



Level Expected at the End of EYFS

We have selected the Early Learning Goals that link most closely to the Physical Education National Curriculum.

For more detail about linked subject progression within the EYFS Framework, please refer to [these documents](#).

Physical Development

Gross Motor Skills

Negotiate space and obstacles safely, with consideration for themselves and others; Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

Use a range of small tools, including scissors, paint brushes and cutlery

Expressive Arts and Design

Being Imaginative and Expressive

Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music.

Personal, Social and Emotional Development

Managing Self

Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.

Explain the reasons for rules, know right from wrong and try to behave accordingly.

Building Relationships

Work and play cooperatively and take turns with others

Key Stage 1 National Curriculum Expectations

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as
- developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

Key Stage 2 National Curriculum Expectations

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

–The curriculum progression map comprehensively shows the progression of PE skills and concepts from year 1 to year 6.

Intent **Our vision**

At Alumwell Infant School we want to inspire children to enjoy active, healthy and fulfilling lives. We believe that Physical Education (PE) is an essential part of a child's educational development. Alumwell Infant School aims to develop a balanced programme of study that offers a variety of activities to develop children's basic physical competencies, build confidence in their ability and build the foundations for a lifelong love of sport, physical activity and a healthy lifestyle. Positive participation in physical education not only helps children to become physically confident in a way that supports their overall health and fitness but will also enable them to build character and develop values such as team work, fairness and respect for others. PE lessons encourage children to compete against themselves and others whilst being challenged to improve their physical, social, emotional and thinking skills. These skills are embedded in the heart of our planning.

Our aims and objectives

Our objectives in the teaching of PE align with the National Curriculum in that we aim to ensure all pupils:

- develop competence to excel in a broad range of physical activities.
- encourage children to use their creativity and imagination in physical activity.
- teach children to be more skilful in the way they control their movements and develop coordination.
- develop habits leading to a healthy and active lifestyle and promote physical fitness.
- help children to understand how the body responds to activity.
- develop children's confidence in applying and adapting a range of skills in a variety of settings.
- contribute to children's social and emotional development.
- promote self confidence and self esteem, developing qualities such as commitment, fairness, tolerance and a concern for others as well as individual success.
- engage in competitive sports and activities.
- are physically active for sustained periods of time.

Implementation School organisation and curriculum planning

P.E. at Alumwell Infant School is taught as an area within its own right as well as being integrated where possible with other curriculum areas. The key knowledge and skills of each topic are mapped across each year group to ensure the key skills within the programme of study for each year group are developed systematically, building on the previous learning and preparing them for subsequent years. Knowledge and skills are informed and linked to enable achievement of key stage end points, as informed by the 2014 National Curriculum.

Our PE lessons are planned using the Get Set 4 PE platform, which aligns with our core values, our whole child approach to PE and the objectives laid out in the National Curriculum. Get Set 4 PE is planned so that progression is built into the scheme which ensures our children are increasingly challenged as they move up through the school.

The curriculum planning in PE is carried out in three phases (long-term, medium-term and shortterm). The long-term plan maps out the PE activities covered in each term during the key stage. The PE subject leader works this out in conjunction with teaching colleagues and pupils in each year group. Together we create a broad and balanced curriculum that is exciting for our children to learn through. Our medium-term plans give details of each unit of work for each term. These schemes of work provide an overview of the unit, links to other areas of the National Curriculum and assessment criteria for that unit. The short-term lesson plans provide opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area.

In Key Stage 1 there are regular dedicated PE sessions to deliver the curriculum requirements. These are delivered through a variety of disciplines including fundamental skills, dance, gymnastics, invasion games and athletics.

We teach lessons so that children:

- develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.
- engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.
- apply and develop a broad range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- enjoy communicating, collaborating and competing with each other.
- develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Outside of these dedicated lessons, physical activity and the promotion of the importance of physical activity is taught and evidenced across other aspects of the school curriculum. For example, planned physical activity is an on-going part of Personal, Social and Health Education (PSHE) and is also evident outside of lessons such as during break times and after school. Alumwell Infant School has contracted specialist qualified Sports Coaches to provide extracurricular opportunities for all children to extend and enrich their skills within PE. This can be seen during dedicated lunchtime opportunities where the coach acts as a play leader, as well as during after-school clubs. All our clubs aim to aid sports development across the school as well as individuals' learning and performance and to provide access to new opportunities for children. It is an excellent opportunity for those children who are gifted and talented in P.E to extend their skill set even further and to take part in a sport that they thoroughly enjoy.

at different speeds, balancing, target throwing, rolling, kicking and catching. As the year progresses, children in EYFS are given opportunities such as dedicated physical activity sessions and simple competitions, to build on their knowledge and skill acquisition, in order to be ready to enter Key Stage 1.

