and team games. To watch and describe performances. Begin to say how they could improve.</p>	<p>Attack, Defend, Goal, Space, Performance, Improvements</p>
	Year 2					<p>To use different ways of travelling at different speeds and following different pathways, directions or courses. To change speed and direction whilst running. Begin to choose and use the best space in a game. Begin to use and understand the terms attacking and defending. Use at least one technique to attack or defend to play a game successfully.</p>		<p>To perform learnt skills with increasing control. Compete against self and others. To watch and describe performances, and use what they see to improve their own performance. To talk about the differences between their work and that of others.</p>	<p>Attack, Defend, Goal, Space, Speed, Direction, Performance, Improvements, Evaluate.</p>



		Multi- Skills	Target	Net/ Wall	Striking/ Fielding	Invasion	Yoga/Dance/ Gym	Athletics	Vocabulary
Autumn 1	Year 3					To use simple attacking and defending skills in a game. To develop the quality of the actions in their performances. To perform learnt skills and techniques with control and confidence. To compete against self and others in a controlled manner. To throw and catch with greater control and accuracy.	To perform large and small body part balances, including standing and kneeling balances To balance on apparatus. To create interesting body shapes while holding balances with control and confidence. To begin to show flexibility in movements.		Attack, Defend, Invasion, Goal, Control, Balance, Flexibility, Movements.
	Year 4					To use a range of attacking and defending skills and techniques in a game. To throw and catch with greater control and accuracy. To develop different ways of throwing and catching. To perform and apply skills and techniques with control and accuracy. To take part in a range of competitive activities. To watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.	To carry out balances, recognising the position of their centre of gravity and how this affects the balance. To begin to develop good technique when travelling, balancing and using equipment. To develop strength, technique and flexibility throughout performances. To perform 1, 2, 3 and 4- point balances. To perform balances with and against a partner.		Attack, Defend, Invasion, Goal, Control, Accuracy, Balance, Flexibility, Movements, Evaluate, Strength, 1,2,3,4 Point Balance.



		Multi- Skills	Target	Net/ Wall	Striking/ Fielding	Invasion	Yoga/Dance/ Gym	Athletics	Vocabulary
Autumn 1	Year 5					<p>To consolidate different ways of throwing and catching, and know when each is appropriate in a game.</p> <p>To use ball skills in various ways, and begin to link together.</p> <p>To keep and win back possession of the ball effectively in a team game.</p> <p>To consistently perform and apply skills and techniques with accuracy and control.</p> <p>To take part in games with a strong understanding of tactics and composition.</p> <p>To choose and use criteria to evaluate own and others' performance.</p>	<p>To select ideas to compose specific sequences of movements, shapes and balances.</p> <p>To adapt their sequences to fit new criteria or suggestions.</p> <p>To perform balances fluently and with control.</p> <p>To confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity and where it should be in relation to the base of the balance.</p> <p>Consistently perform and apply skills and techniques with accuracy and control.</p>		<p>Attack, Defend, Invasion, Goal, Control, Accuracy, Balance, Flexibility, Movements, Evaluate, Strength, 1,2,3,4 Point Balance, Consistent, Centre of Gravity, Base of Balance.</p>
	Year 6					<p>To throw and catch accurately and successfully under pressure in a game.</p> <p>To keep and win back possession of the ball effectively and in a variety of ways in a team game.</p> <p>To perform and apply a variety of skills and techniques confidently, consistently and with precision.</p> <p>To take part in competitive games with a strong understanding of tactics and composition.</p> <p>Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements</p>	<p>To create their own complex sequences involving balancing and holding shapes.</p> <p>To demonstrate precise and controlled placement of body parts in their actions, shapes and balances.</p> <p>Develop strength, technique and flexibility throughout performances.</p> <p>Develop technique, control and complexity of part-weight partner balances.</p> <p>To perform and apply a variety of skills and techniques confidently, consistently and with precision.</p>		<p>Attack, Defend, Invasion, Goal, Control, Accuracy, Balance, Flexibility, Movements, Evaluate, Strength, 1,2,3,4 Point Balance, Consistent, Centre of Gravity, Base of Balance, Variety.</p>

