



ILPS Curriculum Overview for Physical Education (PE)

Rationale

Our school is committed to ensuring that all children participate in P.E. and sport to a high standard, in and out of school. Our most recent School Games award was the Silver Mark Award. Through our sports curriculum, we aim to create a positive and enjoyable learning environment in which all children have the opportunity to develop to their full potential, encouraging the beginnings of a lifelong involvement in sport and physical activity. We promote health and general fitness levels in all pupils through active participation in a full and varied P.E. programme (The PE Hub). Our PE curriculum reinforces the positive behaviours encouraged in our school's ethos – 'Be Respectful, Be Ready, Be Responsible'.

Activities include invasion games, gymnastics, swimming, dance, athletics, development of ball and apparatus skills and formal team games. During our dance and gymnastics lessons, the children are encouraged to use the wall climbing frames and, for the lower school children, the soft play equipment. These unique apparatuses allow the children to confidently and safely explore different movements and realise their own limitations within a safe environment. Having a tailored approach to the Physical Education element of the National Curriculum allows the children of Joy Lane to follow a deliberate pathway from the early stages of discovery right through to mastery. This, in turn, benefits the children when it comes to competing in School Games competitions, and sets them up to become healthily competitive and able young sportspeople.

Children will follow a naturally progressive programme of study which builds upon their previous knowledge and skills, enabling them to become capable and confident in their own abilities. It also allows them to appreciate and develop more unique skills such as communication, resilience, respect, tolerance and creativity. 'Head, Hand, Heart' assessment criteria ensure a focus on all aspects of physical development. The children at Joy Lane benefit as a whole from this programme of study, which aids those who need extra support, and gifts those with more confidence the opportunity to flourish. It is an expectation that pupils have the correct and necessary sports kit for the activities and weather that they are participating in.

The school benefits from an excellent swimming pool, two large halls for indoor physical activities, a MUGA (Multi Games Arena), an extensive playing field and hard surfaced playgrounds, and climbing walls/frames. These serve to support our excellent P.E. provision. Staff also further the school's curriculum with several extra-curricular activities and events. Through the curriculum and extended learning clubs, pupils are able to participate in athletics, cricket, netball, rounders, rugby, football, gymnastics, dance and swimming. This allows pupils to experience a range of physical challenges, inspiring a love of P.E.

National Curriculum

Purpose of study

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Aims

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

Subject content

Key stage 1

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

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.

Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres

- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

Reception

Area of Learning

Birth to three:	3 and 4 year olds:	Children in Reception:
<p>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. Enjoy moving when outdoors and inside. Sit without support. Begin to crawl in different ways and directions. Pull themselves upright and bouncing in preparation for walking. 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. Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. Enjoy starting to kick, throw and catch balls. Build independently with a range of appropriate resources. Begin to walk independently – choosing appropriate props to support at first. 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.</p>	<p>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. Use large-muscle movements to wave flags and streamers, paint and make marks. Start taking part in some group activities which they make up for themselves, or in teams. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. 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.</p>	<p>Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> • rolling • crawling • walking • jumping • running • hopping • skipping <p>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. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. 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.</p>

Please refer to Development Matters (page 101 onwards) to see example of how to support the above.

Early Learning Goals:

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

Sports to be Taught

1	2	3	4	5	6
Body Management (1)	Body management (2)	Gymnastics	Swimming Speed, Agility, Travel	Swimming Manipulation and Coordination (1)	Swimming Manipulation and Coordination (2)

Key Knowledge/Skills

<p>Follow balance obstacle challenge. Work with others to move through hoops. Reach and stretch to retrieve and place objects. Steps, strides, hops, bounces, bridges and tunnels. Uses a variety of ways to travel over apparatus.</p>	<p>Twist, turn, egg roll. Control and coordinate limbs. Running and jumping to music. ABC assault course. Perform basic actions with others.</p>	<p>Adapt instruction to physical actions. Take off positions. Landing positions. Moving over and under apparatus. Shapes and balances.</p>	<p>Demonstrate agility in a variety of games. Recognise and follow instructions. Experimenting different starting and stopping positions. Perform fast and slow movements. Show control to stop and perform actions.</p>	<p>Co-ordinate limbs to carry out defined movements and actions. Reproduce movements with a ball bilaterally. Make contact with a ball using feet and legs. Practice hop, step and jump sequences. Send and stop objects using hand and feet.</p>	<p>Parachute games. Moving small objects using dominant and non-dominant hand. Push, hit, dribble. Using baton steer objects to targets. Roll, spin, rotate, throw and catch hoops.</p>
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Key Vocabulary

