



Milton Mount Primary School

PE Progression of Knowledge, Skills and Vocabulary

EYFS, Key Stage 1 & Key Stage 2

Intent

At Milton Mount we are ATHLETES! We believe that when PE is experienced in a safe and supportive environment, children are able to attain optimum development both physically and emotionally. Helping to promote all of our pupils to lead healthy active lifestyles and maintain good health throughout the entirety of their lives. We also aim to enable all of our pupils to be able to leave year six with the ability to competently swim at least 25m, as swimming and being able to safely rescue themselves within water is a key life skill that will be potentially lifesaving all throughout life.

Our curriculum starts in the Early Years Foundation Stage focussing on gross motor skills to meet the Physical Early Learning Goals and within PE sessions we work to meet the basic fundamental skills required to be successful both physically and mentally. Children learn about not only basic physical skills and methods of movement; but also, key concepts such as how to handle equipment safely, how to move around safely, how to control and use individual parts of their body and how to work well with other children as part of a team. The skills and concepts that are introduced in the EYFS are built upon all the way up to year 6, leaving children with a strong understanding of skills across a wide range of physical activities.

Each sport that we have included into our curriculum has a direct line of progression that goes from early years all the way through until year six. This allows children plenty of opportunity to practise and build upon skills in a variety of different activities.

Do more

Our curriculum has been carefully curated and designed with the intention that by the end of year 6, children will have experienced a wide range of sports, both individually and as part of a team. Our aim is to ensure that each child has the support and scaffolding to join in with every sport or sport-based opportunity that we offer. Each lesson offers ways to provide children that require additional support the scaffold that they need to be successful, as well as challenges to stretch children that may have had more prior exposure or experience within the sport. For example, in lesson 5 of the netball unit taught in year 4 the teacher is provided with a way to differentiate the task to both make it easier and harder for the children. It states within the skill development section of the lesson 'make this harder by placing cones around the post and challenging pupils to score from each cone. Make this easier by lowering the posts', this clear and simple differentiation of the activity provides opportunity for every single pupil to join in and be successful.

Know more

Beginning our curriculum basing the majority of children's learning around transferable skills, our children develop a strong understanding of a wide variety of skills which are useful across multiple different sports. As they progress into Key Stage 2, the skills that they have been learning throughout Key Stage 1 are transferred further to support them in learning and experiencing a variety of different sports. By spending time focussing on transferable skills our children are able to know why the 'basics' in sport are crucial for success across many different activities. For example, in KS1 we teach lessons on ball skills, sending and receiving, invasion games, striking and fielding, team building, target games and net and wall, as opposed to teaching sport specific skills. This is because by the time children reach KS2 we feel confident that they will have a secure understanding of the basic skills needed to be successful across a range of sports, allowing children the opportunity to take part in a variety of sports using their base understanding of skills to support them.

Remember more

Each sport taught at our school follows a cohesive pathway all the way through from Early Years to year 6. Sports are revisited each year to help children solidify their previous learning, address any gaps that may have occurred and build upon a strong understanding of the sport specific skills and rules that had been forming from previous years. Our curriculum also teaches into skills that can be transferable across a range of sports. For example, the invasion games skills that are introduced in KS1 and developed throughout their time at school can be applied to a variety of sports such as handball, hockey and tag rugby.

Experience more

Through offering a vast range of sports, as well as the opportunity for children to engage in competitions and tournaments outside of school, all of our pupils have the chance to experience a variety of both competitive and non-competitive sports. We feel that by being able to offer such variety of sports, as a school we can create a culture which aims to inspire an active generation that genuinely enjoy PE. Through experiencing multiple different sports children are more likely to find one that they truly enjoy taking part in, as for many children physical activity can be a daunting and unenjoyable task. When children find a sport or activity that they find enjoyment in, they are more supported in their physical, emotional, spiritual, social and moral development, which is essential for not just PE but all of their educational journey. For example, when children transition into KS2 they are taught hockey, netball, basketball, ag rugby, rounders, athletics, swimming, gymnastics, handball, outdoor adventure activities, tennis, dance and fitness. This variety of sports allows children the opportunity to experience an array of different sports and promote a higher likelihood that they will participate in one that they wish to pursue further.

Consider more

By doing, knowing, remembering and experiencing more, children at Milton Mount will have gathered a wide range of physical, emotional and social skills that can be transferred across a variety of sports and other subjects. Each individual lesson plan focus' on specific aspects of physical, emotional and social skills to help children to consider all parts of what is needed to be successful in that sport. This promotes a love for sport as a whole and helps to promote children to lead a healthy active lifestyle. An example taken from the second lesson of the gymnastics unit taught in year 2 states that alongside the physical skills that the children learn, they will also learn the social skill of teaching their partner a sequence, the emotional skill of being confident to share their ideas and the thinking skill of being able to choose shapes that will link well together to create a short sequence.

Curriculum map

P.E	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Fundamentals	Fundamentals	Ball Skills Dance	Ball Skills Dance	Games Gymnastics	Games Gymnastics
Year 1	Sending and receiving Fitness	Invasion games Dance	Ball skills Gymnastics	Striking and fielding Team building	Hockey Target games	Athletics Net and wall
Year 2	Sending and receiving Fitness	Invasion games Dance	Ball skills Gymnastics	Striking and fielding Team building	Hockey Target games	Athletics Net and wall
Year 3	Hockey Swimming	Netball Swimming	Basketball Gymnastics	Tag rugby Handball	Rounders OAA	Athletics Tennis
Year 4	Hockey Fitness	Netball Dance	Basketball Gymnastics	Tag rugby Handball	Rounders OAA	Athletics Tennis
Year 5	Hockey Fitness	Netball Dance	Basketball Gymnastics	Tag rugby Handball	Rounders OAA	Athletics Tennis
Year 6	Hockey Fitness	Netball Dance	Basketball Gymnastics	Tag rugby Handball	Rounders OAA	Athletics Tennis

