



Physical Education Progression Map

Year group	Key skills and knowledge Movement and Balance	Key vocabulary	Links to Faith and Values See table at bottom of document for all year groups
Year 1	<p>NC Pupils should be taught:</p> <ul style="list-style-type: none"> • master basic movements including running, jumping, turning as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • perform s using simple movement patterns. <p>Skills</p> <ul style="list-style-type: none"> -Perform s using simple movement patterns -Respond to contrasting pieces of patterns (speed, mood) <p>Knowledge:</p> <ul style="list-style-type: none"> • Know how to learn isolated steps/ movements (whilst copying the teacher). • Know how to sequence some of the isolated steps/ movements and independently perform these simple movement patterns. <p>Know how to respond to the speed and mood of different/ contrasting patterns through their independent movements.</p>	<p>Travel Stillness Direction Space Body parts Levels Speed Isolated steps, movements, simple movement pattern, mood, independent movements</p>	

<p>Year 2</p>	<p>NC Pupil should be taught:</p> <ul style="list-style-type: none"> • master basic movements including running, jumping, turning as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • perform s using simple movement patterns. <p>Skills: -Perform s using simple movement patterns -Respond to contrasting pieces of patterns (speed, mood)</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Know how to learn isolated steps/ movements (whilst copying the teacher). • Know how to sequence some of the isolated steps/ movements and independently perform these simple movement patterns. • Know how to respond to the speed and mood of different/contrasting patterns through their independent movements. 	<p>Travel Stillness Direction Space Body parts Levels Speed Isolated steps, movements, simple movement patterns, speed, mood, independent movements</p>	
<p>Year 3</p>	<p>NC Pupils should be taught to</p> <ul style="list-style-type: none"> • perform s using a range of movement patterns • compare their performances with previous ones and demonstrate improvement to achieve their personal best. <p>Skills -Work both individually and with others to sequence different movements in response to patterns</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Know how to learn more complex, coordinated steps/ movements (as modelled by the teacher). • Know how to sequence some coordinated steps/ movements both independently and as part of a group to perform different movement patterns. • Know how to respond to the speed and mood of different/contrasting patterns through their independent movements. 	<p>Space Repetition Action and reaction Pattern Co-ordinated steps, movements, movement patterns, speed, mood, contrasting patterns</p>	

<p>Year 4</p>	<p>NC Pupils should be taught to</p> <ul style="list-style-type: none"> perform s using a range of movement patterns compare their performances with previous ones and demonstrate improvement to achieve their personal best. <p>Skills</p> <p>-Work both individually and with others to sequence different movements in response to patterns</p> <p>Knowledge:</p> <ul style="list-style-type: none"> Know how to learn more complex, coordinated steps/ movements (as modelled by the teacher). Know how to sequence some of the coordinated steps/ movements both independently and as part of a group to perform different movement patterns. Know how to respond to the speed and mood of different/ contrasting patterns through their independent movements. 	<p>Space Repetition Action and reaction Pattern Co-ordinated steps, movements, movement patterns, speed, mood, contrasting patterns</p>	<p>-</p>
<p>Year 5</p>	<p>NC Pupils should be taught to</p> <ul style="list-style-type: none"> perform s using a range of movement patterns compare their performances with previous ones and demonstrate improvement to achieve their personal best. <p>Skills</p> <p>-Create and perform more complex routines in a range of styles and forms both individually and as part of a group</p> <p>-Find and use space safely and appropriately</p> <p>-Travel around a given space in a variety of ways e.g. walking, skipping, hopping, jumping, running with significant control</p> <p>-Change speed and direction whilst avoiding obstacles with significant control</p> <p>-Provide scientific reasons for why we warm up and how this links scientifically to the respiratory and circulatory system</p> <p>Knowledge:</p> <ul style="list-style-type: none"> Know how to create and perform more complex coordinated steps/ movements. Know how to create, sequence, choreograph and perform more complex coordinated steps/ movements both independently and as part of a group. Know how to create a with a start position, middle performance and end position. 	<p>Technique Pattern Rhythm Variation</p> <p>Unison Canon Action Reaction Perform, choreograph, co-ordinated steps, movements, movement patterns, speed, mood, contrasting patterns</p>	<p>-</p>
<p>Year 6</p>	<p>NC Pupils should be taught to</p> <ul style="list-style-type: none"> perform s using a range of movement patterns 	<p>Style Technique Pattern Rhythm Variation</p> <p>Unison Canon Action Reaction Space, levels, canon,</p>	<ul style="list-style-type: none"> 3 Reasons why Islam Encourages sport by Sayed Hossein Al-Qazwini: https://www.al-islam.org/media/3-reasons-why-islam-encourages-sports

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

Skills

-Create and perform more complex routines in a range of styles and forms both individually and as part of a group

-Find and use space safely and appropriately

-Travel around a given space in a variety of ways e.g. walking, skipping, hopping, jumping, running with significant control

-Change speed and direction whilst avoiding obstacles with significant control

-Provide scientific reasons for why we warm up and how this links scientifically to the respiratory and circulatory system

Knowledge:

- Know how to create and **perform** more complex **coordinated steps/ movements**.
- Know how to create, **sequence, choreograph** and **perform** more complex **coordinated steps/ movements** both independently and as part of a group.
- Know how to create a with a start position, middle **performance** and end position.
- Know how to use **space, levels, canon, unison, expression, meaning, solo** and **duets** within their **choreography**.

unison, expression, meaning, solo, duets, perform, choreograph, co-ordinated steps, movements, movement patterns, speed, mood, contrasting patterns

Year group	Key skills and knowledge Gymnastics	Key vocabulary	Links to Faith & Values
Year 1	<p>NC Pupils should be taught:</p> <ul style="list-style-type: none"> Master basic movements including rolling, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities <p>Skills:</p> <ul style="list-style-type: none"> -Demonstrate good body balance -Change speed and levels whilst moving around an area -Demonstrate and recognise gymnastic shapes – e.g curled/straight -Perform a neat gymnastic jump from equipment to the floor -Create a simple sequence on both the floor and apparatus -Perform a gymnastic jump from equipment to the floor <p>-Demonstrate knowledge of how to be safe when using gymnastic apparatus</p> <p>Knowledge:</p> <ul style="list-style-type: none"> Know how to hold and balance in different positions (e.g. high, low, balance beam and straight line). Know different techniques to support when balancing (e.g. arms out, head still etc.). Know different jumps and shapes such as star, tuck, pike and straight. Know how to safely and confidently jump off equipment. Know how to land and hold with bent knees and good balance. Know how to safely use all apparatus (e.g. A-frame, stools and monkey bars). <p>Know speed levels</p>	<p>Forwards Backwards Sideways Roll Slow Body parts Shape Jump Travel Stretch Wide Narrow Hold, balance, high, low, balance beam, straight line, techniques, balancing, arms out, head still, jumps, shapes, star, tuck, pike, straight, safely, jump, bent knees, good balance, safely, apparatus, A frame, stools, monkey bars</p>	-

<p>Year 2</p>	<p>NC Pupils should be taught:</p> <ul style="list-style-type: none"> • master basic movements including rolling, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities <p>Skills:</p> <ul style="list-style-type: none"> -Change speed and levels whilst moving around an area -Demonstrate and recognise gymnastic shapes – e.g curled/straight -Perform a neat gymnastic jump from equipment to the floor -Create a simple sequence on both the floor and apparatus -Perform a gymnastic jump from equipment to the floor <p>-Demonstrate knowledge of how to be safe when using gymnastic apparatus</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Know how to hold and balance in different situations (e.g. high, low, balance beam and straight line). • Know different techniques to support when balancing (e.g. arms out, head still etc.). • Know different jumps and shapes such as star, tuck, pike and straight. • Know how to safely and confidently jump off equipment. • Know how to land and hold with bent knees and good balance. • Know how to safely use all apparatus (e.g. A-frame, stools and monkey bars). • Know speed levels 	<p>Forwards Backwards Sideways Roll Slow Body parts Shape Jump Travel Stretch Wide Narrow Hold, balance, high, low, balance beam, straight line, techniques, balancing, arms out, head still, jumps, shapes, star, tuck, pike, straight, safely, jump, bent knees, good balance, safely, apparatus, A frame, stools, monkey bars</p>	
<p>Year 3</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • develop flexibility, strength, technique, control and balance [for 	<p>Stretch push pull step spring crawl still slowly tall long forwards high low roll copy jump land balance Co-ordinate, skills, flexibility, strength,</p>	