<p>Climb Step Feet Alternate One foot Balance Stand Stop Reach Stretch Hold Carry Touch Crawl Jump Roll</p>	<p>Beanbags Mats Cones Quoits Hoops Box tops Balls Bibs Benches Apparatus Music player Music Percussion Instruments</p>	<p>Balance Control Fast High Jump Link Low Stretch pattern</p>	<p>Pause Prepare Freeze High Low Switch Agility Music Beat</p>	<p>Carry Crawl Feet Freeze Grip Hands High Hold Hop Jump Low Music One foot Pause Prepare Eyes</p>	<p>Weight Spin Slide Apparatus Anticipate Freeze High Low Switch Beat Hop Jump Step Grip Opposition</p>
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Year 1

Sports to be Taught					
1	2	3	4	5	6
Hit, Catch, Run	Dance	Gymnastics	Swimming Run, Jump, Throw (1)	Swimming Run, Jump, Throw (2)	Swimming Sports Day Activities

Key Knowledge/Skills					
<p>Head Able to identify when a point has been scored and keep count of the score. Show an understanding of techniques to track and stop balls. What's practical and what's not.</p> <p>Hand Catch a medium-sized ball thrown over a short distance. Track balls and other equipment sent to them, moving in line with the ball to collect it. Run between bases to score points. Use a range of sending skills to put the ball into space. Able to self-feed ball to hit off the hand and strike ball off a cone.</p> <p>Heart Work collaboratively to score runs showing encouragement and support. Resilient in the face of new challenges shows the will to keep trying.</p>	<p>Head Demonstrate understanding that a dance has a start, middle and end. Confident to explore space within their dances and movements.</p> <p>Hand Simplistically use concepts such as unison and mirroring in dance, copying examples. Perform basic body actions along with music. Remember and repeat simple movement patterns. Move with control and show spatial awareness. Show strength and flexibility during different types of activity such as movement phrases or starter activities.</p> <p>Heart Work with a partner to use repeating motifs in dance movement phrase. Tap into emotions to respond to the feelings in the music by translating to body movement</p>	<p>Head Demonstrate understanding that a dance has a start, middle and end. Confident to explore space within their dances and movements.</p> <p>Hand Simplistically use concepts such as unison and mirroring in dance, copying examples. Perform basic body actions along with music. Remember and repeat simple movement patterns. Move with control and show spatial awareness. Show strength and flexibility during different types of activity such as movement phrases or starter activities.</p> <p>Heart Work with a partner to use repeating motifs in dance movement phrase. Tap into emotions to respond to the feelings in the music by translating to body movement.</p>	<p>Head Demonstrate awareness for the need to improve and attempt to improve. Recognise and implement concepts such as waiting your turn. Select correct skill for the situation.</p> <p>Hand Can start and stop at speed, run in straight lines using a variety of speeds. Attempt various jumps taking off and landing on different foot combinations, e.g., 2 to 1, 1 to 2 etc. Handle and throw a variety of different objects and attempt to throw for distance. Move a variety of objects quickly, showing a range of techniques. Developed agility and coordination skills to competently take part in a range of activities.</p> <p>Heart Participate as part of a team to compete in running relays. Put in effort and stay motivated when challenged.</p>	<p>Head Suggest links between types of exercises, e.g., training speed for different jumping activities. Select correct skill for the situation. Copy and repeat basic movements for extended periods developing stamina.</p> <p>Hand Demonstrate some core strength to hold a variety of shapes and positions. Perform skills and tasks in set times. Move limbs in isolation and combination, such as when practising sprint technique. Undertake repetitive action and activities and show consistency across these movements.</p> <p>Heart Work partner to help improve their performance. Apply knowledge of boundaries such as lanes & avoid impeding others.</p>	Apply previously taught knowledge and skills to apply to Sports Day Practise

Key Vocabulary					
Batter Bowl Catch Collect Feed Field Hit Hitter Pick up Retrieve Roll Stop Strike Throw	Stretch Swing Mood Feeling Theme Story Static Friendship Start Middle End	Balance Control Fast High Jump Link Low Stretch Pattern.	Water safety Backwards Distance Far Fast Forwards Furthest High Hop Link Medium Fastest	Water safety Confidence Front Crawl Back Stroke/Crawl Run Hop Skip Step Sideways Throw Slow Medium Link Skipping Power Track Relay Tag Power Sprint	Team work Encouragement Support Water confidence Back stroke/crawl Front stroke.