		Multi- Skills	Target	Net/ Wall	Striking/ Fielding	Invasion	Yoga/Dance/ Gym	Athletics	Vocabulary
Autumn 2	Year 3					<p>To use two different ways of moving with a ball in a game.</p> <p>To pass the ball in two different ways in a game situation with some success.</p> <p>To know how to keep and win back possession of the ball in a team game.</p> <p>To develop the quality of the actions in their performances.</p> <p>To perform learnt skills and techniques with control and confidence.</p> <p>To watch, describe and evaluate the effectiveness of a performance.</p> <p>To describe how their performance has improved over time.</p>	<p>To perform large and small body part balances, including standing and kneeling balances</p> <p>To balance on apparatus.</p> <p>To create interesting body shapes while holding balances with control and confidence.</p> <p>To begin to show flexibility in movements.</p>		<p>Attack, Defend, Invasion, Goal, Control, Balance, Flexibility, Movements.</p>
	Year 4					<p>To occasionally contribute towards helping their team to keep and win back possession of the ball in a team game.</p> <p>To perform and apply skills and techniques with control and accuracy.</p> <p>To take part in a range of competitive activities.</p> <p>To watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.</p> <p>To modify their use of skills or techniques to achieve a better result.</p>	<p>To carry out balances, recognising the position of their centre of gravity and how this affects the balance.</p> <p>To begin to develop good technique when travelling, balancing and using equipment.</p> <p>To develop strength, technique and flexibility throughout performances.</p> <p>To perform 1, 2, 3 and 4- point balances.</p> <p>To perform balances with and against a partner.</p>		<p>Attack, Defend, Invasion, Goal, Control, Accuracy, Balance, Flexibility, Movements, Evaluate, Strength, 1,2,3,4 Point Balance.</p>



	Year 5					<p>To consistently perform and apply skills and techniques with accuracy and control. To take part in competitive games with a strong understanding of tactics and composition. To choose and use criteria to evaluate own and others' performance. To explain why they have used particular skills or techniques, and the effect they have had on their performance.</p>	<p>To select ideas to compose specific sequences of movements, shapes and balances. To adapt their sequences to fit new criteria or suggestions. To perform balances fluently and with control. To confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity and where it should be in relation to the base of the balance. Consistently perform and apply skills and techniques with accuracy and control.</p>		<p>Attack, Defend, Invasion, Goal, Control, Accuracy, Balance, Flexibility, Movements, Evaluate, Strength, 1,2,3,4 Point Balance, Consistent, Centre of Gravity, Base of Balance.</p>
	Year 6					<p>To perform and apply a variety of skills and techniques confidently, consistently and with precision. To take part in competitive games with a strong understanding of tactics and composition. To thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.</p>	<p>To create their own complex sequences involving balancing and holding shapes. To demonstrate precise and controlled placement of body parts in their actions, shapes and balances. Develop strength, technique and flexibility throughout performances. Develop technique, control and complexity of part-weight partner balances. To perform and apply a variety of skills and techniques confidently, consistently and with precision.</p>		<p>Attack, Defend, Invasion, Goal, Control, Accuracy, Balance, Flexibility, Movements, Evaluate, Strength, 1,2,3,4 Point Balance, Consistent, Centre of Gravity, Base of Balance, Variety.</p>



