



Osmotherley Primary School PE Curriculum

Intent

At Osmotherley Primary School we believe that PE, physical activity & school sport, is a vital part of school life and ultimately our children's future well-being by establishing good habits of exercise and activity. It is therefore our intent to provide an inclusive, broad and balanced PE curriculum that ensures ALL children will benefit, whether through enhancing existing skills, learning new skills or being introduced to new sports, clubs, teams and organisations.

It is our intent to ensure children understand the importance of leading a healthy lifestyle and to equip them with the tools to do so through health and well being education. Children must understand how to take care of themselves both physically and mentally in order to be successful as adults.

We believe that participating in physical activity and sporting activity is a key element of developing a school in which pupils are proud of the community in which they belong. Therefore, great emphasis is placed upon additional sporting opportunities beyond the lesson within after school clubs. As a small school, we know the importance of attending cluster inter-school competitions and festivals and we encourage children to attend local clubs within the school's geographical area.

Physical Education at Osmotherley delivers the statutory requirements of the [EYFS framework](#) and the [National Curriculum for PE in Key Stage 1 and 2](#).

In order to achieve our intentions of ALL the children receiving high quality PE lessons, the school, through the PE subject leader, supports staff to gain confidence and competence in teaching high quality PE. This ensures that the ambitious curriculum which is planned and sequenced is well resourced in terms of staff competence, subject knowledge and pedagogy. The subject leader works with all staff to ensure that they understand the sequence of learning and how the content supports the wider progression of pupils in our school. All staff are also supported to differentiate and adapt their planning to meet the needs of our pupils, and also to challenge all learners irrespective of their individual starting points. Staff have high expectations and use these to ensure pupils make good progress.

We are committed to ensuring that ALL the children will receive high quality PE lessons which are planned, sequenced and mapped out in

broad and balanced blocks. Professional sports coaches and specialist staff are used to complement the teaching of cricket, football, tennis and athletics, to provide subject knowledge development for the teachers as part of our CPD plan. This ensures the provision is of the highest quality. Swimming is taught in KS2 (Years 3, 4, 5 and 6), in order to meet and, wherever possible, to exceed the requirements for swimming as set out in national curriculum PE 2014 (namely to achieve the distance of 25m, effect a safe self-rescue and to use recognised strokes). We believe that swimming is an important life skill and a way for children to engage in a broad range of water-based physical activities throughout their lives. It is our intent that all pupils leave our school able to swim the minimum standards set out.

Our PE curriculum links directly with our school's values of respect, empathy, resilience and reflection and it is another way in which we can positively engage with our local community and be active citizens within it.

Implementation

Pupils in all year groups receive a minimum of 2 hours of PE each week with additional sporting clubs run after school on Wednesdays and Thursdays and the opportunity to run a morning mile at 8.25am on three days a week. In addition, pupils in EYFS and KS1 have fortnightly Forest School sessions and pupils in KS2 have one Forest School session every half term.

PE at Osmotherley Primary School is taught over a 2 year rolling programme in KS1 and KS2, following our PE curriculum progression ladder which identifies clear end points for every year group. All areas of PE are taught in small sequenced steps and lessons include planned deliberate practise of procedural and disciplinary knowledge. Spaced knowledge recalls are used to assess how well the children remember the essential knowledge and children are supported to address any gaps.

Children will have the opportunities to participate in a wide range of competitions at small school cluster events and inter-school competition through our local school sports partnership. We hold an annual sports day event with a combination of team and individual competitions and the pupils in Y5 and Y6 are offered a 3-day residential at an outward-bound centre (Robinwood, Todmorden). Swimming is taught in KS2 (Years 3, 4, 5 and 6) at the local swimming pool using qualified swimming coaches in a weekly session during the summer term .

We ensure that pupils with SEND make good progress in PE by monitoring them discretely. Through our PSHE curriculum we ensure that all pupils are aware of the key aspects of mental and physical health, and how they are linked as part of the new requirements implemented in 2020.

Impact

At the end of each PE unit, spaced recalls at 2, 6 and 12 weeks are used to assess the essential knowledge that the children are expected to remember. This essential knowledge is shared with parents and carers at the start of each learning unit. Individual children who have gaps in key essential knowledge after the week 12 recall, have 5 minute keep up sessions with a member of staff to address the gaps. Monitoring of PE is conducted by the subject leader, the headteacher and the governors through lesson visits, pupil voice interviews and analysis of essential knowledge gaps

PE Curriculum Progression and End Points (Vocabulary - use and understand)

Early Years Expected by end of Reception year	Key Stage 1 Years 1 and 2 Expected by end of Y2	Lower Key Stage 2 Years 3 and 4 Expected by end of Year 4	Upper Key Stage 2 Years 5 and 6 Expected by end of Y6
Healthy Lifestyles			
Children will know that: - exercise, sleep and a healthy diet is important because it helps our bodies and minds to stay healthy. - a sensible amount of screen time is important for their health .	Children will know how to: - describe the effect exercise has on the body -explain why hygiene, healthy eating, sleeping and well-being are important (Science link)	Children will know how to: -describe the effect exercise has on the body -explain the importance of exercise and a healthy lifestyle -understand the need to warm up and cool down .	
Multi-skills (KS1) /Athletics (KS2): running, jumping, throwing, catching			

<p>Children will know how to:</p> <ul style="list-style-type: none"> -run, jump, hop, skip -run, negotiating space and obstacles safely, with consideration for themselves and others 	<p>Children will know how to:</p> <ul style="list-style-type: none"> - change speed and direction whilst running -jump from a standing position with accuracy -performs a variety of throws with control and coordination -catch -use equipment safely 	<p>Children will know how to:</p> <ul style="list-style-type: none"> -begin to run at speeds appropriate for the distance. e.g. sprinting and cross country -perform a running jump with some accuracy -perform a variety of throws using a selection of equipment (javelin medicine ball netball basketball cricket/rounders ball) -use equipment safely and with good control 	<p>Children will know how to:</p> <ul style="list-style-type: none"> -begin to build a variety of running techniques and use with confidence -perform a running jump with more than one component. e.g. hop skip jump (triple jump) -demonstrates accuracy and confidence in throwing and catching activities -use equipment safely and with good control
<p>Gymnastics: balance, agility, coordination, flexibility, strength, technique, control</p>			
<p>Children will know how to:</p> <ul style="list-style-type: none"> -copy and explore basic movements -demonstrate strength, balance and coordination when playing move energetically climb. 	<p>Children will know how to:</p> <ul style="list-style-type: none"> -copy and explore basic movements with some control and coordination -create different body shapes -perform at different levels -perform 2 footed jump -use equipment safely -balance with some control -link 2-3 simple movements together to create a sequence -explores and create different pathways and patterns 	<p>Children will know how to:</p> <ul style="list-style-type: none"> -apply compositional ideas independently and with others to create a sequence. - copy, explore and remember a variety of movements and use these to create their own sequence -begin to notice similarities and differences between sequences -use turns whilst travelling in a variety of ways. -begin to show flexibility in movements 	<p>Children will know how to:</p> <ul style="list-style-type: none"> -select and combine their skills, techniques and ideas. -apply combined skills accurately and appropriately, consistently showing precision, control and fluency. -draw on what they know about strategy, tactics and composition when performing and evaluating - develop strength, technique and flexibility throughout performances

