At Fairfield Road, our curriculum ensures that the aims of the National Curriculum are met through engaging units of work. Physical Education develops the children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities.

Curriculum aims

By the end of EYFS, an expected child at Fairfield Road level will be able to show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment effectively. Children know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe. Children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity.
An exceeding child can hop confidently and skip in time to music. Children know about and can make healthy choices in relation to healthy eating and exercise. Children play group games with rules

By the end of KS1, children at Fairfield Road will be able to develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

By the end of KS2, children at Fairfield Road will be able to continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Skills	EYFS	Year 1	Year 2
Acquiring and developing skills	• Travelling: Explore different ways to move E.G run, jump, hop, skip and hopscotch. Enhance children's co-ordination and balance. Explore different speeds to travel. • Ball Familiarisation: Explore different ways of using a ball. E.G bounce, pass around the body and through the legs • Rolling: Explore different ways to roll & receive the ball. Using different parts of the body • Throwing: different techniques used to throw (under arm/ over arm) • Catching: How to watch, track, and get in line with the ball. How to gather the ball. • Kicking: Using foot to send, receive and dribble the ball. • Balance: Am I stable, can I hold my body balance? • Co-ordination: Moving on my own moving with a partner, moving whilst using a piece of equipment e.g. with a hockey stick.	• Explore rolling and sliding activities with a range of small equipment (bean bags, balls). • Develop sending and receiving skills and put them into simple game situations. • Develop an understanding of simple rules when working with partners or in small groups. • Move fluently, changing direction and speed to avoid collisions • Show control and accuracy when rolling/sliding, aiming, and receiving. • Show control and accuracy with the basic actions for rolling, underarm throwing, striking a ball, and kicking. • Balance: Am I stable, can I hold my body balance? • Co-ordination: Moving on my own moving with a partner, moving whilst using a piece of equipment e.g. with a hockey stick.	• Explore rolling and sliding activities with a range of small equipment (bean bags, balls). • Develop sending and receiving skills and put them into simple game situations. • Develop an understanding of simple rules when working with partners or in small groups. • Move fluently, changing direction and speed to avoid collisions. • Show control and accuracy when rolling/sliding, aiming, and receiving. • Understand the concept of tracking and get in line with ball to receive it.
Recognise, observe and apply rules in competitive and	• Beginning to understand how to score games.	• Understand how to score simple games. • Understand tactics for aiming & need for accuracy.	Understand how to score games and beginning to keep score themselves. Understand tactics for aiming & need for accuracy.

cooperative games and use and apply simple tactics	• Explore different ways of sending equipment so it's difficult to intercept or stop. • Playing simple games to understand tactics and rules.	• Explain the difference between helping a partner & need for accuracy. • Explore different ways of sending equipment so it's difficult to intercept or stop. • Beginning to understand how to defend their targets/ make it difficult for opponents to score. • Playing simple games to understand tactics and rules.	• Explain the difference between helping a partner & need for accuracy. • Explore different ways of sending equipment so it's difficult to intercept or stop. • Developing skills of how to defend their targets/ make it difficult for opponents to score • Understand the concepts of aiming and judging distances, and moving into space. • Learn the qualities of different implements and which are easier to use in chosen situations • Learn how to adapt to the position of others in game situations. • Playing simple games to understand tactics and rules.
Perform dances / gymnastic routines using simple movement patterns	• Performing a range of balances working with control. • Showing movement and stillness in their dance or gymnastics. • Explore ways of travelling at different levels along different pathways or using apparatus. • Show awareness of each other, floor spaces, mats, and small apparatus. • Explore rhythmic gymnastics using ribbon sticks, balls, and hoops.	• Performing a range of balances working with control, accuracy. • Showing movement and stillness in their dance or gymnastics. • Perform a range of leaps/ jumps that show control at both take-off and landing. • Explore ways of travelling at different levels and speeds along different pathways or using apparatus.	• Performing a range of balances working with control, accuracy, and efficiency. • Showing movement and stillness in their dance or gymnastics routines. • Perform a range of leaps/jumps that show power, control, and consistency at both take-off and landing. • Explore ways of travelling at different levels and speeds along

	• Exploring different types of shapes. • Perform a range of jumps and leaps	• Show awareness of each other, floor spaces, mats, the equipment and apparatus. • Explore rhythmic gymnastics using ribbon sticks, balls, and hoops. • Working together in small groups or in partner work. • Mirroring each other. • Linking the movements and basic steps they have learnt, whilst working under control.	different pathways or using small and large pieces of apparatus. • Show awareness of each other, floor spaces, mats, the equipment, and apparatus. • Explore rhythmic gymnastics using ribbon sticks, balls, and hoops. • Working together in small groups or in partner work. • Showing fluent control with their movement in dance. • Mirroring each other. • Perform skills on the floor and large apparatus. • Create simple movement phases with clear start and finish positions in routines, link all movements they have learnt with basic steps, whilst working under control.
Evaluating and improving performance	• Watch others perform movements carefully. • Describe what they have done or seen others do.	• Watch others perform movements carefully. • Describe what they have done or seen others doing: using vocabulary. • Copy what they see and explain why this is good.	• Watch others movements carefully. • Describe what they have done or seen others doing. • Copy what they see and explain why this is good.
Knowledge and understanding of fitness and health	• Explain how their body feels before and during exercise. • Can they feel their heart beating fast and slow?	• Understanding the benefits of regular exercise and explain how they feel when they exercise. • Understand why it's important to stay fit and healthy.	• Understanding the benefits of regular exercise and explain how they feel when they exercise. • Describe what it feels like when they breathe faster during exercise.

			• Understand why it's important to stay fit and healthy. • Explain why running and playing games is good for them.