PE Skills progression

	<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Dance	<p>Copy basic body actions and rhythms.</p> <p>Choose and use travelling actions, shapes and balances.</p> <p>Travel in different pathways using the space around them.</p> <p>Begin to use dynamics and expression with guidance.</p> <p>Begin to count to music.</p>	<p>Copy, remember and repeat actions.</p> <p>Choose actions for an idea.</p> <p>Use changes of direction, speed and levels with guidance.</p> <p>Show some sense of dynamic and expressive qualities.</p> <p>Begin to use counts.</p>	<p>Copy, remember and repeat a series of actions.</p> <p>Select from a range of actions in relation to a stimulus.</p> <p>Use a pathways, levels, shapes, directions, speeds and timing with guidance.</p> <p>Use mirroring and unison when completing actions with a partner.</p> <p>Show a character through actions, dynamics and expression.</p> <p>Use counts with help to stay in time with the music.</p>	<p>Copy, remember and perform a dance phrase.</p> <p>Create short dance phrases that communicate an idea.</p> <p>Use canon, unison and formation to represent an idea.</p> <p>Match dynamic and expressive qualities to a range of ideas.</p> <p>Use counts to keep in time with a partner and group.</p>	<p>Copy, remember and adapt set choreography.</p> <p>Choreograph considering structure individually, with a partner and in a group.</p> <p>Use action and reaction to represent an idea.</p> <p>Change dynamics to express changes in character or narrative.</p> <p>Use counts when choreographing short phrases.</p>	<p>Accurately copy and repeat set choreography in different styles of dance showing a good sense of timing.</p> <p>Choreograph phrases individually and with others considering actions, dynamics, space and relationships in response to stimulus.</p> <p>Confidently perform choosing appropriate dynamics to represent an idea.</p> <p>Use counts accurately when choreographing to perform in time with others and the music.</p>	<p>Perform dances confidently and fluently with accuracy and good timing.</p> <p>Work creatively and imaginatively individually, with a partner and in a group to choreograph longer phrases and structure dance considering actions, space, relationship and dynamics in relation to theme.</p> <p>Improvise and combine dynamics demonstrating an awareness of the impact on performance.</p> <p>Use counts when choreographing and performing to improve the quality of work.</p>
Gymnastics	<p>Confidence to try new challenges.</p> <p>Combine movements, selecting actions in response to the task and apparatus.</p> <p>Confidently and safely use a range of large and small apparatus.</p> <p>Negotiate space safely with consideration for themselves and others.</p> <p>Follow instructions involving several ideas or actions.</p> <p>Use movement skills with developing strength,</p>	<p>Confidence to perform in front of others.</p> <p>Link simple actions together to create a sequence.</p> <p>Be able to make their body tense, relaxed, stretched and curled.</p> <p>Recognise changes in their body when I do exercise.</p> <p>Remember and repeat actions and shapes.</p> <p>Say what they liked about someone else's performance.</p>	<p>Begin to provide feedback using key words.</p> <p>Take pride in their work and be confident to perform in front of others.</p> <p>Perform the basic gymnastic actions with some control and balance.</p> <p>Plan and repeat simple sequences of actions.</p> <p>Use directions and levels to make their work look interesting.</p> <p>Use shapes when performing other skills.</p>	<p>Adapt sequences to suit different types of apparatus.</p> <p>Choose actions that flow well into one another.</p> <p>Complete actions with increasing balance and control.</p> <p>Provide feedback using key words.</p> <p>Use matching and contrasting actions in a partner sequence.</p> <p>Use a greater number of my own ideas for movements in response to a task.</p>	<p>Explain what happens to the body when they exercise and how this helps to keep them healthy.</p> <p>Plan and perform sequences with a partner that include a change of level and shape.</p> <p>Provide feedback using appropriate language relating to the lesson.</p> <p>Safely perform balances individually and with a partner.</p> <p>Watch, describe and suggest possible improvements to others'</p>	<p>Create and perform sequences using apparatus, individually and with a partner.</p> <p>Lead a partner through short warm-up routines.</p> <p>Use canon and synchronisation, and matching and mirroring when performing with a partner and a group and say how it affects the performance.</p> <p>Use feedback provided to improve their work.</p> <p>Use set criteria to make simple judgments about performances and</p>	<p>Combine and perform gymnastic actions, shapes and balances with control and fluency.</p> <p>Create and perform sequences using compositional devices to improve the quality.</p> <p>Lead a small group through a short warm-up routine.</p> <p>Use appropriate language to evaluate and refine their own and others' work.</p> <p>Work collaboratively with others to create a sequence.</p>