	<p>-use equipment in a variety of ways to create a sequence -travel</p>	<p>-begin to develop good technique when travelling, balancing, using equipment, etc -link skills with control, technique, coordination and fluency. - understands composition by performing more complex sequences. -develop strength, technique and flexibility throughout performance -create sequences combining various body shapes and equipment.</p>	<p>-link skills with control, technique, coordination and fluency. -understand composition by performing more complex sequences -plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions. -perform difficult actions, with an emphasis on extension, clear body shape and changes in direction. -adapt sequences to include a partner or a small group. Gradually increase the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement.</p>
<p>Strike and Field/ Net and Wall /Team Games / Competitive sports (KS2)</p>			

<p>Children will know how to:</p> <ul style="list-style-type: none"> -participate in simple games and follow simple rules and instructions play fair 	<p>Children will know how to:</p> <ul style="list-style-type: none"> -travel in a variety of ways including running and jumping -begin to perform a range of throws / catch different sized balls - receive a ball with basic control -begin to develop hand-eye coordination -send the ball to others confidently in a range of ways. -begin to apply and combine a variety of skills (to a game situation) -develop strong spatial awareness -begin to develop own games with peers. -understand the importance of rules in games -develop simple tactics and use them appropriately 	<p>Children will know how to:</p> <ul style="list-style-type: none"> -understand tactics and composition by starting to vary how they respond -beginning to understand how to compete with each other in a controlled manner -show confidence in using ball skills in various ways, and link these together. e.g. dribbling, bouncing, kicking -use skills with coordination and control -begin to communicate with others during game situations. -develop own rules for new games -make imaginative pathways using the equipment. -begin to select resources independently -take part in competitive games with a strong understanding of tactics and composition. 	<p>Children will know how to:</p> <ul style="list-style-type: none"> -vary skills, actions and ideas and link these in ways that suit the activity of the game -shows confidence in using ball skills in various ways, and link these together effectively. e.g. dribbling, bouncing, kicking -keep possession of balls during games situations. -consistently use skills with coordination, control and fluency -take part in competitive games with a strong understanding of tactics and composition. -create their own games using knowledge and skills. -modify competitive games -compares and comments on skills to support the creation of new games -make suggestions as to what resources can be used to differentiate a game
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	<ul style="list-style-type: none"> -begin to develop an understanding of attacking/ defending -take part in inter/intra school competitions 	<ul style="list-style-type: none"> -create their own games using knowledge and skills. -work well in a group to develop various games. -compare and comment on skills to support the creation of new games -make suggestions as to what resources can be used to differentiate a game. -apply basic skills for attacking and defending. -use running, jumping, throwing and catching in isolation and combination 	<ul style="list-style-type: none"> -apply knowledge of skills for attacking and defending -use running, jumping, throwing and catching in isolation and in combination - take on roles such as umpire/referee) strategy techniques
<p>Dance</p>			

<p>Children will be able to: -move energetically</p> <ul style="list-style-type: none"> - dance -copy basic movements -respond to a range of stimuli -link movements to sounds and music 	<p>Children will know how to:</p> <ul style="list-style-type: none"> -copy and explore basic movements with clear control -remember simple movements and dance steps -vary the size of their body shapes -vary levels and speed in sequence -add a change of direction to a sequence -use space well and negotiates space clearly. -respond imaginatively to a stimulus -explore different cultures through dance 	<p>Children will know how to:</p> <ul style="list-style-type: none"> -begin to improvise independently to create a simple dance. -confidently improvises with a partner or on their own. -begin to create longer dance sequences in a larger group. -demonstrate precision and some control in response to stimuli. -begin to vary dynamics and develop actions and motifs. -demonstrate rhythm and spatial awareness. -compare dance from different cultures 	<p>Children will know how to:</p> <ul style="list-style-type: none"> -exaggerate dance movements and motifs (using expression when moving) -perform with confidence, using a range of movement patterns. -demonstrates a strong imagination when creating own dance sequences and motifs. -demonstrate strong movements throughout a dance sequence. -combine flexibility, techniques and movements to create a fluent sequence. - move appropriately and with the required style in relation to the stimulus. e.g using various levels, ways of travelling and motifs. -begin to show a change of pace and timing in their movements. -move to the beat accurately in dance sequences. -improvise with confidence, still demonstrating fluency across their sequence. -dance with fluency, linking all movements and ensuring they flow. --demonstrate consistent precision when performing dance sequences. composition refine
<h2 style="margin: 0;">Swimming</h2>			
<p>N/A</p>	<p>N/A</p>	<p>All children will attend swimming lessons (6 weeks each year in KS2)</p> <p>They will know how to swim using different strokes - front crawl, breaststroke, backstroke</p>	<p>All children will be able to swim 25m competently and perform safe self-rescue</p>

Outdoor/ Adventurous

<p>Children will know how to: -stay safe while engaged in outdoor activities (e.g. Forest School)</p>	<p>Children will know how to: -listen to instructions from a partner/adult -demonstrate an understanding of how to stay safe.</p>	<p>Children will know how to: -listen to instructions from a partner/adult -use simple maps -begin to think activities through and problem solve. -choose and apply strategies to solve problems with support -discuss and work with others in a group. -demonstrate an understanding of how to stay safe.</p>	<p>Children will know how to: -develop strong listening skills. -use and interpret simple maps. -think activities through and problem solve using general knowledge -choose and apply strategies to solve problems with support. -discuss and work with others in a group -demonstrates an understanding of how to stay safe. -take part in outdoor and adventurous activities in different environments, including a residential in Year 5 or Year 6</p>
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Evaluating Performance