Athletics KS2

Skills	Year 3	Year 4	Year 5	Year 6
Acquiring and developing skills	• Run at different speeds and know the difference between sprinting and running. • Understand relay races. - Jump with accuracy and good technique • Throw with accuracy and power in to targets at different distances	• Show good technique when sprinting and increase the distance when running. • Show correct technique when changing over the baton in relays. • Show good technique on take-off and landing when jumping • Throw using correct techniques for different events (shot, discus and javelin).	• Sustain and maintain running speed at different distances showing good technique. • Start to jog slowly on change-over in relays. • Jump with fluency and control through all stages. • Throw fluently with power improving on personal targets and to use run-up in Javelin • Understand rules and judge/measure events.	• Strength, stamina and speed when running and knowing how to pace themselves effectively. • Change-over efficiently with the baton at high speeds during relays. • Jump with strength, balance and speed throughout all stages of the jump. • Throw with excellent accuracy, power, speed and strength using run-up in Javelin. • Aim to achieve personal bests in all events • Organise and manage an athletics event using knowledge and understanding learnt.
Perform and develop a range of movements using flexibility, strength,	• Choose correct running technique to use depending on the distance • Perform combination jumps with control and balance	• Choose correct running technique and pace to reduce their times at different distances • Bring together hop, step and jumping skills learnt to perform the triple jump	• Choose pace for running longer distances. • Use different speeds during races to out- smart other athletes. • To make each stage of the triple-jump the same	• Be confident and use knowledge learnt to select running paces and speeds in different events. • Use correct and specific movements during the change-over in relays.

control and balance	• Select which throwing technique to use for accuracy and distance	• Select and use correct throw to reach different targets and challenges set	distance (don't collapse on certain stages). • Introduce 3 stride run up for javelin and shuffle movement for discus/shot • To perform sequences together with fluency and control	• Introduce 3 stride run up for jumps – to perform movements efficiently and correctly. • Perform throwing events with correct run-up and movements to increase throwing distance. • Adapt skills and techniques to different challenges and equipment that they are set.
Evaluating and improving performance	• Describe and comment on their own performance and that of others and make simple suggestions to improve quality.	• Observe others carefully, in relation to the success criteria, begin to modify and change in response to what they see. • Be confident to analyse and comment on what they see.	• From observation of others, begin to describe constructively how to refine, improve and modify performance • Refine own performance in response to comments of others and self-analysis.	• Analyse the selected skills and techniques within the activity and suggest ways to improve the quality of performance demonstrating sound knowledge and understanding of the subject area.
Knowledge and understanding of fitness and health	• Children suggest appropriate warm-up ideas • Children dress appropriately for PE • Children work in a responsible and safe manner	• Children begin to think about warm-up activities that prepare them for exercise. • They can talk confidently about the effect exercise has on their body and why they need to exercise to stay fit and healthy.	• Demonstrate activities for specific aspects of warm-up stretching, joint mobility, raising heart and breathing rates. • Describe the effects of exercise on the body showing understanding of the principles of respiration, temperature fatigue and recovery	• Can show responsibility for personal warm-up programme specific to activity. • Demonstrate all round safe practice, including handling of equipment, safety of self and others and playing within accepted rules and conventions.

	• Children recognise changes in body temperature			
Vocabulary	•	•	•	•

Dance KS2

Skills	Year 3	Year 4	Year 5	Year 6
Acquiring and developing skills	• Children make an attempt to explore movement and combine ideas within group activity. They should consider action and space. • Learn and practice a range of movements to perform with a piece of modern/ commercial music (top-rock, popping, body wave, cool walks, freezes, isolations and attempt the helicopter). • Develop clarity of movement using different levels and movement patterns (High, medium, low, line formation, circle, diagonal, zig zag, triangle, canon, and unison).	• Children make an attempt to explore movement and communicate ideas effectively within group activity. They should consider action, space and dynamics (quality of movement – how?) • Learn and practice a range of movements to perform with a piece of modern/ commercial music (top-rock, popping, body wave, cool walks, freezes, isolations and the helicopter). • Develop clarity of movement using different levels and movement patterns (High, medium, low, line formation, circle, diagonal, zig zag, triangle, canon, and unison).	• Children learn to explore, improvise and combine movement ideas imaginatively and effectively within group activity and individual tasks. They should consider action, space, dynamics and relationship. • Learn and practice a range of movements to perform with a piece of modern/ commercial music (top-rock, helicopter, locking, popping, baby freeze, ripple, body wave, cool walks, freezes, isolations). • Develop clarity of movement using different levels and controlled movement patterns (High, medium, low, line formation, circle, diagonal, zig zag, triangle, canon and unison).	• Children learn to explore, improvise freely and combine movement ideas imaginatively with fluency and effectiveness within group activity and individual tasks. They should consider action, space, dynamics and relationship. • Learn and practise a range of movements to perform with a piece of modern/ commercial music (top-rock, helicopter, locking, popping, baby freeze, ripple, body wave, cool walks, freezes, isolations). • Develop clarity of movement using different levels and controlled movement patterns (High, medium, low, line formation, circle, diagonal, zig zag, triangle, canon and unison).

			• Children should be able to explain canon and unison and give examples.	• Children should be able to clearly explain all choreographic devices, such as canon, unison, dynamics, levels, direction, formation, repetition, giving examples and demonstrating through practical motifs.
Perform and develop a range of movements using flexibility, strength, control and balance	• Choose correct technique when performing the Dance. • Perform a combination of movements/actions with control and balance • Select which technique to use for the given Dance style.	• Choose correct technique when performing the Dance. • Perform a combination of movements/ actions with control and balance. • Select which technique to use for the given style of Dance.	• Choose correct technique when performing the Dance; consider alignment, focus, posture, extension, projections. • Perform movements in unison, keeping in time with coach and/or music. • Perform movements/ motifs with fluency and control.	• Apply correct technique with confidence and use knowledge learnt to portray the difference in dynamics. • Consider alignment, focus, posture, extension, projection. • Perform movements in unison, keeping in time with coach and/or music. • Perform movements/ motifs with accuracy, fluency and control. • Adapt skills and techniques to different activities that they are set.
Evaluating and improving performance	• Describe and comment on their own performance and that of others and make simple suggestions to improve quality.	• Observe others carefully, in relation to the success criteria, begin to modify and change in response to what they see.	• From observation of others, begin to describe constructively how to refine, improve and modify performance	• Analyse the selected skills and techniques within the activity and suggest ways to improve the quality of performance demonstrating sound

