**THORPE HESLEY PRIMARY SCHOOL PE Progression Document**

**Progression Document for EYFS PE**

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|  | 0-3 Years - N1 (Jan Nursery Starters)  **Key Vocabulary:**  **Breathe**  verb : to take in air through the nose or mouth  **Exercise**  verb : to use the body to be fit and healthy  **Fast**  adjective : moving in a speedy way; not slow  **Fit**  adjective : strong and healthy  **Gym**  noun : a large room for physical exercise and activities; a gymnasium  **Hop**  verb : to jump, often on one foot; to leap over  **Jump**  verb : to bend the knees and quickly push the whole body up off the ground  **Pull**  verb : to use force to move something closer  **Push**  verb : to use force to move something away  **Run**  verb : to move on foot faster than walking | 3-4 Years – N1 (Jan Nursery Starters) & N2 (Sep Nursery Starters)  **Key Vocabulary:**  **Breathe**  verb : to take in air through the nose or mouth  **Exercise**  verb : to use the body to be fit and healthy  **Fast**  adjective : moving in a speedy way; not slow  **Fit**  adjective : strong and healthy  **Gym**  noun : a large room for physical exercise and activities; a gymnasium  **Hop**  verb : to jump, often on one foot; to leap over  **Jump**  verb : to bend the knees and quickly push the whole body up off the ground  **Pull**  verb : to use force to move something closer  **Push**  verb : to use force to move something away  **Run**  verb : to move on foot faster than walking | Reception  **Key Vocabulary:**  **Fall**  verb : to move downward, often fast and without control  **Hike**  noun : a long walk in nature  **Miss**  verb : to not hit or catch something  **Play**  verb : to have fun  **Reach**  verb : to stretch out or extend something  **Rest**  verb : to relax or stop working  **Skill**  noun : the ability to do something because of training or practice  **Slow**  adjective : moving at a low speed; not fast  **Stand**  verb : to have all of one&#39;s weight on one&#39;s feet  **Strong**  adjective : powerful; not easy to break |
| **Movement/Dance**  **Disciplinary knowledge:**  **Physical (Body)**  **Cognitive (Head)**  **Health and well-being/Wellness (Heart)**  **Creativity (Wings)**  **Social (Hands)** | **Substantive Knowledge:**  • Sit without support.  • Begin to crawl in different ways and directions.  • Pull themselves upright and bouncing in preparation for walking.  • Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking.  • Clap and stamp to music.  • Begin to walk independently – choosing appropriate props to support at first. | **Substantive Knowledge:**  • Use large-muscle movements to wave flags and streamers, paint and make marks.  • Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.  **EAD**  Respond to what they have heard, expressing their thoughts and feelings. | **Substantive Knowledge:**  • Progress towards a more fluent style of moving, with developing control and grace.  • Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.  • Combine different movements with ease and fluency.  **EAD**   * Explore, use and refine a variety of artistic effects to express   their ideas and feelings.   * Return to and build on their previous learning, refining ideas   and developing their ability to represent them.   * Create collaboratively, sharing ideas, resources and skills. * Listen attentively, move to and talk about music, expressing their feelings and responses. * Watch and talk about dance and performance art, expressing their feelings and responses.   Explore and engage in music making and dance, performing solo or in groups |
| **Gymnastics**  **Disciplinary knowledge:**  **Physical (Body)**  **Cognitive (Head)**  **Health and well-being/Wellness (Heart)**  **Creativity (Wings)**  **Social (Hands)** | **Substantive Knowledge:**  • Lift their head while lying on their front.  • Push their chest up with straight arms.  • Roll over: from front to back, then back to front.  • Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. | **Substantive Knowledge:**  • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. | **Substantive Knowledge:**  • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.  • Develop overall body-strength, balance, co-ordination and agility. |
| **Games/Skills**  **Disciplinary knowledge:**  **Physical (Body)**  **Cognitive (Head)**  **Health and well-being/Wellness (Heart)**  **Creativity (Wings)**  **Social (Hands)** | **Substantive Knowledge:**  • Enjoy moving when outdoors and inside.  • Enjoy starting to kick, throw and catch balls.  • Build independently with a range of appropriate resources.  • Walk, run, jump and climb – and start to use the stairs independently.  • Spin, roll and independently use ropes and swings (for example, tyre swings).  • Sit on a push-along wheeled toy, use a scooter or ride a tricycle. | **Substantive Knowledge:**  • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.  • Go up steps and stairs, or climb up apparatus, using alternate feet.  • Skip, hop, stand on one leg and hold a pose for a game like musical statues.  • Start taking part in some group activities which they make up for themselves, or in teams.  • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.  **PSED**   * Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. * Increasingly follow rules, understanding why they are important.   Remember rules without needing an adult to remind them. | **Substantive Knowledge:**  • Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing  • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.  • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.  • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. |
| **FMS**  **Disciplinary knowledge:**  **Physical (Body)**  **Cognitive (Head)**  **Health and well-being/Wellness (Heart)**  **Creativity (Wings)**  **Social (Hands)** | **Substantive Knowledge:**  • Reach out for objects as co-ordination develops.  • Pass things from one hand to the other. Let go of things and hand them to another person, or drop them.  • Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.  • Develop manipulation and control.  • Explore different materials and tools | **Substantive Knowledge:**  • Use one-handed tools and equipment, for example, making snips in paper with scissors.  • Use a comfortable grip with good control when holding pens and pencils.  • Show a preference for a dominant hand. | **Substantive Knowledge:**  • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.  • Develop the foundations of a handwriting style which is fast, accurate and efficient. |
| **Health**  **Disciplinary knowledge:**  **Physical (Body)**  **Cognitive (Head)**  **Health and well-being/Wellness (Heart)**  **Creativity (Wings)**  **Social (Hands)** | **Substantive Knowledge:**  • Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.  • Start eating independently and learning how to use a knife and fork. | **Substantive Knowledge:**  • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. | **Substantive Knowledge:**  • Further develop the skills they need to manage the school day successfully: - lining up and queuing – mealtimes  **PSED**   * Manage their own needs.   -personal hygiene   * Know and talk about the different factors that support overall health and wellbeing:   -regular physical activity |