	<ul style="list-style-type: none"> example, through athletics and gymnastics] 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. <p>Skills:</p> <ul style="list-style-type: none"> - Develop flexibility, strength, control, balance and technique - Travel different ways on a bench beam showing balance and control - Perform a simple gymnastics sequence (with a clear start and finish point) on the floor -Observe and provide feedback on other people’s performances -Demonstrate knowledge of how to be safe when using gymnastic apparatus <p>Knowledge:</p> <ul style="list-style-type: none"> Know how to coordinate different skills (e.g. flexibility, strength, control, balance and technique) to be successful on apparatus and on the floor. Know how to travel along apparatus in different ways, showing balance and control. Know different rolls (e.g. teddy bear, front roll etc.). Know different jumps and shapes such as star, tuck, pike and straight. Know how to safely and confidently jump off apparatus. Know how to land and hold with bent knees and good balance. Know how to safely use all apparatus (e.g. A-frame, stools and monkey bars). Know how to create a sequence of gymnastic movements on the floor with a clear starting and finishing position. Know how to give constructive feedback in order to improve an individual’s technique. 	<p>control, balance, technique, apparatus, balance, control, rolls, teddy bear, front roll, jumps, shapes, star, tuck, pike, straight, safely, jump, bent knees, good balance, safely, apparatus, A frame, stools, monkey bars, sequence, gymnastic movements, floor, position, feedback, technique</p>	
<p>Year 4</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] 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. <p>Skills:</p> <ul style="list-style-type: none"> - Develop flexibility, strength, control, balance and technique - Travel different ways on a bench or beam showing balance and control - Perform a simple complex gymnastics sequence (with a clear start and finish point) on the floor -Observe and provide feedback on other people’s performances -Demonstrate knowledge of how to be safe when using gymnastic apparatus -Demonstrate an ability to self-reflect on using equipment safely <p>Knowledge:</p> <ul style="list-style-type: none"> Know how to coordinate different skills (e.g. flexibility, strength, 	<p>Stretch push pull step spring crawl still slowly tall long forwards high low roll copy jump land balance Co-ordinate, skills, flexibility, strength, control, balance, technique, apparatus, balance, control, rolls, teddy bear, front roll, jumps, shapes, star, tuck, pike, straight, safely, jump, bent knees, good balance, safely, apparatus, A frame, stools, monkey bars, sequence, gymnastic movements, floor, position, feedback, technique, body shapes, beam, dips, lunges, dismount, self-reflect</p>	

	<p>control, balance and technique) to be successful on apparatus and on the floor.</p> <ul style="list-style-type: none"> • Know how to travel along apparatus in different ways, showing balance and control. • Know different jumps and shapes such as star, tuck, pike and straight. • Know different rolls (e.g. teddy bear, front roll etc.). • Know how to safely and confidently jump off apparatus. • Know how to land and hold with bent knees and good balance. • Know how to safely use all apparatus (e.g. A-frame, stools and monkey bars). • Know how to create a sequence of gymnastic movements on the floor and with balance beams with a clear starting and finishing position (e.g. walk along the beam showing a variety of body shapes such as dips and lunges then a standard dismount). • Know how to give constructive feedback in order to improve an individual's technique. • Know how to self-reflect on how to improve safety points and technique when using the apparatus. 		
<p>Year 5</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • 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. <p>Skills:</p> <ul style="list-style-type: none"> - Develop flexibility, strength, control, balance and technique - Create and perform gymnastics routines using both the floor and apparatus demonstrating a good technique using a range of shapes, jumps, travels and rolls -Demonstrate knowledge of how to be safe when using gymnastic apparatus -Utilise command tasks to allow self-led problem solving showing understanding of how to utilise apparatus to complete simple challenges. -Use clear communications skills to develop a plan to problem solve and self-evaluate when using the apparatus <p>Knowledge:</p> <ul style="list-style-type: none"> • Know how to explain how they are combining different/ multiple skills (e.g. flexibility, strength, control, balance and technique) to be successful on apparatus and on the floor. • Know how to travel along apparatus in different ways, showing balance and control. • Know new jumps and shapes such as half turns, full turns, stretch and straddle. • Know different rolls (e.g. teddy bear, front roll etc.) and movements (animals such as bear, spider, rabbit, duck and caterpillar). • Know how to explain how they are coordinating different skills 	<p>Muscles Joints</p> <p>Symmetrical/asymmetrical Rotation</p> <p>Turn Shape Landing Take-off Flight</p> <p>Performance/evaluation Half turn, full turn, stretch, straddle, co-ordinate, skills, flexibility, strength, control, balance, technique, apparatus, balance, control, rolls, teddy bear, front roll, jumps, shapes, star, tuck, pike, straight, safely, jump, bent knees, good balance, safely, apparatus, A frame, stools, monkey bars, sequence, gymnastic movements, floor, position, feedback, technique, body shapes, beam, dips, lunges, dismount, self- reflect</p>	

	<p>(e.g. flexibility, strength, control, balance and technique) to be successful on apparatus and on the floor.</p> <ul style="list-style-type: none"> • Know how to safely and confidently jump off apparatus. • Know how to land and hold with bent knees and good balance. • Know how to safely use all apparatus (e.g. A-frame, stools and monkey bars). • Know how to use props when creating a sequence of movements (e.g. ribbons, hoops and balls). • Know how to create a sequence of gymnastic movements on the floor, with props and on balance beams with a clear starting and finishing position (e.g. walk along the beam, single leg lunge, standard dip to the edge of the beam then a standard dismount). • Know how to give constructive feedback in order to improve an individual's technique. 		
<p>Year 6</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • 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. <p>Skills:</p> <ul style="list-style-type: none"> - Develop flexibility, strength, control, balance and technique - Create and perform gymnastics routines using both the floor and apparatus demonstrating a good technique using a range of shapes, jumps, travels and rolls -Demonstrate knowledge of how to be safe when using gymnastic apparatus -Utilise command tasks to allow self-led problem solving showing understanding of how to utilise apparatus to complete simple challenges -Use clear communications skills to develop a plan to problem solve and self-evaluate when using the apparatus <p>Knowledge:</p> <ul style="list-style-type: none"> - Observe and provide feedback on other people's performances <ul style="list-style-type: none"> • Know how to explain how they are coordinating different skills (e.g. flexibility, strength, control, balance and technique) to be successful on apparatus and on the floor. • Know how to travel along apparatus in different ways, showing balance and control. • Know new jumps and shapes such as half turns, full turns, stretch and straddle. • Know different rolls (e.g. teddy bear, front roll etc) and movements (animals such as bear, spider, rabbit, duck and caterpillar). • Know how to explain how they are coordinating different skills (e.g. flexibility, strength, control, balance and technique) to be successful on apparatus and on the floor. • Know how to safely and confidently jump off apparatus. • Know how to land and hold with bent knees and good balance. 	<p>Muscles Joints Symmetrical/asymmetrical Rotation Turn Shape Landing Take-off Flight Performance/evaluation Half twist, reversed dip, half turn, full turn, stretch, straddle, co-ordinate, skills, flexibility, strength, control, balance, technique, apparatus, balance, control, rolls, teddy bear, front roll, jumps, shapes, star, tuck, pike, straight, safely, jump, bent knees, good balance, safely, apparatus, A frame, stools, monkey bars, sequence, gymnastic movements, floor, position, feedback, technique, body shapes, beam, dips, lunges, dismount, self- reflect</p>	