<p>Children will be able to: -say what went well and what could improve their own or a friend's performance</p>	<p>Children will know how to: -comment on their own and others performance -give comments on how to improve performance. -Use appropriate vocabulary when giving feedback In Dance: -describe a short dance using appropriate vocabulary. In Gymnastics: -describe their own work using simple gym vocabulary.</p>	<p>Children will know how to: -watch and describe performances accurately. -begin to think about how they can improve their own work. -work with a partner or small group to improve their skills. -make suggestions on how to improve their work, commenting on similarities and differences. In Dance: -modify parts of a sequence as a result of self-evaluation. -use simple dance vocabulary to compare and improve work. In Gymnastics: -begin to use gym vocabulary to describe how to improve and refine performances.</p>	<p>Children will know how to: -watch and describe performances accurately. -learn from others how they can improve their skills. -comment on tactics and techniques to help improve performances. -make suggestions on how to improve their work, commenting on similarities and differences. In Dance: -modify parts of a sequence as a result of self and peer evaluation. -use more complex dance vocabulary to compare and improve work. In Gymnastics: -analyse and comment on skills and techniques and how these are applied in their own and others' work -use more complex gym</p>
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		<p>In Athletics: -describe good athletic performance using correct vocabulary</p>	<p>vocabulary to describe how to improve and refine performances. In Athletics: -begin to record peers performances, and evaluate these -describe good athletic performance using correct vocabulary.</p>
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IN KEY STAGE ONE, ALL ASPECTS OF THE CURRICULUM WILL BE COVERED EVERY YEAR
IN KEY STAGE TWO, EACH ASPECT WILL BE REVISITED IN A TWO YEAR CYCLE SO COVERED BY ALL PUPILS IN LOWER AND UPPER KEY STAGE 2.

EYFS/ KS1						
	Autumn Term		Spring Term		Summer Term	
Year A and C	O&A Forest School (fortnightly)		O&A Forest School (fortnightly)		O&A Forest School (fortnightly)	
	Multi-skills	Dance	Strike and Field (Cricket)	Team Games (football)	Multi-skills (athletics)	
	O&A Forest School (fortnightly)		O&A Forest School (fortnightly)		O&A Forest School (fortnightly)	

Year B and D	Multiskills	Gymnastics	Net and Wall (Tennis)	Team Games (football)	Multi-skills (athletics)
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KS2						
	Autumn Term		Spring Term		Summer Term	
Year A and C	O&A Forest School (x2 sessions)		O&A Forest School (x2 sessions)		O&A Forest School (x2 sessions)	
	Team Games - Tag rugby	Dance	Team Games - Netball	Swimming (Cycling UKS2))	Team Games - Football	Athletics
Year B and D	O&A Forest School		O&A Forest School (Outward Bound Residential UKS2)		O&A Forest School	
	Team Sports - Hockey	Gymnastics	Net and Wall-Tennis	Swimming/ Dodgeball	Strike and Field Cricket/Rounders	Athletics

Outdoor & Adventurous Multi-skills/Athletics Team Sports/Competitive Net & Wall Dance Gymnastics Swimming

Year A and C Small steps

	Autumn Term	Spring Term	Summer Term
ENQUIRY CYCLE 1	<p>IDENTITY AND DIVERSITY</p> <p>Year A - Who do you think you are?</p> <p><i>Children learn about their value, uniqueness, about their bodies</i></p> <p>Year C - Where do we come from?</p> <p><i>Children learn about sport/dance from different cultures/ diversity</i></p>	<p>HUMAN RIGHTS AND SOCIAL JUSTICE</p> <p>Year A - Can one person make a difference?</p> <p><i>Marcus Rashford footballer who used his influence to campaign for free school meals for children during school holidays</i></p> <p>Year C - Are we all equal?</p> <p><i>Children learn about paralympic athletes and significant individuals in the sporting world who made a difference- Muhammad Ali threw Olympic gold medal in Ohio river - highlighting racism</i></p>	<p>SUSTAINABLE DEVELOPMENT</p> <p>Year A - What on Earth is going on?</p> <p><i>What can we do to live sustainably - walk, cycle to school (morning mile, bikeability)</i></p> <p>Year C - Who rules the waves?</p> <p><i>What can we do to help the environment (locally, nationally and globally) - Forest School - bug hotel/hedgehog house</i></p>
Reception Small Steps	<p style="color: green;">Outdoor and Adventurous - Forest School</p> <ol style="list-style-type: none"> 1. Apply movement skills in a range of outdoor activities : travelling (walking, jogging, sprinting), negotiating terrain (uphill/downhill), lifting, carrying, beck scrambling, jumping, climbing, building 2. Stay safe when engaged in outdoor activities -e.g. using tools, cooking on the fire pit 3. Develop improved physical capacity - balance, strength, confidence, agility, speed 		

Multi Skills

1. Importance of warm up/ exercise
2. Travel – walk/jog/run - negotiating space and obstacles/other children safely
3. Balance – one leg/ other leg/ along a beam
4. Roll – sideways
5. Jump – two foot / off a beam and landing safely
6. Hop – on both legs
7. Skip
8. Run – longer distance

Dance

1. Move around the space (safely)
2. Copy simple dance moves
3. Move to music
4. Perform some simple dance moves

Dance (continued from Autumn)

Strike and Field (Team Games)

1. Importance of warming up
2. Explore moving a beanbag or ball in different ways
3. Rolling a ball
4. Rolling a ball in a given direction
5. Throwing a beanbag
6. Throwing a beanbag to a target
7. Throwing a large ball (underarm)
8. Catching a large ball (underarm)

Team Games - Football

1. Practise running at different speeds and changing direction
2. Explore moving a ball in different ways
3. Practise bouncing a ball and catching it
4. Learn to kick a ball
5. Practise kicking a ball in a desired direction
6. Play games/activities to practise skills and tactics, following the rules

Athletics

1. Practise running - using arms and lifting knees
2. Changing speed and direction whilst running
3. Jump from a standing position - bending knees/using arms to propel
4. Practise preparing to throw a bean bag (under arm)
5. Practise throw a beanbag in a desired direction
6. Practise preparing to catch
7. Practise catching a large ball
8. Use equipment safely