Teaching and Learning in the EYFS

We recognise and encourage the importance of physical development, as set out in the Early Years Foundation Stage, as a key area of learning. Physical Education in the EYFS is informed by and aligned to the following related early learning goals:

PHYSICAL DEVELOPMENT

ELG: Gross Motor Skills: Negotiate space and obstacles safely, with consideration for themselves and others;

Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

ELG Fine Motor Skills: Use a range of small tools, including scissors, paint brushes and cutlery

PERSONAL, SOCIAL and EMOTIONAL DEVELOPMENT

ELG: Managing Self: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.

Explain the reasons for rules, know right from wrong and try to behave accordingly.

ELG: Building Relationships: Work and play cooperatively and take turns with others

EXPRESSIVE ARTS and DESIGN

ELG: Being Imaginative and Expressive: Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

As an integral part of their work, children in the EYFS access time and space to enjoy energetic play daily as well as using large portable and static equipment. We encourage the children to develop confidence and control of the way they move, and the way they handle tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills. Furthermore, specific Physical Development lessons give children the opportunity to practise movement skills through games with beanbags, cones, balls and hoops. Children participate in activities where they can practise moving in different ways and at different speeds, balancing, target throwing, rolling, kicking and catching. As the year progresses, children in EYFS are given opportunities such as dedicated physical activity sessions and simple competitions, to build on their knowledge and skill acquisition, in order to be ready to enter Key Stage 1.

Impact Assessment, Recording and Reporting:

Each unit of work is mapped against the progression documents to ensure that learners develop detailed knowledge and skills across the full breadth of the PE curriculum through engaging and age-appropriate curriculum content. Our teachers assess the children's work in PE, both by making informal judgements, as they observe them during lessons, and through assessing against the specific objectives set out in the National Curriculum and recorded using the Get Set 4 PE assessment software. We have clear expectations of what the pupils will know, understand and be able to do at the end of each Key Stage. Teachers are supported with resources to know how to prepare children for their next phase of education. These resources include the Get Set 4 PE progression of skills document, progression ladders and knowledge organisers. The high quality and consistent approach to PE teaching means the children complete each key stage with a high proficiency in each aspect of PE. Children are aware of the link between physical activity and good health (both physical and mental) and understand its significance as part of a healthy lifestyle. Teachers will informally assess pupils on a constant basis to inform planning and delivery of lessons. To ensure continuity and progression, this information is used to ensure that future planning and delivery is pitched at the correct level and that children are accessing appropriate teaching and learning. Teachers may choose to capture photographs or videos as evidence of children's performance during PE activities. Through the use of display materials, technical vocabulary being spoken and used by all learners, whole school and parental engagement, in turn, the learning environment across the school will help to raise the profile of PE and the importance of physical activity.

	EYFS	KS1 Statutory Curriculum Guidance Non-Statutory Curriculum Guidance Teacher Assessment Framework		KS2 Statutory Curriculum Guidance Non-Statutory Curriculum Guidance
	EYFS	Year 1	Year 2	KS2
Vocabulary	around	action	action	accelerate accuracy
	backwards	aim	batter	accurate/ accurately
	balance	attacker	bounce pass	apparatus backstop
	catch	balance bend body	bowler	batting bowl chest
	copy	catch	chest pass	consistently contact
	forwards	counts	collect	contrasting control
	jump	defender	direction distance	coordination court create
	kick	direction	dodge dribble	decelerate determination
	move	dribbling	fielder goal	distance dynamics
	over	exercise	height hurdle	explore expression extension
	pass	far fast heart	jog	faster feedback field/ fielding
	push	hit hop	landing	flow footwork further grip
	rock	improve	link	higher interception interesting
	roll	jump	mirror	inverted mark match/ matching
	run	land level lungs	overarm	momentum officiate opponent
	safely	mood	pathway	opposition outwit overhead pace
	shape	partner	pike	perform perseverance/ persevere
	sideways	point/points	possession	personal best pitch pivot
	skip	pose	received runs	playing area post power
	space	roll	send	quality reaction rebound
	stop	safely	star	receive receiver release
	tag	score	steady	represent retrieve
	team	send	straddle	rhythm rounder
	throw	slow	take off	select short barrier shoulder
	travel	speed	target	speed stability stamina
		target	teammate	stance strength strike stumped
		throw	timing	technique tension track/tracking
		travel	tuck	transfer travelling
			underarm	two-handed pick up unison
				wicket wicketkeeper