	<p>balance and co-ordination showing increasing control and grace.</p> <p>Work co-operatively with others and take turns.</p>	<p>Use apparatus safely and wait for their turn.</p>	<p>Work safely with others and apparatus.</p>	<p>With help, recognise how performances could be improved.</p>	<p>performances as well as their own.</p> <p>Understand how body tension can improve the control and quality of movements.</p>	<p>suggest ways they could be improved.</p> <p>Use strength and flexibility to improve the quality of a performance.</p> <p>Work safely when learning a new skill to keep themselves and others safe.</p>	<p>Understand how to work safely when learning a new skill.</p> <p>Understand what counter balance and counter tension is and can show examples with a partner.</p>
Fitness	<p>Fitness in the early years is taught through not only continuous play provision, but also through their lessons in fundamentals, dance, ball skills, games and gymnastics. By the end of EYFS children will be able to...</p> <p>Begin to recognise changes in the body when taking part in exercise.</p> <p>Begin to talk about how exercise makes them feel.</p> <p>Begin to recognise how exercise makes them feel.</p>	<p>Recognise changes in the body when taking part in exercise.</p> <p>Share ideas with other people in the class.</p> <p>Talk about what exercise does to the body.</p> <p>Recognise how exercise makes them feel.</p> <p>Try their best in the challenges they are set.</p> <p>Understand why it is important to warm up.</p>	<p>Describe how the body feels during exercise.</p> <p>Show hopping and jumping movements with some balance and control.</p> <p>Persevere with new challenges.</p> <p>Show determination to continue working over a longer period of time.</p> <p>Understand that running at a slower speed will allow them to run for a longer period of time.</p> <p>Work with others to turn a rope and encourage others to jump at the right time.</p>	<p>Go slower or stop then go again when they get tired.</p> <p>Lean forward to speed up.</p> <p>Persevere when a challenge is hard.</p> <p>Take small steps to change direction.</p> <p>Work safely with others.</p> <p>Demonstrate balance when performing other fundamental skills.</p> <p>Understand that there are different areas of fitness.</p>	<p>Collect and record scores and identify areas to improve.</p> <p>Use key points to help improve sprinting technique.</p> <p>Share ideas and work with others to manage activities.</p> <p>Show balance when changing direction at speed.</p> <p>Show control when completing activities to improve balance.</p> <p>Show determination to continue working over a period of time.</p> <p>Understand there are different areas of fitness and that each area challenges the body differently.</p>	<p>Analyse their own performance in relation to the fitness component being used.</p> <p>Work with others to manage activities.</p> <p>Demonstrate good balance and control when performing other fundamental skills.</p> <p>Show accuracy and power when throwing for distance.</p> <p>Understand the different components of fitness and how they help in other activities.</p> <p>Understand what their own maximum effort looks and feels like be determined to achieve it.</p>	<p>Change running technique to adapt to different distances.</p> <p>Collect, record and analyse scores to identify areas where the most improvement has been made.</p> <p>Work with others to organise, manage and record information at a station.</p> <p>Encourage and motivate others to work to their best.</p> <p>Understand that there are different areas of fitness and how this helps in different activities.</p> <p>Understand the different components of fitness and ways to test and develop them.</p> <p>Work to their maximum consistently when presented with challenges.</p>
Athletics	<p>Athletics skills in the early years is taught through not only continuous play provision, but also through their lessons in fundamentals, dance, ball skills, games and gymnastics.</p>	<p>Be able to throw towards a target.</p> <p>Begin to show balance and co-ordination when changing direction.</p> <p>Develop overarm throwing.</p>	<p>Describe how the body feels during exercise.</p> <p>Identify good technique.</p> <p>Jump and land with control.</p>	<p>Develop jumping for distance.</p> <p>Identify when they were successful.</p> <p>Take part in a relay activity, remembering</p>	<p>Demonstrate the difference in sprinting and jogging techniques.</p> <p>Explain what happens in the body during a warm up.</p>	<p>Choose the best pace for a running event.</p> <p>Identify good athletic performance and explain why it is good.</p> <p>Perform a range of jumps showing some technique.</p>	<p>Compete within the rules showing fair play and honesty.</p> <p>Help others to improve their technique using key teaching points.</p>

	<p>By the end of EYFS children will be able to...</p> <p>Use movement skills with developing balance and co-ordination.</p> <p>Use ball skills with developing competence and accuracy.</p>	<p>Recognise changes in my body when doing exercise.</p> <p>Run at different speeds.</p> <p>Work with others and make safe choices.</p> <p>Try their best.</p> <p>Understand the difference between a jump, a leap and a hop and can choose which allows them to jump the furthest.</p>	<p>Use an overarm throw to help throw for distance.</p> <p>Work with others, taking turns and sharing ideas.</p> <p>Show balance and co-ordination when running at different speeds.</p> <p>Try their best.</p>	<p>when to run and what to do.</p> <p>Throw a variety of objects, changing action for accuracy and distance.</p> <p>Use different take off and landings when jumping.</p> <p>Use key points to help improve sprinting technique.</p> <p>Work with a partner and in a small group, sharing ideas.</p> <p>Show determination to achieve a personal best.</p>	<p>Identify success and what is needed to improve.</p> <p>Jump for distance with balance and control.</p> <p>Throw with some accuracy and power to a target area.</p> <p>Show determination to improve a personal best.</p> <p>Support and encourage others to work to their best.</p>	<p>Show control at take-off and landing in jumping activities.</p> <p>Take on the role of coach, official and timer when working in a group.</p> <p>Use feedback to improve sprinting technique.</p> <p>Persevere to achieve a personal best.</p> <p>Show accuracy and power when throwing for distance.</p>	<p>Identify personal and others' strengths as well as areas for development, suggesting ways to improve.</p> <p>Perform jumps for distance using good technique.</p> <p>Select and apply the best pace for a running event.</p> <p>Show accuracy and good technique when throwing for distance.</p> <p>Understand that there are different areas of fitness and how this helps people in different activities.</p> <p>Use different strategies to persevere to achieve a personal best.</p>
<p>Ball skills</p>	<p>Make independent choices.</p> <p>Negotiate space safely with consideration for themselves and others.</p> <p>Persevere when trying new challenges.</p> <p>Play ball games with consideration of the rules.</p> <p>Play co-operatively and take turns with others.</p> <p>Use ball skills with developing competence and accuracy.</p> <p>Follow instructions involving several ideas or actions.</p>	<p>Begin to catch with two hands.</p> <p>Begin to dribble a ball with hands and feet.</p> <p>Begin to understand simple tactics.</p> <p>Roll and throw with some accuracy towards a target.</p> <p>Say when someone was successful.</p> <p>Track a ball that is coming towards them.</p> <p>Work co-operatively with a partner.</p>	<p>Begin to provide feedback using key words.</p> <p>Begin to understand and use simple tactics.</p> <p>Dribble a ball with hands and feet with some control.</p> <p>Roll and throw a ball to hit a target.</p> <p>Send and receive a ball using both kicking and throwing and catching skills.</p> <p>Track a ball and collect it.</p> <p>Work co-operatively with a partner and a small group.</p>				