		• Be confident to analyse and comment on what they see.	• Refine own performance in response to comments of others and self-analysis.	knowledge and understanding of the subject area.
Knowledge and understanding of fitness and health	• Children suggest appropriate warm-up ideas -Children dress appropriately for PE • Children work in a responsible and safe manner • Children recognise changes in body temperature	• Children begin to think about warm-up activities that prepare them for exercise. • They can talk confidently about the effect exercise has on their body and why they need to exercise to stay fit and healthy.	• Demonstrate activities for specific aspects of warm-up stretching, joint mobility, raising heart and breathing rates. • Describe the effects of exercise on the body showing understanding of the principles of respiration, temperature fatigue and recovery	• Can show responsibility for personal warm-up programme specific to activity. • Demonstrate all round safe practice, including handling of equipment, safety of self and others and playing within accepted rules and conventions.
Vocabulary	•	•	•	•

Gymnastics KS2

Skills	Year 3	Year 4	Year 5	Year 6
Acquiring and developing skills	• Use of balances and shapes to improve flexibility in warm-ups and cool downs. • Introducing / consolidating basic: *Travelling skills *Jumping skills *Rolling skills *Balancing skills • Skill introduction on the climbing frame and apparatus	• Perform a variety of gymnastics actions, balances and body shapes accurately. • Perform travelling, jumping, rolling and balancing skills more accurately and precisely • Create simple sequences on the climbing frame and large apparatus. • Introduce Rhythmic gymnastics	• Perform a variety of more advances actions, balances and body shapes accurately with emphasis on extension and control. • Perform skills learnt precisely with confidence on both floor and large apparatus • Perform more advanced Rhythmic gymnastics skills using ribbon, sticks, balls and hoops.	• Perform a variety of more advances actions, balances and body shapes accurately with emphasis on extension and control. • Perform skills learnt precisely with confidence on both floor and large apparatus • Work with body tension and extension. • Perform more advanced Rhythmic gymnastics skills using ribbon, sticks, balls and hoops. • Show awareness of each other, the mats, and the equipment / apparatus.
Perform and develop a range of movements using flexibility, strength,	• Working individually or with a partner create a movement phase or sequence putting travelling, rolling, jumping and balancing skills	• Perform and repeat longer sequences that include changes of level, clear shapes and quality of movement. • Adapt work to include a partner.	• Compose more complex sequences from a wider range of themes including changes of speed, direction and showing work at different levels.	• To select more advanced actions learnt and use them to create more advanced movement phrases / sequences. • Use a range of compositional principals

control and balance	together on the floor / apparatus. • Perform the sequences for another individual or pair to evaluate.	• Perform sequences in front of the whole class for evaluation feedback.	• Develop and adapt sequences to incorporate large apparatus and hand held apparatus.	and their own solutions to improve the look of a sequence. • Perform in front of class and teachers.
Evaluating and improving performance	• Describe and comment on their own performance and that of others and make simple suggestions to improve quality.	• Observe others carefully, in relation to the success criteria, begin to modify and change in response to what they see. • Be confident to analyse and comment on what they see.	• From observation of others begin to describe constructively how to refine, improve and modify performance • Refine own performance in response to comments of others and self-analysis. • Use judging sheets with specific criteria of the core task on them, to check the content of sequences.	• Analyse the selected skills and techniques within the activity and suggest ways to improve the quality of performance demonstrating sound knowledge and understanding of the subject area. • Use judging sheets and video performances so that the children can evaluate their own and others work
Knowledge and understanding of fitness and health	• Children suggest appropriate warm-up ideas • Children dress appropriately for PE • Children work in a responsible and safe manner	• Children begin to think about warm-up activities that prepare them for exercise. • They can talk confidently about the effect exercise has on their body and why they need to exercise to stay fit and healthy	• Demonstrate activities for specific aspects of warm-up stretching, joint mobility, raising heart and breathing rates. • Introduce / consolidate gymnastic skills and actions in warm-ups. • Describe the effects of exercise on the body	• Can show responsibility for personal warm-up programme specific to activity. • Understand the need for a warm-up and working body strength, tone and flexibility and how these contribute to health and fitness.

	• Children recognise changes in body temperature	• Know how to stretch individual parts of the body correctly / safely.	showing understanding of the principles of respiration, temperature fatigue and recovery.	• Know how to safely stretch individual parts of the body and understand how this will help when performing gymnastics actions and movements. • Demonstrate all round safe practice, including handling of equipment, safety of self and others and playing within accepted rules and conventions.
Vocabulary	•	•	•	•

Basketball KS2

Skills	Year 3	Year 4	Year 5	Year 6
Acquiring and developing skills	• Ball familiarisation • Develop dribbling skills • Learn how to chest and bounce pass safely. • Correct technique for shooting (T shape) - understand basic footwork • Play in small games	• Ball familiarisation and awareness • Develop dribbling skills and control the ball whilst moving • Develop and use a variety of passes and to pass and receive the ball safely. • Be able to shoot at different angles using the correct technique • Understand basic footwork • Play in small games and start to understand basic rules.	• Ball familiarisation using harder tasks and good spatial awareness • Dribble the ball competently and protect the ball when moving. Try and use weaker hand as well. • Pass accurately using a variety of passes (chest, bounce and overhead), and receive the ball with good technique. • Shoot the ball competently at different angles and distances. Practice a lay-up. • Good knowledge of the footwork rule and pivoting • Combine and perform skills with control. • Play in full games understanding rules	• Ball familiarisation and good use of hand eye coordination and spatial awareness • Dribble the ball competently with both hands • Use a variety of passes learnt depending on the situation accurately with good technique and receive the ball with ease. • Shooting the ball competently at different angles, distances and be able to perform the lay-up shot correctly. • Combine and perform all skills with fluency and control, adapting them to meet the needs of the situation. • Good knowledge of the footwork rule and pivoting.