Year 2

Sports to be Taught					
1	2	3	4	5	6
Hit, Run, Catch	Dance	Gymnastics	Run, Jump, Throw (1) Swimming	Run, Jump, Throw (2) Swimming	Sports Day Activities Swimming

Key Knowledge/Skills					
<p>Head Make choices about where to hit the ball.</p>	<p>Head</p>	<p>Head Perform with some control and</p>	<p>Head Make choices about appropriate throws</p>	<p>Head Begin to make links between components</p>	Apply previously taught knowledge and

<p>Make tactical decisions about where to position themselves in the field.</p> <p>Hand</p> <p>Has developed hitting skills with a variety of bats.</p> <p>Retrieve a ball back to base as part of a team.</p> <p>Practised bowling/feeding a ball to other players.</p> <p>Play as a batter, bowler and fielder.</p> <p>Run in a game to score points.</p> <p>Makes attempts to catch balls coming towards the player in games.</p> <p>Heart</p> <p>Display sportsmanship when competing against others.</p> <p>Work as a team to score runs.</p>	<p>Show confidence to perform in front of others.</p> <p>Select movements that show a clear understanding of the theme/story/idea of the dance.</p> <p>Hand</p> <p>Explore and use basic choreography, including levels, speed changes, unison and cannon.</p> <p>Move with imagination responding to the music.</p> <p>Plan a dance to have a beginning, middle and end.</p> <p>Show good timing with the music.</p> <p>Begin to use formations in a dance.</p> <p>Heart</p> <p>Create a short, simple dance with a partner.</p> <p>Attempt to work as part of a group to perform a dance.</p>	<p>consistency, basic actions at different speeds and on different levels.</p> <p>Explain what you are looking for when judging.</p> <p>Hand</p> <p>Create and perform a simple sequence.</p> <p>Perform using recognised start and finish shapes.</p> <p>Explore and practice transitions between elements.</p> <p>Demonstrate flexibility in movements.</p> <p>Perform a sequence using some apparatus.</p> <p>Heart</p> <p>Reflect on their own performance and use a scoring system to judge performance.</p> <p>Work well with others to help improve each other's sequences/movement</p>	<p>for different types of activity.</p> <p>Can identify areas of actions that need improvement, e.g., power in throws to throw further.</p> <p>Hand</p> <p>Develop strength, agility, coordination and balance over a variety of activities.</p> <p>Can negotiate obstacles showing increased control of body and limbs.</p> <p>Demonstrate different types of throws.</p> <p>Show quick feet actions for sprinting.</p> <p>Perform a variety of static and dynamic balances.</p> <p>Heart</p> <p>Work cooperatively to complete running and throwing tasks.</p> <p>Consider others when playing games to respect their space and boundaries.</p>	<p>of fitness, e.g., strength and outcome, i.e., length of throw.</p> <p>Attempt a new breathing technique during running.</p> <p>Hand</p> <p>Can throw and handle a variety of objects, including quoits, beanbags, balls, hoops.</p> <p>Use agility in running games.</p> <p>Run for a sustained period.</p> <p>Throw demonstrating power.</p> <p>Practise to improve jumping skills.</p> <p>Heart</p> <p>Discuss thoughts and feelings around physical challenges and what it means to be a team player.</p> <p>Work cooperatively to complete running, jumping and throwing tasks.</p> <p>Consider others when playing games to respect their space and boundaries.</p>	<p>skills to apply to Sports Day Practise</p>
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Key Vocabulary