<p>Reception Essential Knowledge (practical)</p>	<p>Multi-skills Know that we warm up so we don't hurt our bodies Know that we exercise to be healthy Know how to change direction Know how to roll – sideways Know how to jump – two foot / off a beam landing safely Know how to hop (with adult support) Know how to skip Know how to run – longer distance</p> <p>Dance Know how to move energetically Know how to copy basic movements Know how to respond to a range of stimuli Know how to link movements to sounds and music</p>	<p>Strike and Field Know that we warm up so we don't hurt our bodies Know that we exercise to be healthy Know how to roll a ball in a desired direction with control Know how to throw a ball (underarm) with good technique Know how to throw a bean bag or ball to a target/partner – looking at the target Know how to catch a large ball</p>	<p>Team Games - Football Know how to run at different speeds and change direction (practical) Know how to kick a ball Know how to kick a ball in a desired direction Know how to follow simple rules</p> <p>Athletics Know how to run with coordinated style Know how to change speed and direction whilst running Know how to jump from a standing position - bending knees/using arms to propel Know how to throw a bean bag (under arm) in a desired direction Know how to catch a large ball Know how to use equipment safely</p>
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KS1

**Small
Steps**

Outdoor and Adventurous - Forest School

1. Develop and master fundamental movement skills - travelling, throwing, carrying, building, whittling
2. Explain how they can make informed choices about healthy, active lifestyles both in school and beyond - know the benefit to health of being active and outdoor
3. Participate in competitive and cooperative physical activities (e.g. shelter building/ nature treasure hunt)
4. Enjoy communicating, collaborating and competing with each other and how to improve
5. Make and apply decisions in a range of contexts
6. Apply tactics and creative ideas to tasks
7. Continue to apply and develop a broader range of skills

Multi Skills

1. Importance of warming up/ exercising
2. Running – accelerating/decelerating/ changing direction
3. Balancing – one leg/ other leg/ along a beam
4. Rolling – sideways / forward roll
5. Jumping – two foot / off a beam and landing safely
6. Hopping – on both legs
7. Skipping
8. Running

Dance

1. Copy and remember basic movements/dance steps
2. Make up a short dance, after watching one.
3. Respond imaginatively to a stimulus
4. Vary the size of their body shapes
5. Vary levels and speed in sequence
6. Add a change of direction to a sequence
7. Dance with control and coordination and use space

Dance (continued from Autumn)

Strike and Field (Team Games)

1. The effect of exercise on the body (gets warm, sweat, heart beat faster)
2. Explore moving a beanbag or ball in different ways
3. Rolling a ball in a given direction
4. Throwing a beanbag to a target
5. Kicking a ball in a given direction
6. Throwing and catching a large ball (underarm)
7. Throwing and catching a small ball
8. Hitting a ball with a large plastic bat
9. Sending a ball with a hockey stick

Team Games - Football

1. Practise running (without the ball) at different speeds/changing direction
2. Control the ball balance on parts of the body (bounce knee to hands/ bounce knee to floor to hands/bounce knee to floor and tap with foot)
3. Use different parts of their foot to tap the ball
4. Practise running with the ball at different speeds/ changing direction (dribble) - small taps controlling the ball
5. Practise tackling to win the ball from another player (attacking)
6. Practise keeping possession of the ball (defending)
7. Pass to another player
8. Look for a space to pass the ball
9. Get into a space so a teammate can pass to them
10. Play games/activities to practise skills and tactics

Athletics

1. Practise running technique - speed walk - add swinging arms arms - add lifted knees - run using arms and knees
2. Practise changing speed and

well

8. Make a sequence by linking sections together
9. Link some movement to show a mood or feeling
10. Explore different cultures through dance

direction whilst running at different speeds

3. Hop and skip - landing with control
4. Jump (one footed and two footed) from a standing position with accuracy - bending knees/ using arms to propel
5. Perform a variety of throws using different objects with control and coordination /technique- under arm and over arm
6. Catch - larger balls then smaller balls
7. Throw and catch over a greater distance

KS1
Essential
Knowledge

Multi-skills

Know that we warm up so we don't pull a muscle
Know that we exercise to stay fit and healthy
Understand accelerate/decelerate/change direction
Roll – sideways and forward roll (practical)
Jump – two foot / off a beam landing safely (practical)
Hop (both legs) (practical)
Skip (practical)
Run – longer distance (practical)
Know the technique when running in a long distance run is to start steady and sprint at finish

Dance

Know how to copy basic movements/dance steps (practical)
Make up a short dance, after watching one (practical)

Know that unison means doing the same movement at the same time
Know that canon means doing the same movement at a different time
Respond imaginatively to a stimulus (practical)
Know how to vary: the size of their body shapes/ levels/speed/direction in sequence (practical)
Know how to dance with control and co-ordination (practical)

Dance (see Autumn)

Strike and Field

Know that we warm up so we don't pull a muscle
Know that we exercise to stay fit and healthy
Know how to roll a ball in a desired direction with control (practical)
Know how to throw (underarm) with good technique (practical)
Know how to throw to a target/partner – looking at the target (practical)
Know how to kick a ball in a desired direction (practical)
Know how to catch a ball (practical)
Know how to hit a ball with a wide bat (practical)
Send a ball with a wide hockey stick (practical)

Team Games - Football

Know how to run at different speeds and change direction (practical)
Know how to pass the ball to others confidently (practical)
Develop strong spatial awareness (practical)
Understand the importance of rules in games
Know simple tactics (e.g. look for a clear space/ get into a space to help your teammate)
Know how to use tactics appropriately (practical)
Understanding attacking/ defending

Athletics

Know how to run with good technique using arms and knees (practical)
Know how to change speed and direction whilst running (practical)
Know how to hop and skip, landing with control.
Know how to jump from a standing position (one and two footed) with good technique (practical)
Know how to throw underarm and overarm with control and coordination/technique (practical)
Know how to catch a ball
Know how to use equipment safely - always look before throwing anything