**Progression Document for KS1/KS2 PE**

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|  | Year 1  **Key Vocabulary:**  **Ability**  noun : a skill or talent; the power to do something  **Achieve**  verb : to succeed in doing or gaining something, usually with effort  **Active**  adjective : in a state of activity; having or requiring a lot of physical energy  **Agility**  noun : the ability to move quickly and easily  **Athlete**  noun : a person trained in sports, games, or other activities that require strength, speed and skill  **Bounce**  verb : to spring back from a surface after hitting it  Exercise  **noun : physical activity done for the purpose of being fit and healthy**  **Exhausted**  adjective : very tired; worn out  **Jog**  verb : to run slowly  **Muscle**  noun : a type of tissue that contracts and relaxes to allow the body to move | Year 2  **Key Vocabulary:**  **Activity**  noun : the quality of being active  **Athletics**  noun : active games and sports that require strength, speed, and skill  **Champion**  noun : a person who wins over all others  **Dash**  noun : a short running event  **Effort**  noun : hard work or a good try  **Flexible**  adjective : able to bend without breaking  **Force**  noun : the strength or energy that moves an object  **Improve**  verb : to do something better than before  **Physical education**  noun : a class in which students learn about exercise, sports, and health  **Strength**  noun : physical power | Year 3  **Achievement**  noun : an accomplishment reached as a result of effort  **Aerobics**  noun : exercises that increases respiration and heart rate  **Agile**  adjective : able to move one&#39;s body quickly and accurately  **Athletic**  adjective : strong and active  **Coordination**  noun : the ability of parts of things to work together smoothly  **Determined**  adjective : having one’s mind made up to do something  **Flexibility**  noun : the ability to bend without breaking; the ability to change as outside circumstances change  **Pace**  noun : the speed at which something or someone moves, especially when walking or running  **Physical**  adjective : having to do with the body or with natural or structural aspects or features  **Power**  noun : physical strength or force |
| **Target Games**  Golf, Bowling, Darts, Ring toss  **Net/Wall Games**  Net: Badminton, Tennis, Table Tennis  Wall: Squash  **Striking and fielding Games**  Rounders, Cricket  **Invasion Games**  Court Games: Basketball, Netball, Handball, Hockey  Field Games: Rugby, Football  **Disciplinary knowledge:**  **Physical (Body)**  **Cognitive (Head)**  **Health and well-being/Wellness (Heart)**  **Creativity (Wings)**  **Social (Hands)** | **Substantive Knowledge:**  Describe how the body feels before, during and after exercise. Carry and place equipment safely.  Use hitting skills in a game. Practise basic striking, sending and receiving.  Throw underarm and overarm. Catch and bounce a ball. Use rolling skills in a game. Practise accurate throwing and consistent catching.  Travel with a ball in different ways. Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency.  Pass the ball to another player in a game. Use kicking skills in a game.  Use different ways of travelling in different directions or pathways. Run at different speeds. Begin to use space in a game.  Begin to use the terms attacking and defending. Use simple defensive skills such as marking a player or defending a space. Use simple attacking skills such as dodging to get past a defender.  Follow simple rules to play games, including team games. Use simple attacking skills such as dodging to get past a defender. Use simple defensive skills such as marking a player or defending a space.  Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control. Engage in competitive activities and team games.  Watch and describe performances. Begin to say how they could improve | **Substantive Knowledge:**  Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy.  Strike or hit a ball with increasing control. Learn skills for playing striking and fielding games. Position the body to strike a ball.  Throw different types of equipment in different ways, for accuracy and distance. Throw, catch and bounce a ball with a partner. Use throwing and catching skills in a game. Throw a ball for distance. Use hand-eye coordination to control a ball. Vary types of throw used.  Bounce and kick a ball whilst moving. Use kicking skills in a game. Use dribbling skills in a game.  Know how to pass the ball in different ways.  Use different ways of travelling at different speeds and following different pathways, directions or courses. Change speed and direction whilst running. Begin to choose and use the best space in a game.  Begin to use and understand the terms attacking and defending. Use at least one technique to attack or defend to play a game successfully.  Understand the importance of rules in games. Use at least one technique to attack or defend to play a game successfully.  Perform sequences of their own composition with coordination. Perform learnt skills with increasing control. Compete against self and others.  Watch and describe performances, and use what they see to improve their own performance. Talk about the differences between their work and that of others. | **Substantive Knowledge:**  Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and cool down.  