<p>Netball</p>			<p>Begin to use simple tactics.</p> <p>Learn the rules of the game and begin to use them honestly.</p> <p>Communicate with a team and move into space to support them.</p> <p>Defend an opponent and try to win the ball.</p> <p>Pass, receive and shoot the ball with some control.</p> <p>Provide feedback using key words.</p> <p>Understand the role of an attacker and a defender.</p> <p>Work cooperatively with a group to self-manage games.</p>	<p>Defend one on one and know when to win the ball.</p> <p>Explain what happens to the body during exercise and how this helps make someone healthy.</p> <p>Move to space to help a team to keep possession and score goals.</p> <p>Pass, receive and shoot the ball with increasing control.</p> <p>Provide feedback using key terminology and understand what is needed to improve.</p> <p>Use simple tactics to help a team score or gain possession.</p> <p>Share ideas and work with others to manage a game.</p> <p>Understand the rules of the game and use them often and honestly.</p>	<p>Communicate with a team and move into space to keep possession and score.</p> <p>Identify when they were successful and what is needed to improve.</p> <p>Pass, receive and shoot the ball with some control under pressure.</p> <p>Stay with an opponent and be confident to attempt to intercept.</p> <p>Know what position they are playing in and how to contribute when attacking and defending.</p> <p>Understand the need for tactics and identify when to use them in different situations.</p> <p>Understand the rules of the game and apply them honestly most of the time.</p> <p>Understand there are different skills for different situations and begin to apply them.</p>	<p>Create and use space to help a team.</p> <p>Pass, receive and shoot the ball with increasing control under pressure.</p> <p>Select the appropriate action for the situation and make this decision quickly.</p> <p>Use marking, and/or interception to improve defence.</p> <p>Use the rules of the game consistently to play honestly and fairly.</p> <p>Work collaboratively to create tactics with a team and evaluate the effectiveness of these.</p> <p>Work in collaboration with others so that games run smoothly.</p> <p>Recognise their own and others strengths and areas for development and suggest ways to improve.</p>
<p>Basketball</p>			<p>Begin to use simple tactics.</p> <p>Learn the rules of the game and begin to use them honestly.</p> <p>Dribble, pass, receive and shoot the ball with some control.</p> <p>Find space away from others and near to their goal.</p> <p>Provide feedback using key words.</p>	<p>Delay an opponent and help to prevent the other team from scoring.</p> <p>Dribble, pass, receive and shoot the ball with increasing control.</p> <p>Move to space to help a team to keep possession and score goals.</p> <p>Provide feedback using key terminology and understand what is needed to improve.</p>	<p>Communicate with their team and move into space to keep possession and score.</p> <p>Dribble, pass, receive and shoot the ball with some control under pressure.</p> <p>Identify when they were successful and what they need to do to improve.</p> <p>Use tracking and intercepting when playing in defence.</p>	<p>Create and use space to help a team.</p> <p>Dribble, pass, receive and shoot the ball with increasing control under pressure.</p> <p>Select the appropriate action for the situation and make this decision quickly.</p> <p>Use the rules of the game honestly and consistently.</p>

				<p>Track an opponent to slow them down.</p> <p>Understand the role of an attacker and a defender.</p> <p>Work co-operatively with a group to self-manage games.</p>	<p>Use simple tactics to help a team score or gain possession.</p> <p>Share ideas and work with others to manage a game.</p> <p>Understand the rules of the game and use them often and honestly.</p>	<p>Understand the need for tactics and identify when to use them in different situations.</p> <p>Understand the rules of the game and apply them honestly most of the time.</p> <p>Understand there are different skills for different situations and begin to apply them.</p>	<p>Work collaboratively to create tactics with a team and evaluate the effectiveness of these.</p> <p>Work in collaboration with others so that games run smoothly.</p> <p>Recognise their own and others strengths and areas for development and suggest ways to improve.</p> <p>Understand when to use different styles of defence in game situations.</p>
Sending and receiving		<p>Begin to send and receive a ball with my feet.</p> <p>Catch a ball with some success.</p> <p>Recognise changes in the body when they do exercise.</p> <p>Roll a ball towards a target.</p> <p>Throw a ball to a partner.</p> <p>Track a ball that is coming towards them.</p> <p>Work co-operatively with a partner.</p>	<p>Begin to provide feedback using key words.</p> <p>Begin to trap and cushion a ball that is coming towards them.</p> <p>Accurately throw and kick a ball to a partner.</p> <p>Catch a ball passed to them, with and without a bounce.</p> <p>Roll a ball to hit a target.</p> <p>Track a ball and stop it using hands and feet.</p> <p>Work co-operatively with a partner and a small group.</p> <p>Work safely to send a ball towards a partner using a piece of equipment.</p>				
Invasion games		<p>Begin to dribble a ball with hands and feet.</p> <p>Change direction to move away from a defender.</p> <p>Recognise space when playing games.</p>	<p>Describe how their body feels during exercise.</p> <p>Dodge and find space away from the other team.</p>				