	<p>Know how to make a sequence by linking sections together (practical) Know how to link some movement to show a mood or feeling (practical) Describe a dance from another culture</p>		
<p>Y3/4 Small Steps</p>	<p>Outdoor and Adventurous - Forest School</p> <ol style="list-style-type: none"> 1. Listen to and follow instructions from a partner/adult 2. Use simple maps 3. Begin to think activities through and problem solve. 4. Choose and apply strategies to solve problems with support 5. Discuss and work with others in a group. 6. Demonstrate an understanding of how to stay safe. 7. Take part in outdoor and adventurous activities in different environments (Applegarth/ Youth Hostel grounds) 		

Team Sports - Tag Rugby

1. Hold, throw and catch a rugby ball correctly
2. Run with the ball
3. Vocabulary – pass/score a try/accelerate/decelerate/opponent
4. Throw and catch the ball while running
5. Tag an opponent/ defend a tag
6. Run, stop, throw to the side or backwards
7. Work as a team to get the ball from one side of the pitch to the other
8. Place the ball on the try-line

Dance

1. Perform pair/group dance involving canon & unison, meet & part
2. Respond to music in time & rhythm to show like/unlike actions
3. Respond to music to express a variety of moods & feelings
4. Respond imaginatively to stimuli related to character/music/story

Team Games - Netball

1. Throw and catch a ball correctly
2. Throw using 3 techniques – chest pass/shoulder pass/ bounce pass
3. Stop when ball is caught
4. Mark an opponent
5. Score a goal
6. Help your teammate
7. Play the game following the rules

Team Games - Football

1. Control the ball using both feet.
2. Begin to dribble a ball varying the speed and direction
3. Keep a ball under control at different speeds
4. Begin to understand how to create space
5. Stop the ball with control using both feet and dribble with control into space
6. Make a pass to someone on the team
7. Keep the ball under control when receiving a range of passes from team
8. Identify where space is then evaluate if they need to create new space. (Using knowledge from other invasion games - tag rugby/netball)
9. Defend against a player and intercept

Athletics

1. Run in different directions and at different speeds, using a good technique, maintaining a pace over longer distances

5. Perform clear & fluent dances that show sensitivity to idea/stimuli
6. Make up dance within a small group

2. Practise throwing technique and distance of throws, with power and accuracy
3. Consolidate jumping techniques, using multiple footwork patterns
4. Compete in a mini-competition (Cluster Sports Hall Athletics/SportsDay)
5. Record scores
6. Demonstrate good running technique in a competitive situation (Cross Country)

Y3/4
Essential
Knowledge

Tag Rugby

Know that we need to exercise regularly to stay healthy/ establish good habits for life

Know that when you are tagged you have to stop and pass the ball in 3 seconds

Know you can only throw the ball sideways and backwards (not forwards)

Know the vocabulary accelerate and decelerate

Know that a pass is a throw to a teammate

Know a try is scored when the ball is placed down over the try-line

Dance

Know how to improvise independently to create a simple dance.

Know how to improvise confidently with a partner or on their own.

Know how to create longer dance sequences in a larger group.

Know that a stimulus is something that inspires the dance (e.g.music, a story)

Know that precision means that movements are sharp, clear and accurate

Dance (see Autumn)

Netball

Know that we need to exercise regularly to stay healthy/ establish good habits for life

Know that a pass is a throw to a teammate

Know that the ball can be passed in any direction

Know that a goal is scored by throwing the ball through the hoop

Know that marking an opponent means staying near them and using techniques to prevent them from sending or receiving the ball.

Know how to show a clear target to receive a pass by shouting or showing target hands (practical)

Know how to pivot (practical)

Football

Know how to control the ball and stop the ball with both feet (practical)

Know how to dribble at different speeds (practical)

Know that they need to find or create space to keep or pass the ball

Know how to defend against a player (dribble into a space) and how to intercept (stop a player from passing to their teammate)

Athletics

Know how to run at speeds appropriate for the distance. e.g. sprinting and cross country

Know the correct technique for performing a running jump with some accuracy

Know how to perform a variety of throws using a selection of equipment (javelin medicine ball netball basketball cricket/ rounders ball)

Know how to use equipment safely and with good control

Know how to demonstrate precision and some control in response to stimuli.

Know that dynamics describes how a dancer moves (e.g, speed, energy, force, flow)

Know that motifs are movements, gestures or short movement phases

Know how to vary dynamics and develop actions and motifs.

Know how to demonstrate rhythm and spatial awareness.

Compare dance from two different cultures

Y5/6

Small

Outdoor and Adventurous - Forest School

1. Use and interpret simple maps.
2. Think activities through and problem solve using general knowledge
3. Choose and apply strategies to solve problems with support.
4. Take part in outdoor and adventurous activities in different environments- Robinwood)

Steps

Team Sports - Tag Rugby

1. Review/deliberate practise - holding, throwing, catching a rugby ball while running
2. Vocabulary – evade, tactic
3. Evade an opponent (change direction/ accelerate/decelerate)
4. Play as a team – demonstrate fair play/teamwork
5. Learn a tactic for attacking (arrow formation)
6. Learn a tactic for defending (defensive line)
7. The rules of tag rugby
8. Play a game following the rules (practical) + inter-school

Dance

1. Show/fluency/control in chosen dances in response to stimuli
2. Perform fluent dances with characteristics of different styles/eras
3. Exaggerate dance movements and motifs (using expression when moving)
4. Adapt & refine (in pair/group),

Dance continued

Team Games - Netball

1. Review 3 throwing techniques – chest pass/shoulder pass/ bounce pass (practical)
2. Know when to use the different types of pass - deliberate practice
3. Pivot - deliberate practice
4. Intercept a pass - deliberate practice
5. Techniques for marking an opponent - deliberate practice
6. Scoring a goal- deliberate practise
7. The rules of High 5 netball (including player positions)
8. Play a game following the rules (practical) + inter-school

Team Games - Football

1. Dribble with both feet confidently into space with speed, to beat defenders
2. Practise using different parts of the foot accurately to pass to someone on the team.
3. Make decisions regarding how and when to pass a football to someone in your team
4. Use a range of ways to keep a ball under control (foot, thigh and chest)
5. Practise looking for space, and using it effectively
6. Practise losing a defender to receive a pass
7. Practise positioning their body to defend a player and making successful interceptions for their team

Athletics

1. Practise running for distance to develop and understanding of a good running technique for a competitive situation
2. Practise passing the baton in a relay events

dances that vary direction,
space & rhythm

5. Create & perform dances in a variety of styles
6. Use musical structure, rhythm & mood to dance accordingly
7. Evaluate performances