Demonstrate successful hitting and striking skills. Develop a range of skills in striking (and fielding where appropriate). Practise the correct batting technique and use it in a game. Strike the ball for distance.  Throw and catch with greater control and accuracy. Practise the correct technique for catching a ball and use it in a game. Perform a range of catching and gathering skills with control. Catch with increasing control and accuracy. Throw a ball in different ways (e.g. high, low, fast or slow). Develop a safe and effective overarm bowl.  Move with the ball in a variety of ways with some control. Use two different ways of moving with a ball in a game.  Pass the ball in two different ways in a game situation with some success.  Know how to keep and win back possession of the ball in a team game.  Find a useful space and get into it to support teammates.  Use simple attacking and defending skills in a game. Use fielding skills to stop a ball from travelling past them.  Apply and follow rules fairly. Understand and begin to apply the basic principles of invasion games. Know how to play a striking and fielding game fairly.  Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.  Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time |
| **Athletics**  Track Events: 100m sprint, 400m sprint, Relay, Hurdles  Field Events: Long Jump, Triple Jump, High Jump, Shot put, Discus throw, Javelin throw  **Disciplinary knowledge:**  **Physical (Body)**  **Cognitive (Head)**  **Health and well-being/Wellness (Heart)**  **Creativity (Wings)**  **Social (Hands)** | **Substantive Knowledge:**  Describe how the body feels before, during and after exercise. Carry and place equipment safely.  Vary their pace and speed when running. Run with a basic technique over different distances. Show good posture and balance. Jog in a straight line. Change direction when jogging. Sprint in a straight line. Change direction when sprinting. Maintain control as they change direction when jogging or sprinting.  Perform different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. Perform a short jumping sequence. Jump as high as possible. Jump as far as possible. Land safely and with control. Work with a partner to develop the control of their jumps.  Throw underarm and overarm. Throw a ball towards a target with increasing accuracy. Improve the distance they can throw by using more power.  Begin to perform learnt skills with some control. Engage in competitive activities and team games.  Watch and describe performances. Begin to say how they could improve. | **Substantive Knowledge:**  Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy.  Run at different paces, describing the different paces. Use a variety of different stride lengths. Travel at different speeds. Begin to select the most suitable pace and speed for distance. Complete an obstacle course. Vary the speed and direction in which they are travelling. Run with basic techniques following a curved line. Be able to maintain and control a run over different distances.  Perform and compare different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. Combine different jumps together with some fluency and control. Jump for distance from a standing position with accuracy and control. Investigate the best jumps to cover different distances. Choose the most appropriate jumps to cover different distances. Know that the leg muscles are used when performing a jumping action.  Throw different types of equipment in different ways, for accuracy and distance. Throw with accuracy at targets of different heights. Investigate ways to alter their throwing technique to achieve greater distance.  Perform learnt skills with increasing control. Compete against self and others.  Watch and describe performances, and use what they see to improve their own performance. Talk about the differences between their work and that of others. | **Substantive Knowledge:**  Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and cool down.  Identify and demonstrate how different techniques can affect their performance. Focus on their arm and leg action to improve their sprinting technique. Begin to combine running with jumping over hurdles. Focus on trail leg and lead leg action when running over hurdles. Understand the importance of adjusting running pace to suit the distance being run.  Use one and two feet to take off and to land with. Develop an effective take-off for the standing long jump. Develop an effective flight phase for the standing long jump. Land safely and with control.  Throw with greater control and accuracy. Show increasing control in their overarm throw. Perform a push throw. Continue to develop techniques to throw for increased distance.  Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.  Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time |