				• Play in full sided games, understanding rules and helping officiate matches.
Selecting and applying skills and tactics for attacking and defending	• Understand the boundaries of the court and what happens when the ball crosses over the boundary line (side-line pass) • Understand what travelling and double dribble is. • Understand is it non-contact • Identifying the roles of attackers and defenders.	• Start working as a team. • Finding space and areas to move into. • Understand where players need to be on the court, regarding attack and defence.	• Constantly finding space on the court to receive the ball or move players out of position. • Try to maintain positions on the court, attackers and defenders. • Use a variety of tactics to keep the ball • Know how to mark and defend their basket • Apply footwork rule to passing and shooting	• Be confident when to pass, shoot, dribble and apply footwork rule. • Choose positions in their team • Finding space and constantly on the move. • Excellent teamwork and use of tactics when needed. • Know and find ways to get the ball towards their opponent's basket using effective dribbling and passing. • Good defending / Non - contact • Full knowledge of the rules of the game
Evaluating and improving performance	• Describe and comment on their own performance and that of others and make simple suggestions to improve quality.	• Observe others carefully, in relation to the success criteria, begin to modify and change in response to what they see.	• From observation of others begin to describe constructively how to refine, improve and modify performance • Refine own performance in response to comments	• Analyse the selected skills and techniques within the activity and suggest ways to improve the quality of performance demonstrating sound knowledge and

		• Be confident to analyse and comment on what they see.	of others and self-analysis.	understanding of the subject area.
Knowledge and understanding of fitness and health	• Children suggest appropriate warm-up ideas • Children dress appropriately for PE • Children work in a responsible and safe manner • Children recognise changes in body temperature	• Children begin to think about warm-up activities that prepare them for exercise. • They can talk confidently about the effect exercise has on their body and why they need to exercise to stay fit and healthy.	• Demonstrate activities for specific aspects of warm-up stretching, joint mobility, raising heart and breathing rates. • Describe the effects of exercise on the body showing understanding of the principles of respiration, temperature fatigue and recovery.	• Can show responsibility for personal warm-up programme specific to activity. • Demonstrate all round safe practice, including handling of equipment, safety of self and others and playing within accepted rules and conventions.
Vocabulary	•	•	•	•

KS2 Football

Skills	Year 3	Year 4	Year 5	Year 6
Acquiring and developing skills	• Learn the following basic skills: *Dribbling *Control/Trap *Passing *Shooting • Know and perform basic ball control techniques, using the instep and laces. • Good body position • Understand the use of eye foot coordination. • Play in fun small sided games based around scoring GOALS.	• Confidently perform basic skills: *Dribbling- Both feet *Control/Trap *Passing *Shooting • Good body position when performing any the above skills. Body behind the ball, keeping eyes on the ball. • Understand when to shoot, pass and dribble. • Start to develop spatial awareness. • Use eye foot coordination to improve accuracy and consistency with the ball. • Small sided games 1v1, 2v2 etc. More skill related games but still with the enjoyment of scoring goals	• Perform all basic skills with purpose and confidently. • Be able to perform a skill and quickly combine with another skill E.g. Control the ball and perform a pass with no hesitation. • Accurately pass and shoot into an intended target area. • Start to introduce basic turns E.g. Stop turn etc. • Be able to consistently move into space. • Perform the skills with a well- balanced body position. • Small sided games introducing guided discovery.	• Perform all basic skills with purpose and confidently. • Be able to perform a skill and quickly combine with another skill E.g. Control the ball and perform a pass with no hesitation. • Accurately pass and shoot into an intended target area. • Master basic turns and start to introduce more complex turns. • Demonstrate good body position and spatial awareness on the field • Consistency and accuracy throughout the game. • Start to understand the difference between 7v7, 9v9 and 11v11 matches and ruling.

Selecting and applying skills and tactics for attacking and defending	• Understand the boundaries of the pitch and what happens when the ball crosses over the boundary line (Goal kick, thrown-in) • Identifying what attackers and defenders roles are.	• Start working as a team. • Finding space and areas to move into. • Understand where players need to be on the field, regarding attack and defence.	• Constantly finding space on the field to receive the ball or move players out of position. • Try to maintain positions on the field, attackers and defenders. • Communication skills shown.	• Be confident when to pass, shoot, dribble. • Finding space and constantly on the move. • Communication skills shown. • Tactics applied when needed. • Full knowledge of rules.
Evaluating and improving performance	• Describe and comment on their own performance and that of others and make simple suggestions to improve quality.	• Observe others carefully, in relation to the success criteria, begin to modify and change in response to what they see. • Be confident to analyse and comment on what they see.	• From observation of others begin to describe constructively how to refine, improve and modify performance • Refine own performance in response to comments of others and self-analysis	• Analyse the selected skills and techniques within the activity and suggest ways to improve the quality of performance demonstrating sound knowledge and understanding of the subject area.
Knowledge and understanding of fitness and health	• Children suggest appropriate warm-up ideas • Children dress appropriately for PE • Children work in a responsible and safe manner • Children recognise changes in body temperature	• Children begin to think about warm-up activities that prepare them for exercise. • They can talk confidently about the effect exercise has on their body and why they need to exercise to stay fit and healthy.	• Demonstrate activities for specific aspects of warm-up stretching, joint mobility, raising heart and breathing rates. • Describe the effects of exercise on the body showing understanding of the principles of respiration, temperature fatigue and recovery.	• Can show responsibility for personal warm-up programme specific to activity. • Demonstrate all round safe practice, including handling of equipment, safety of self and others and playing within accepted rules and conventions.

Vocabulary	•	•	•	•

Hockey KS2

Skills	Year 3	Year 4	Year 5	Year 6
Acquiring and developing skills	• learn how to hold the stick correctly. -dribbling skills (use flat side of stick only). -passing skills (use the push pass effectively). • Receiving skills (be able make a barrier to receive a pass). • Tackling skills (use block and jab tackle effectively).	• Learn how to hold the stick correctly (use good posture). • Dribbling skills (how to stop the ball, make a bridge to change direction). • Passing skills (use the push pass effectively). • Receiving skills (be able make a barrier to receive a pass). • Tackling skills (use block and jab tackle effectively).	• Learn how to hold the stick correctly (bend knees and keep back straight). • Dribbling skills (how to stop the ball, make a bridge to change direction). • Passing skills (use the push pass effectively). • Receiving skills (be able make a barrier to receive a pass). • Tackling skills (use block and jab tackle effectively).	• Learn how to hold the stick correctly (bend knees and keep back straight.) • Dribbling skills (how to stop the ball, make a bridge to change direction). • Passing skills (use the push pass effectively). • Receiving skills (be able make a barrier to receive a pass). • Tackling skills (use block and jab tackle effectively).
Selecting and applying skills and tactics for attacking and defending	• Understand basic passing techniques. • Communication between players. • Find and use space to help out team mates.	• Understand basic passing techniques. • Communication between players. • Find and use space to help out team mates. • Choose positions in their team.	• Understand basic passing techniques. • Communication between players. • Find and use space to help out team mates. • Choose positions in their team.	• Understand basic passing techniques. • Communication between players • Find and use space to help out team mates.