SKILLS

Running: explore running and stopping. Explore changing direction safely.

Balancing: explore balancing whilst stationary and on the move.

Jumping: begin to explore take-off and landing safely.

Hopping: explore hopping on both feet.

Skipping: explore skipping as a travelling action.

KNOWLEDGE

Running: know that I use big steps to run and small steps to stop. Know that moving into space away from others helps to keep me safe.

Balancing: know that I can hold my arms out to help me to balance.

Jumping: know that bending my knees will help me to land safely.

Hopping: understand that I use one foot to hop.

Skipping: know that if I hop then step that will help me to skip.

SKILLS

Running: explore changing direction and dodging. Discover how the body moves at different speeds.

Balancing: move with some control and balance. Explore stability and landing safely.

Jumping: demonstrate control in take-off and landing when jumping.

Hopping: begin to explore hopping in different directions.

Skipping: show co-ordination when turning a rope. Use rhythm to jump continuously in a French rope.

KNOWLEDGE

Running: understand that bending my knees will help me to change direction. Understand that if I swing my arms it will help me to run faster. Balancing: know that looking ahead will help me to balance. Know that landing on my feet helps me to balance. Jumping: know that landing on the balls of my feet helps me to land with control. Hopping: know that I should hop with a soft bent knee. Skipping: know that I should use the opposite arm to leg when I skip. Know that jumping on the balls of my feet helps me to keep a consistent rhythm.

SKILLS

Running: demonstrate balance when changing direction. Clearly show different speeds when running.

Balancing: demonstrate balance when performing movements.

Jumping: demonstrate jumping for distance, height and in different directions.

Hopping: demonstrate hopping for distance, height and in different directions.

Skipping: explore single and double bounce when jumping in a rope.

KNOWLEDGE

Running: know that putting weight into the front of my feet helps me to stop in a balanced position. Know that running on the balls of my feet, taking big steps and having elbows bent will help me to run faster.

Balancing: understand that squeezing my muscles helps me to balance.

Jumping: know that swinging my arms forwards will help me to jump further.

Hopping: know that if I look straight ahead it will stop me falling over when I land.

Skipping: know that I should swing opposite arm to leg to help me balance when skipping without a rope.

SKILLS

Running: change direction with a fluent action. Transition smoothly between varying speeds.

Balancing: show fluency and control when travelling, landing, stopping and changing direction.

Jumping and hopping: demonstrate good technique when jumping and hopping for distance and height.

Fluently link jumps together.

Skipping: consistently show a range of skills when skipping in a rope.

KNOWLEDGE

Running: know that running develops stamina and speed and both can be improved by training over time.

Balancing: know that balance underpins many skills in PE and everyday life and this feels different in

different situations.

Jumping and hopping: understand when to jump for height or jump for distance in different activities and what to do to achieve this.

Skipping: understand that skipping helps to develop co-ordination, stamina and balance.