<p>Hit</p> <p>Catch</p> <p>Runs</p> <p>Wicket</p> <p>Bats</p> <p>Bowl</p> <p>Feed</p> <p>Throw</p> <p>Catch</p> <p>Underarm</p> <p>Overarm</p> <p>Field</p> <p>Hitter</p> <p>Bowler</p> <p>Umpire</p> <p>Posts</p> <p>Stumps</p>	<p>Direction</p> <p>Huddle</p> <p>Group</p> <p>Mood</p> <p>Feeling</p> <p>Penguin</p> <p>Musicality</p> <p>Respond</p> <p>Galloping</p> <p>Flying</p>	<p>Shape</p> <p>Sequence</p> <p>Pattern</p> <p>Movement</p> <p>Music</p> <p>Timing</p> <p>Hang</p> <p>Carry</p> <p>Power</p> <p>Judging</p>	<p>Run</p> <p>Throw</p> <p>Handle</p> <p>Power</p> <p>Quick</p> <p>Burpee</p> <p>Obstacle</p> <p>Control</p> <p>Stamina</p> <p>Static</p> <p>Dynamic</p> <p>Collect</p>	<p>Lunges</p> <p>Strength</p> <p>Power</p> <p>Repetition</p> <p>Accuracy</p> <p>Agility</p> <p>Burn</p> <p>Stamina</p> <p>Fitness</p> <p>Persevere</p> <p>Tally</p> <p>Develop</p> <p>Lap</p> <p>Cooperate</p> <p>Compete</p>	<p>Teamwork</p> <p>Encouragement</p> <p>Support</p> <p>Water confidence</p> <p>Back stroke/crawl</p> <p>Front stroke.</p> <p>Breaststroke</p>
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Year 3

Sports to be Taught

1	2	3	4	5	6
Tag Rugby	Football	Gymnastics	Netball Swimming	Athletics Swimming	Cricket Swimming

Key Knowledge/Skills

<p>Head</p> <p>Explore a range of techniques to avoid being tagged.</p> <p>Employ tactics to put opponents under pressure.</p> <p>Hand</p> <p>Perform a range of ball handling skills.</p> <p>Hand Show ways to avoid being tagged in a game.</p> <p>Use recognised passes in isolation.</p> <p>Can recall and show at least two key teaching</p>	<p>Head</p> <p>Recognise the need to look forward when attacking a goal.</p> <p>Sometimes make good choices about when to pass and when to dribble.</p> <p>Hand</p> <p>Send the ball using the inside of the foot.</p> <p>Control the ball and pass unchallenged.</p> <p>Use short passes to keep possession in a game.</p>	<p>Head</p> <p>Modify actions independently using different pathways, directions and shapes.</p> <p>Identify similarities and differences in sequences.</p> <p>Hand</p> <p>Perform sequences with contrasting actions.</p> <p>Perform in unison with a partner.</p> <p>Remember and repeat sequences.</p>	<p>Head</p> <p>Play using basic netball rules.</p> <p>Attempt to create space for others by moving off the ball.</p> <p>Hand</p> <p>Pass the ball in a variety of ways.</p> <p>Demonstrate dodging technique to get 'free' from a defender.</p> <p>Play in attacking and defending zones.</p> <p>Recognise which throws are used for different distances.</p>	<p>Head</p> <p>Take part in basic scoring of different events.</p> <p>When questioned, show understanding of their role in team relay performance.</p> <p>Compete with others and record points.</p> <p>Hand</p> <p>Link running and jumping activities with some fluency and consistency.</p> <p>Control movements and body actions in</p>	<p>Head</p> <p>Adhere to some basic cricket rules.</p> <p>Explain how fielders work together to restrict batters runs.</p> <p>Hand</p> <p>Hit a ball using a forward drive.</p> <p>Accurately bowl a ball underarm.</p> <p>Strike a bowled ball.</p> <p>Strike a ball off a tee with some consistency.</p> <p>Stop a moving ball.</p>
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<p>points of a learned skill. Play using basic rules. Heart Listen to others to work as an effective team. Show support, encouragement and good sportsmanship.</p>	<p>Sometimes move into space to receive the ball. Use the outside of the foot to control the ball and dribble. Heart Show support, encouragement and good sportsmanship. Work as part of a team to attack towards a goal.</p>	<p>Adapt basic sequences to include some apparatus. Show body control in individual movements and sequences. Heart Work as a group to create a basic sequence. Can suggest how developing strength and flexibility helps in maintaining a healthy, active lifestyle.</p>	<p>Receive the ball without travelling. Heart Create opportunities as a team to score, building an attack. Show support, encouragement and good sportsmanship.</p>	<p>response to specific instructions. Jump for height and distance with control and balance. Run at different speeds according to event and instruction. Throw a variety of objects using recognised throws. Throw more accurately and over greater distances. Heart Run as part of a relay team. Identify how to improve their own, and others work and be tactful</p>	<p>Develop throwing skills to throw over longer distances. Heart Field as a team to return the ball to the bowler/base effectively. As a team, apply simple tactics to choose where to hit the ball.</p>
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Key Vocabulary