		Multi- Skills	Target	Net/ Wall	Striking/ Fielding	Invasion	Yoga/Dance/ Gym	Athletics	Vocabulary
Spring 1	Year 3	To throw and catch with greater control and accuracy. To practise the correct technique for catching a ball and use it in a game. To perform a range of catching and gathering skills with control. To catch with increasing control and accuracy.				To use two different ways of moving with a ball in a game. To pass the ball in two different ways in a game situation with some success. To know how to keep and win back possession of the ball in a team game. To develop the quality of the actions in their performances. To perform learnt skills and techniques with control and confidence. To watch, describe and evaluate the effectiveness of a performance. To describe how their performance has improved over time.	To know the importance of strength and flexibility for physical activity. To link combinations of actions with increasing confidence, including changes of direction, speed or level. To develop the quality of their actions, shapes and balances. To move with coordination, control and care. To use turns whilst travelling in a variety of ways. To use a range of jumps in their sequences. To begin to use equipment to vault.		Attack, Defend, Invasion, Goal, Control, Balance, Flexibility, Movements.
	Year 4	To throw and catch with greater control and accuracy. To practise the correct technique for catching a ball and use it in a game. To perform a range of catching and gathering skills with control. To catch with increasing control and accuracy. To develop the different and varied ways of throwing and catching.				To occasionally contribute towards helping their team to keep and win back possession of the ball in a team game. To perform and apply skills and techniques with control and accuracy. To take part in a range of competitive activities. To watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. To modify their use of skills or techniques to achieve a better result.	To use an increasing range of actions, directions and levels in their sequences. To move with clarity, fluency and expression. To show changes of direction, speed and level during a performance. To travel in different ways, including using flight. To improve the placement and alignment of body parts in balances. To use equipment to vault in a variety of ways. To begin to develop good technique when travelling, balancing and using equipment. To develop strength, technique and flexibility throughout performances		Attack, Defend, Invasion, Goal, Control, Accuracy, Balance, Flexibility, Movements, Evaluate, Strength, 1,2,3,4 Point Balance.

Spring 1	Year 5	Consolidate different ways of throwing and catching, and know when each is appropriate in a game.				To consistently perform and apply skills and techniques with accuracy and control. To take part in competitive games with a strong understanding of tactics and composition. To choose and use criteria to evaluate own and others' performance. To explain why they have used particular skills or techniques, and the effect they have had on their performance.	To select ideas to compose specific sequences of movements, shapes and balances. To adapt their sequences to fit new criteria or suggestions. Perform jumps, shapes and balances fluently and with control. To confidently use equipment to vault in a variety of ways. To apply skills and techniques consistently. To develop strength, technique and flexibility throughout performances. To combine equipment with movement to create sequences.		Attack, Defend, Invasion, Goal, Control, Accuracy, Balance, Flexibility, Movements, Evaluate, Strength, 1,2,3,4 Point Balance, Consistent, Centre of Gravity, Base of Balance.
	Year 6	Throw and catch accurately and successfully under pressure in a game.				To perform and apply a variety of skills and techniques confidently, consistently and with precision. To take part in competitive games with a strong understanding of tactics and composition. To thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.	Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching. Demonstrate precise and controlled placement of body parts in their actions, shapes and balances. Confidently use equipment to vault and incorporate this into sequences. Apply skills and techniques, showing precision and control.		Attack, Defend, Invasion, Goal, Control, Accuracy, Balance, Flexibility, Movements, Evaluate, Strength, 1,2,3,4 Point Balance, Consistent, Centre of Gravity, Base of Balance, Variety.