	EYFS	Year 1	Year 2	KS2
Dance	SKILLS Actions: explore how my body moves. Copy basic body actions and rhythms. Dynamics: explore actions in response to music and an idea. Space: begin to explore pathways and the space around me and in relation to others. Performance: perform short phrases of movement in front of others	SKILLS Actions: copy, remember and repeat actions to represent a theme. Create my own actions in relation to a theme. Dynamics: explore varying speeds to represent an idea. Space: explore pathways within my performance. Relationships: begin to explore actions and pathways with a partner. Performance: perform on my own and with others to an audience.	SKILLS Actions: accurately remember, repeat and link actions to express an idea. Dynamics: develop an understanding of dynamics. Space: develop the use of pathways and travelling actions to include levels. Relationships: explore working with a partner using unison, matching and mirroring. Performance: develop the use of facial expressions in my performance.	SKILLS Actions: show controlled movements which express emotion and feeling. Dynamics: explore, improvise and combine dynamics to express ideas fluently and effectively on my own, with a partner or in a small group. Space and relationships: use a variety of compositional principles when creating my own dances. Performance: demonstrate a clear understanding of timing in relation to the music and other dancers throughout my performance.
	KNOWLEDGE Actions: understand that I can move my body in different ways to create interesting actions. Dynamics: understand that I can change my action to show an idea. Space: know that if I move into space it will help to keep me and others safe. Performance: know that when watching others I sit quietly and clap at the end. Strategy: know that if I use lots of space, it helps to make my dance look interesting	KNOWLEDGE Actions: understand that actions can be sequenced to create a dance. Dynamics: understand that I can create fast and slow actions to show an idea. Space: understand that there are different directions and pathways within space. Relationships: understand that when dancing with a partner it is important to be aware of each other and keep in time. Performance: know that standing still at the start and at the end of the dance lets the audience know when I have started and when I have finished. Strategy: know that if I use exaggerated actions it helps the audience to see them clearly.	KNOWLEDGE Actions: know that sequencing actions in a particular order will help me to tell the story of my dance. Dynamics: understand that I can change the way I perform actions to show an idea. Space: know that I can use different directions, pathways and levels in my dance. Relationships: know that using counts of 8 will help me to stay in time with my partner and the music. Performance: know that using facial expressions helps to show the mood of my dance. Strategy: know that if I practice my dance my performance will improve.	KNOWLEDGE Actions: understand that actions can be improved w/ consideration to extension, shape and recognition of intent. Dynamics: understand that selecting a variety of dynamics in my performance can help to take the audience on a journey through my dance idea. Space and relationships: know that combining space and relationships with a prop can help me to express my dance idea. Performance: understand how a leader can ensure our dance group performs together. Strategy: know that if I keep in character throughout, it will help me to express an atmosphere or mood that can be interpreted by the audience.

Ball Skills	SKILLS Sending: explore sending an object with hands and feet. Catching: explore catching to self and with a partner. Tracking: explore stopping a ball with hands and feet. Dribbling: explore dropping and catching with two hands and moving a ball with feet	SKILLS Sending: roll and throw with some accuracy towards a target. Catching: begin to catch with two hands. Catch after a bounce. Tracking: track a ball being sent directly. Dribbling: explore dribbling with hands and feet.	SKILLS Sending: roll, throw and kick a ball to hit a target. Catching: develop catching a range of objects with two hands. Catch with and without a bounce. Tracking: consistently track and collect a ball being sent directly. Dribbling: explore dribbling with hands and feet with increasing control on the move	SKILLS Sending: show good technique when sending a ball with increasing control, accuracy and consistency under pressure. Catching: demonstrate increasing consistency of catching under pressure in a variety of game situations. Tracking: demonstrate a wider range of techniques when tracking a ball under pressure Dribbling: dribble consistently using a range of techniques with increasing control under pressure.
	KNOWLEDGE Sending: know to look at the target when sending a ball. Catching: know to have hands out ready to catch. Tracking: know to watch the ball as it comes towards me and scoop it with two hands. Dribbling: know that keeping the ball close will help with control.	KNOWLEDGE Sending: know to face my body towards my target when rolling and throwing underarm to help me to balance. Catching: know to watch the ball as it comes towards me. Tracking: know to move my feet to get in the line with the ball. Dribbling: know that moving with a ball is called dribbling.	KNOWLEDGE Sending: know that stepping with opposite foot to throwing arm will help me to balance. Catching: know to use wide fingers and pull the ball in to my chest to help to securely catch. Tracking: know that it is easier to move towards a ball to track it than chase it. Dribbling: know to keep my head up when dribbling to see space/opponents.	KNOWLEDGE Sending: understand and make quick decisions about when, how and who to pass to. Catching: know how to catch a ball for different situations, considering trajectory, speed, height and size of the ball. Tracking: know how to track a ball for different situations, considering trajectory, speed, height and size of the ball. Dribbling: choose the appropriate skill for the situation under pressure e.g. a V dribble in basketball to keep the ball away from a defender.