	<ul style="list-style-type: none"> • Know how to safely use all apparatus (e.g. A-frame, stools and monkey bars). • Know how to use props when creating a sequence of movements (e.g. ribbons, hoops and balls). • Know how to create a sequence of gymnastic movements on the floor, with props and on balance beams with a clear starting and finishing position (e.g. walk along the beam, tip toe half twist, reverse dip to the edge of the beam then a half turn dismount). • Know how to give constructive feedback in order to improve an individual's technique. 		
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Year group	Key skills and knowledge Games Invasion, Striking and Fielding, Net, Athletics	Key vocabulary	Links to Faith & Values
Year 1	<p>NC Pupils should be taught:</p> <ul style="list-style-type: none"> • participate in team games, developing simple tactics for attacking and defending <p><u>Striking, Fielding/ Sending and Receiving- OUTDOOR</u> Skills -Throw, catch, roll, bounce and dribble with control and accuracy using a range of equipment (bean bags, quoits and balls) Knowledge:</p> <ul style="list-style-type: none"> • Know how to catch using the correct technique (stable base, hands as dishes and eyes watching the ball not partner). • Know the correct technique for holding equipment (e.g. cricket bats, hockey sticks, bean bags, quoits and balls). • Know how to throw using the correct technique for both underarm (stable base arm moving like a pendulum) and overarm (stable base, using whole upper body including chest, shoulder, arm, wrist and finger). • Know how to correctly dribble with a range of balls (e.g. footballs, basketballs and hockey balls). • Know how to do a chest pass, a bounce pass, a push pass (hockey), a rugby pass and an inside foot pass. • Know how to shoot and strike (by using laces or a slap shot - hockey) or take a shot at basket. • Know how to gain control of a moving ball (by catching/stopping). • Know that passing happens in most sports so that the ball can be passed to a team mate. 	<p>Catch, technique, stable base, hands as dishes, eyes watching the ball, cricket bats, hockey sticks, bean bags, quoits, balls, throw, underarm, overarm, chest, shoulder arm, wrist, finger, dribble, footballs basketballs, hockey balls, chest pass, bounce pass, push pass, rugby pass, inside foot pass, shoot, strike, laces, slap shot, shot, basket, control, moving ball, stopping, passing, passed, team mate</p>	

NC Pupils should be taught:

Multiskills- INDOOR

Skills:

-Develop fundamental movements which support confidence and competence

-Access opportunities to develop agility, balance and coordination, both individually and with others.

-Understand the different ways we can move around (animals, speed, height)

Knowledge:

- Know how to move in a variety of ways varying **speed, height** and **movement** style (e.g. different animals).
- Know how to change **direction effectively** and **efficiently**.
- Know how to use different equipment to develop **agility** (e.g. **ladders, reaction balls, hurdles, tag belts** and **speed bounce**).
- Know how to effectively **balance** showing a state of equilibrium.
- Know what equipment to use that can develop **balance** (e.g. **wobble boards, balance beams, benches** and **bean bags**).
- Know how to **co-ordinate** through the effective interaction of their **movements**.
- Know what equipment to use to develop **co-ordination** skills (e.g. **ladders, javelins, bats** and **balls, cones** and **spots** and **scarves**).

Net Games- INDOOR AND OUTDOOR

Skills

Speed, height, movement, direction, effectively, efficiently, agility, ladders, reaction balls, hurdles, tag belts, speed bounce, balance, coordinate, javelins, bats and balls, bean bags, cones, spots, scarves

	<p>-Know how to hold a racket and show basic racket control -Hit a small or large ball with a bat or racket Knowledge:</p> <ul style="list-style-type: none"> • Know how to correctly hold a racket (partner holds the racket by the net side and they then grab the handle like a handshake). • Know what a ready position looks like (feet shoulder-width apart, knees slightly bent, on the balls of your feet). • Know how to strike a ball with their forehand (racket out to the side, ball roughly an arm's length away and swing through to strike the ball). • Know how to strike the ball with their backhand (racket coming across the body and swing through to strike the ball). <p>Invasion and Team Games- OUTDOOR</p> <p>Skills - Understand and follow basic game rules -Work with others as part of a team</p> <p>Knowledge</p> <ul style="list-style-type: none"> • Know how to follow rules within varying games. • Know how to support team mates. • Know how to apply previously learnt skills to game-based scenarios. <p>Athletics- INDOOR AND OUTDOOR</p> <p>Skills -Develop basic athletic skills (running, jumping, throwing and balancing) -Look to achieve personal goals</p> <p>Knowledge</p> <ul style="list-style-type: none"> • Know how to use the correct technique for running (e.g. hips to lips with their arms). • Know how to use the correct technique for standing long jump (legs bent, arms swing forwards in time to propel), 5 stride (5 long steps) and vertical jump (legs bent, arms swing upwards in time to propel). • Know how to use the correct throwing technique for javelin (javelin balanced in hand, opposite throwing leg forwards, none throwing hand aiming towards corner of the ceiling) and chest push (fingers pointing in and touching the chest, aim towards the corner of the ceiling and push away from the body). • Know how to show good balance technique (arms stretched out, head still, find a focus point). 	<p>Racket, handle, ready position, shoulder-width, balls of your feet, strike, forehand, arm's length, swing,strike, backhand</p> <p>Rules, games, support, team mates</p> <p>Team, communicate</p> <p>Technique, running, standing long jump, vertical jump, balance</p>	
<p>Year 2</p>	<p>NC Pupils should be taught:</p> <ul style="list-style-type: none"> • participate in team games, developing simple tactics for 	<p>Catch, technique, stable base, hands as</p>	

attacking and defending

Striking, Fielding/ Sending and Receiving- OUTDOOR

Skills

-Throw, catch, roll, bounce and dribble with control and accuracy using a range of equipment (bean bags, quoits and balls)

Knowledge

- Know how to **catch** using the correct **technique** (**stable base**, hands as **dishes** and **eyes watching** the **ball** not partner).
- Know the correct **technique** for holding equipment (e.g. **cricket bats, hockey sticks, bean bags, quoits and balls**).
- Know how to **throw** using the correct **technique** for both **underarm** (**stable base** arm moving like a pendulum) and **overarm** (**stable base**, using whole upper body including chest, shoulder, arm, wrist and finger).
- Know how to correctly **dribble** with a range of **balls** (e.g. **footballs, basketballs and hockey balls**).
- Know how to do a **chest pass**, a **bounce pass**, a **push pass** (**hockey**), a **rugby pass** and an inside **foot pass**.
- Know how to **shoot** and **strike** (by using **laces** or a **slap shot - hockey**) or take a **shot** at **basket**.
- Know how to gain **control** of a **moving ball** (by **catching/stopping**).
- Know that **passing** happens in most **sports** so that the **ball** can be **passed** to a **team mate**.

Multiskills- INDOOR

Skills

-Develop fundamental movements which support confidence and competence

-Access opportunities to develop agility, balance and coordination, both individually and with others.

-Understand the different ways we can move around (animals, speed, height)

Knowledge

- Know how to move in a variety of ways **varying speed, height and movement** style (e.g. different animals).
- Know how to **change direction** effectively and efficiently.
- Know how to use different equipment to develop **agility** (**ladders, reactions balls, hurdles, tag belts, speed bounce**).
- Know how to effectively **balance** showing a state of equilibrium.
- Know what equipment to use that can develop **balance** (**wobble boards, balance beams, benches, bean bags**).
- Know how to **co-ordinate** through the effective interaction of their **movements**.
- Know what equipment to use to develop **co-ordination** skills (**ladders, javelins, bats and balls, cones and spots, scarves**).

Net Games- INDOOR AND OUTDOOR

Skills

-Know how to hold a racket and show basic racket control

-Hit a small or large ball with a bat or racket

Knowledge

- Know how to correctly hold a **racket** (partner holds the **racket** by the **net** side, they then grab the **handle** like a handshake).

dishes, eyes watching the ball, cricket bats, hockey sticks, bean bags, quoits, balls, throw, underarm, overarm, chest, shoulder arm, wrist, finger, dribble, footballs basketballs, hockey balls, chest pass, bounce pass, push pass, rugby pass, inside foot pass, shoot, strike, laces, slap shot, shot, basket, control, moving ball, stopping, passing, passed, team mate

Speed, height, movement, direction, effectively, efficiently, agility, ladders, reaction balls, hurdles, tag belts, speed bounce, balance, coordinate, javelins, bats and balls, bean bags, cones, spots, scarves

Racket, handle, ready position, shoulder- width, balls of your feet, strike, forehand, arm's length, swing, strike, backhand

suitable for attacking and defending

- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- 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.

Striking, Fielding/ Sending and Receiving- OUTDOOR

Skills

-Show increasing body control and more consistency when throwing, catching, rolling, bouncing and dribbling.

Show increasing control and accuracy when using a range of equipment (bean bags, quoits and balls)

Knowledge

- Know how to **catch** using the correct **technique (stable base**, hands as dishes and eyes watching the **ball** not partner) and begin to show increased consistency when **catching**.
- Know the correct **technique** for holding equipment (e.g. **cricket bats, hockey sticks, bean bags, quoits and balls**).
- Know how to **throw** using the correct **technique** for both **underarm (stable base** arm moving like a pendulum) and **overarm (stable base**, using whole upper body including chest, shoulder, arm, wrist and finger) and begin to show increased **accuracy** when **throwing** to a **team mate**.
- Know how to correctly **dribble** with a range of **balls** (e.g. **footballs, basketballs** and **hockey balls**), showing increased **control** with the **ball** closer to their feet or equipment.
- Know how to do a **chest pass**, a **bounce pass**, a **push pass (hockey)**, a **rugby pass** and an inside **foot pass** showing increased **accuracy** and consistency in **technique**.
- Know how to **shoot** and **strike** (by using **laces** or a **slap shot - hockey**) or take a **shot** at **basket** showing increased **accuracy** in **shots** on **target**.
- Know how to gain **control** of a moving **ball** (by **catching/stopping**) by starting to show an ability to **cushion** the **ball**.

