



JLPS Curriculum Overview for PE and Swimming

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 Bronze Mark Award, and we aim to achieve Gold again this year. 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. In addition, we promote health and general fitness levels in all pupils through active participation in a full and varied P.E. programme.

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. The children at Joy Lane benefit as a whole from this programme of study, which supports 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, and these serve to support our excellent P.E. provision. Staff and parent helpers 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, hockey, netball, rounders, rugby, football, gymnastics, dance, swimming and tennis. 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 (1)	Swimming Speed, Agility, Travel (1)	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 Fast 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				
Core Skills	Dance and Gymnastics	Hit, Catch, Run	Running, Jumping and Throwing 1	Running, Jumping and Throwing 2
<p>I can bounce and catch a ball consistently and with confidence.</p> <p>I can throw a ball accurately to a partner.</p> <p>I can work as part of a team and show good sportsmanship.</p> <p>I can dress/undress independently and in a reasonable amount of time.</p>	<p>I can copy and explore basic rolling actions with some control and co-ordination.</p> <p>I can compose a set of basic moves that link together with some fluidity.</p> <p>I can verbally improve my own and others' performance.</p> <p>I can dress/undress independently and am aware of the need for safe practice.</p>	<p>I can throw and catch a ball (of varying sizes) with some consistency and accuracy, using one or two hands.</p> <p>I can hit a ball (of varying sizes) with some consistency and accuracy, using different bats and parts of the body (i.e. hand or foot).</p> <p>I show a basic knowledge of sportsmanship and the importance of teamwork.</p> <p>I show a basic knowledge of what happens to my body during exercise and the benefits it might have on a healthier lifestyle.</p>	<p>I can develop my agility in running using the correct techniques.</p> <p>I can demonstrate a good technique for jumping over distance and height.</p> <p>I can master basic running, jumping and throwing skills.</p> <p>I can confidently demonstrate my skills in a competitive manner.</p>	<p>I can master running, jumping and throwing skills.</p> <p>I can develop my ability to run using the correct techniques in order to improve my speed.</p> <p>I can demonstrate a sound technique for jumping over distance and height.</p> <p>I can engage in competitive activities against myself and others.</p>

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

Key Knowledge/Skills					
<p>Use a range of throwing and rolling skills.</p> <p>Return the ball back to base/zone.</p> <p>Work with other fielders to stop players scoring.</p> <p>Self-feed ball to hit</p> <p>Running between bases to score points.</p>	<p>Dance (1) Exploring story telling through dance. Use a theme to create a dance. Develop actions that express friendship. Dance with start, middle and end. Perform with feeling.</p> <p>Dance (2) Perform actions to nursery rhymes. March in time. Move and turn as a group. Perform simple canon Perform in simple rounds.</p>	<p>Gymnastics (1) Adapt instruction to physical actions. Take off positions. Landing positions. Moving over and under apparatus. Shapes and balances.</p> <p>Gymnastics (2) Moving on, off or over. Rocking. Spin and turn. Unison. Canon.</p>	<p>Water safety. Taking off. Arm movement. Leading arm. Start and stop. Relay runs.</p>	<p>Agile movements. Negotiating obstacles. Jumping. Bounding. Starting positions.</p>	<p>Consolidation of previously learnt knowledge and applying this in a semi-competitive environment.</p>

Key Vocabulary					
<p>Batter</p> <p>Bowl</p> <p>Catch</p> <p>Collect</p> <p>Feed</p> <p>Field</p> <p>Hit</p> <p>Hitter</p> <p>Pick up</p> <p>Retrieve</p> <p>Roll</p> <p>Stop</p> <p>Strike</p> <p>Throw</p>	<p>Dance (1) Stretch Swing Mood Feeling Theme Story Static Friendship Start Middle End</p> <p>Dance (2) Compose Choose Select Emotions Canon Rhyme Theme Character Round Respond</p>	<p>Gymnastics (1) Balance Control Fast High Jump Link Low Stretch Pattern.</p> <p>Gymnastics (2) Relaxation Rock Roll Sequence Shape Slow Speed Spin Strength Timing Travel Turn</p>	<p>Water safety Backwards Distance Far Fast Forwards Furthest High Hop Link Medium Fastest</p>	<p>Water safety Confidence Front Crawl Back Stroke/Crawl Run Hop Skip Step Sideways Throw Slow Medium Link Skipping Power Track Relay Tag Power Sprint</p>	<p>Team work Encouragement Support Water confidence Back stroke/crawl Front stroke.</p>