Gymnastics	SKILLS	SKILLS	SKILLS	SKILLS
	Shapes: show contrast with my body including wide/narrow, straight/curved. Balances: explore shapes in stillness using different parts of my body. Rolls: explore rocking and rolling. Jumps: explore jumping safely.	Shapes: explore basic shapes straight, tuck, straddle, pike. Balances: perform balances making my body tense, stretched and curled. Rolls: explore barrel, straight and forward roll progressions. Jumps: explore shape jumps including jumping off low apparatus	Shapes: explore using shapes in different gymnastic balances. Balances: remember, repeat and link combinations of gymnastic balances. Rolls: explore barrel, straight and forward roll and put into sequence work. Jumps: explore shape jumps and take off combinations.	Shapes: combine and perform gymnastic shapes more fluently and effectively. Inverted movements: develop control in progressions of a cartwheel and a headstand. Balances: explore counter balance and counter tension. Rolls: develop fluency and consistency in the straddle, forward and backward roll. Jumps: combine and perform a range of gymnastic jumps more fluently and effectively.
Gymnastics	KNOWLEDGE	KNOWLEDGE	KNOWLEDGE	KNOWLEDGE
	Shapes: understand that I can make different shapes with my body. Balances: know that I should be still when holding a balance. Rolls: know that I can change my body shape to help me to roll. Jumps: know that bending my knees will help me to land safely. Strategy: know that if I hold a shape and count to five people will see it clearly.	Shapes: understand that I can improve my shapes by extending parts of my body. Balances: know that balances should be held for 5 seconds. Rolls: know that I can use different shapes to roll. Jumps: know that landing on the balls of my feet helps me to land with control. Strategy: know that if I use a starting and finishing position, people will know when my sequence has begun and when it has ended.	Shapes: know that some shapes link well together. Balances: understand that squeezing my muscles helps me to balance. Rolls: understand that there are different teaching points for different rolls. Jumps: understand that looking forward will help me to land with control. Strategy: know that if I use shapes that link well together it will help my sequence to flow.	Shapes: know which shapes to use for each skill. Inverted movements: understand that spreading my weight across a base of support will help me to balance. Balances: know where and when to apply force to maintain control and balance. Rolls: understand that I can use momentum to help me to roll and know where that momentum from. Jumps: understand that taking off from two feet will give me more height and therefore more time in the air. Strategy: know that if I use changes in formation it will help to make my sequence look interesting.

Athletics	SKILLS Running: explore running and stopping safely. Jumping: explore jumping and hopping safely. Throwing: explore throwing to a target.	SKILLS Running: explore running at different speeds. Jumping: develop balance whilst jumping and landing. Explore hopping, jumping and leaping for distance. Throwing: explore throwing for distance and accuracy.	SKILLS Running: develop the sprinting action. Jumping: develop jumping, hopping and skipping actions. Explore safely jumping for distance and height. Throwing: develop overarm throwing for distance	SKILLS Running: demonstrate a clear understanding of pace and use it to develop their own and others sprinting technique. Jumping: develop power, control and technique in the triple jump. Throwing: develop power, control and technique when throwing discus and shot put
	KNOWLEDGE Running: know that I use big steps to run and small steps to stop. Know that moving into space away from others helps to keep me safe. Jumping: know that bending my knees will help me to land safely. Throwing: understand that bigger targets are easier to hit. Rules: know that rules help us to stay safe.	KNOWLEDGE Running: understand that if I swing my arms it will help me to run faster. Jumping: know that landing on the balls of my feet helps me to land with control. Understand that if I bend my knees it will help me to jump further. Throwing: know that stepping forward with my opposite foot to hand will help me to throw further. Rules: know that rules help us to play fairly	KNOWLEDGE Running: know that running on the balls of my feet, taking big steps and having elbows bent will help me to run faster. Jumping: know that swinging my arms forwards will help me to jump further. Throwing: know that I can throw in a straight line by pointing my throwing hand at my target as I let go of the object. Rules: know how to follow simple rules when working with others.	KNOWLEDGE Running: understand that I need to prepare my body for running and know the muscle groups I will need to use. Jumping: understand that a run up builds speed and power and enables me to jump further. Throwing: understand that I need to prepare my body for throwing and know the muscle groups I will need to use. Rules: understand and apply rules in events that pose an increased risk.