| **Dance**  Jazz, ballet, tap, street, modern, contemporary  **Disciplinary knowledge:**  **Physical (Body)**  **Cognitive (Head)**  **Health and well-being/Wellness (Heart)**  **Creativity (Wings)**  **Social (Hands)** | **Substantive Knowledge:**  Describe how the body feels before, during and after exercise. Carry and place equipment safely.  Copy and repeat actions. Put a sequence of actions together to create a motif. Vary the speed of their actions. Use simple choreographic devices such as unison, canon and mirroring. Begin to improvise independently to create a simple dance.  Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control.  Watch and describe performances. Begin to say how they could improve. | **Substantive Knowledge:**  Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy  Copy, remember and repeat actions. Create a short motif inspired by a stimulus. Change the speed and level of their actions. Use simple choreographic devices such as unison, canon and mirroring.  Use different transitions within a dance motif. Move in time to music. Improve the timing of their actions.  Perform sequences of their own composition with coordination. Perform learnt skills with increasing control. Compete against self and others.  Watch and describe performances, and use what they see to improve their own performance. Talk about the differences between their work and that of others. | **Substantive Knowledge:**  Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and cool down.  Begin to improvise with a partner to create a simple dance. Create motifs from different stimuli. Begin to compare and adapt movements and motifs to create a larger sequence. Use simple dance vocabulary to compare and improve work.  Perform with some awareness of rhythm and expression.  Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.  Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time. |
| **Gymnastics**  **Disciplinary knowledge:**  **Physical (Body)**  **Cognitive (Head)**  **Health and well-being/Wellness (Heart)**  **Creativity (Wings)**  **Social (Hands)** | **Substantive Knowledge:**  Create and perform a movement sequence. Copy actions and movement sequences with a beginning, middle and end. Link two actions to make a sequence. Recognise and copy contrasting actions (small/tall, narrow/wide). Travel in different ways, changing direction and speed. Hold still shapes and simple balances. Carry out simple stretches. Carry out a range of simple jumps, landing safely. Move around, under, over, and through different objects and equipment. Begin to move with control and care.  Log roll (controlled) Curled side roll (egg roll) (controlled) Teddy bear roll (controlled)  Straight jump Tuck jump Jumping jack Half turn jump Cat spring  Straight jump off springboard  Bunny hop Front support wheelbarrow with partner  Tiptoe, step, jump and hop Hopscotch Skipping Galloping  Standing balances Kneeling balances Pike, tuck, star, straight, straddle shapes  Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control.  Watch and describe performances. Begin to say how they could improve. | **Substantive Knowledge:**  Copy, explore and remember actions and movements to create their own sequence. Link actions to make a sequence. Travel in a variety of ways, including rolling. Hold a still shape whilst balancing on different points of the body. Jump in a variety of ways and land with increasing control and balance. Climb onto and jump off the equipment safely. Move with increasing control and care  Log roll (controlled) Curled side roll (egg roll) (controlled) Teddy bear roll (controlled) Rocking forward roll Crouched forward roll  Straight jump Tuck jump Jumping jack Half turn jump Cat spring Cat spring to straddle  Hurdle step onto springboard Straight jump off springboard Tuck jump off springboard  Bunny hop Front support wheelbarrow with partner T-lever Scissor kick  Tiptoe, step, jump and hop Hopscotch Skipping Galloping Straight jump half-turn  Standing balances Kneeling balances Large body part balances Balances on apparatus Balances with a partner Pike, tuck, star, straight, straddle shapes Front and back support  Perform sequences of their own composition with coordination. Perform learnt skills with increasing control. | **Substantive Knowledge:**  Choose ideas to compose a movement sequence independently and with others. Link combinations of actions with increasing confidence, including changes of direction, speed or level. Develop the quality of their actions, shapes and balances. Move with coordination, control and care. Use turns whilst travelling in a variety of ways. Use a range of jumps in their sequences. Begin to use equipment to vault. Create interesting body shapes while holding balances with control and confidence. Begin to show flexibility in movements  Crouched forward roll Forward roll from standing Tucked backward roll  Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Straight jump half-turn Cat leap  Hurdle step onto springboard Squat on vault Star jump off Tuck jump off Straddle jump off Pike jump off  Handstand Lunge into handstand Cartwheel  Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Cat leap  Large and small body part balances, including standing and kneeling balances Balances on apparatus Matching and contrasting partner balances Pike, tuck, star, straight, straddle shapes Front and back support  Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.  Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time. |
| **OAA**  **Outdoor and Adventurous activities**  **Disciplinary knowledge:**  **Physical (Body)**  **Cognitive (Head)**  **Health and well-being/Wellness (Heart)**  **Creativity (Wings)**  **Social (Hands)** | **N/A** | **N/A** | Work effectively with others to complete a task.  Communicate effectively in different ways.  Follow multi-step instructions.  Solve a range of problems when working with others.  Follow directions correctly.  Give clear and precise directions for someone to follow.  Follow simple maps.  Know and understand a range of map symbols. |