3. Practise throwing to improve accuracy and power
4. Explore different footwork patterns to develop an effective technique when jumping for distance including hop, skip and jump (triple jump)
5. Apply skills embedded in sprinting, throwing, running, jumping and relay to a competitive environment (cluster sports hall athletics/ Sports Day)

<p>Y5/6 Essential Knowledge</p>	<p>Tag Rugby</p> <p>Know that the heart is a muscle, that pumps blood carrying oxygen around the body, and muscles need exercise to stay strong</p> <p>Know the 3 skills needed for tag rugby (throwing/catching/running)</p> <p>Know 3 ways to evade opponent – (accelerate/decelerate/change direction)</p> <p>Know a tactic for attacking (arrow formation)</p> <p>Know a tactic for defending (defensive line)</p> <p>Dance</p> <p>Know how to create dances using a range of movement patterns and imagination, including those from different times, place and cultures</p> <p>Know how to respond (move appropriately) to a range of stimuli and accompaniment (practical)</p> <p>Show developing flexibility, strength, technique, fluency, control and balance (practical)</p> <p>Know how to perform dances using a range of movement patterns, levels and motifs with confidence</p> <p>Know how to move to the beat</p>	<p>Dance continued</p> <p>Netball</p> <p>Name 3 types of pass used in netball (chest pass, shoulder pass, bounce pass)</p> <p>Use appropriate pass for a situation (practical)</p> <p>Know intercept means a player gains the ball passed between two opponents</p> <p>Know how to pivot (practical)</p> <p>Explain pivot means stand on one leg and use the other leg to rotate and throw the ball in another direction</p> <p>Give an example of a tactic for marking an opponent e.g. move in front of them</p> <p>Give a tactic for losing an opponent to receive a pass, e.g. find a space</p>	<p>Football</p> <p>Know how to dribble with both feet (practical)</p> <p>Begin to show confidence in ball skills e.g. dribbling (practical)</p> <p>Begin to show coordination and control (practical)</p> <p>Know how to look for space and create space (practical)</p> <p>Know some tactics (e.g. dribble into a space, defend with their body)</p> <p>Know how to compete with each other in a controlled manner (practical)</p> <p>Know how to communicate with others during game situations (practical)</p> <p>Athletics</p> <p>Know a variety of running techniques (for sprint/ cross country)</p> <p>Know how to use different running techniques with confidence (practical)</p> <p>Know how to perform a running jump with more than one component. e.g. hop skip jump (triple jump) (practical)</p> <p>Know how to demonstrate accuracy and confidence in throwing and</p>
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	<p>Know how to change pace and timing in movements</p> <p>Know how to show consistent precision when performing dance sequences.</p> <p>Know how to use appropriate criteria terminology to evaluate performance</p>		<p>catching activities</p> <p>Know how to use equipment safely and with good control</p>
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Year B and D Small Steps

	<p>Autumn Term</p>	<p>Spring Term</p>	<p>Summer Term</p>
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<p>ENQUIRY CYCLE 1</p>	<p>Power and Governance</p> <p>Year B - What makes us powerful?</p> <p><i>Children learn about themselves and how they can contribute - the importance of their part in a team</i></p> <p>Year D - Are we civilised?</p> <p><i>Children will understand why it is important to follow the rules in games and sport</i></p>	<p>Peace and Conflict</p> <p>Year B - Can kindness change the world?</p> <p><i>Children will learn about displays of kindness in sporting events - e.g. Brownlee brothers, and how to be a gracious winner</i></p> <p>Year D - What should we fight for?</p> <p><i>Children will learn the importance of playing fairly and how to resolve conflict and show respect in games/sport</i></p>	<p>Interdependence & Globalisation</p> <p>Year B - Why do we explore?</p> <p><i>Children will explore sport in other countries/cultures and understand the similarities and differences from sport in the UK.</i></p> <p>Year D - Is everything connected?</p> <p><i>Children will find out about connections between sporting events across countries, cultures, eras, globally and in the future</i></p>
<p>Reception Small Steps</p>	<p>Outdoor and Adventurous - Forest School</p> <ol style="list-style-type: none"> 1. Apply movement skills in a range of outdoor activities : travelling (walking, jogging, sprinting), negotiating terrain (uphill/downhill), lifting, carrying, beck scrambling, jumping, climbing, building 2. Stay safe when engaged in outdoor activities -e.g. using tools, cooking on the fire pit 3. Develop improved physical capacity - balance, strength, confidence, agility, speed 		

Multi Skills

1. Importance of warm up/ exercise
2. Travel – walk/jog/run - negotiating space and obstacles/other children safely
3. Balance – one leg/ other leg/ along a beam
4. Roll – sideways
5. Jump – two foot / off a beam and landing safely
6. Hop – on both legs
7. Skip
8. Run – longer distance

Gymnastics

1. Move with control
2. Understand the difference between stillness and movement
3. Perform the basic actions: balancing, travelling, rolling, jumping and climbing
4. Show awareness of body parts, points and position when making still shapes
5. Link and repeat basic gymnastic actions

Gymnastics continued

Net and Wall

1. Use hands and rackets to manipulate the ball with some control and explore how a ball moves
2. Catch balloon and different types of balls independently and with a partner
3. Use hand to strike a ball, progressing to a racket
4. Begin to use a racket and ball with some control, balancing, self rally and dribbling

Sending and Striking (Team Games)

1. Importance of warming up
2. Explore moving a beanbag or ball in different ways
3. Rolling a ball
4. Rolling a ball in a given direction
5. Throwing a beanbag
6. Throwing a beanbag to a target
7. Throwing a large ball (underarm)
8. Catching a large ball (underarm)

Team Games - Cricket/Rounders

To complete

Athletics

1. Practise running - using arms and lifting knees
2. Changing speed and direction whilst running
3. Jump from a standing position - bending knees/using arms to propel
4. Practise preparing to throw a bean bag (under arm)
5. Practise throw a beanbag in a desired direction
6. Practise preparing to catch
7. Practise catching a large ball
8. Use equipment safely