	SKILLS	SKILLS	SKILLS	SKILLS
	Sending & receiving : explore s&r with hands and feet using a variety of equipment. Dribbling: explore dropping and catching with two hands and moving a ball with their feet. Space: recognise their own space. Attacking & defending: explore changing direction and tagging games.	Sending & receiving: explore s&r with hands and feet to a partner. Dribbling: explore dribbling with hands and feet. Space: recognise good space when playing games. Attacking: explore changing direction to move away from a partner. Defending: explore tracking and moving to stay with a partner.	Sending & receiving: developing s&r with increased control. Dribbling: explore dribbling with hands and feet with increasing control on the move. Space: explore moving into space away from others. Attacking: developing moving into space away from defenders. Defending: explore staying close to other players to try and stop them getting the ball	Sending & receiving : s&r consistently using a range of techniques with increasing control under pressure. Dribbling: dribble consistently using a range of techniques with increasing control under pressure. Space: move to the correct space when transitioning from attack to defence or defence to attack and create and use space for self and others. Attacking: confidently change direction to lose an opponent Defending: use a variety of defending skills (tracking, interception, jockeying) in game situations.
	KNOWLEDGE	KNOWLEDGE	KNOWLEDGE	KNOWLEDGE
	Sending & receiving: know to look at the target when sending a ball and watch the ball to receive it. Dribbling: know that keeping the ball close will help with control. Space: know that being in a space gives me room to play. Attacking & defending: know that there are different roles in games. Tactics: make simple decisions in response to a task. Rules: know that rules help us to stay safe.	Sending & receiving: know to look at my partner before sending the ball. Dribbling: know that moving with a ball is called dribbling. Space: understand that being in a good space helps us to pass the ball. Attacking: know that being able to move away from a partner helps my team to pass me the ball. Defending: know that staying with a partner makes it more difficult for them to receive the ball. Tactics: know that tactics can help us when playing games. Rules: know that rules help us to play fairly	Sending & receiving: know to control the ball before sending it. Dribbling: know that keeping my head up will help me to know where defenders are. Space: know that moving into space away from defenders helps me to pass and receive a ball. Attacking: know that when my team is in possession of the ball, I am an attacker and we can score. Defending: know that when my team is not in possession of the ball, I am a defender and we need to try to get the ball. Know that standing between the ball and the attacker will help me to stop them from getting the ball. Tactics: understand and apply simple tactics for attack and defence. Rules: know how to score points and follow simple rules.	Sending & receiving: understand and make quick decisions about when, how and who to pass to. Dribbling: choose the appropriate skill for the situation under pressure e.g. a V dribble in basketball to keep the ball away from a defender. Space: understand that transitioning quickly between attack and defence will help my team to maintain or gain possession. Tactics: know how to create and apply a tactic for a specific situation or outcome. Rules: understand, apply and use rules consistently in a variety of invasion games whilst playing and officiating