**Progression Document for KS1/KS2 PE**

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|  | Year 4  **Key Vocabulary:**  **Clumsy**  adjective : awkward in the way one moves  **Confident**  adjective : sure of oneself; certain  **Energetic**  adjective : active and excited  **Injure**  verb : to harm or damage a living thing  **Obesity**  noun : the state of being unhealthily overweight  **Outstanding**  adjective : exceptionally good; standing out from others  **Prevention**  noun : an act of stopping something from happening  **Pulse**  noun : the heartbeat as felt through the walls of blood vessels  **Spring**  verb : to leap up or forward  **Sprint**  verb : to run or go as fast as possible, usually for a short distance  **Stamina**  noun : the strength or energy to do something for a long time  **Strengthen**  verb : to make something stronger  **Technique**  noun : a skillful way of performing or doing something  **Tumble**  verb : to roll on the ground, sometimes by accident; to roll while doing gymnastics or acrobatics  **Workout**  noun : a session of intense physical exercise | Year 5  **Key Vocabulary:**  **Contort**  verb : to twist out of shape  **Cooperation**  noun : working together toward the same goal  **Dumbbell**  noun : a short bar with weights at both ends  **Dynamic Stretching**  Verb: to stretch whilst moving  **Endurance**  noun : the ability to make it through suffering and strain  **Exhaustion**  noun : extreme tiredness  **Posture**  noun : the way someone holds his or her body, especially while sitting or standing  **Repetition**  noun : the act of doing or performing something over again  **Static Stretching**  Verb: to stretch whilst keeping the body still  **Somersault**  noun : an acrobatic move that involves rolling the body all the way around with knees bent, either on the ground or in the air  **Sprain**  noun : a painful injury to the ligaments of a joint  **Stress**  noun : a state of physical or emotional tension; worry  **Tumble**  verb : to roll on the ground, sometimes by accident; to roll while doing gymnastics or acrobatics  **Workout**  noun : a session of intense physical exercise | Year 6  **Key Vocabulary:**  **Adrenaline**  noun : a hormone made by the body that increases heart rate and energy in response to a strong emotion such as fear, anger, or excitement  **Aerobic Activity**  Steady activity in which the heart can supply all the oxygen the muscles need. &quot;With Oxygen&quot;  **Aerobic Endurance**  The body’s ability to take in and use oxygen so the muscles can keep working. The most importantelement of fitness.  **Anaerobic Activity**  “Without oxygen” Activities for which the body can’t supply enough oxygen to keep going for long periods of time.  **Biking**  noun : the activity of riding a bicycle  **Calisthenics**  noun : exercises consisting of a variety of simple movements, generally requiring little or no equipment  **Endure**  verb : to live through something challenging  **Grueling**  adjective : extremely difficult; exhausting  **Heart**  noun : a person&#39;s character or spirit  **Immobility**  noun : stillness; lack of movement  **Kinetic**  adjective : of or relating to the movement of physical objects  **Overcome**  verb : to win a victory or rise above something  **Perspiration**  noun : clear fluid that is given off by the sweat glands  **Strain**  verb : to make a great effort or extend beyond one&#39;s ability; to push or pull hard against something  **Strenuous**  adjective : requiring great effort, energy, or strength |
| **Target Games**  Golf, Bowling, Darts, Ring toss | **Substantive Knowledge:**  Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down.  Use a bat, racquet or stick (hockey) to hit a ball or shuttlecock with accuracy and control. Accurately serve underarm. Build a rally with a partner. Use at least two different shots in a game situation. Use hand-eye coordination to strike a moving and a stationary ball.  Develop different ways of throwing and catching.  Move with the ball using a range of techniques, showing control and fluency  Pass the ball with increasing speed, accuracy and success in a game situation.  Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game.  Make the best use of space to pass and receive the ball.  Use a range of attacking and defending skills and techniques in a game. Use fielding skills as an individual to prevent a player from scoring.  Vary the tactics they use in a game. Adapt rules to alter games.  Perform and apply skills and techniques with control and accuracy. Take part in a range of competitive games and activities.  Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result. | **Substantive Knowledge:**  Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise.  Use different techniques to hit a ball. Identify and apply techniques for hitting a tennis ball. Explore when different shots are best used. Develop a backhand technique and use it in a game. Practise techniques for all strokes. Play a tennis game using an overhead serve.  Consolidate different ways of throwing and catching, and know when each is appropriate in a game  Use a variety of ways to dribble in a game with success. Use ball skills in various ways, and begin to link together.  Pass a ball with speed and accuracy using appropriate techniques in a game situation.  Keep and win back possession of the ball effectively in a team game.  Demonstrate an increasing awareness of space.  Choose the best tactics for attacking and defending. Shoot in a game. Use fielding skills as a team to prevent the opposition from scoring.  Know when to pass and when to dribble in a game. Devise and adapt rules to create their own game.  Consistently perform and apply skills and techniques with accuracy and control. Take part in competitive games with a strong understanding of tactics and composition.  Choose and use criteria to evaluate own and others’ performance. Explain why they have used particular skills or techniques, and the effect they have had on their performance. | **Substantive Knowledge:**  Understand the importance of warming up and cooling down. Carry out warm-ups and cool-downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier  Hit a bowled ball over longer distances. Use good hand-eye coordination to be able to direct a ball when striking or hitting. Understand how to serve in order to start a game.  Throw and catch accurately and successfully under pressure in a game.  Show confidence in using ball skills in various ways in a game situation, and link these together effectively.  Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move.  Keep and win back possession of the ball effectively and in a variety of ways in a team game.  Demonstrate a good awareness of space.  Think ahead and create a plan of attack or defence. Apply knowledge of skills for attacking and defending. Work as a team to develop fielding strategies to prevent the opposition from scoring.  Follow and create complicated rules to play a game successfully. Communicate plans to others during a game. Lead others during a game.  Perform and apply a variety of skills and techniques confidently, consistently and with precision. Take part in competitive games with a strong understanding of tactics and composition.  Thoroughly evaluate their own and others’ work, suggesting thoughtful and appropriate improvements. |