Multiskills- INDOOR

Skills

-Continue to develop fundamental movements showing more confidence and competence

-Continue to develop agility, balance and coordination, both individually and with others.

-Know what equipment can help to develop agility, balance and coordination

-Understand the different ways we can move around (animals, speed, height)

Knowledge

- Know how to move in a variety of ways varying **speed, height** and **movement** style (e.g. different animals) showing increased **body control**.
- Know how to **change direction** effectively and efficiently, whilst

Catch, **accuracy, shots on target**, Catch, technique, stable base, hands as dishes, eyes watching the ball, cricket bats, hockey sticks, bean bags, quoits, balls, throw, underarm, overarm, chest, shoulder arm, wrist, finger, dribble, footballs basketballs, hockey balls, chest pass, bounce pass, push pass, rugby pass, inside foot pass, shoot, strike, laces, slap shot, shot, basket, control, moving ball, stopping, passing, passed, team mate, **cushion the ball**

Body control, spatially aware, skill, focus, stability, balance, spatially aware, speed, height, movement, direction, effectively, efficiently, agility, ladders, reaction balls, hurdles, tag belts, speed bounce, balance, coordinate, javelins, bats and balls, bean bags, cones, spots, scarves

- being **spatially aware** of people and equipment around them.
- Know how to use different equipment to develop **agility (ladders, reactions balls, hurdles, tag belts, speed bounce)** showing increased **skill** when using them.
- Know how to effectively **balance** showing a state of **equilibrium**, clearly showing focus and increased **stability**.
- Know what equipment to use that can develop **balance** (e.g. **wobble boards, balance beams, benches and bean bags**) showing an ability to **balance** for longer periods of time.
- Know how to **co-ordinate** through the effective interaction of their **movements**, also developing an **ability** to look at **team mates/** opponents and not the equipment they are using.
- Know what equipment to use to develop **co-ordination** skills (e.g. **ladders, javelins, bats and balls, cones and spots and scarves**), keeping their head up and being **spatially aware**.

Net Games- INDOOR AND OUTDOOR

Skills

-Know how to hold a racket and show basic racket control

-Hit a small or large ball with a bat or racket

-Can create a small rally with a partner

Knowledge

- Know how to correctly hold a **racket** (partner holds the **racket** by the net side, they then grab the **handle** like a handshake).
- Know what a **ready position** looks like (feet **shoulder width apart**, knees slightly bent, on the **balls** of your feet).
- Know how to **strike** a **ball** with their **forehand** (**racket** out to the side, **ball** roughly an arm's length away, **swing** through to **strike** the **ball**) showing an increase in **ball striking**.
- Know how to **strike** the **ball** with their **back hand** (**racket** coming across the body, **swing** through to **strike** the **ball**) showing an increase in **ball striking**.
- Know how to perform a **volley shot** (**stable base**, **racket** overhead, eyes on the **ball**, **swing** over the body making **contact** with the **ball**).
- Know how to **serve** the **ball** (**toss** the **ball** in the air, **stable base**, eyes on the **ball**, **racket** comes back over the shoulder, **swing** through making contact with the **ball**).

Invasion and Team Games- OUTDOOR

Skills

- Understand and follow basic game rules

-Work with others as part of a team

Knowledge

- Know how to follow rules within varying **games**.
- Know how to offer support and advice to **team mates** in a constructive manner.
- Know how to apply previously learnt **skills** to **game based** scenarios applying **tactical** knowledge to help them **achieve**.

Outdoor Adventurous- OUTDOOR

Skills

-Work collaboratively as part of a team.

-Clearly communicate with peers

-Use map reading skills to locate markers

Striking, volley shot, swing, serve, toss,
racket, handle, ready position,
shoulder- width, balls of your feet,
strike, forehand, arm's length, swing,
strike, backhand

Games, rules, support, team mates,
skills, game- based, tactical, achieve

Team mates, communicate, **tactically**

Pace, dynamic start, power, technique,
running, standing long jump, vertical
jump, balance **propel, distances,**

	<p>Knowledge</p> <ul style="list-style-type: none"> • Know how to work collaboratively within a team supporting their team mates through constructive advice. • Know how to communicate with team mates to meet an objective, offering advice and being able to compromise. • Know how to use a map of the school to find different locations, whilst beginning to work tactically to find quicker ways to solve problems. <p><u>Athletics- INDOOR AND OUTDOOR</u></p> <p>Skills</p> <p>-Develop basic athletic skills (running, jumping, throwing and balancing)</p> <p>-Seeks advice on how to make personal improvements</p> <p>-Look to achieve personal goals</p> <p>Knowledge</p> <ul style="list-style-type: none"> • Know how to use the correct technique for running (hips to lips with their arms), begins to show the ability to start with a dynamic start (using power to build pace). • Know how to use the correct technique for standing long jump (legs bent, arms swing forwards in time to propel), 5 stride (5 long steps) and vertical jump (legs bent, arms swing upwards in time to propel) improving the distances and heights that they can jump. • Know how to use the correct throwing technique for javelin (javelin balanced in hand, opposite throwing leg forwards, none throwing hand aiming towards corner of the ceiling) and chest push (fingers pointing in and touching the chest, aim towards the corner of the ceiling and push away from the body) improving the distances that they can throw. • Know how to show good balance technique (arms stretched out, head still, find a focus point) improving the times in which they are able to balance. • Know how to set personal targets and looks at how to improve in each event. 	<p>standing long jump, javelin, heights, times, personal targets, improve, event</p>	
<p>Year 4</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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] • 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. <p><u>Striking, Fielding/ Sending and Receiving- OUTDOOR</u></p> <p>Skills</p>	<p>Catch, accuracy, shots on target, Catch, technique, stable base, hands as dishes, eyes watching the ball, cricket bats, hockey sticks, bean bags, quoits,</p>	

-Show increasing body control and more consistency when throwing, catching, rolling, bouncing and dribbling
Show increasing control and accuracy when using a range of equipment (bean bags, quoits and balls)

Knowledge

- Know how to **catch** using the correct **technique (stable base, hands as dishes and eyes watching the ball not partner)** and begin to show increased consistency when **catching**.
- Know the correct **technique** for holding equipment (e.g. **cricket bats, hockey sticks, bean bags, quoits and balls**).
- Know how to **throw** using the correct **technique** for both **underarm (stable base arm moving like a pendulum)** and **overarm (stable base, using whole upper body including chest, shoulder, arm, wrist and finger)** and begin to show increased **accuracy** when **throwing** to a **team mate**.
- Know how to correctly **dribble** with a range of **balls (e.g. footballs, basketballs and hockey balls)**, showing increased **control** with the **ball** closer to their feet or equipment.
- Know how to do a **chest pass, a bounce pass, a push pass (hockey), a rugby pass** and an **inside foot pass** showing increased **accuracy** and consistency in **technique**.
- Know how to **shoot** and **strike** (by using **laces** or a **slap shot-hockey**) or take a **shot** at **basket** showing increased **accuracy** in **shots** on target.
- Know how to gain **control** of a moving **ball** (by **catching/stopping**) by starting to show an ability to **cushion** the **ball**.

Multiskills- INDOOR

Skills

-Continue to develop fundamental movements showing more confidence and competence

-Continue to develop agility, balance and coordination, both individually and with others.