		<p>Send and receive a ball with hands and feet.</p> <p>Use simple rules to play fairly.</p> <p>Move to stay with another player when defending.</p> <p>Recognise changes in their body when they do exercise.</p> <p>Understand when they are a defender and when they are an attacker.</p>	<p>Move with a ball towards goal.</p> <p>Sometimes dribble a ball with hands and feet.</p> <p>Stay with another player to try and win the ball.</p> <p>Know how to score points and remember the score.</p> <p>Know who is on their team and attempt to send the ball to them.</p>				
<p>Tag rugby</p>			<p>Learn the rules of the game and begin to use them to play honestly.</p> <p>Communicate with their team and move into space to help them.</p> <p>Defend an opponent and attempt to tag them.</p> <p>Move with a ball towards goal with increasing control.</p> <p>Pass and receive the ball with some control.</p> <p>Provide feedback using key words.</p> <p>Understand their role as an attacker and as a defender.</p> <p>Work cooperatively with a group to self-manage games.</p>	<p>Delay an opponent and help prevent the other team from scoring.</p> <p>Explain what happens to the body when they exercise and how this helps to make someone healthy.</p> <p>Help their team keep possession and score tries when they play in attack.</p> <p>Pass and receive the ball with increasing control.</p> <p>Provide feedback using key terminology and understand what is needed to improve.</p> <p>Use simple tactics to help a team score or gain possession.</p> <p>Share ideas and work with others to manage a game.</p> <p>Understand the rules of the game and use them often and honestly.</p>	<p>Communicate with their team and move into space to keep possession and score.</p> <p>Identify when they were successful and what is needed to improve.</p> <p>Pass and receive the ball with some control under pressure.</p> <p>Tag opponents and close down space.</p> <p>Know what position they are playing in and how to contribute when attacking and defending.</p> <p>Understand the need for tactics and identify when to use them in different situations.</p> <p>Understand the rules of the game and apply them honestly most of the time.</p> <p>Understand there are different skills for different situations and begin to apply them.</p>	<p>Create and use space to help their team.</p> <p>Pass and receive the ball with increasing control under pressure.</p> <p>Select the appropriate action for the situation and make this decision quickly.</p> <p>Tag opponents individually and when working within a unit.</p> <p>Use the rules of the game consistently to play honestly and fairly.</p> <p>Work collaboratively to create tactics with a team and evaluate the effectiveness of these.</p> <p>Work in collaboration with others so that games run smoothly.</p> <p>Recognise their own and others strengths and areas for development and can suggest ways to improve.</p>	

Hockey		<p>Hold the stick correctly.</p> <p>Push the ball gently in a straight line.</p> <p>Stop a stationary ball.</p> <p>Name simple parts of the stick.</p> <p>Follow basic activity rules and safety reminders.</p> <p>Recognise what 'space' means.</p>	<p>Dribble the ball with increasing control.</p> <p>Pass the ball to a partner over short distances.</p> <p>Receive a slow-moving ball.</p> <p>Identify simple attacking routes.</p> <p>Follow simple safety and gameplay rules.</p> <p>Describe what attackers and defenders do.</p>	<p>Begin to use simple tactics.</p> <p>Learn the rules of the game and begin to use them honestly.</p> <p>Dribble, pass, receive and shoot the ball with some control.</p> <p>Find space away from others and near to the goal.</p> <p>Provide feedback using key words.</p> <p>Track an opponent to slow them down.</p> <p>Understand their role as an attacker and as a defender.</p> <p>Work co-operatively with a group to self-manage games.</p>	<p>Delay an opponent and help to prevent the other team from scoring.</p> <p>Dribble, pass, receive and shoot the ball with increasing control.</p> <p>Move to space to help their team to keep possession and score goals.</p> <p>Provide feedback using key terminology and understand what is needed to improve.</p> <p>Use simple tactics to help their team score or gain possession.</p> <p>Share ideas and work with others to manage a game.</p> <p>Understand the rules of the game and use them often and honestly.</p>	<p>Communicate with their team and move into space to keep possession and score.</p> <p>Dribble, pass, receive and shoot the ball with some control under pressure.</p> <p>Identify when they were successful and what is needed to improve.</p> <p>Use tracking, tackling and intercepting when playing in defence.</p> <p>Know what position they are playing in and how to contribute when attacking and defending.</p> <p>Understand the need for tactics and identify when to use them in different situations.</p> <p>Understand the rules of the game and use them most of the time to play fairly and honestly.</p> <p>Understand there are different skills for different situations and begin to apply them.</p>	<p>Create and use space to help their team.</p> <p>Dribble, pass, receive and shoot the ball with increasing control. under pressure.</p> <p>Select the appropriate action for the situation and make this decision quickly.</p> <p>Use marking, tackling and/or interception to improve their defence.</p> <p>Use the rules of the game consistently to play honestly and fairly.</p> <p>Work collaboratively to create tactics with a team and evaluate the effectiveness of these.</p> <p>Work in collaboration with others so that games run smoothly.</p> <p>Recognise their own and others strengths and areas for development and suggest ways to improve.</p>
Handball			<p>Learn the rules of the game and begin to use them honestly.</p> <p>Defend an opponent to slow them down.</p> <p>Find space away from others and near to the goal.</p>	<p>Self-manage a game with team-mates and officiate a match by applying the basic rules.</p> <p>Delay an opponent and help to prevent the other team from scoring.</p> <p>Move to space to help their team to keep</p>	<p>Lead others and contribute ideas to group work.</p> <p>Use feedback provided to improve.</p> <p>Apply defensive skills individually and as a team to gain possession, deny space and stop goals.</p>	<p>Be confident to lead others and contribute appropriate ideas to group work.</p> <p>Confidently apply defensive skills individually and as a team to gain possession, deny space and stop goals.</p>	