Year 2					
Core Skills	Dance and Gymnastics	Hit, Catch, Run	Running, Jumping and Throwing 1	Running, Jumping and Throwing 2	
<p>I can bounce a ball, consistently and with confidence, without catching it in between bounces.</p> <p>I can throw a ball accurately to a partner over a distance greater than 3 meters.</p> <p>I can begin to use specific vocabulary to describe and discuss different levels of performance.</p> <p>I can demonstrate good sportsmanship and begin to evaluate and improve my performance.</p>	<p>I can copy, repeat and explore basic rolling actions with some control and co-ordination.</p> <p>I can compose a set of basic moves that link together with some fluidity and use the space appropriately.</p> <p>I can discuss differences between sequences to improve my own and others' performances.</p> <p>I can dress/undress independently and am aware of the need for safe practice, including warming up and down.</p>	<p>I can throw and catch a ball (of varying sizes) with some consistency and accuracy, using one or two hands.</p> <p>I can hit a ball (of varying sizes) with some consistency and accuracy, using different bats and parts of the body (i.e. hand or foot).</p> <p>I show a basic knowledge of sportsmanship and the importance of teamwork.</p> <p>I show a basic knowledge of what happens to my body during exercise and the benefits it might have on a healthier lifestyle.</p>	<p>I can develop my agility in running using the correct techniques.</p> <p>I can demonstrate a good technique for jumping over distance and height.</p> <p>I can master basic running, jumping and throwing skills.</p> <p>I can confidently demonstrate my skills in a competitive manner.</p>	<p>I can master running, jumping and throwing skills.</p> <p>I can develop my ability to run using the correct techniques in order to improve my speed.</p> <p>I can demonstrate a sound technique for jumping over distance and height.</p> <p>I can engage in competitive activities against myself and others.</p>	
Sports to be Taught					
1	2	3	4	5	6
Hit, Run, Catch (1)	Dance (1 and 2)	Gymnastics (1 and 2)	Run, Jump, Throw (1) Swimming	Run, Jump, Throw (2) Swimming	Sports Day Activities Swimming
Key Knowledge/Skills					
<p>Hitting with bats.</p> <p>Using kicking to send a ball to score points.</p> <p>Use underarm bowling.</p> <p>Field to catch and throw to teammates.</p> <p>Play as part of a team to field and hit to score.</p>	<p>Dance (1)</p> <p>Dance a solo.</p> <p>Dance a duet.</p> <p>Explore creative footwork.</p> <p>Discuss how performance can develop.</p> <p>Respond to visual stimulus.</p> <p>Dance (2)</p> <p>Comment on contrasting actions.</p> <p>Use a clock face to develop a dance.</p> <p>Perform 'freestyle' movements.</p> <p>Perform a motif to music.</p> <p>Explore movement pathways.</p>	<p>Gymnastics (1)</p> <p>Start and finish shapes.</p> <p>Power in jumping.</p> <p>Linking in movements.</p> <p>Levels.</p> <p>Speed.</p> <p>Gymnastics (2)</p> <p>Releve and front support.</p> <p>Body control.</p> <p>Back support.</p> <p>Frog jump.</p> <p>Rhythm in sequences.</p>	<p>Awareness of others.</p> <p>Creating power.</p> <p>Quick feet.</p> <p>Choose appropriate throw.</p> <p>Static and dynamic balances.</p>	<p>Breathing technique.</p> <p>Develop strength.</p> <p>Create power.</p> <p>Working as part of a team.</p> <p>Discuss thoughts and feelings about activities.</p>	<p>Consolidation of previously learnt knowledge and applying this in a semi-competitive environment.</p>
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>Dance (1)</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>Dance (2)</p> <p>Dynamic</p> <p>Independent</p> <p>Pair</p> <p>Clock face</p> <p>Time</p> <p>Motif</p> <p>Freestyle</p> <p>Formation</p> <p>On stage</p> <p>Off stage</p>	<p>Gymnastics (1)</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>Gymnastics (2)</p> <p>Body tension</p> <p>Carry control</p> <p>Extension</p> <p>Fast</p> <p>Hang</p> <p>Timing</p> <p>Travel</p> <p>Turn</p> <p>Transition</p> <p>Smooth</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>Team work</p> <p>Encouragement</p> <p>Support</p> <p>Water confidence</p> <p>Back stroke/crawl</p> <p>Front stroke.</p> <p>Breast Stroke</p>