-Know what equipment can help to develop agility, balance and coordination

-Understand the different ways we can move around (animals, speed, height)

Knowledge

- Know how to move in a variety of ways varying **speed, height** and **movement** style (e.g. different animals) showing increased **body control**.
- Know how to change direction effectively and efficiently, whilst being **spatially aware** of people and equipment around them.
- Know how to use different equipment to develop **agility (ladders, reactions balls, hurdles, tag belts, speed bounce)** showing increased skill when using them.
- Know how to effectively **balance** showing a state of **equilibrium**, clearly showing **focus** and increased **stability**.
- Know what equipment to use that can develop **balance** (wobble boards, **balance beams**, benches, bean bags) showing an ability to **balance** for longer periods of time.
- Know how to **co-ordinate** through the effective interaction of their **movements**, also developing an ability to look at **team mates/**

balls, throw, underarm, overarm, chest, shoulder arm, wrist, finger, dribble, footballs basketballs, hockey balls, chest pass, bounce pass, push pass, rugby pass, inside foot pass, shoot, strike, laces, slap shot, shot, basket, control, moving ball, stopping, passing, passed, team mate, cushion the ball

Equilibrium, body control, spatially aware, skill, focus, stability, balance, spatially aware, speed, height, movement, direction, effectively, efficiently, agility, ladders, reaction balls, hurdles, tag belts, speed bounce, balance, coordinate, javelins, bats and balls, bean bags, cones, spots, scarves

Striking, volley shot, swing, serve, toss, racket, handle, ready position, shoulder- width, balls of your feet, strike, forehand, arm's length, swing, strike, backhand

- opponents and not the equipment they are using.
- Know what equipment to use to develop **co-ordination skills (ladders, javelins, bats and balls, cones and spots, scarves)**, keeping their head up and looking around them.

Net Games- INDOOR AND OUTDOOR

Skills

-Know how to hold a racket and show basic racket control

-Hit a small or large ball with a bat or racket

-Can create a small rally with a partner

Knowledge

- Know how to correctly hold a **racket** (partner holds the **racket** by the net side, they then grab the **handle** like a handshake).
- Know what a **ready position** looks like (feet shoulder width apart, knees slightly bent, on the **balls** of your feet).
- Know how to **strike** a **ball** with their **forehand (racket** out to the side, **ball** roughly an arm's length away, **swing** through to **strike** the **ball**) showing an increase in **ball striking**.
- Know how to **strike** the **ball** with their back hand (**racket** coming across the body, **swing** through to **strike** the **ball**) showing an increase in **ball striking**.
- Know how to perform a **volley shot (stable** base, **racket** overhead, eyes on the **ball**, **swing** over the body making contact with the **ball**).
- Know how to serve the **ball** (toss the **ball** in the air, **stable** base, eyes on the **ball**, **racket** comes back over the shoulder, **swing** through making contact with the **ball**).

Invasion and Team Games- OUTDOOR

Skills

- Understand and follow basic game rules

-Work with others as part of a team

Knowledge

- Know how to follow rules within varying **games**.
- Know how to offer support and advice to **team** mates in a constructive manner.
- Know how to apply previously learnt skills to **game based** scenarios applying **tactical** knowledge to help them achieve.

Outdoor Adventurous- OUTDOOR

Skills

-Work collaboratively as part of a team

-Clearly communicate with peers

-Use map reading skills to locate markers

Knowledge

- Know how to work collaboratively within a **team** supporting their **team** mates through constructive advice.
- Know how to communicate with **team** mates to meet an objective, offering advice and being able to compromise.
- Know how to use a map of the school to find different locations, whilst beginning to work tactically to find quicker ways to solve problems.

Athletics- INDOOR AND OUTDOOR

Skills

-Develop basic athletic skills (running, jumping, throwing and balancing)

Games, rules, support, team mates, skills, game- based, tactical, achieve

Team mates, communicate, tactically

Pace, dynamic start, power, technique, running, standing long jump, vertical jump, balance propel, distances, standing long jump, javelin, heights, times, personal targets, improve, event

	<p>-Seeks advice on how to make personal improvements</p> <p>-Look to achieve personal goals</p> <p>Knowledge</p> <ul style="list-style-type: none"> • Know how to use the correct technique for running (hips to lips with their arms), begins to show the ability to start with a dynamic start (using power to build pace). • Know how to use the correct technique for standing long jump (legs bent, arms swing forwards in time to propel), 5 stride (5 long steps) and vertical jump (legs bent, arms swing upwards in time to propel) improving the distances and heights that they can jump. • Know how to use the correct throwing technique for javelin (javelin balanced in hand, opposite throwing leg forwards, none throwing hand aiming towards corner of the ceiling) and chest push (fingers pointing in and touching the chest, aim towards the corner of the ceiling and push away from the body) improving the distances that they can throw. • Know how to show good balance technique (arms stretched out, head still, find a focus point) improving the times in which they are able to balance. • Know how to set personal targets and looks at how to improve in each event. 		
<p>Year 5</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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] • 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. <p><u>Striking, Fielding/ Sending and Receiving- OUTDOOR</u></p> <p>Skills</p> <p>-Show good body control and a consistent technique when throwing, catching, rolling, bouncing and dribbling</p> <p>Show increasing control and accuracy when using a range of equipment (bean bags, quoits and balls)</p> <p>Knowledge</p> <ul style="list-style-type: none"> • Know how to catch using the correct technique (stable base, hands as dishes and eyes watching the ball not partner) and begin to show increased consistency when catching. • Know the correct technique for holding equipment (e.g. cricket bats, hockey sticks, bean bags, quoits and balls). • Know how to throw using the correct technique for both underarm 	<p>Short barrier, long barrier, bowl overarm, accuracy, shots on target, catch, technique, stable base, hands as dishes, eyes watching the ball, cricket bats, hockey sticks, bean bags, quoits, balls, throw, underarm, overarm, chest, shoulder arm, wrist, finger, dribble, footballs basketballs, hockey balls, chest pass, bounce pass, push pass, rugby pass, inside foot pass, shoot, strike, laces, slap shot, shot, basket, control, moving ball, stopping, passing, passed, team mate, cushion the ball</p>	

(**stable base** arm moving like a pendulum) and **overarm (stable base)**, using whole upper body including chest, shoulder, arm, wrist and finger) and show good **accuracy** when **throwing** to a **team** mate or at an object.

- Know how to correctly **dribble** with a range of **balls** (e.g. **footballs, basketballs** and **hockey balls**), showing increased **control** with the **ball** closer to their feet or equipment.
- Know how to do a **chest pass**, a **bounce pass**, a **push pass (hockey)**, a **rugby pass** and an **inside foot pass** showing increased **accuracy** and consistency in **technique**.
- Know how to **shoot** and **strike** (by using laces or a **slap shot-hockey**) or take a **shot** at **basket** showing increased **accuracy** in **shots** on target.
- Know how to gain **control** of a moving **ball** (by **catching/short** and **long barrier**) by showing an ability to cushion the **ball**.
- Know how to bowl a **ball over arm** (3 step **technique**- step with same leg as the **ball** that is holding the hand- then into a star position on the next step- then on the third step the arm comes over releasing the **ball**).

Multiskills- INDOOR

Skills

-Continue to develop fundamental movements showing more confidence and competence

-Continue to develop agility, balance and coordination, both individually and with others.

-Know what equipment can help to develop agility, balance and coordination

-Understand the different ways we can move around (animals, speed, height)

Knowledge

- Know how to move in a variety of ways varying **speed, height** and **movement** style (e.g. different animals) showing **confident** and **competent body control**.
- Know how to change direction effectively and efficiently, whilst being **spatially aware** of people and equipment around them.
- Know how to use different equipment to develop **agility (ladders, reactions balls, hurdles, tag belts, speed bounce)** showing confidence and competence.
- Know how to effectively **balance** showing a state of **equilibrium**, clearly showing **focus** and good **stability**.
- Know what equipment to use that can develop **balance** (wobble boards, **balance beams**, benches, bean bags) showing an ability to **balance** for longer periods of time.
- Know how to **co-ordinate** through the effective interaction of their **movements**, also showing a confident and competent ability to look at **team mates/** opponents and not the equipment they are using.
- Know what equipment to use to develop **co-ordination** skills (**ladders, javelins, bats** and **balls, cones** and spots, scarves), ensuring that **movements** are fluid and precise.

Net Games- INDOOR AND OUTDOOR

Skills

-Know how to hold a racket and show basic racket control

Confidence, competence, equilibrium, body control, spatially aware, skill, focus, stability, balance, spatially aware, speed, height, movement, direction, effectively, efficiently, agility, ladders, reaction balls, hurdles, tag belts, speed bounce, balance, coordinate, javelins, bats and balls, bean bags, cones, spots, scarves

Confidence, competence, body position, tactical, striking, volley shot, swing, serve, toss, racket, handle, ready position, shoulder- width, balls of your feet, strike, forehand, arm's length, swing, strike, backhand

-Hit a small or large ball with a bat or racket

-Can create a small rally with a partner

Knowledge

- Know how to correctly hold a **racket** (partner holds the **racket** by the net side, they then grab the **handle** like a handshake).
- Know what a ready position looks like (feet shoulder width apart, knees slightly bent, on the **balls** of your feet).
- Know how to **strike a ball** with their **forehand (racket out to the side, ball roughly an arm's length away, swing through to strike the ball)** showing **confidence** and **competence**.
- Know how to **strike the ball** with their **back hand (racket coming across the body, swing through to strike the ball)** showing **confidence** and **competence**.
- Know how to perform a **volley shot (stable base, racket overhead, eyes on the ball, swing over the body making contact with the ball)** showing **confidence** and **competence**.
- Know how to **serve the ball** (toss the **ball** in the air, **stable base**, eyes on the **ball**, **racket** comes back over the shoulder, **swing** through making contact with the **ball**) ensuring the **ball** clears the net.
- Know how to move their **body position** to help when **striking the ball**.
- Know how to apply **tactical** thinking when deciding where to hit the **ball**.