| **Net/Wall Games**  Net: Badminton, Tennis, Table Tennis  Wall: Squash |
| **Striking and fielding Games**  Rounders, Cricket |
| **Invasion Games**  Court Games: Basketball, Netball, Handball, Hockey  Field Games: Rugby, Football  **Disciplinary knowledge:**  **Physical (Body)**  **Cognitive (Head)**  **Health and well-being/Wellness (Heart)**  **Creativity (Wings)**  **Social (Hands)** |
| **Athletics**  Track Events: 100m sprint, 400m sprint, Relay, Hurdles  Field Events: Long Jump, Triple Jump, High Jump, Shot put, Discus throw, Javelin throw  **Disciplinary knowledge:**  **Physical (Body)**  **Cognitive (Head)**  **Health and well-being/Wellness (Heart)**  **Creativity (Wings)**  **Social (Hands)** | **Substantive Knowledge:**  Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down.  Confidently demonstrate an improved technique for sprinting. Carry out an effective sprint finish. Perform a relay, focusing on the baton changeover technique. Speed up and slow down smoothly.  Learn how to combine a hop, step and jump to perform the standing triple jump. Land safely and with control. Begin to measure the distance jumped.  Perform a pull throw. Measure the distance of their throws. Continue to develop techniques to throw for increased distance.  Perform and apply skills and techniques with control and accuracy. Take part in a range of competitive games and activities.  Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result. | **Substantive Knowledge:**  Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise.  Accelerate from a variety of starting positions and select their preferred position. Identify their reaction times when performing a sprint start. Continue to practise and refine their technique for sprinting, focusing on an effective sprint start. Select the most suitable pace for the distance and their fitness level in order to maintain a sustained run. Identify and demonstrate stamina, explaining its importance for runners.  Improve techniques for jumping for distance. Perform an effective standing long jump. Perform the standing triple jump with increased confidence. Develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight. Land safely and with control. Measure the distance and height jumped with accuracy. Investigate different jumping techniques.  Perform a fling throw. Throw a variety of implements using a range of throwing techniques. Measure and record the distance of their throws. Continue to develop techniques to throw for increased distance.  Consistently perform and apply skills and techniques with accuracy and control. Take part in competitive games with a strong understanding of tactics and composition.  Choose and use criteria to evaluate own and others’ performance. Explain why they have used particular skills or techniques, and the effect they have had on their performance. | **Substantive Knowledge:**  Understand the importance of warming up and cooling down. Carry out warm-ups and cool-downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier.  Recap, practise and refine an effective sprinting technique, including reaction time. Build up speed quickly for a sprint finish. Run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern. Accelerate to pass other competitors. Work as a team to competitively perform a relay. Confidently and independently select the most appropriate pace for different distances and different parts of the run. Demonstrate endurance and stamina over longer distances in order to maintain a sustained run.  Develop the technique for the standing vertical jump. Maintain control at each of the different stages of the triple jump. Land safely and with control. Develop and improve their techniques for jumping for height and distance and support others in improving their performance. Perform and apply different types of jumps in other contexts. Set up and lead jumping activities including measuring the jumps with confidence and accuracy.  Perform a heave throw. Measure and record the distance of their throws. Continue to develop techniques to throw for increased distance and support others in improving their personal best. Develop and refine techniques to throw for accuracy.  Perform and apply a variety of skills and techniques confidently, consistently and with precision. Take part in competitive games with a strong understanding of tactics and composition.  Thoroughly evaluate their own and others’ work, suggesting thoughtful and appropriate improvements. |
| **Dance**  Jazz, ballet, tap, street, modern, contemporary  **Disciplinary knowledge:**  **Physical (Body)**  **Cognitive (Head)**  **Health and well-being/Wellness (Heart)**  **Creativity (Wings)**  **Social (Hands)** | **Substantive Knowledge:**  Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down.  Identify and repeat the movement patterns and actions of a chosen dance style. Compose a dance that reflects the chosen dance style. Confidently improvise with a partner or on their own. Compose longer dance sequences in a small group.  Demonstrate precision and some control in response to stimuli. Begin to vary dynamics and develop actions and motifs in response to stimuli. Demonstrate rhythm and spatial awareness. Change parts of a dance as a result of self-evaluation. Use simple dance vocabulary when comparing and improving work.  Perform and create sequences with fluency and expression. Perform and apply skills and techniques with control and accuracy.  Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result | **Substantive Knowledge:**  Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise.  Identify and repeat the movement patterns and actions of a chosen dance style. Compose individual, partner and group dances that reflect the chosen dance style. Show a change of pace and timing in their movements. Develop an awareness of their use of space.  