SKILLS	SKILLS	SKILLS	SKILLS
Striking: explore sending a ball to a partner. Fielding: explore tracking and stopping a rolling ball. Throwing and catching: explore rolling, throwing and catching using a variety of equipment.	Striking: explore striking a ball with their hand and equipment. Fielding: develop tracking and retrieving a ball. Throwing: explore technique when throwing over and underarm. Catching: develop co-ordination and technique when catching.	Striking: develop striking a ball with their hand and equipment with some consistency. Fielding: develop tracking a ball and decision making with the ball. Throwing: develop co-ordination and technique when throwing over and underarm. Catching: catch with two hands with some co-ordination and technique.	Striking: strike a bowled ball with increasing accuracy and consistency. Fielding: use a wider range of fielding skills with increasing control under pressure. Throwing: consistently demonstrate good technique in throwing skills under pressure. Catching: consistently demonstrate good technique in catching skills under pressure. KNOWLEDGE
KNOWLEDGE	KNOWLEDGE	KNOWLEDGE	
Striking: know to point my hand at my target when striking a ball. Fielding: know to scoop a ball with two hands. Throwing and catching: know to point my hand at my target when throwing. Know to have hands out ready to catch. Tactics: make simple decisions in response to a task. Rules: know that rules help us to stay safe.	Striking: understand that the harder I strike, the further the ball will travel. Fielding: know that throwing the ball back is quicker than running with it. Throwing: know which type of throw to use to throw over longer distances. Catching: know to watch the ball as it comes towards me. Tactics: know that tactics can help us when playing games. Rules: know that rules help us to play fairly.	Striking: understand the role of a batter. Know that striking quickly will increase the power. Fielding: understand that there are different roles within a fielding team. Know to move towards the ball to collect it to limit a batter's points. Throwing: know that stepping with opposite foot to throwing arm will help me to balance. Catching: know to use wide fingers and pull the ball in to my chest to help me to securely catch. Tactics: understand and apply simple tactics for attack (batting) and defence (fielding). Rules: know how to score points and follow simple rules	Striking: understand that the momentum and power for striking a ball comes from legs as well as arms. Fielding: know which fielding action to apply for the situation. Throwing and catching: consistently make good decisions on who to throw to and when to throw in order to get batters out. Know that accuracy, speed and consistency of throwing and catching will help to limit a batter's score. Tactics: understand and apply some tactics in the game as a batter, bowler and fielder. Rules: understand, apply and use rules consistently in a variety of striking and fielding games whilst playing and officiating.

Fitness	SKILLS	SKILLS	SKILLS	SKILLS
	KNOWLEDGE	KNOWLEDGE	KNOWLEDGE	KNOWLEDGE
	Agility: explore changing direction safely. Balance: explore balancing whilst stationary and on the move. Co-ordination: explore moving different body parts together. Speed: explore moving and stopping with control. Strength: explore taking weight on different body parts. Stamina: explore moving for extended periods of time.	Agility: change direction whilst running. Balance: explore balancing in more challenging activities with some success. Co-ordination: explore co-ordination when using equipment. Speed: explore running at different speeds. Strength: explore exercises using my own body weight. Stamina: explore moving for longer periods of time and identify how it makes me feel.	Agility: demonstrate improved technique when changing direction on the move. Balance: demonstrate increased balance whilst travelling along and over equipment. Co-ordination: perform actions with increased control when co-ordinating my body with and without equipment. Speed: demonstrate running at different speeds. Strength: demonstrate increased control in body weight exercises. Stamina: show an ability to work for longer periods of time.	Agility: change direction with a fluent action and transition smoothly between varying speeds. Balance: show fluency and control when travelling, landing, stopping and changing direction. Co-ordination: co-ordinate a range of body parts with a fluent action at a speed appropriate to the challenge. Speed: adapt running technique to meet the needs of the distance. Strength: complete body weight exercises for increased repetitions with control and fluency. Stamina: use my breath to increase my ability to move for sustained periods of time.
	Agility: know that moving into space away from others helps to keep me safe. Balance: know that I can hold my arms out to help me to balance. Co-ordination: know that moving my arms and legs at the same time helps me to walk, run and jump. Speed: know that I use big steps to run and small steps to stop. Strength: understand that I can hold my weight on different parts of my body. Stamina: understand that moving for a long time can make me feel tired.	Agility: understand that bending my knees will help me to change direction. Balance: know that looking ahead will help me to balance. Co-ordination: know that using the opposite arm to leg at the same time helps me to perform skills such as running and throwing. Speed: understand that if I swing my arms it will help me to run faster. Strength: understand that exercise helps me to become stronger. Stamina: understand that when I move for a long time it can make me feel hot and I breathe faster.	Agility: know using small quick steps helps me to change direction. Balance: understand that I can squeeze my muscles to help me to balance. Co-ordination: understand that some skills require me to move body parts at different times such as skipping. Speed: know that I take shorter steps to jog and bigger steps to run. Strength: know that strength helps us with everyday tasks such as carrying our school bag. Stamina: know that I need to run slower if running for a long period of time.	Agility: understand that agility requires speed, strength, good balance and co-ordination. Balance: know where and when to apply force to maintain control and balance. Co-ordination: understand that co-ordination also requires good balance and know how to achieve this. Speed: know that speed can be improved by training and know which speed to select for the distance. Strength: understand that I can build up my strength by practicing in my own time. Stamina: know which exercises can develop stamina and understand that it can be improved by training over time.