			• Know how to mark and defend the goals. • Play small sided games effectively.	• Choose positions in their team. • Know how to mark and defend the goals. • Play small sided games effectively. • Use a variety of tactics to keep the ball from the opponent. • Know different ways to get the ball to the opponent's goal.
Evaluating and improving performance	• Be able to ask questions about what skills they need to improve on etc.	• Be able to ask questions about what skills they need to improve on etc. • Understating what went well and what they need to practice more on.	• Be able to ask questions about what skills they need to improve on etc. • Understating what went well and what they need to practice more on. • Explain why their performance was good.	• Be able to ask questions about what skills they need to improve on etc. • Understating what went well and what they need to practice more on. • Explain why their performance was good. • Pupils to do a self-assessment on their performance each lesson. • Know how to adapt their play so that suits their

				needs and others strengths.
Knowledge and understanding of fitness and health	• Learn a variety of skills related to warm up games. • Understand why cool downs are important.	• -Learn a variety of skills related to warm up games. • Understand why cool downs are important. • Make sure that the warm up that is done is appropriate to the skill/game.	• Learn a variety of skills related to warm up games. • Understand why cool downs are important. • Make sure that the warm up that is done is appropriate to the skill/game. • Give good explanations of why a warm-up is important before a session. • Carry out a warm up carefully and thoroughly.	• Learn a variety of skills related to warm up games. • Understand why cool downs are important. • Make sure that the warm up that is done is appropriate to the skill/game. • Give good explanations of why a warm-up is important before a session. • Carry out a warm up carefully and thoroughly. • Recognise exercises that helps strength, stamina and speed.
Vocabulary	•	•	•	•

Netball KS2

Skills	Year 3	Year 4	Year 5	Year 6
Acquiring and developing skills	• Ball familiarisation • Develop balance • Learn how to chest and bounce pass safely. • Correct technique for shooting • Understand basic footwork • Play in small games	• Ball familiarisation and awareness • Develop special awareness • Develop and use a variety of passes and to pass and receive the ball safely. • Be able to shoot at different angles using the correct technique • Understand basic footwork • Play in small games and start to understand basic rules.	• Ball familiarisation using harder tasks and good spatial awareness • Pass accurately using a variety of passes (chest, bounce and overhead), and receive the ball with good technique. • Develop attack and defence skills • Good knowledge of the footwork rule and pivoting • Combine and perform skills with control. • Play in full games understanding rules	• Ball familiarisation using harder tasks and good spatial awareness • Pass accurately using a variety of passes (chest, bounce and overhead), and receive the ball with good technique. • Develop attack and defence skills • Good knowledge of the footwork rule and pivoting • Combine and perform skills with control. • Good knowledge of the footwork rule and pivoting. • Play in full sided games, understanding rules and helping officiate matches.
Selecting and applying skills and tactics for attacking and defending	• Understand the boundaries of the court • Understand what travelling is. • Understand it is non-contact	• Understand the boundaries of the court • Understand what travelling is. • Identifying the roles of attackers and defenders.	• Play High Five games • Have an understanding of the rules of the game • Use a variety of passes • Choosing correct pass	• Play High Five games • Have an understanding of the rules of the game • Use a variety of passes • Choosing correct pass

	• Identifying the roles of attackers and defenders. • Choosing correct pass • Passing with accuracy to correct team member • Play 4x4 games	• Choosing correct pass • Passing with accuracy to correct team member • Play 4x4 games • Running on to the ball at a straight angle	• Passing with accuracy to correct team member • Develop shooting technique • Running on to the ball different angles • Understanding and developing timing runs	• Passing with accuracy to correct team member • Develop shooting technique • Running on to the ball different angles • Timing runs • Correct pass • Running onto the ball (moving) • Changing from attack to defence position
Evaluating and improving performance	• Describe and comment on their own performance and that of others and make simple suggestions to improve quality.	• Observe others carefully, in relation to the success criteria, begin to modify and change in response to what they see. • Be confident to analyse and comment on what they see.	• From observation of others begin to describe constructively how to refine, improve and modify performance • Refine own performance in response to comments of others and self-analysis.	• Analyse the selected skills and techniques within the activity and suggest ways to improve the quality of performance demonstrating sound knowledge and understanding of the subject area.
Knowledge and understanding of fitness and health	• Children suggest appropriate warm-up ideas • Children dress appropriately for PE	• Children begin to think about warm-up activities that prepare them for exercise. • They can talk confidently about the effect exercise has on their body and why	• Demonstrate activities for specific aspects of warm-up stretching, joint mobility, raising heart and breathing rates. • Describe the effects of exercise on the body	• Can show responsibility for personal warm-up programme specific to activity. • Demonstrate all round safe practice, including handling of equipment,

	• Children work in a responsible and safe manner • Children recognise changes in body temperature	they need to exercise to stay fit and healthy.	showing understanding of the principles of respiration, temperature fatigue and recovery.	safety of self and others and playing within accepted rules and conventions.
Vocabulary	•	•	•	•