<p>Space Accurately Mark Dodge Attack Defend Footwork Possession Evading Close down Sportsmanlike</p>	<p>Teamwork Score Shoot Intercept Foot Inside of the foot Touch Possession Accuracy</p>	<p>Fluency, contrasting, unison, low, combinations, full turn, half-turn, flexibility, compositional ideas, healthy active lifestyle.</p>	<p>Space Pass accurately Mark Dodge Attack Defend Footwork Possession Netball Rules Improve</p>	<p>Run Jump Throw Agility Power Speed Track Force Distance Curve Accelerate Hurdles Pull Record Pace Approach Combine</p>	<p>Cricket Batting Fielding Bowling Bat Wicket Stump Crease Boundary Run Batsman Bowler Wicketkeeper Innings Forward drive Long barrier Over</p>
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Year 4

Sports to be Taught

1	2	3	4	5	6
Tag Rugby Swimming	Football Swimming	Dance Swimming	Netball	Athletics	Rounders

Key Knowledge/skills

<p>Head Decide on ways to improve a piece of teamwork. Identify when to run and when to pass. Hand Play using passing back and sideways rules. Run with the ball using the correct technique. Use different length passes to attack. Send and receive the ball with accuracy and control to score tries. Move into space with the ball. Heart Work as part of a team to attack and score in a defined area. Recognise how playing as a team can improve your communication skills.</p>	<p>Head Have discussions on the benefits and weaknesses of both types of marking. Sometimes make decisions on the best time to tackle. Hand Move towards the ball to receive. Attempt front marking and goal side marking. Begin to tackle. Use dribbling to progress forwards. Send the ball over longer distances. Heart Work hard in a game and recognise the physical effects on yourself and your teammates. Evaluate which skills and tactics you apply well, and which need improvements.</p>	<p>Head Demonstrate and discuss performance skills. Remember movements and routines from previous weeks. Hand Incorporate a freeze-frame into a dance. Dance using a variety of formations confidently. Clearly show set start positions for the beginning of the dance. Perform with increasing musicality with control and confidence. Use transitions to move from different dance positions. Heart Work as part of a group to listen to and give ideas. Include unison and cannon in the dance sequence</p>	<p>Head Show some awareness of high five positions. Act as a scorer and timekeeper. Hand Protect the ball after catching. Catch the ball executing correct footwork rules. Show speed and endurance in a game situation. Use basic shooting techniques in isolation and a game. Use one to one marking technique in a game. Play within positional restrictions. Heart Build up the attack as a team. Recognise how playing as a team can improve your communication skills.</p>	<p>Head Decide on ways to improve, run, jumps and throws and implement changes. Compare different throws when using various equipment. Demonstrate patience and determination. Hand Show differences between sprinting and running speeds over a variety of distances. Throw a variety of objects demonstrating accuracy, i.e. object landing in throwing zone. Perform a range of jumps with consistency, sometimes approaching jump with a run-up. Compete in running, jumping and throwing activities and compare their performance with previous. Heart</p>	<p>Head Play in a game using rounders scoring system. Choose where to direct a hit from a bowled ball. Hand Run between posts making appropriate decisions. Track and intercept the ball along the ground, sometimes collecting with one hand. Use underarm bowling action with some consistency. Play backstop role in small game situations. Hit the ball into specific zones to score points. Heart Identify and describe some successful play. Work as a team to return balls in the field.</p>
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				Work with others to score and record distance and times accurately. Develop control in baton exchange and analyse as a team how to improve handover.	
Key Vocabulary					