		Multi- Skills	Target	Net/ Wall	Striking/ Fielding	Invasion	Yoga/Dance/ Gym	Athletics	Vocabulary
Spring 2	Year 3			To demonstrate successful hitting and striking skills. To develop a range of skills in striking (and fielding where appropriate). To practise the correct batting technique and use it in a game. To strike the ball for distance.			To know the importance of strength and flexibility for physical activity. To link combinations of actions with increasing confidence, including changes of direction, speed or level. To develop the quality of their actions, shapes and balances. To move with coordination, control and care. To use turns whilst travelling in a variety of ways. To use a range of jumps in their sequences. To begin to use equipment to vault.		Health, Fitness, Strength, Warm-up, Cool-down, Control, Balance, Flexibility, Movements.
	Year 4			To use a racquet to hit a ball or shuttlecock with accuracy and control. To accurately serve underarm. To build a rally with a partner. To use at least two different shots in a game situation. To use hand-eye coordination to strike a moving and a stationary ball.			To use an increasing range of actions, directions and levels in their sequences. To move with clarity, fluency and expression. To show changes of direction, speed and level during a performance. To travel in different ways, including using flight. To improve the placement and alignment of body parts in balances. To use equipment to vault in a variety of ways. To begin to develop good technique when travelling, balancing and using equipment. To develop strength, technique and flexibility throughout performances		Health, Fitness, Strength, Warm-up, Cool-down, Control, Accuracy, Balance, Flexibility, Movements, Evaluate, Strength, 1,2,3,4 Point Balance.
Spring 2	Year 5	To know and understand the reasons for warming up and cooling down. To explain some safety principles when preparing for and during exercise. To consistently perform and apply skills and techniques with accuracy and control. To choose and use criteria to evaluate own and others' performance. To explain why they have used particular skills or techniques, and the effect they have had on their performance.		To demonstrate successful hitting and striking skills. To develop a range of skills in striking (and fielding where appropriate). To practise the correct batting technique and use it in a game. To strike the ball for distance.			To select ideas to compose specific sequences of movements, shapes and balances. To adapt their sequences to fit new criteria or suggestions. Perform jumps, shapes and balances fluently and with control. To confidently use equipment to vault in a variety of ways. To apply skills and techniques consistently. To develop strength, technique and flexibility throughout performances. To combine equipment with movement to create sequences.		Health, Fitness, Strength, Warm-up, Cool-down, Control, Accuracy, Balance, Flexibility, Movements, Evaluate, Strength, 1,2,3,4 Point Balance, Consistent, Centre of Gravity, Base of Balance.
	Year 6	To understand the importance of warming up and cooling down. To carry out warm-ups and cool-downs safely and effectively. To understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier. To thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements		To use a racquet to hit a ball or shuttlecock with accuracy and control. To accurately serve underarm. To build a rally with a partner. To use at least two different shots in a game situation. To use hand-eye coordination to strike a moving and a stationary ball.			Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching. Demonstrate precise and controlled placement of body parts in their actions, shapes and balances. Confidently use equipment to vault and incorporate this into sequences. Apply skills and techniques, showing precision and control.		Health, Fitness, Strength, Warm-up, Cool-down, Control, Accuracy, Balance, Flexibility, Movements, Evaluate, Strength, 1,2,3,4 Point Balance, Consistent, Centre of Gravity, Base of Balance, Variety, Improvements.



		Multi- Skills	Target	Net/ Wall	Striking/ Fielding	Invasion	Yoga/Dance/ Gym	Athletics	Vocabulary
Summer 1	Year 3			To demonstrate successful hitting and striking skills. To develop a range of skills in striking (and fielding where appropriate). To practise the correct batting technique and use it in a game. To strike the ball for distance.				To identify and demonstrate how different techniques can affect their performance. To focus on their arm and leg action to improve their sprinting technique. To begin to combine running with jumping over hurdles. To use one and two feet to take off and to land with. To develop an effective take-off for the standing long jump. To throw with greater control and accuracy. Show increasing control in their overarm throw. Perform a push throw. To continue to develop techniques to throw for increased distance.	Striking, Hitting, Serve, Running, Jumping, Throwing, Long Jump, Overarm, Underarm.
	Year 4			To use a racquet to hit a ball or shuttlecock with accuracy and control. To accurately serve underarm. To build a rally with a partner. To use at least two different shots in a game situation. To use hand-eye coordination to strike a moving and a stationary ball.				To confidently demonstrate an improved technique for sprinting. To carry out an effective sprint finish. To perform a relay, focusing on the baton changeover technique. To speed up and slow down smoothly. To learn how to combine a hop, step and jump to perform the standing triple jump. To land safely and with control. To begin to measure the distance jumped. To perform a pull throw. To measure the distance of their throws. To continue to develop techniques to throw for increased distance.	Striking, Hitting, Serve, Hand-Eye Coordination, Running, Jumping, Throwing, Long Jump, Triple Jump, Overarm, Underarm.