Tag Rugby KS2

Skills	Year 3	Year 4	Year 5	Year 6
Acquiring and developing skills	• Introducing ball handling 'W' technique for catching. • Introduce passing techniques and where to throw from 'pocket pass'. • Learn skills to use when handling the ball when running. • Dodging drills to help understand when to dodge.	• Show good handling technique when running. • Use the correct technique when handling ball for passing/catching. • Show good change of pace when catching and throwing. • Throw and catch using correct 'W' technique. • Introducing 2v1 to apply dodging & evasion.	• Sustain and maintain running speed at different distances while handling the ball. • Start moving while handling/passing ball. • Throw fluently with power improving on personal targets	• Strength, stamina and managing speed when running while handling the ball. • Applying dodging & evasion in game situations • Throw with excellent accuracy, power, speed and strength while running and standing still. • Catching with 'W' handling technique.
Selecting and applying skills and tactics for attacking and defending	• Understanding the reasons why spatial awareness and communication is important in a game. • Understand the differences between attacking and defending. • Understand how to position the team when attacking and defending.	• Understanding positions in the game and how they help with attacking and defending. • Developing how to use spatial awareness and communication • Develop skills on how to keep the ball from opponents	• Developing knowledge on positions for games to help attack and defend. • Know how to defend their line and attack the other teams • Understanding why spatial awareness and communication is important in a game.	• Be confident and use knowledge learnt to select passing, positioning, running spaces and speeds in different game situations. • Use correct and specific movements during the game i.e. dodging. • Using spatial awareness and communication to attack and defend effectively.

		• Develop the different ways to attack and defend TRY line.		
Evaluating and improving performance	• Describe and comment on their own performance and that of others and make simple suggestions to improve quality	• Observe others carefully, in relation to the success criteria, begin to modify and change in response to what they see. • Be confident to analyse and comment on what they see.	• From observation of others begin to describe constructively how to refine, improve and modify performance • Refine own performance in response to comments of others and self-analysis.	• Analyse the selected skills and techniques within the activity and suggest ways to improve the quality of performance demonstrating sound knowledge and understanding of the subject area.
Knowledge and understanding of fitness and health	• Children suggest appropriate warm-up ideas • Children dress appropriately for PE • Children work in a responsible and safe manner • Children recognise changes in body temperature	• Children begin to think about warm-up activities that prepare them for exercise. • They can talk confidently about the effect exercise has on their body and why they need to exercise to stay fit and healthy.	• Demonstrate activities for specific aspects of warm-up stretching, joint mobility, raising heart and breathing rates. • Describe the effects of exercise on the body showing • Understanding of the principles of respiration, temperature fatigue and recovery	• Can show responsibility for personal warm-up programme specific to activity. • Demonstrate all round safe practice, including handling of equipment, safety of self and others and playing within accepted rules and conventions
Vocabulary	•	•	•	•

Net/Wall Tennis KS2

Skills	Year 3	Year 4	Year 5	Year 6
Acquiring and developing skills	• Know and perform the basic grip • Use throwing and catching motor skills • Learn the following basic shots: *Forehand *Backhand *Volley *Overhead *Serve (mainly under-arm) • Good body position • Understand and use hand eye coordination • Understand what a rally is and have a go at it. • Play in both singles and doubles matches	• Know and perform the basic grip • Use the following shots in short rallies: *Forehand *Backhand *Volley *Overhead *Serve (under and over arm) • Good body position of feet, hips, shoulders and head • Start to improve spatial awareness • Use good hand eye coordination to improve accuracy and consistency of shots. • Play in both singles and doubles matches	• Perform the correct grip and demonstrate a good back swing, connection and follow through • Understand and perform all shots and use them in longer rallies and progress to using the over-arm serve. • Play shots on both sides of the body • Direct the ball reasonably well towards their opponents court or target area • Perform the skills in a well-balanced body position • Understand the difference of match play in singles and doubles	• Demonstrate throwing and catching motor skills • Perform the correct grip and demonstrate a good back swing, connection and follow through • Demonstrate technical skills of each shot: *Forehand *Backhand *Volley *Overhead *Under-arm and over-arm serves • Demonstrate good body position, court position and spatial awareness • Accuracy and consistency during long rallies • Monitor and assess ball flight and speed • Understand difference in singles and doubles and work as a team in doubles matches.

Selecting and applying skills and tactics for attacking and defending	• Understand that the ball can only bounce once on their side of the court • Move quickly to the ball and aim for opponents side of the court	• Stand in a good court position • Spot the spaces in their opponent's court and try to hit the ball towards them. • Work as a partnership in doubles	• As soon as they have taken their shot aim to make it back to the centre of the court to make it easier when receiving the next shot • Hit the ball with purpose, varying speed, width, depth, height and direction to outwit opponent. • Play individually and in doubles • Understand scoring system and game-play • Decide when to attack and when to defend depending on opponents shot.	• Quickly move to centre of court after taking a shot and explain why this is a good idea • Use different methods of hitting the ball (changes of speed, direction, depth, height and width) to outwit your opponent e.g. a drop shot • Demonstrate good doubles play, where to stand on court and how to cover each other when court positions change • Understand scoring system, game-play and how tie-breaks work. • Show understanding of when to attack and when to defend during a point e.g. to attack if opponent plays a high loopy shot.
Evaluating and improving performance	• Describe and comment on their own performance and that of others and make simple suggestions to improve quality	• Observe others carefully, in relation to the success criteria, begin to modify and change in response to what they see.	• From observation of others begin to describe constructively how to refine, improve and modify performance	• Analyse the selected skills and techniques within the activity and suggest ways to improve the quality of performance demonstrating sound

		• Be confident to analyse and comment on what they see.	• Refine own performance in response to comments of others and self-analysis.	knowledge and understanding of the subject area.
Knowledge and understanding of fitness and health	• Children suggest appropriate warm-up ideas • Children dress appropriately for PE • Children work in a responsible and safe manner • Children recognise changes in body temperature	• Children begin to think about warm-up activities that prepare them for exercise. • They can talk confidently about the effect exercise has on their body and why they need to exercise to stay fit and healthy.	• Demonstrate activities for specific aspects of warm-up stretching, joint mobility, raising heart and breathing rates. • Describe the effects of exercise on the body showing • Understanding of the principles of respiration, temperature fatigue and recovery	• Can show responsibility for personal warm-up programme specific to activity. • Demonstrate all round safe practice, including handling of equipment, safety of self and others and playing within accepted rules and conventions
Vocabulary	•	•	•	•