Passing Running Backwards Tag Straight Space Teamwork try-area	Control Use space Defend Defensive Attack Dribble Pass Tactics Direction Tackle	Improvisation, rehearse, director, choreographer, slide, formation, freeze frame	Teamwork Footwork Foul Free pass Goal Attack Centre Goal shooter Goal defence Goal keeper High five Marking	Track Force Distance Curve Accelerate Hurdles Foam javelins Vortex howler Bounce target Take off Sling Exchange Accuracy	Zones Directing Speed Avoid Intercept Role Scoring system Gain Stumped
Year 5					
Sports to be Taught					
1	2	3	4	5	6
Football Swimming	Netball Swimming	Tag Rugby Swimming	Gymnastics	Cricket	Athletics
Key Knowledge/Skills					
<p>Head Select an appropriate conclusion to run, e.g., shoot, pass, dribble further. Play in a formation, e.g., diamond.</p> <p>Hand Receive the ball and turn. Run with the ball with more control. Work with a partner to pass on the move. Apply goal side marking in a game. Play confidently in a variety of positions.</p> <p>Heart Use individual skills to keep possession, explain how this helps the team. Use appropriate language to explain their attacking and defensive play.</p>	<p>Head Know and apply the rules consistently in game situations. Explain the technique for different passes.</p> <p>Hand Use a variety of passes in a game at appropriate times. Try different dodging techniques. Use pivoting to pass in a game. Attempt two-hand shooting. Effectively find space in a game to receive the ball.</p> <p>Heart Use appropriate language to explain their attacking and defensive play. Use verbal and non-verbal communication to show teammates where you want the ball.</p>	<p>Head Recognise the principles of defence. Play in formations, e.g. magic diamond.</p> <p>Hand Combine running and passing skills with accuracy and consistency. Know and apply the rules consistently in game situations. Send and receive a pop pass during a game. Adapt learnt skills to play in different positions with some success.</p> <p>Heart Use appropriate language to explain their attacking and defensive play. As a team, maintain possession. Mark an opponent as an individual whilst communicating as a team.</p>	<p>Head Selects a component for improvement and use guidance from others to do so. Take the lead in a group.</p> <p>Hand Create longer and more complex sequences and adapt their performances. Attempt to perform more complex skills in isolation such as round-off. Make a dynamic sequence with contrasting shapes and actions and balances, demonstrating smooth transitions. Remember and repeat longer sequences with more difficult movements such as cartwheels, shoulder rolls.</p> <p>Heart Work responsibly in trust exercises and when counterbalancing. Perform symmetry and asymmetry individually, in pairs and as a group. Compare performances and judge strengths and areas for improvement.</p>	<p>Head Recognise in a game when to play a defensive shot. Field with some awareness of batters' strengths. Describe what 'setting a field' means.</p> <p>Hand Throw with accuracy and consistency over short distances. As the wicketkeeper, follow the path of the ball. Attempt a range of shots in a game. Employ specific bowling techniques such as overarm with more consistent accuracy.</p> <p>Heart Communicate with your partner to maximise runs. Show perseverance during the game and commitment to team</p>	<p>Head Identify how they can change an activity by using the STEP principle. Distinguish between good and poor performances and suggest ways to improve self and others.</p> <p>Hand Sustain pace over shorter and longer distances such as running 100m and running for 2 minutes. Explore a range of baton handling activities and attempt to receive in a restricted area. Combine jumping sequences, e.g., hop, step, jump. Perform a range of jumps in different activities.</p> <p>Heart Demonstrate a range of throwing actions using different equipment with some consistency and control. Able to run as part of a team in relay style events and demonstrate max effort pace. Compare own performance with previous ones and demonstrate improvement to achieve personal best.</p>
Key Vocabulary					
Distance Perform	Score Shoot	Contest Possession	Symmetry Symmetry	Calling Accuracy	Bounce Relay