Summer 1	Year 5			To use different techniques to hit a ball. To identify and apply techniques for hitting a tennis ball. To explore when different shots are best used. To develop a backhand technique and use it in a game. To practise techniques for all strokes. Play a tennis game using an overhead serve.				To accelerate from a variety of starting positions and select their preferred position. To identify their reaction times when performing a sprint start. To continue to practise and refine their technique for sprinting, focusing on an effective sprint start. To select the most suitable pace for the distance and their fitness level. To identify and demonstrate stamina, explaining its importance for runners. Improve techniques for jumping for distance.	Striking, Hitting, Serve, Hand-Eye Coordination, Running, Jumping, Throwing, Long Jump, Triple Jump, Overarm, Underarm, Stamina, Evaluate.
	Year 6			As Year 5, also: To use good hand-eye coordination to be able to direct a ball when striking or hitting. To understand how to serve in order to start a game.				To perform an effective standing long jump. To perform the standing triple jump with increased confidence. To throw a variety of implements using a range of throwing techniques. To measure and record the distance of their throws. To continue to develop techniques to throw for increased distance.	Striking, Hitting, Serve, Hand-Eye Coordination, Running, Jumping, Throwing, Long Jump, Triple Jump, Overarm, Underarm, Stamina, Evaluate.



		Multi- Skills	Target	Net/ Wall	Striking/ Fielding	Invasion	Yoga/Dance/ Gym	Athletics	Vocabulary
Summer 2	Year 3			To demonstrate successful hitting and striking skills. To develop a range of skills in striking (and fielding where appropriate). To practise the correct batting technique and use it in a game. To strike the ball for distance.				To identify and demonstrate how different techniques can affect their performance. To focus on their arm and leg action to improve their sprinting technique. To begin to combine running with jumping over hurdles. To use one and two feet to take off and to land with. To develop an effective take-off for the standing long jump. To throw with greater control and accuracy. Show increasing control in their overarm throw. Perform a push throw. To continue to develop techniques to throw for increased distance.	Striking, Hitting, Serve, Running, Jumping, Throwing, Long Jump, Overarm, Underarm.
	Year 4			To use a racquet to hit a ball or shuttlecock with accuracy and control. To accurately serve underarm. To build a rally with a partner. To use at least two different shots in a game situation. To use hand-eye coordination to strike a moving and a stationary ball.				To confidently demonstrate an improved technique for sprinting. To carry out an effective sprint finish. To perform a relay, focusing on the baton changeover technique. To speed up and slow down smoothly. To learn how to combine a hop, step and jump to perform the standing triple jump. To land safely and with control. To begin to measure the distance jumped. To perform a pull throw. To measure the distance of their throws. To continue to develop techniques to throw for increased distance.	Striking, Hitting, Serve, Hand-Eye Coordination, Running, Jumping, Throwing, Long Jump, Triple Jump, Overarm, Underarm.

Summer 2	Year 5			To use different techniques to hit a ball. To identify and apply techniques for hitting a tennis ball. To explore when different shots are best used. To develop a backhand technique and use it in a game. To practise techniques for all strokes. Play a tennis game using an overhead serve.				To accelerate from a variety of starting positions and select their preferred position. To identify their reaction times when performing a sprint start. To continue to practise and refine their technique for sprinting, focusing on an effective sprint start. To select the most suitable pace for the distance and their fitness level. To identify and demonstrate stamina, explaining its importance for runners. Improve techniques for jumping for distance. To perform an effective standing long jump. To perform the standing triple jump with increased confidence.	Striking, Hitting, Serve, Hand-Eye Coordination, Running, Jumping, Throwing, Long Jump, Triple Jump, Overarm, Underarm, Stamina, Evaluate.
	Year 6			As Year 5, also: To use good hand-eye coordination to be able to direct a ball when striking or hitting. To understand how to serve in order to start a game.				To throw a variety of implements using a range of throwing techniques. To measure and record the distance of their throws. To continue to develop techniques to throw for increased distance. To explain why they have used particular skills or techniques, and the effect they have had on their performance. To thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements	Striking, Hitting, Serve, Hand-Eye Coordination, Running, Jumping, Throwing, Long Jump, Triple Jump, Overarm, Underarm, Stamina, Evaluate.