Invasion and Team Games- OUTDOOR

Skills

- Understand and follow basic game rules

-Work with others as part of a team

-Think tactically about ways to improve attacking and defending

-Use own ideas on how to create, develop and evaluate games

Knowledge

- Know how to follow rules within varying **games**.
- Know how to offer support and advice to **team** mates in a constructive manner.
- Know how to apply previously learnt skills to **game based** scenarios applying **tactical** knowledge to help them achieve.
- Know how to think of, develop, change and evaluate rules for their own **game**.
- Know how to create **tactical** plans to help in **game- based** scenarios that require **defending** or **attacking**.

Outdoor Adventurous- OUTDOOR

Skills

-Work collaboratively as part of a team

-Clearly communicate with peers

-Use map reading skills to locate markers

Knowledge

- Know how to work collaboratively within a **team** supporting their **team** mates through constructive advice.
- Know how to **communicate** with **team** mates to meet an objective, offering advice and being able to compromise.
- Know how to use grid references on a map to find different locations, whilst beginning to work **tactically** to find quicker ways

Defending, attacking, games, rules, support, team mates, skills, game-based, tactical, achieve

Team mates, communicate, tactically

Personal bests, triple jump, pace, dynamic start, power, technique, running, standing long jump, vertical jump, balance propel, distances, standing long jump, javelin, heights, times, personal targets, improve, event

	<p>to solve problems.</p> <ul style="list-style-type: none"> • Know how to create their own map and coordinates to find locations and solve problems. <p>Athletics- INDOOR AND OUTDOOR</p> <p>Skills</p> <p>-Develop basic athletic skills (running, jumping, throwing and balancing)</p> <p>-Seeks advice on how to make personal improvements</p> <p>-Look to achieve personal goals</p> <p>-Can offer constructive advice to their peers in aid of improvements</p> <p>Knowledge</p> <ul style="list-style-type: none"> • Know how to use the correct technique for running (hips to lips with their arms), begins to show the ability to start with a dynamic start (using power to build pace). • Know how to use the correct technique for standing long jump (legs bent, arms swing forwards in time to propel), triple jump (hop-step-jump) and vertical jump (legs bent, arms swing upwards in time to propel) improving the distances and heights that they can jump. • Know how to use the correct throwing technique for javelin (javelin balanced in hand, opposite throwing leg forwards, none throwing hand aiming towards corner of the ceiling) and chest push (fingers pointing in and touching the chest, aim towards the corner of the ceiling and push away from the body) improving the distances that they can throw. • Know how to show good balance technique (arms stretched out, head still, find a focus point) improving the times in which they are able to balance. • Know how to set personal targets and looks at how to improve in each event. • Know how to offer advice to their peers to help them improve small areas that can help them beat personal bests. 		
<p>Year 6</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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] • 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. <p>Striking, Fielding/ Sending and Receiving- OUTDOOR</p> <p>Skills</p> <p>-Show good body control and a consistent technique when throwing,</p>	<p>Short barrier, long barrier, bowl overarm, accuracy, shots on target, catch, technique, stable base, hands as dishes, eyes watching the ball, cricket</p>	

catching, rolling, bouncing and dribbling
Show increasing control and accuracy when using a range of equipment
(bean bags, quoits and balls)

Knowledge

- Know how to **catch** using the correct **technique (stable base**, hands as dishes and eyes watching the **ball** not partner) and begin to show increased consistency when **catching**.
- Know the correct **technique** for holding equipment (e.g. **cricket bats, hockey sticks, bean bags, quoits and balls**).
- Know how to **throw** using the correct **technique** for both **underarm (stable base** arm moving like a pendulum) and **overarm (stable base**, using whole upper body including chest, shoulder, arm, wrist and finger) and show good **accuracy** when **throwing** to a **team mate** or at an object.
- Know how to correctly **dribble** with a range of **balls** (e.g. **footballs, basketballs** and **hockey balls**), showing increased **control** with the **ball** closer to their feet or equipment.
- Know how to do a **chest pass**, a **bounce pass**, a **push pass (hockey)**, a **rugby pass** and an **inside foot pass** showing increased **accuracy** and consistency in **technique**.
- Know how to **shoot** and **strike** (by using laces or a **slap shot - hockey**) or take a **shot** at **basket** showing increased **accuracy** in **shots** on target.
- Know how to gain **control** of a moving **ball** (by **catching/short and long barrier**) by showing an ability to **cushion** the **ball**.
- Know how to **bow** a **ball over arm** (3 step **technique**- step with same leg as the **ball** that is holding the hand- then into a star position on the next step- then on the third step the arm comes over releasing the **ball**).

Multiskills- INDOOR

Skills

-Continue to develop fundamental movements showing more confidence and competence

-Continue to develop agility, balance and coordination, both individually and with others

-Know what equipment can help to develop agility, balance and coordination

-Understand the different ways we can move around (animals, speed, height)

Knowledge

- Know how to move in a variety of ways varying **speed, height and movement** style (e.g. different animals) showing confident and competent **body control**.
- Know how to change direction effectively and efficiently, whilst being spatially aware of people and equipment around them.
- Know how to use different equipment to develop **agility (ladders, reactions balls, hurdles, tag belts, speed bounce)** showing confidence and competence.
- Know how to effectively **balance** showing a state of **equilibrium**, clearly showing **focus** and good **stability**.
- Know what equipment to use that can develop **balance (wobble boards, balance beams, benches, bean bags)** showing an ability to **balance** for longer periods of time.

bats, hockey sticks, bean bags, quoits, balls, throw, underarm, overarm, chest, shoulder arm, wrist, finger, dribble, footballs basketballs, hockey balls, chest pass, bounce pass, push pass, rugby pass, inside foot pass, shoot, strike, laces, slap shot, shot, basket, control, moving ball, stopping, passing, passed, team mate, cushion the ball

Confidence, competence, equilibrium, body control, spatially aware, skill, focus, stability, balance, spatially aware, speed, height, movement, direction, effectively, efficiently, agility, ladders, reaction balls, hurdles, tag belts, speed bounce, balance, coordinate, javelins, bats and balls, bean bags, cones, spots, scarves

- Know how to **co-ordinate** through the effective interaction of their **movements**, also showing a confident and competent ability to look at **team mates/ opponents** and not the equipment they are using.
- Know what equipment to use to develop **co-ordination** skills (**ladders, javelins, bats and balls, cones and spots, scarves**), ensuring that **movements** are fluid and precise.

Net Games- INDOOR AND OUTDOOR

Skills

-Know how to hold a racket and show basic racket control

-Hit a small or large ball with a bat or racket

-Can create a small rally with a partner

Knowledge

- Know how to correctly hold a **racket** (partner holds the **racket** by the net side, they then grab the **handle** like a handshake).
- Know what a **ready position** looks like (feet shoulder width apart, knees slightly bent, on the **balls** of your feet).
- Know how to **strike** a **ball** with their **forehand** (**racket** out to the side, **ball** roughly an arm's length away, **swing** through to **strike** the **ball**) showing confidence and competence.
- Know how to **strike** the **ball** with their **back hand** (**racket** coming across the body, **swing** through to **strike** the **ball**) showing confidence and competence.
- Know how to perform a **volley shot** (**stable** base, **racket** overhead, eyes on the **ball**, **swing** over the body making contact with the **ball**) showing confidence and competence.
- Know how to serve the **ball** (toss the **ball** in the air, **stable** base, eyes on the **ball**, **racket** comes back over the shoulder, **swing** through making contact with the **ball**) ensuring the **ball** clears the **net**.
- Know how to move their body **position** to help when **striking** the **ball**.
- Know how to apply **tactical** thinking when deciding where to hit the **ball**.