Consistent Speed Fair play Regain Possession Goal side Interchange Position Maintain	Footwork Foul Free pass Pivot Umpire Dodging Attack Defence Dodge Stationary	Pressure Support Pop pass Turn over Lose pass W grip Offence Formation	Sequences, Combinations Direction Speed partner Asymmetrical Symmetrical Aesthetics Counterbalance	Rise of the ball Anticipating Forward Defensive shot Setting a field Flexibility Cardiovascular Endurance Power	Baton Safety Rules Targets Record Set Take over Pass Sustain Push Receive Hop-step-jump
Year 6					
Sports to be Taught					
1	2	3	4	5	6
Football Swimming	Netball Swimming	Tag Rugby Swimming	Dance	Rounders	Athletics
Key Knowledge/Skills					
<p>Head Devise a drill that develops a particular skill. Explain why certain areas of the goal are better to shoot at.</p> <p>Hand Pass the ball to set up others to shoot. Apply speed and accuracy to a penalty shot. Apply correct body positioning when closing down a player to defend. Attempt proper foot placement to send and receive the ball. Shoot during a game.</p> <p>Heart Collaborate with a partner to implement simple defensive techniques. Work as a team to attack and defend, implementing a variety of football skills.</p>	<p>Head Umpire a game, explaining decisions where necessary. Help the shooter by staying 'free' around the D. Make choices about where to pass the ball.</p> <p>Hand Mark the ball for a pass or shot. Anticipate, track and control a rebounding ball from a shot. Knock away the ball when appropriate. Make quicker decisions in a game (on and off the ball). Apply the 1m rule consistently.</p> <p>Heart Play in a competition. Play in high 5 squad rotations keeping track of who is where and where you are rotating to next.</p>	<p>Head Use STEP principle to suggest, plan and lead a warm-up to compliment the lesson objectives. Recognise the difference between attacking and defensive tactics.</p> <p>Hand Support players when you are off the ball. Consistently catch/stop and control a ball Make quicker decisions in games (on and off the ball). Use a variety of techniques for passing, controlling and moving the ball. Use speed and agility in gameplay.</p> <p>Heart Suggest ways to improve set plays. Offer suggestions for improvements on other's warm-up activities.</p>	<p>Head Warm-up and cool down independently. Interpret different stimuli with imagination and flair. Work creatively and imaginatively on their own, in pairs and in a group, to create simple dances.</p> <p>Hand Use recognised dance actions and adapt to develop motifs and movement patterns. Show tension and extension in dance movements. Perform a duet including a range of elements. Show appropriate facial expressions and gestures. Attempt to include dynamics in dance.</p> <p>Heart When working in groups/pairs, take the lead suggesting ideas and refining actions of others. Work sensibly with others during contact and lift work.</p>	<p>Head Demonstrate urgency when in the field. Apply a range of rules in a full rounders game.</p> <p>Hand Show attacking and defensive skills as a batter. Attempt to track and catch high balls in isolation and gameplay. Increased speed when bowling. Play in a complete game of rounders with markings and four bases. Recognise when to run and when to stop on a base.</p> <p>Heart Understand teammates perspective & motivation when accumulating runs/rounders. Work with a partner/team to field longer balls. Apply simple tactics to ensure all runners make it about bases.</p>	<p>Head Accurately record scores in various track and field events. Assess their own ability to perform as part of a team.</p> <p>Hand Demonstrate power and good technique when throwing for distance. Show a variety of jumping techniques with control. Use power to improve the start of a sprint and achieve a personal best. Use the correct footwork, showing coordination for the triple jump. Run consistently in a variety of running races.</p> <p>Heart Collaborate with others to complete a race in the fastest time possible. Recognise success in their performance even when they do not win.</p>
Key Vocabulary					
Fair play Tackle Covering Supporting Strategy Set up Assist Deny Set play Covering Defender	Tactics Gameplay Blocking Free Metre Organisation Rebounds Prone Thirds Area Offside	Transition Principle STEP Agility Turnover Support Observe Analyse	Motif Street dance Hakka Composition Collaborate Stag Leap Rebound Expression	Shot Defensive Offensive Predict Place Select Tactics Stance Tracking	Safety Rules Targets Record Set Take over Pass Strength Judge Trajectory Sprint Shuttle Assess