6. With support, understand how to carry and position equipment safely

<p>Reception Essential Knowledge (practical)</p>	<p>Multi-skills Know that we warm up so we don't hurt our bodies Know that we exercise to be healthy Know how to change direction Know how to roll – sideways Know how to jump – two foot / off a beam landing safely Know how to hop (with adult support) Know how to skip Know how to run – longer distance</p> <p>Gymnastics Show control of movements (practical) Know how to be still/ move (practical) Know how to balance on different parts of the body (practical) Know how to travel in different ways- roll, jump, climb (practical) Explain the position of body parts and the shapes made Know how to repeat gymnastic actions (practical) Know how to link gymnastic actions (practical) Know how to carry equipment safely (practical)</p>	<p>Gymnastics continued</p> <p>Net and Wall (Tennis/Dodgeball) Manipulate the ball with hands and rackets with some control (practical) Catch balloon/large soft ball thrown by an adult (practical) Catch balloon/large soft ball thrown by a partner (practical) Use hand to strike a ball (practical) Use racket to strike a ball (practical) Balancing and dribble using a racket and ball with some control (practical)</p>	<p>Team Games - Cricket/Rounders To complete</p> <p>Athletics Know how to run with coordinated style Know how to change speed and direction whilst running Know how to jump from a standing position - bending knees/using arms to propel Know how to throw a bean bag (under arm)in a desired direction Know how to catch a large ball Know how to use equipment safely</p>
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KS1

**Small
Steps**

Outdoor and Adventurous - Forest School

1. Develop and master fundamental movement skills - travelling, throwing, carrying, building, whittling
2. Explain how they can make informed choices about healthy, active lifestyles both in school and beyond - know the benefit to health of being active and outdoor
3. Participate in competitive and cooperative physical activities (e.g. shelter building/ nature treasure hunt)
4. Enjoy communicating, collaborating and competing with each other and how to improve
5. Make and apply decisions in a range of contexts
6. Apply tactics and creative ideas to tasks
7. Continue to apply and develop a broader range of skills

Multi Skills

1. Importance of warming up/ exercising
2. Running – accelerating/decelerating/ changing direction
3. Balancing – one leg/ other leg/ along a beam
4. Rolling – sideways / forward roll
5. Jumping – two foot / off a beam and landing safely
6. Hopping – on both legs
7. Skipping
8. Running

Gymnastics

1. Move with some control and awareness of space
2. Explain the importance of moving with control, posture and awareness of space
3. Change speed and direction
4. Show contrasts on use of body and shape (such as small, tall, straight, curved)
5. Balance on different points of the body, holding a still position
6. Create a sequence using 3 or more linked actions combined

Gymnastics continued

Net and Wall (Tennis/Dodgeball)

1. The effect of exercise on the body (gets warm, sweat, heart beat faster)
2. Different ways of moving the ball with hands and a racket
3. Use a variety of different sized balls to play some rally based games
4. Begin to follow some simple rules to rally using a variety of equipment such as cones, rackets, and balls
5. Manipulate a racket and ball with some control developing an understanding of hitting the ball off the racket
6. Play games to score
7. Start to apply basic tactics
8. To begin to understand the principle of playing an attacking stroke/shot within games such as dodgeball and big ball tennis
9. Follow rules for a game

Team Games - Cricket/Rounders

To complete

Athletics

1. Practise running technique - speed walk - add swinging arms - add lifted knees - run using arms and knees
2. Practise changing speed and direction whilst running at different speeds
3. Hop and skip - landing with control
4. Jump (one footed and two footed) from a standing position with accuracy - bending knees/ using arms to propel
5. Perform a variety of throws using different objects with control and coordination /technique- under arm and over arm
6. Catch - larger balls then smaller balls
7. Throw and catch over a greater distance

7. with basic and intermediate balances
8. Climb and travel safely on equipment (e.g. balance beam)
9. Jump in a range of different ways, showing control and balance on landing

KS1
Essential
Knowledge

Multi-skills

Know that we warm up so we don't pull a muscle
Know that we exercise to stay fit and healthy
Understand accelerate/decelerate/change direction
Roll – sideways and forward roll (practical)
Jump – two foot / off a beam landing safely (practical)
Hop (both legs) (practical)
Skip (practical)
Run – longer distance (practical)
Know the technique when running in a long distance run is to start steady and sprint at finish

Gymnastics

Know how to move with control and awareness of space (practical)
Know the meaning of control, direction, speed, balance
Know that moving with control /awareness of space helps us to stay safe
Know how to change direction and speed in movement (practical)
Know how to create contrasting shapes with body (practical)
Know how to balance on different parts of the body (practical)
Know how to create a sequence by combining 3

Gymnastics continued

Net and Wall

To complete

Know that we warm up so we don't pull a muscle
Know that we exercise to stay fit and healthy

Team Games - Cricket/Rounders

Know how to run at different speeds and change direction (practical)
Know how to throw the ball - underarm and overarm to others (practical)
Develop strong spatial awareness (practical)
Understand the importance of rules in games
Know simple tactics
Know how to use tactics appropriately (practical)

To complete

Athletics

Know how to run with good technique using arms and knees (practical)
Know how to change speed and direction whilst running (practical)
Know how to hop and skip, landing with control.
Know how to jump from a standing position (one and two footed) with good technique (practical)
Know how to throw underarm and overarm with control and coordination/technique (practical)
Know how to catch a ball
Know how to use equipment safely - always look before throwing anything

	<p>actions/balances(practical) Know how to travel on a balance beam and jump off safely, balancing on landing (practical)</p>		
<p>Y3/4 Small Steps</p>	<p>Outdoor and Adventurous - Forest School</p> <ol style="list-style-type: none"> 1. Listen to and follow instructions from a partner/adult 2. Use simple maps 3. Begin to think activities through and problem solve. 4. Choose and apply strategies to solve problems with support 5. Discuss and work with others in a group. 6. Demonstrate an understanding of how to stay safe. 7. Take part in outdoor and adventurous activities in different environments (Applegarth/ Youth Hostel grounds) 		

Team Sports - Hockey

1. Holding a hockey stick and using the correct side whilst manipulating the ball (tennis ball)
2. Using a simple push pass to another team mate
3. Apply the push pass to a scoring situation
4. Dribbling the ball, keeping it close, using the correct side of stick
5. Change direction by rotating and turning stick
6. Approaching a player to tackle and intercept
7. Begin to use a slap pass within a skill based activity
8. Use speed to dribble the ball into space
9. Apply defensive knowledge from previous experiences adapted with a hockey stick
10. Attempt to score inside a designated scoring area