			<p>Provide feedback using key words.</p> <p>Throw, catch and shoot the ball with some control.</p> <p>Understand the role of both a defender and an attacker.</p> <p>Work co-operatively with a group to self-manage games.</p>	<p>possession and score goals.</p> <p>Provide feedback using key terminology and understand what is needed to improve.</p> <p>Throw, catch and shoot with increasing control.</p> <p>Use simple tactics to help their team gain possession.</p> <p>Understand the rules of the game and use them often and honestly.</p>	<p>Dribble, pass, receive and shoot the ball with some control under pressure.</p> <p>Communicate with their team and move into space to help to maintain possession.</p> <p>Understand the need for tactics and identify when to use them in different situations.</p> <p>Understand the rules and can apply them honestly most of the time including when refereeing.</p>	<p>Create and use space to help their team to maintain possession and create scoring opportunities.</p> <p>Perform a range of skills with control and select the appropriate action for the situation under pressure.</p> <p>Work in collaboration with others to self-manage games so that they run smoothly.</p> <p>Recognise their own and others' strengths and areas for development and suggest ways to improve.</p> <p>Use the rules of the game honestly and consistently when playing and refereeing.</p>
Striking and fielding		<p>Catch a beanbag and a medium-sized ball.</p> <p>Hit a ball using their hand.</p> <p>Roll a ball towards a target.</p> <p>Track a ball that is coming towards them.</p> <p>Know how to score points.</p> <p>Understand the rules and begin to use these to play honestly and fairly.</p> <p>Understand when they are successful.</p>	<p>Begin to provide feedback using key words.</p> <p>Develop underarm and overarm throwing skills.</p> <p>Hit a ball using equipment with some consistency.</p> <p>Track a ball and collect it.</p> <p>Use simple tactics.</p> <p>Know how to score points and remember the score.</p> <p>Understand the rules of the game and use these to play fairly in a small group.</p>			
Rounders			<p>Be able to bowl a ball towards a target.</p> <p>Begin to strike a bowled ball.</p>	<p>Be able to bowl a ball with some accuracy, and consistency.</p>	<p>Begin to strike a ball with a rounders bat.</p> <p>Develop a wider range of fielding skills and begin to</p>	<p>Strike a bowled ball with increasing consistency.</p>

				<p>Develop an understanding of tactics and begin to use them in game situations.</p> <p>Learn the rules of the game and begin to use them.</p> <p>Provide feedback using key words.</p> <p>Use overarm and underarm throwing and catching skills.</p> <p>Work co-operatively with a group to self-manage games.</p>	<p>Learn the rules of the game and begin to use them to play honestly and fairly.</p> <p>Communicate with my teammates to apply simple tactics.</p> <p>Explain what happens to their body when they exercise and how this helps to make someone healthy.</p> <p>Provide feedback using key terminology and understand what is needed to improve.</p> <p>Strike a bowled ball with adapted equipment (e.g. a tennis racket).</p> <p>Use overarm and underarm throwing and catching skills with increasing accuracy.</p> <p>Share ideas and work with others to manage our game.</p>	<p>use these under some pressure.</p> <p>Identify when they were successful and what is needed to improve.</p> <p>Work co-operatively with others to manage our game.</p> <p>Understand the need for tactics and identify when to use them in different situations.</p> <p>Understand the rules of the game and apply them honestly most of the time.</p> <p>Understand there are different skills for different situations and begin to use them.</p>	<p>Use a wider range of skills with increasing control under pressure.</p> <p>Use the rules of the game consistently to play fairly.</p> <p>Work collaboratively with others to get batters out.</p> <p>Work in collaboration with others so that games run smoothly.</p> <p>Recognise their own and others strengths and areas for development and suggest ways to improve.</p> <p>Understand and apply some tactics in the game as a batter, bowler and fielder.</p>
<p>Team building (leading in to OAA)</p>	<p>EYFS teambuilding is taught through games, please see Games section.</p>	<p>Communicate simple instructions.</p> <p>Follow instructions.</p> <p>Follow path and lead others.</p> <p>Listen to others' ideas.</p> <p>Suggest ideas to solve tasks.</p> <p>Work with a partner and a small group.</p> <p>Understand the rules of the game.</p>	<p>Follow instructions carefully.</p> <p>Say when they were successful at solving challenges.</p> <p>Share ideas and help to solve tasks.</p> <p>Work co-operatively with a partner and a small group.</p> <p>Show honesty and play fairly.</p> <p>Understand how to use, follow and create a simple diagram/map.</p>	<p>Develop map reading skills.</p> <p>Follow and give instructions.</p> <p>Listen to and accept others' ideas.</p> <p>Plan and attempt to apply strategies to solve problems.</p> <p>Reflect on when and why they were successful at solving challenges and begin to understand why.</p> <p>Work collaboratively with a partner and a small group.</p>	<p>Accurately follow and give instructions.</p> <p>Confidently communicate ideas and listen to others.</p> <p>Identify key symbols on a map and use a key to help navigate around a grid.</p> <p>Plan and apply strategies to solve problems.</p> <p>Reflect on when and why they were successful at solving challenges.</p> <p>Work collaboratively and effectively with a partner and a small group.</p>	<p>Be inclusive of others and can share job roles.</p> <p>Navigate around a course using a map.</p> <p>Orientate a map confidently.</p> <p>Reflect on success in solving challenges and alter methods in order to improve.</p> <p>Use critical thinking to approach a task.</p> <p>Work effectively with a partner and a small group, sharing ideas and</p>	<p>Be inclusive of others, share job roles and lead when necessary.</p> <p>Orientate a map efficiently to navigate around a course.</p> <p>Pool ideas within a group, selecting and applying the best method to solve a problem.</p> <p>Use critical thinking skills to form ideas and strategies to solve challenges.</p> <p>Work effectively with a partner and a group to solve challenges.</p>

						agreeing on a team strategy.	With increasing accuracy, reflect on when and how they were successful at solving challenges and alter methods in order to improve.
Target games		<p>Recognise changes in their body when they do exercise.</p> <p>Use an overarm throw aiming towards a target.</p> <p>Throw with some accuracy over increasing distances.</p> <p>Use an underarm throw aiming towards a target.</p> <p>Work co-operatively with a partner.</p> <p>Understand what good technique looks like.</p>	<p>Be able to select the appropriate skill for the situation.</p> <p>Throw, roll or strike a ball to a target with some success.</p> <p>Work co-operatively with a partner and a small group.</p> <p>Understand the principles of a target game and use different scoring systems when playing games.</p> <p>Understand what good technique looks like and use key words in the feedback they provide.</p>				
Net and wall		<p>Hit a ball using a racket.</p> <p>Throw a ball to land over the net and into the court area.</p> <p>Track balls and other equipment sent to them.</p> <p>Use a ready position to move to the ball.</p> <p>Know how to score points.</p> <p>Recognise changes in their body when they do exercise.</p> <p>Show honesty and fair play when playing against an opponent.</p>	<p>Defend space on the court using the ready position.</p> <p>Describe how their body feels during exercise.</p> <p>Hit a ball over the net and into the court area.</p> <p>Throw accurately to a partner.</p> <p>Use simple tactics to make it difficult for an opponent.</p> <p>Know how to score points and can remember the score.</p> <p>Show good sportsmanship when playing against an opponent.</p>				