Invasion and Team Games- OUTDOOR

Skills

- Understand and follow basic game rules

-Work with others as part of a team

-Think tactically about ways to improve attacking and defending

-Use own ideas on how to create, develop and evaluate games

Knowledge

- Know how to follow rules within varying **games**.
- Know how to offer support and advice to **team mates** in a constructive manner.
- Know how to apply previously learnt skills to game based scenarios applying **tactical** knowledge to help them achieve.
- Know how to think of, develop, change and evaluate rules for their own **game**.
- Know how to create **tactical** plans to help in games based scenarios that require **defending** or **attacking**.

Outdoor Adventurous- OUTDOOR

Skills

-Work collaboratively as part of a team

-Clearly communicate with peers

Confidence, competence, body position, tactical, striking, volley shot, swing, serve, toss, racket, handle, ready position, shoulder- width, balls of your feet, strike, forehand, arm's length, swing, strike, backhand

Defending, attacking, games, rules, support, team mates, skills, game-based, tactical, achieve

Team mates, communicate, tactically

-Use map reading skills to locate markers

Knowledge

- Know how to work collaboratively within a **team** supporting their **team mates** through constructive advice.
- Know how to **communicate** with **team** mates to meet an objective, offering advice and being able to compromise.
- Know how to use grid references on a map to find different locations, whilst beginning to work **tactically** to find quicker ways to solve problems.
- Know how to create their own map and coordinates to find locations and solve problems.

Athletics- INDOOR AND OUTDOOR

Skills

-Develop basic athletic skills (running, jumping, throwing and balancing)

-Seeks advice on how to make personal improvements

-Look to achieve personal goals

-Can offer constructive advice to their peers in aid of improvements

Knowledge

- Know how to use the correct **technique** for **running** (hips to lips with their arms), begins to show the ability to start with a **dynamic start** (using power to build **pace**).
- Know how to use the correct **technique** for standing **long jump** (legs bent, arms **swing** forwards in time to **propel**), **triple jump** (hop-step-jump) and **vertical jump** (legs bent, arms **swing** upwards in time to **propel**) improving the **distances** and **heights** that they can **jump**.
- Know how to use the correct **throwing technique** for **javelin** (**javelin balanced** in hand, opposite **throwing** leg forwards, none **throwing** hand aiming towards corner of the ceiling) and **chest push** (fingers pointing in and touching the chest, aim towards the corner of the ceiling and push away from the body) improving the **distances** that they can **throw**.
- Know how to show good **balance technique** (arms stretched out, head still, find a **focus** point) improving the times in which they are able to **balance**.
- Know how to set **personal targets** and looks at how to improve in each event.
- Know how to offer advice to their peers to help them improve small areas that can help them beat **personal bests**.

Personal bests, triple jump, pace, dynamic start, power, technique, running, standing long jump, vertical jump, balance propel, distances, standing long jump, javelin, heights, times, personal targets, improve, event

Year group	Key skills and knowledge Swimming	Key vocabulary	Links to Faith & Values
Year 1			
Year 2			
Year 3			
Year 4	<p>NC aims to ensure that all pupils:</p> <ul style="list-style-type: none"> - Use a range of strokes effectively - Perform safe self-rescue in different water based situations - Swim competently, confidently and proficiently over a distance of 25m <p>Knowledge</p> <ul style="list-style-type: none"> • Know how to enter and exit the water safely. • Know how to follow the swimming safety rules (e.g. no running etc.) and understand the emergency procedure for exiting the water. • Know how to swim competently, confidently and proficiently using front crawl, back stroke and breast stroke over 25 metres (including deep and shallow water). • Know how to tread water to keep afloat. • Know how to turn onto back if struggling. • Know how to get out of the swimming pool wearing clothing. • Know how to stay safe in various outdoor swimming environments (such as sea, lakes and canals). 	<p>Safely, swimming, safety, running, front crawl, back stroke, breast stroke, afloat</p>	

<p>Year 5</p>	<p>NC aims to ensure that all pupils:</p> <ul style="list-style-type: none"> - Use a range of strokes effectively - Perform safe self-rescue in different water based situations - Swim competently, confidently and proficiently over a distance of 25m <p>Knowledge</p> <ul style="list-style-type: none"> • Know how to enter and exit the water safely. • Know how to follow the swimming safety rules (e.g. no running etc.) and understand the emergency procedure for exiting the water. • Know how to swim competently, confidently and proficiently using front crawl, back stroke and breast stroke over 25 metres (including deep and shallow water). • Know how to tread water to keep afloat. • Know how to turn onto back if struggling. • Know how to get out of the swimming pool wearing clothing. • Know how to stay safe in various outdoor swimming environments (such as sea, lakes and canals). 	<p>Rescue dive stroke sculling front crawl back stroke breaststroke butterfly/dolphin Safely, swimming, safety, running, front crawl, back stroke, breast stroke, afloat</p>	
<p>Year 6</p>	<p>NC aims to ensure that all pupils:</p> <ul style="list-style-type: none"> - Use a range of strokes effectively - Perform safe self-rescue in different water based situations - Swim competently, confidently and proficiently over a distance of 25m <p>Assessment point:</p> <p>Knowledge</p> <ul style="list-style-type: none"> • Know how to enter and exit the water safely. • Know how to follow the swimming safety rules (e.g. no running etc.) and understand the emergency procedure for exiting the water. • Know how to swim competently, confidently and proficiently using front crawl, back stroke and breast stroke over 25 metres (including deep and shallow water). • Know how to tread water to keep afloat. • Know how to turn onto back if struggling. • Know how to get out of the swimming pool wearing clothing. • Know how to stay safe in various outdoor swimming environments (such as sea, lakes and canals). 	<p>Rescue dive stroke sculling front crawl back stroke breaststroke butterfly/dolphin distance dive roll stroke metres Safely, swimming, safety, running, front crawl, back stroke, breast stroke, afloat</p>	

Year group	Key skills and knowledge General	Key vocabulary	SHINE & Links to faith
Year 1	<p><i>-Get changed for PE independently</i></p> <p><i>-Find and use space safely and appropriately</i></p> <p><i>-Travel around a given space in a variety of ways e.g. walking, skipping, hopping, jumping, running</i></p> <p><i>-Change speed and direction whilst avoiding obstacles</i></p> <p><i>-Recognise the bodily changes that occur during exercise</i></p> <ul style="list-style-type: none"> • Know how to get changed independently and silently (asking for support when necessary). • Know how to enter the hall/ studio safely and find a space (avoiding any equipment). • Know how to safely move around the hall, avoiding others and equipment. • Know how to listen to adult instruction in order to change the way they move. • Know how to stop immediately when the whistle is blown. • Know how to safely dismount equipment once the whistle is blown. • Know how to move safely in different ways (e.g. walk, skip, hop, jump, crawl, gallop, sidestep, slither, walk backwards and run safely). 	<p><i>Changed, safely, space equipment, change, move, stop, whistle, safely dismount, walk, skip, hop, jump, crawl, gallop, sidestep, slither, walk backwards, run safely, control speeds, walking, jogging, running, faster, slower, warm up, cool down</i></p>	

	<ul style="list-style-type: none"> • Know how to safely stop in order to change direction (e.g. full stop, zig zag or curved). • Know how to control speeds when walking, jogging and running (e.g. faster, slower). • Know what the purpose of a warm up/ cool down is and why they are important. 		
<p>Year 2</p>	<ul style="list-style-type: none"> -Get changed for PE independently -Find and use space safely and appropriately -Travel around a given space in a variety of ways e.g. walking, skipping, hopping, jumping, running -Change speed and direction whilst avoiding obstacles -Recognise the bodily changes that occur during exercise <ul style="list-style-type: none"> • Know how to get changed independently and silently (asking for support when necessary). • Know how to enter the hall/ studio and safely find a space (avoiding any equipment). • Know how to safely move around the hall, avoiding others and equipment. • Know how to listen to adult instruction in order to change the way they move. • Know how to stop immediately when the whistle is blown. • Know how to safely dismount equipment once the whistle is blown. • Know how to move safely in different ways (e.g. walk, skip, hop, jump, crawl, gallop, sidestep, slither, walk backwards and run safely). • Know how to safely stop in order to change direction (e.g. full stop, zig zag or curved). • Know how to control speeds when walking, jogging and running (e.g. faster, slower and quicker). • Know what the purpose of a warm up/ cool down is and why they are important. 	<p>Changed, safely, space equipment, change, move, stop, whistle, safely dismount, walk, skip, hop, jump, crawl, gallop, sidestep, slither, walk backwards, run safely, control speeds, walking, jogging, running, faster, slower, warm up, cool down</p>	
<p>Year 3</p>	<ul style="list-style-type: none"> -Find and use space safely and appropriately -Travel around a given space in a variety of ways e.g. walking, skipping, hopping, jumping, running with increasing control -Change speed and direction whilst avoiding obstacles with increasing control -Provide reasons for why we warm up <ul style="list-style-type: none"> • Know how to get changed independently and silently. • Know how to enter the hall/ studio and safely find 	<p>Changed, safely, space equipment, change, move, stop, whistle, safely dismount, walk, skip, hop, jump, crawl, gallop, sidestep, slither, walk backwards, run safely, control speeds, walking, jogging, running, faster, slower, warm up, cool down</p>	