Joy Lane Swimming Progression

Key Skills and Vocabulary



	Key Vocab	Key Skills
Year R	<ul style="list-style-type: none"> ○ Keeping safe on poolside ○ Kicking legs ○ Blowing bubbles ○ On your front/back ○ Jump 	<ul style="list-style-type: none"> ○ Show an understanding of Joy Lane Swimming Pool rules. ○ Enter and exit the big pool safely. ○ Blow bubbles with mouth submerged ○ Kick 2m with a noodle on front and back ○ Perform a jump with assistance. ○ Attempt a star float on front and back.
Year 1	<ul style="list-style-type: none"> ○ Keeping safe on poolside ○ Kicking legs on front/back ○ Holding breath/face in the water ○ Push and glide ○ Deep end/shallow end 	<ul style="list-style-type: none"> ○ Answer 2 questions on Joy Lane Swimming Pool Rules. ○ Hold breath with face in the water for 3 seconds. ○ Kick 5m on front with a noodle or float ○ Kick 5m on back with a noodle or float ○ Perform a push and glide on front and back (with noodle if required). ○ Perform a jump in the shallow-end big pool (with a noodle and assistance if required).
Year 2	<ul style="list-style-type: none"> ○ Water Safety ○ Kicking legs on front/back ○ Swimming on your front/back. ○ Swimming arms front/back (alternating action) ○ Push and glide ○ Deep end/shallow end 	<ul style="list-style-type: none"> ○ Show an understanding of the Water Safety Code ○ Hold breath with face in the water for at least 5 seconds. ○ Swim 5m on front using arms and legs. ○ Swim 5m on back using legs. ○ Perform a push and glide on front and back without assistance. ○ Independently perform a jump in the shallow-end big pool. ○ Perform a start float on front with face in the water and on back with ears in the water.
Year 3	<ul style="list-style-type: none"> ○ Water Safety (on poolside and by the sea) ○ Front crawl ○ Back crawl ○ Breaststroke ○ Push and glide/streamlining ○ Deep/Shallow/Width/Length 	<ul style="list-style-type: none"> ○ Answer 2 questions on of the Water Safety Code. ○ Swim 10m front crawl attempting sideways breathing. ○ Swim 10 Back crawl using arms and legs. ○ Kick 5m breaststroke (legs only) using noodle or float. ○ Jump into deep-end of big pool (with noodle/assistance if required). ○ Perform a push and glide on front and back without assistance with a streamlined body shape.
Year 4	<ul style="list-style-type: none"> ○ Water Safety (on poolside and by the sea) ○ Front crawl ○ Back crawl ○ Breaststroke ○ Push and glide/streamlining ○ Treading water 	<ul style="list-style-type: none"> ○ Answer 3 questions on of the Water Safety Code. ○ Swim 15m front crawl with sideways breathing ○ Swim 15m back crawl with arms fully recovering over the water. ○ Swim 5m breast stroke using a recognised arm/leg technique. ○ Jump into deep-end of pool without assistance. ○ Attempt to tread water.
Year 5	<ul style="list-style-type: none"> ○ Water Safety (on poolside and by the sea) ○ Front crawl, ○ Back crawl ○ Breaststroke ○ Dolphin kick ○ Treading water 	<ul style="list-style-type: none"> ○ Answer 5 questions on the Water Safety Code. ○ Swim 25m front crawl using bilateral breathing (both sides) ○ Swim 25m back crawl using collect leg/arm technique. ○ Swim 10m breast stroke attempting the correcting timing (arms, breath, legs, glide) ○ Swim 5m of dolphin kick. ○ Jump into deep-end of pool without assistance and swim 10m ○ Tread water for 30 seconds
Year 6	<ul style="list-style-type: none"> ○ Water Safety (on poolside and by the sea) ○ What to do in an emergency ○ Front crawl ○ Back crawl ○ Breaststroke ○ Butterfly ○ Sculling arm action 	<ul style="list-style-type: none"> ○ Have an understanding of what to do in an emergency ○ Swim 50m front crawl using bilateral breathing (both sides) ○ Swim 50m back crawl using collect leg/arm technique. ○ Swim 20m breast stroke using the correcting timing (arms, breath, legs, glide). ○ Swim 10m of butterfly attempting correct arms/legs. ○ Jump into deep-end of pool and swim 10m without goggles. ○ Tread water for 60 seconds ○ Swim 10m using a sculling arm action