<p>Tennis</p>			<p>Learn the rules of the game and begin to use them to play fairly.</p> <p>Provide feedback using key words.</p> <p>Return a ball to a partner.</p> <p>Use basic racket skills.</p> <p>Understand the aim of a game.</p> <p>Understand the benefits of exercise.</p> <p>Work cooperatively with a group to self-manage games.</p>	<p>Communicate with teammates to apply simple tactics.</p> <p>Explain what happens to the body when they exercise and how this helps to make someone healthy.</p> <p>Provide feedback using key terminology and understand what is needed to improve.</p> <p>Return to the ready position to defend their own court.</p> <p>Sometimes play a continuous game.</p> <p>Use a range of basic racket skills.</p> <p>Share ideas and work with others to manage a game.</p> <p>Understand the rules of the game and use them often and honestly.</p>	<p>Develop a wider range of skills and begin to use these under some pressure.</p> <p>Identify how different activities can benefit physical health.</p> <p>Identify when they were successful and what is needed to improve.</p> <p>Use feedback provided to improve.</p> <p>Work cooperatively with others to manage our game.</p> <p>Understand the need for tactics identify when to use them in different situations.</p> <p>Understand the rules of the game and apply them honestly most of the time.</p> <p>Understand there are different skills for different situations begin to apply them.</p>	<p>Select the appropriate action for the situation and make this decision quickly.</p> <p>Use a wider range of skills with increasing control under pressure.</p> <p>Use feedback provided to improve the quality of their work.</p> <p>Use the rules of the game consistently to play honestly and fairly.</p> <p>Work collaboratively to create tactics with a team and evaluate the effectiveness of these.</p> <p>Work in collaboration with others so that games run smoothly.</p> <p>Recognise their own and others strengths and areas for development and suggest ways to improve.</p> <p>Understand that there are different areas of fitness and how this helps people in different activities.</p>
<p>Fundamentals</p>	<p>Use movement skills with developing balance and co-ordination when playing games.</p> <p>Be confident to try new challenges, deciding on the skills I use to complete the task.</p> <p>Negotiate space safely with consideration for themselves and others.</p>					

	<p>Follow instructions involving several ideas or actions.</p> <p>Play co-operatively, take turns and congratulate others.</p> <p>Play games honestly with consideration of the rules.</p> <p>Show an understanding of their own feelings and regulate their behaviour.</p>	
Games	<p>Negotiate space safely with consideration for themselves and others.</p> <p>Follow instructions involving several ideas or actions.</p> <p>Play co-operatively, take turns and encourage others.</p> <p>Play games honestly with consideration of the rules.</p> <p>Show an understanding of their own feelings and regulate their behaviour.</p> <p>Use ball skills with developing competence and accuracy.</p> <p>Use movement skills with developing balance and co-ordination.</p>	

Swimming	Beginners	Developers	Intermediate
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	<p>Submerge and regain feet in the water.</p> <p>Breathe in sync with an isolated kicking action from poolside.</p> <p>Use arms and legs together to move effectively across a short distance in the water.</p> <p>Glide on front and back over short distances.</p> <p>Float on front and back for short periods of time.</p> <p>Confidently roll from front to back and then regain a standing position.</p>	<p>Confidently and consistently retrieve an object from the floor with the same breath.</p> <p>Begin to co-ordinate breath in time with basic strokes showing some consistency in timing.</p> <p>Demonstrate a fair level of technique, consistently co-ordinating the correct body parts in a range of strokes.</p> <p>Combine gliding and floating on front and back over an increased distance.</p> <p>Float on front and back using different shapes with increased control.</p> <p>Comfortably demonstrate sculling head first, feet first and treading water.</p>	<p>Confidently combine skills to retrieve an object from greater depth.</p> <p>Confidently co-ordinate a smooth and consistent breathing technique with a range of strokes.</p> <p>Confidently demonstrate good technique in a wider range of strokes over increased distances.</p> <p>Combine gliding and transitioning into an appropriate stroke with good control</p> <p>Confidently link a variety of floating actions together demonstrating good technique and control.</p> <p>Select and apply the appropriate survival technique to the situation.</p>
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Social, Emotional, Thinking	Beginners	Developers	Intermediate	
	<p>Take turns.</p> <p>Learn to share equipment with others.</p> <p>Share their ideas with others.</p> <p>Try again if they do not succeed.</p> <p>Practise skills independently.</p> <p>Confident to try new challenges.</p> <p>Begin to identify personal success.</p> <p>Choose own movements and actions in response to simple tasks e.g. choosing to travel by skipping.</p> <p>Begin to provide simple feedback saying what they liked or thought was good about someone else's performance.</p>	<p>Encourage others to keep trying.</p> <p>Talk to a partner about their ideas and take turns to listen to each other.</p> <p>Work with a partner and small group to play games and solve challenges.</p> <p>Show determination to continue working over a longer period of time.</p> <p>Determined to complete the challenges and tasks set.</p> <p>Explore skills independently before asking for help.</p> <p>Confident to share ideas, contribute to class discussion and perform in front of others.</p> <p>Make decisions when presented with a simple challenge. E.g. move to an open space towards goal.</p> <p>Begin to select and apply skills to use in a variety of differing situations. E.g. choose to use a balance on their bottom on a wider piece of apparatus.</p> <p>Provide feedback beginning to use key words from the lesson.</p>	<p>Encourage and motivate others to work to their personal best.</p> <p>Work with others to achieve a shared goal.</p> <p>Work with others to self-manage games.</p> <p>Persevere when finding a challenge difficult.</p> <p>Understand what their best looks like and they work hard to achieve it.</p> <p>Begin to use rules showing awareness of fairness and honesty.</p> <p>Show an awareness of how other people feel.</p> <p>Pupils make quicker decisions when selecting and applying skills to a situation. E.g. who to pass to and where to move.</p> <p>Select and apply from a wider range of skills and actions in response to a task.</p> <p>Provide feedback using key terminology.</p>	<p>Share ideas with others and work together to decide on the best approach to a task.</p> <p>Lead others and show consideration of including all within a group.</p> <p>Communicate with others clearly and effectively.</p> <p>Understand what maximum effort looks and feels like and show determination to achieve it.</p> <p>Use different strategies to persevere to achieve personal best.</p> <p>Compete within the rules showing fair play and honesty when playing independently.</p> <p>Confident to attempt tasks and challenges outside of their comfort zone.</p> <p>Reflect and evaluate their performances both as a group and as an individual and suggest areas for improvement.</p> <p>Recognise and explain their thought process when playing games or completing tasks. E.g. I moved here because my teammate was over there.</p> <p>Identify their own and others' strengths and areas for development providing sensitive feedback and can suggest ways to improve.</p> <p>Select and apply appropriate skills for the situation when under pressure.</p>