Net/Wall Volleyball KS2

Skills	Year 3	Year 4	Year 5	Year 6
Acquiring and developing skills	• Understanding importance of moving to the ball. • Throwing/Feeding the ball high and low. • Catching the ball at the highest point and lows point. • Introducing the volleying shot, dig and under arm serve.	• Understanding the importance of moving to the ball. • Throwing/ Feeding the ball high and low. • Catching the ball at the highest point and lowest point. • Introducing volley and dig and underarm serve. • Showing a good technique with their arms and feet.	• Understanding the importance of moving to get under the ball to play the correct shots of a Dig, Set, or Smash Shot. • Understanding the different ways of Serving under arm or over arm. • Playing with accuracy and control. • Recognising good technique. • Understanding the rules of the game.	• Understanding the importance of moving to get under the ball. • To play all shots with accuracy and control to team-mates throughout the game. • Directing the ball into space away from their opponents • Recognising good technique. • Showing the understanding and knowledge of rules of the game. • Understanding to officiate games, with what they have learnt.
Selecting and applying skills and tactics for attacking and defending	• Choosing the correct shot depending on the distances. • Understanding when to Volley and dig.	• Choosing the correct technique for their shot, depending on the distances. • Understanding when to Volley and Dig	• Applying the right amount of power and accuracy with their shots, using the correct technique.	• Applying the right amount of power and accuracy with their shots, using the correct technique.

	• Pass the ball to a member of their team with accuracy • Move to the ball quickly	• Pass the ball with accuracy to a member of their team. • Understanding and applying height when directing the ball • Being able to move quickly to the ball.	• Passing the ball with accuracy and control to other team members. • Applying shots with a varying of speed, height, and direction. • Understanding their positioning on court. • Understanding and knowledge on the serve rotation.	• Passing the ball with accuracy and control to other team members. • Hitting and directing their shots into a space on court away from their opponents. • Using their knowledge and understanding of when to move early to get under the ball. • Applying shots with varying of speeds, height and direction. • Organising themselves on court in a game scenario. From positions to rotation of serve. • Being able to adapt to changes in the game, or equipment that they use.
Evaluating and improving performance	• Describe and comment on their own performance and that of others and make simple suggestions to improve quality	• Observe others carefully, in relation to the success criteria, begin to modify and change in response to what they see.	• From observation of others begin to describe constructively how to refine, improve and modify performance • Refine own performance in response to comments	• Analyse the selected skills and techniques within the activity and suggest ways to improve the quality of performance demonstrating sound knowledge and

		• Be confident to analyse and comment on what they see.	of others and self-analysis.	understanding of the subject area.
Knowledge and understanding of fitness and health	• Children suggest appropriate warm-up ideas • Children dress appropriately for PE • Children work in a responsible and safe manner • Children recognise changes in body temperature	• Children begin to think about warm-up activities that prepare them for exercise. • They can talk confidently about the effect exercise has on their body and why they need to exercise to stay fit and healthy.	• Demonstrate activities for specific aspects of warm-up stretching, joint mobility, raising heart and breathing rates. • Describe the effects of exercise on the body showing • Understanding of the principles of respiration, temperature fatigue and recovery	• Can show responsibility for personal warm-up programme specific to activity. • Demonstrate all round safe practice, including handling of equipment, safety of self and others and playing within accepted rules and conventions
Vocabulary	•	•	•	•

Orienteering KS2

Skills	Year 3	Year 4	Year 5	Year 6
Acquiring and developing skills	• Common basic symbols • Use maps to orientate themselves and successfully navigate around a simple course. • Undertake simple orienteering exercises. • Participate in a range of activities which involve working with and trusting others. • Work effectively with a partner. • Follow instructions correctly. • Keep the map set to the ground	• Read a simple map using more basic keys and symbols to complete a variety of orienteering tasks. • Participate in a range of problem solving and adventure games, introducing additional variations such as non-verbal communication. • Record what they observed accurately. • Maintain their individual focus until the task is completed. • Know where they are on the course at all times.	• Make more complex route choices. • Plan a simple orienteering trail using a variety of map reading skills. • Look carefully when deciding which way to go. • Choose the fastest route to the next control. • Good decision making. • Listen to everyone's ideas and suggestions. • Good knowledge of symbols and their meaning.	• Plan a variety of orienteering challenges using map reading and compass skills. • Participate in the different types of orienteering in preparation for competition and participating in the sport of orienteering. • Have confidence and trust in partners and members of the group. • Be prepared to physically support each other. • Find their own solutions to the problem. • Use good lifting and handling techniques. • Know what controls look like, and what to do when they get there.
Selecting and applying skills and tactics for	• Talk about what they and others have done using the right key words.	• Describe what they and others have done using an increasing range of	• Describe what they and others have done using an increasing range of	• View and appraise their own and others performances with

attacking and defending	• Make suggestions with guidance about how to improve performance. • Explain how the loss of one of their senses affects performance and how they could improve their performance.	vocabulary in order to improve their performances. • Discuss how they worked as a pair, and how they could improve next time.	vocabulary in order to improve their performances. • Discuss if their planning was effective, and share what worked well and what didn't. • Understand how they could improve next time.	confidence using range of appropriate language. • Be constructive in their criticism of others. • Understand that by wearing an eyeshade, an individual's abilities and confidence can be reduced. • Know how they could complete the exercises more quickly and accurately. • Discuss whether all members of the group contributed. • Learn how to improve their performance through improving their speed and accuracy.
Evaluating and improving performance	• Describe and comment on their own performance and that of others and make simple suggestions to improve quality	• Observe others carefully, in relation to the success criteria, begin to modify and change in response to what they see. • Be confident to analyse and comment on what they see.	• From observation of others begin to describe constructively how to refine, improve and modify performance • Refine own performance in response to comments	• Analyse the selected skills and techniques within the activity and suggest ways to improve the quality of performance demonstrating sound knowledge and understanding of the subject area.