Demonstrate imagination and creativity in the movements they devise in response to stimuli. Use transitions to link motifs smoothly together. Improvise with confidence, still demonstrating fluency across the sequence. Ensure their actions fit the rhythm of the music. Modify parts of a sequence as a result of self and peer evaluation. Use more complex dance vocabulary to compare and improve work.  Perform own longer, more complex sequences in time to music. Consistently perform and apply skills and techniques with accuracy and control.  Choose and use criteria to evaluate own and others’ performances. Explain why they have used particular skills or techniques, and the effect they have had on their performance. | **Substantive Knowledge:**  Understand the importance of warming up and cooling down. Carry out warm-ups and cool-downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier.  Identify and repeat the movement patterns and actions of a chosen dance style. Compose individual, partner and group dances that reflect the chosen dance style. Use dramatic expression in dance movements and motifs. Perform with confidence, using a range of movement patterns.  Demonstrate strong and controlled 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. Show a change of pace and timing in their movements. Move rhythmically and accurately in dance sequences. Improvise with confidence, still demonstrating fluency across their sequence. Dance with fluency and control, linking all movements and ensuring that transitions flow. Demonstrate consistent precision when performing dance sequences. Modify some elements of a sequence as a result of self and peer evaluation. Use complex dance vocabulary to compare and improve work.  Link actions to create a complex sequence using a full range of movement. Perform the sequence in time to music. Perform and apply a variety of skills and techniques confidently, consistently and with precision.  Thoroughly evaluate their own and others’ work, suggesting thoughtful and appropriate improvements. |
| **Gymnastics**  **Disciplinary knowledge:**  **Physical (Body)**  **Cognitive (Head)**  **Health and well-being/Wellness (Heart)**  **Creativity (Wings)**  **Social (Hands)** | **Substantive Knowledge:**  Create a sequence of actions that fit a theme. Use an increasing range of actions, directions and levels in their sequences. Move with clarity, fluency and expression. Show changes of direction, speed and level during a performance. Travel in different ways, including using flight. Improve the placement and alignment of body parts in balances. Use equipment to vault in a variety of ways. Carry out balances, recognising the position of their centre of gravity and how this affects the balance. Begin to develop good technique when travelling, balancing and using equipment. Develop strength, technique and flexibility throughout performances.  Forward roll from standing Straddle forward roll Tucked backward roll Backward roll to straddle  Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Straight jump half-turn Straight jump full-turn Cat leap Cat leap half-turn  Hurdle step onto springboard Squat on vault Straddle on vault Star jump off Tuck jump off Straddle jump off Pike jump off  Lunge into handstand Lunge into cartwheel  Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Pivot  1, 2, 3 and 4- point balances Balances on apparatus Balances with and against a partner Pike, tuck, star, straight, straddle shapes Front and back support  Perform and create sequences with fluency and expression. Perform and apply skills and techniques with control and accuracy.  Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result | **Substantive Knowledge:**  Select ideas to compose specific sequences of movements, shapes and balances. Adapt their sequences to fit new criteria or suggestions. Perform jumps, shapes and balances fluently and with control. Confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity and where it should be in relation to the base of the balance. Confidently use equipment to vault in a variety of ways. Apply skills and techniques consistently. Develop strength, technique and flexibility throughout performances. Combine equipment with movement to create sequences.  Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Stag jump Straight jump half-turn Straight jump full-turn Cat leap Cat leap half-turn Split leap  Hurdle step onto springboard Squat on vault Straddle on vault Star jump off Tuck jump off Straddle jump off Pike jump off Squat through vault  Lunge into handstand Lunge into cartwheel Lunge into round-off  Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Pivot  1, 2, 3 and 4- point balances Balances on apparatus Part body weight partner balances Pike, tuck, star, straight, straddle shapes Front and back support  Perform own longer, more complex sequences in time to music. Consistently perform and apply skills and techniques with accuracy and control.  Choose and use criteria to evaluate own and others’ performances. Explain why they have used particular skills or techniques, and the effect they have had on their performance. | **Substantive Knowledge:**  Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching. Demonstrate precise and controlled placement of body parts in their actions, shapes and balances. Confidently use equipment to vault and incorporate this into sequences. Apply skills and techniques consistently, showing precision and control. Develop strength, technique and flexibility throughout performances.  Forward roll from standing Straddle forward roll Pike forward roll Dive forward roll Tucked backward roll Backward roll to straddle Backward roll to standing pike Pike backward roll  Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Stag jump Straight jump half-turn Straight jump full-turn Cat leap Cat leap half-turn Cat leap full-turn Split leap Stag leap  Hurdle step onto springboard Squat on vault Straddle on vault Star jump off Tuck jump off Straddle jump off Pike jump off Squat through vault Straddle over vault  Lunge into cartwheel Lunge into round-off Hurdle step Hurdle step into cartwheel Hurdle step into round-off  Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Cat leap full turn Pivot  1, 2, 3 and 4- point balances Balances on apparatus Develop technique, control and complexity of part-weight partner balances Group formations Pike, tuck, star, straight, straddle shapes Front and back support  Link actions to create a complex sequence using a full range of movement that showcases different agilities, performed in time to music. Perform and apply a variety of skills and techniques confidently, consistently and with precision. Begin to record their peers’ performances, and evaluate these.  Thoroughly evaluate their own and others’ work, suggesting thoughtful and appropriate improvements. |