Gymnastics

Net and Wall - Tennis/Dodgeball

1. Stand in a ready position holding racket correctly
2. Practise changing from a ready position before playing a shot and returning the ball to a partner
3. Rallying independently, using a variety of techniques and challenges
4. Rally with a partner using throwing or tapping the ball with a racket
5. Tap/send the ball back and forth to a partner over a small space
6. Begin to tap a ball over a net allowing it to bounce, before returning
7. Move from a ready position into a forehand position
8. Play a forehand shot by bringing racket from a low to high position to meet the ball for a forehand shot

Swimming

Team Games - Cricket/Rounders

To complete

Athletics

1. Run in different directions and at different speeds, using a good technique, maintaining a pace over longer distances
2. Practise throwing technique and distance of throws, with power and accuracy
3. Consolidate jumping techniques, using multiple footwork patterns
4. Compete in a mini-competition (Cluster Sports Hall Athletics/SportsDay)
5. Record scores
6. Demonstrate good running technique in a competitive situation (Cross Country)

1. Practice balancing using equipment
2. Turn whilst travelling, in a variety of ways.
3. Create a sequence independently applying compositional ideas
4. Create a sequence with others applying compositional ideas
5. Describe similarities and differences between sequences
6. Perform a more complex sequence
7. Create a sequences combining various body shapes and equipment

Swimming teachers provided by HLC

Y3/4
Essential
Knowledge

Hockey

Gymnastics

Know how to travel with good technique, including turning (practical)

Know how to show flexibility of movements (practical)

Know how to show control, technique, coordination and fluency (practical).

Know that a composition is the arrangement of movements in a sequence

Show developing strength, technique and flexibility throughout performance (practical)

Gymnastics continued

Net and Wall - Tennis/Dodgeball

Know that we need to exercise regularly to stay healthy/ establish good habits for life

To complete

Swimming

Know how to swim competently, confidently and proficiently over a distance of at least 10 metres

Know how to use front crawl effectively

Cricket/Rounders

To complete

Athletics

Know how to run at speeds appropriate for the distance. e.g. sprinting and cross country

Know the correct technique for performing a running jump with some accuracy

Know how to perform a variety of throws using a selection of equipment (javelin medicine ball netball basketball cricket/rounders ball)

Know how to use equipment safely and with good control

Y5/6

Small

Outdoor and Adventurous - Forest School

5. Use and interpret simple maps.
6. Think activities through and problem solve using general knowledge
7. Choose and apply strategies to solve problems with support.
8. Take part in outdoor and adventurous activities in different environments- Robinwood)

Steps

Team Sports - Hockey

1. Practise changing direction using the correct side of stick
2. Improve balance and skill by practising Indian dribbling
3. Choose between the push pass and the slap pass knowing which one depending on the distance of the pass
4. Make a direct pass while dribbling
5. Successfully score while in the scoring area
6. Use speed, changing of direction and Indian dribbling to find space or lead to a goal scoring opportunity
7. Practise defence skills
8. Attempt to score on intercepting the ball
9. Play in modified small-sided games applying techniques and tactics

Gymnastics

1. Perform increasingly difficult actions - emphasis on extension/clear body shape

Net and Wall - Tennis/Dodgeball

1. Begin to apply a backhand stroke to return a ball
2. Move towards the ball from 'ready' position choosing either forehand
3. Set racket back in its ready position after each shot
4. Begin to develop the correct swing technique when hitting the ball over a net
5. Underarm serve the ball correctly beginning to purposely aim for space to score
6. Turn and run to the ball getting into a forehand or backhand position
7. Use the correct swing technique and control with smooth swings keeping the path of the racket the same
8. Underarm serve the ball accurately making opposition have to move to send it back

Swimming

Swimming teaching provided by HLC

Team Games - Cricket/Rounders

To complete

Athletics

1. Practise running for distance to develop and understanding of a good running technique for a competitive situation
2. Practise passing the baton in a relay events
3. Practise throwing to improve accuracy and power
4. Explore different footwork patterns to develop an effective technique when jumping for distance including hop, skip and jump (triple jump)
5. Apply skills embedded in sprinting, throwing, running, jumping and relay to a competitive environment (cluster sports hall athletics/ Sports Day)

2. Practice performing sequences with increasing complexity, apply skills of control, coordination, technique, precision and fluency
3. Plan a movement sequence with a wide range of actions - variations in speed, levels and direction.
4. Practise strategies - relaxation, imagery, and positive self-talk
5. Perform a movement sequence with precision, control and fluency
6. Adapt a sequence to include a partner or a small group
7. Work with a partner to make up a sequence using the floor, mats and apparatus - drawing on what they know about strategies and composition
8. Evaluate skills, techniques, ideas, strength and flexibility in own/ others' performances

Y5/6
Essential
Knowledge

Hockey

Know that the heart is a muscle, that pumps blood carrying oxygen around the body, and muscles need exercise to stay strong

Know the techniques: push pass, slap pass, Indian dribble

Know when to use a particular pass: push pass for shorter distance/more control/ slap pass for longer distance

Know how to apply team work and principles suitable for attacking (practical)

Know how to apply team work and principles suitable for defending(practical)

Gymnastics

Know how to perform an extension/clear body shape (practical) Know how to perform a sequence with control, coordination, technique, precision and fluency (practical)

Know how to plan a movement sequence including varied speeds, levels and directions (practical)

Know how to collaborate to create a sequence (practical)

Name 3 strategies: relaxation,

Net and Wall - Tennis/Dodgeball

To complete

Swimming

Know how to swim competently, confidently and proficiently over a distance of at least 25 metres

Know how to use a range of strokes effectively: front crawl, backstroke and breaststroke

Know how to perform safe self-rescue in different water-based situations.

Cricket/Rounders

To complete

Athletics

Know a variety of running techniques (for sprint/ cross country)

Know how to use different running techniques with confidence (practical)

Know how to perform a running jump with more than one component. e.g. hop skip jump (triple jump) (practical)

Know how to demonstrate accuracy and confidence in throwing and catching activities

Know how to use equipment safely and with good control

<p>imagery, and positive self-talk Name elements of a performance: techniques, ideas, composition, control, coordination, precision, Know how to evaluate a performance using terminology: techniques, ideas, composition, control, coordination, precision,</p>		
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