KS2: Swimming

Year Group	Swimming	Vocabulary
Year 3	<p>To jump in from poolside and submerge.</p> <p>To sink, push away from wall and maintain a streamlined position.</p> <p>To push and glide on the front with arms extended and log roll onto the back.</p> <p>To push and glide on the back with arms extended and log roll onto the front.</p> <p>To travel 5 metres on the front, perform a tuck to rotate onto the back and return on the back.</p> <p>To fully submerge to pick up an object.</p> <p>To correctly identify three of the four key water safety messages.</p> <p>To push and glide and travel 10 metres on the back.</p> <p>To push and glide and travel 10 metres on the front.</p> <p>To perform a tuck float and hold for three seconds.</p> <p>To exit the water without using steps.</p>	Swim, Poolside, Extend, Long Roll, Glide, Rotate, Submerge, Tuck Float.
Year 4	<p>To perform a sequence of changing shapes (minimum of three) whilst floating on the surface and demonstrate an understanding of floating.</p> <p>To push and glide from the wall towards the pool floor.</p> <p>To kick 10 metres backstroke (one item of equipment optional).</p> <p>To kick 10 metres front crawl (one item of equipment optional).</p> <p>To kick 10 metres butterfly on the front or on the back.</p> <p>To kick 10 metres breaststroke on the front (one item of equipment optional).</p> <p>To perform a head first sculling action for 5 metres in a flat position on the back.</p> <p>To travel on back and log roll in one continuous movement onto front.</p> <p>To travel on front and log roll in one continuous movement onto back.</p> <p>To push and glide and swim 10 metres, choice of stroke is optional.</p>	Swim, Poolside, Extend, Long Roll, Glide, Rotate, Submerge, Tuck Float, Sculling, Log Roll, Stroke.
Year 5	<p>To perform a flat stationary scull on the back.</p> <p>To perform a feet first sculling action for 5 metres in a flat position on the back.</p> <p>To perform a sculling sequence with a partner for 30-45 seconds to include a rotation.</p> <p>To tread water for 30 seconds.</p> <p>To perform three different shaped jumps into deep water.</p> <p>To push and glide and swim 10 metres backstroke (performed to Swim England expected standards).</p> <p>To push and glide and swim 10 metres front crawl (performed to Swim England expected standards).</p> <p>To push and glide and swim 10 metres breaststroke (performed to Swim England expected standards).</p> <p>To push and glide and swim 10 metres butterfly (performed to Swim England expected standards).</p> <p>To perform a handstand and hold for a minimum of three seconds.</p> <p>To perform a forward somersault.</p> <p>To demonstrate an action for getting help.</p>	Swim, Poolside, Extend, Long Roll, Glide, Rotate, Submerge, Tuck Float, Sculling, Log Roll, Stroke, Backstroke, Breaststroke, Butterfly, Front Crawl, Somersault.
Year 6	<p>To sink, push off on side from the wall, glide, kick and rotate into backstroke.</p> <p>To sink, push off on side from the wall, glide, kick and rotate into front crawl.</p> <p>To swim 10 metres wearing clothes.</p> <p>To push and glide and swim front crawl to include at least six rhythmical breaths.</p> <p>To push and glide and swim breaststroke to include at least six rhythmical breaths.</p> <p>To push and glide and swim butterfly to include at least three rhythmical breaths.</p> <p>To push and glide and swim backstroke to include at least six regular breaths.</p> <p>To push and glide and swim 25 metres, choice of stroke is optional (performed to Swim England expected standards).</p> <p>To perform a 'shout and signal' rescue.</p> <p>To perform a surface dive.</p>	Swim, Poolside, Extend, Long Roll, Glide, Rotate, Submerge, Tuck Float, Sculling, Log Roll, Stroke, Backstroke, Breaststroke, Butterfly, Front Crawl, Somersault, 'Shout and Signal', Surface Dive.