	<p>a space (avoiding any equipment).</p> <ul style="list-style-type: none"> • Know how to safely move around the hall, avoiding others and equipment. • Know how to listen to adult instruction in order to change the way they move. • Know how to stop immediately when the whistle is blown. • Know how to safely dismount equipment once the whistle is blown. • Know how to walk between equipment stations and know that being first is not important. • Know how to move safely in different ways (e.g. walk, skip, hop, jump, crawl, gallop, sidestep, slither, walk backwards and run safely). • Know how to safely stop in order to change direction (e.g. full stop, zig zag or curved). • Know how to vary speeds when walking, jogging and running (e.g. faster, slower) with increasing control, including around obstacles. • Know the purpose of a warm up/ cool down and the positive effect they have on the body. 		
<p>Year 4</p>	<p>-Find and use space safely and appropriately -Travel around a given space in a variety of ways e.g. walking, skipping, hopping, jumping, running with increasing control -Change speed and direction whilst avoiding obstacles with increasing control -Provide reasons for why we warm up</p> <ul style="list-style-type: none"> • Know how to get changed independently and silently. • Know how to enter the hall/ studio and safely find a space (avoiding any equipment). • Know how to safely move around the hall, avoiding others and equipment. • Know how to listen to adult instruction in order to change the way they move. • Know how to stop immediately when the whistle is blown. • Know how to safely dismount equipment once the whistle is blown. • Know how to walk between equipment stations and know that being first is not important. • Know how to move safely in different ways (e.g. 	<p>Changed, safely, space equipment, change, move, stop, whistle, safely dismount, walk, skip, hop, jump, crawl, gallop, sidestep, slither, walk backwards, run safely, control speeds, walking, jogging, running, faster, slower, warm up, cool down</p>	

	<p>walk, skip, hop, jump, crawl, gallop, sidestep, slither, walk backwards and run safely).</p> <ul style="list-style-type: none"> • Know how to safely stop in order to change direction (e.g. full stop, zig zag or curved). • Know how to vary speeds when walking, jogging and running (e.g. faster, slower and quicker) with increasing control, including around obstacles. • Know the purpose of a warm up/ cool down and the positive effect they have on the body. 		
<p>Year 5</p>	<p>-Find and use space safely and appropriately -Travel around a given space in a variety of ways e.g. walking, skipping, hopping, jumping, running with significant control -Change speed and direction whilst avoiding obstacles with significant control -Provide scientific reasons for why we warm up and how this links scientifically to the respiratory and circulatory system</p> <ul style="list-style-type: none"> • Know how to get changed independently and silently. • Know how to enter the hall/ studio and safely find a space (avoiding any equipment). • Know how to safely move around the hall, avoiding others and equipment. • Know how to listen to adult instruction in order to change the way they move. • Know how to stop immediately when the whistle is blown. • Know how to safely dismount equipment once the whistle is blown. • Know how to walk between equipment stations and know that being first is not important. • Know how to move safely in different ways (e.g. walk, skip, hop, jump, crawl, gallop, sidestep, slither, walk backwards and run safely). • Know how to safely stop in order to change direction (e.g. full stop, zig zag or curved). • Know how to vary speeds when walking, jogging and running, performing sharp, controlled turns and manoeuvres. • Know the scientific benefits of warming up/ cooling down and the detrimental effects of not doing so. 	<p>Controlled, manoeuvres, hanged, safely, space equipment, change, move, stop, whistle, safely dismount, walk, skip, hop, jump, crawl, gallop, sidestep, slither, walk backwards, run safely, control speeds, walking, jogging, running, faster, slower, warm up, cool down</p>	
<p>Year 6</p>	<p>-Find and use space safely and appropriately -Travel around a given space in a variety of ways e.g. walking,</p>	<p>Controlled, manoeuvres, hanged, safely, space equipment, change, move, stop,</p>	

	<p>skipping, hopping, jumping, running with significant control -Change speed and direction whilst avoiding obstacles with significant control</p> <p>-Provide scientific reasons for why we warm up and how this links scientifically to the respiratory and circulatory system</p> <ul style="list-style-type: none"> • Know how to get changed independently and silently. • Know how to enter the hall/ studio and safely find a space (avoiding any equipment). • Know how to safely move around the hall, avoiding others and equipment. • Know how to listen to adult instruction in order to change the way they move. • Know how to stop immediately when the whistle is blown. • Know how to safely dismount equipment once the whistle is blown. • Know how to walk between equipment stations and know that being first is not important. • Know how to move safely in different ways (e.g. walk, skip, hop, jump, crawl, gallop, sidestep, slither, walk backwards and run safely). • Know how to safely stop in order to change direction (e.g. full stop, zig zag or curved). • Know how to vary speeds when walking, jogging and running, performing sharp, controlled turns and manoeuvres. • Know the scientific benefits of warming up/ cooling down and the detrimental effects of not doing so. 	<p>whistle, safely dismount, walk, skip, hop, jump, crawl, gallop, sidestep, slither, walk backwards, run safely, control speeds, walking, jogging, running, faster, slower, warm up, cool down</p>	
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Faith & Values Links

Links to Values	Muslim Athletes	Islamic Viewpoints	Other Links
<p>Children should be reminded of the values throughout sports</p> <ul style="list-style-type: none"> • Excellence: Resilience and not giving up • Respect: for differences in ability • Compassion: for those who are finding it hard and choosing different people for your team so everyone feels included • Gratitude: for the abilities Allah has given you and thankful for your teacher and the effort your team mates put in. This can be shown by positively encouraging your friends even when they make a mistake. • Integrity: Being honest, fair and truthful in what you achieved. • Service: helping someone else that is struggling with something. 	<p>Cricket</p> <ul style="list-style-type: none"> • Moeen Ali – cricketer that has represented England and other cricket teams. He is a Muslim and prays daily and fasts in Ramadhan even when playing. • Shahid Afridi – famous cricketer batsman. Played for Pakistan. <p>Boxing</p> <ul style="list-style-type: none"> • Muhammad Ali – converted to Islam from Christianity and made his religious views public. Was one of the most remarkable boxers. In 1960 he was the Light Heavyweight Olympic Gold Medalist and also has been a three time World Heavyweight Champion. • Ruqsana Begum – Muay Thai; Kickboxing; Boxing – Bengali, grew up in East London. World champion in Muay Thai <p>Basketball</p> <ul style="list-style-type: none"> • Hakeem Olajuwon – plays in NBA and is a practising muslim. Plays while fasting and is officially on NBA's 50 Greatest Players. • Kareem Abdul Jabbar <p>Football</p> <ul style="list-style-type: none"> • Mohamed Salah • N'Golo Kante <p>Athletics</p> <ul style="list-style-type: none"> • Ruqaya Al-Ghasra – first Muslim athlete to win an Olympic medal wearing Hijab. Won a gold medal in the 200m sprint and a bronze medal in 100m sprint in 2006 Games. Has also won medals in other competitions. • Nawal El-Moutawakel • Sir Mohamed Muktar Jama Farah – known as Mo Farah <p>Fencing</p> <ul style="list-style-type: none"> - Ibtihaj Muhammad – black Muslim Women – competed in Hijab and won a bronze medal in the Olympics 	<p>Prophet hadiths recommend horse riding, swimming and archery (note some of the hadith have content that is not age appropriate and some do not have a strong source which is why they haven't been quoted here).</p> <p>Sports is encouraged as a means to develop the body (e.g. in skill, in strength, etc.) rather than just filling time</p>	<p>Year 6</p> <p>3 Reasons why Islam Encourages sport by Sayed Hossein Al-Qazwini: https://www.al-islam.org/media/3-reasons-why-islam-encourages-sports</p>