The development of SMSC and the promotion of British Values in the PE Curriculum

<p>Spiritual Children:</p> <ul style="list-style-type: none"> • demonstrate they are reflecting on their experiences and learning from reflection. • show they understand human feelings and emotions and how these affect others eg enjoyment, disappointment. • respect others eg feedback from peers, coaches or teacher. • accommodate difference and enable others to succeed. • ask questions, offer ideas and make connections eg healthy Lifestyles, heart rate etc • display creativity and imagination in developing sequences, choreography. •develop a sense of enjoyment and fascination in learning about themselves, others and the world around them. •Use their imagination and creativity in their learning, and showcase a willingness to reflect on their own and others experiences. •Explore, creativity through producing Dance and Gymnastic routines •Create and develop own attacking and defensive set plays and tactics •Reflect on and critique their own and others performances •Display emotions through their Dance and Gymnastics routines •Have their own thoughts, ideas and concerns •Question themselves and others throughout lessons – WHY, WHAT, WHERE and HOW •Focus on Team building – Motivation, determination and character building 	<p>Moral Children:</p> <ul style="list-style-type: none"> • model positive relationships and interactions eg fairness, integrity, respect for people, resolution of conflict. • Recognise and respect rules and codes and demonstrate sportsmanship eg by shaking hands after matches, applauding opposition, fair play. •Understand infringements such as penalties and red cards as a consequence (with good grace). • demonstrate self- discipline and recognise to achieve in sport training and application if needed. • Show an interest in investigating and offering reasoned views about moral and ethical issues eg use of drugs in sport, match fixing, racism, logos, sporting heroes. • recognise they can achieve a high standard if they work hard and discipline themselves to train. • Promote fair play and team work in lessons •Respect equipment when using it and storing it • Follow instructions and decisions made by officials. • abide by the rules, in all sporting situations. • Respect their facilities and the environment they are active in • Listen to teacher and peer feedback on particular sporting skills • Promote trust with peers through team building activities
<p>Social Children</p> <ul style="list-style-type: none"> • work well co-operatively. • take part in corporate experiences eg sports day, team activities, residential activities. • demonstrate personal qualities such as thoughtfulness, honesty, respect for difference, moral principles, independence, inter-dependence • participate in school and competition events in the wider community. • demonstrate leadership skills eg warm ups, skills practices and officiating in games. •use of a range of social skills in different contexts, including working and •socialise with students from different religious, ethnic and socio-economic backgrounds •cooperate well with others and resolve conflicts effectively. 	<p>Cultural</p> <ul style="list-style-type: none"> •Address discrimination on the grounds of race, religion, gender, sexual orientation, age and promote equality. • Express different cultures through dance. • Participate in sporting opportunities that help develop positive attitudes towards different religious, ethnic and socio-economic groups. • Learn where different sports originate and what the national sports of different countries are eg World Cups and Olympic games • Explore and respect different cultural dances • Use international examples of different athletes and their achievements

- develop friendship and social mixing through involvement in inter, intra school competition and extra-curricular clubs.
- celebrate sporting success both in and out of school
- have the opportunity to attend extracurricular activities
- support one another to develop their skills in a cooperative situation.
- provide peer mentoring in lessons.

British Values

Children

- demonstrate mutual respect to their peers.
- work collaboratively with peers and demonstrate good teamwork.
- show sportsmanship and are gracious in defeat.
- recognise and praise the efforts and achievements of others.
- show respect for the rule of law within sports and the role of a referee/umpire and the need for safety rules.
- appreciate different cultures and their contribution to sporting history
- learn about their own rights and the rights of others, such as the right to physical safety and respect.
- learn about responsible decision-making and its impact on themselves and others.
- work together respectfully, regardless of differences
- value and respect others' abilities and achievements
- collaborate towards shared goals, creating an inclusive school culture
- promote mutual respect and community
- practise democratic values such as teamwork, cooperation, and respect for diversity
- help prepare students to become active and engaged
- work together respectfully, regardless of background or belief
- respect others' ideas while avoiding imposition of their own
- help foster an inclusive and respectful culture where everyone feels valued and supported
- help create a fair and consistent environment where everyone is accountable for their actions.