			of others and self-analysis.	
Take part in outdoor education	• Respond to simple challenges and problem solving tasks in a familiar environment • Listen and follow instructions and recognise what is needed to keep themselves safe. • Successfully apply their skills and understanding to new challenges and environments. • Discuss how to be effective when following a trail, when one of their senses is taken away. • Understand the importance of encouraging their partner to help them succeed.	• Respond to more varied challenges in different environments. • Recognise what is needed to keep themselves and others safe. • Recognise similarities between challenges and choose efficient approaches to new ones. • Plan what they are going to do in advance. • Understand the purpose of an activity and plan their actions so they are successful. • Consider which solution has the best chance of success for the whole group. • Form a plan about how the guides will communicate prior to their partners putting on an eyeshade.	• Accept responsibility for personal and group safety. • Decide what approach to use to meet the challenge set. • Understand the conditions, rules and regulations for a task. • Keep a balance between speed and accuracy. • Record or collect the information carefully and accurately at the control sites. • Apply their skills and understanding when moving to more difficult terrain. • Explain why they need to work well together to achieve success.	• Plan and respond to more complex challenges in different environments circumstances. • Work with others to identify potential hazards and devise strategies to ensure that they are safe. • How to plan their strategies and approaches carefully considering the route, time limits and fitness of the group members. • Run with pace and stamina to complete the running tasks. • Plan effectively in order to visit the greatest number of controls in the time allowed. • Compete fairly, keeping the information found at the control sites to themselves and not seeking answers from other competitors.

Knowledge and understanding of fitness and health	• Children suggest appropriate warm-up ideas • Children dress appropriately for PE • Children work in a responsible and safe manner • Children recognise changes in body temperature	• Children begin to think about warm-up activities that prepare them for exercise. • They can talk confidently about the effect exercise has on their body and why they need to exercise to stay fit and healthy.	• Demonstrate activities for specific aspects of warm-up stretching, joint mobility, raising heart and breathing rates. • Describe the effects of exercise on the body showing • Understanding of the principles of respiration, temperature fatigue and recovery	• Can show responsibility for personal warm-up programme specific to activity. • Demonstrate all round safe practice, including handling of equipment, safety of self and others and playing within accepted rules and conventions
Vocabulary	•	•	•	•

Cricket KS2

Skills	Year 3	Year 4	Year 5	Year 6
Acquiring and developing skills	• Catch a ball in isolation using two hands, demonstrating basic hand eye co-ordination. • Understand basic concept of batting and hitting ball using correct side of the cricket bat. • Understand difference between an underarm and overarm throw and be able to show difference. • To distinguish between a batsman, bowler and fielder.	• Children can underarm throw a small ball accurately to partner. • Correct technique whilst catching (Hands together in bucket shape). • Show good technique of how to grip the cricket bat and how to stand whilst receiving a ball. • Show understanding of when to throw ball overarm/underarm in isolation. • To make consistent contact with the ball when attempting to strike it with a cricket bat.	• Differentiate between two catching techniques depending on height of the ball. • Show how to move feet in preparation of hitting the ball. • Show understanding of when to throw ball overarm/underarm in match situation. • Be able to recognise the correct bowling technique and partially replicate it. • To show the ability to hit the ball from both sides of the body.	• Differentiate between catching technique, ability to explain choice of technique. • Differentiate catching between two hands and one hand depending on situation. • Demonstrate different shot selection depending on where the ball is bowled. • Throw with excellent power & accuracy in both isolation and game situation. • Be able to demonstrate the correct technique of a cricket bowling action and accurately deliver the ball. • Have the ability to adapt skills and technique to different challenges. • Have good knowledge of subject area and be able

				to set up equipment for a game.
Selecting and applying skills and tactics for attacking and defending	• Children to appreciate the reasons when batting to not hit the ball in the air to fielders. • Children to understand that Cricket is a team sport.	• Understand how working as a team in the field can restrict the batsman. • Understand concept of hitting ball away and in between fielders and benefits of doing this.	• To show understanding where to stand in the field depending on a batsman's strengths. • Understanding that a batsman can run more than once depending on where the ball has been hit. • To use tactics that enables bowler and fielders to work together.	• Show understanding of when to hit ball along the floor or in the air in a game situation. • Understand importance of "Line & Length" when bowling and how this effects the batter. • Be confident in selecting where to hit to ball whilst batting. • To show the ability to gauge when to run after hitting a ball.
Evaluating and improving performance	• Briefly describe their own performance, setting themselves a simple target of what they can improve on. • Show understanding of trying to be their personal best.	• Be confident to analyse other children and notice positives in what they are doing. • Understand strengths and weaknesses of their performance.	• Describe in detail performance of others and be confident in giving feedback about specific improvements that could be made. • Be accepting of improvements being suggested to them and implement them to their own performance	• Analyse a specific element of a skill and be able to give detailed feedback on its good and bad points, whilst giving specific coaching points to improve performance. • Aim to self-improve skill after performing it wrong using kinaesthetic feedback.

Knowledge and understanding of fitness and health	• Children to be able to suggest appropriate warm-up ideas • Understand how not dressing appropriately for PE restricts performance and mobility. • To recognise body temperature changes	• Children to be able to describe the physical effects that a warm-up and exercise has on them • Talk about heart rate changes during PE.	• Be able to demonstrate pulse raising exercises and stretches to classmates. • Describe in detail the physical effects of PE regarding body temperature and fatigue. • Understand the importance of hydration.	• Can be responsible for their personal warm-up and can tailor their warm-up to the sport they are participating in. • Have good knowledge regarding health and safety in lessons.
Vocabulary	•	•	•	•

Acquiring and developing skills – master basic movements and develop coordination of their own physical movements including running, jumping, throwing and catching in isolation and combination

Selecting and applying skills and tactics for attacking and defending – take part in competitive games modified where appropriate and apply basic skills for attacking and defending showing knowledge of why this is important

Perform and develop a range of movements using flexibility, strength, control and balance – selecting and applying basic and more advanced actions learnt to achieve a personal best in running, jumping and throwing activities in athletics. To use skills learnt to create and develop movement patterns / sequences in dance and gymnastics and perform them in front of an audience.

Evaluating and improving performance – compare performances with previous ones and demonstrate improvement to achieve their personal best

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

Knowledge and understanding of fitness and health – understand the benefits of regular exercise and how they feel when they exercise, demonstrate all round safe practice when handling equipment, safety of self and others and playing within accepted rules and conventions.