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| **OAA**  **Outdoor and adventurous activities**  **Disciplinary knowledge:**  **Physical (Body)**  **Cognitive (Head)**  **Health and well-being/Wellness (Heart)**  **Creativity (Wings)**  **Social (Hands)** | Take part in OAA challenges both individually and as a team.  Work with others to develop problem solving skills.  Communicate effectively with others.  Read and follow maps.  Set up different orienteering courses for others to follow.  Navigate around a space with growing confidence. | Tackle problems with a focus on communication and collaboration.  Work as part of a team to complete a range of challenges.  Demonstrate agility and endurance in a range of situations.  Read, follow and understand maps.  Plan and prepare an orienteering course.  Work collaboratively to complete a timed orienteering course. | Work systematically and as part of a team to solve a range of problems.  Demonstrate positivity, perseverance and effective teamwork when completing a range of challenges.  Use a range of communication methods effectively during problem solving activities.  Demonstrate effective leadership skills.  Work with others to plan and carry out a game.  Complete a timed orientation course.  Design a themed orientation course. |

**Disciplinary knowledge:**

**Physical (Body)**

**Cognitive (Head)**

**Health and well-being/Wellness (Heart)**

**Creativity (Wings)**

**Social (Hands)**

Example of coverage: **(Themes to be taught in any order but to include** **2x gym, 2x dance, invasion games, net and wall games, striking and fielding, athletics and outdoor and adventurous)**

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| **AUTUMN 1**  **Gym/Invasion games** | **AUTUMN 2**  **Dance/net wall games** | **SPRING 1**  **Gym/striking and fielding** | **SPRING 2**  **Dance/Target games** | **SUMMER 1**  **Outdoor adventurous/Athletics** | **SUMMER 2**  **Outdoor adventurous/Athletics** |

As a school we must work together to make sure this is followed and skills are taught correctly.

Towards the end of key stage 2 there is a wider opportunity for children to participate in tournaments. This is when children should be playing full games/matches, presenting skills and rules they have learnt in previous years. This then also prepares them for their transition to secondary school.

**For example –**

**Spring 1 – Striking and fielding**

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| **EYFS** | Multi skills, circuits, fundamental  Equipment – bean bags, balloons, soft balls, cones |
| **Year 1** | As above.  Introduce general passing, throwing and catching skills.  Following directions/instructions.  Small group games – e.g. rob the nest. |
| **Year 2** | Recap previous taught skills to assess levels of children.  Move onto aiming skills e.g. shooting  Mini games e.g. 5 a side football (use cones for nets)  Mat ball |
| **Year 3/4** | Focus on particular sport e.g. football.  Recap through all techniques e.g. passing, dribbling, shooting. Mini games/5 a side. No side line throw ins.  If focus is Netball – Y3/4 would play bench ball. |
| **Year 5/6** | Children should now be confident with basic skills. These should be recapped briefly.  In year 6 deeper skills and rules for game need to be implemented e.g. netball – footwork, stand 1 metre away, positions.  Football – defence, attack, midfield, goal keeper use nets for goals. Side line over arm throws. Offside etc. |