Year 3				
Core Skills for Invasion Games	Dance and Gymnastics	Throwing, Catching and Hitting	Cricket/Rounders	Athletics
<p>I can travel around an area showing ball control and awareness whilst successfully sending and receiving passes in different situations.</p> <p>I can begin to understand the meaning of attack and defence in a team game.</p> <p>I can describe and comment on something I have done wrong and begin to identify the strengths and weaknesses of my performance.</p> <p>I can successfully recognise the changes that exercise causes to my body and dress appropriately for all aspects of PE.</p>	<p>I can copy, remember, repeat and explore simple movements with some control and co-ordination.</p> <p>I can compose a set of moves that link together with some fluidity and use the space appropriately.</p> <p>I can discuss differences between sequences to improve my own and others' performances.</p> <p>I can show an awareness of the need for safe practice, including warming up and down.</p>	<p>I can throw and catch a ball (of varying sizes) with some consistency and accuracy, using one or two hands.</p> <p>I can hit a ball (of varying sizes) with some consistency and accuracy, using different bats and parts of the body (i.e. hand or foot).</p> <p>I show a good knowledge of sportsmanship and the importance of teamwork.</p> <p>I show a good knowledge of what happens to my body during exercise and the benefits it might have on a healthier lifestyle.</p>	<p>I can catch a wind ball with some consistency showing the correct technique.</p> <p>I understand some tactical aspects of cricket and apply similar rules to a modified game.</p> <p>I begin to identify different levels of performance and use simple vocabulary when evaluating performances.</p> <p>I can suggest appropriate warm up ideas and work in a sensible and safe manner.</p>	<p>I can run at an appropriate speed for the distance I am running and jump from a standing position using the correct technique.</p> <p>I can demonstrate a range of throwing techniques, using a variety of objects, with some accuracy.</p> <p>I can begin to identify and explain the strengths and weaknesses of my performance.</p> <p>I can show that I understand that exercise is important and can suggest appropriate warm up ideas.</p>

Sports to be Taught

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

Key Knowledge/Skills

<p>Understanding basic skills</p> <p>Participate in basic games</p> <p>Use knowledge and skills in a competitive game</p> <p>Run past defenders</p> <p>Handling a rugby ball</p> <p>Evading tags</p> <p>Tag protocol</p>	<p>Inside of the foot pass.</p> <p>Trapping the ball.</p> <p>Short distance passing.</p> <p>Finding space to receive the ball.</p> <p>Using outside of the foot to control the ball.</p>	<p>Balancing</p> <p>Rolling</p> <p>Travelling</p> <p>Contrasting shapes</p> <p>Body control when rolling</p> <p>Jumps</p> <p>Partner unison</p> <p>Patterns</p>	<p>Understanding basic skills</p> <p>Participate in basic games</p> <p>Use knowledge and skills in a competitive game</p> <p>Chest pass</p> <p>Dodging</p> <p>Moving to create space</p> <p>Bounce pass</p> <p>Shoulder press</p>	<p>Consolidation of previously learnt knowledge and applying this in a semi-competitive environment.</p> <p>Combination jumps</p> <p>Recognise different pace.</p> <p>Approaching hurdles.</p> <p>Pull throw.</p> <p>Recording points.</p>	<p>Cricket</p> <p>Forward drive into space.</p> <p>Bowl with some consistency.</p> <p>Foot placement to strike a ball.</p> <p>Use long barrier to collect ball.</p> <p>Overarm throw for distance.</p> <p>Rounders</p> <p>Retrieve and throw the ball as a fielder.</p> <p>To bowl an underarm ball as a target.</p> <p>One-Handed hitting.</p> <p>Collect and return a moving ball.</p> <p>Throw over long distance.</p>
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Key Vocabulary

<p>Space</p> <p>Accurately</p> <p>Mark</p> <p>Dodge</p> <p>Attack</p> <p>Defend</p> <p>Footwork</p> <p>Possession</p> <p>Evading</p> <p>Close down</p> <p>Sportsmanlike</p>	<p>Teamwork</p> <p>Score</p> <p>Shoot</p> <p>Intercept</p> <p>Foot</p> <p>Inside of the foot</p> <p>Touch</p> <p>Possession</p> <p>Accuracy</p>	<p>Fluency, contrasting, unison, low, combinations, full turn, half-turn, flexibility, compositional ideas, healthy active lifestyle.</p>	<p>Space</p> <p>Pass accurately</p> <p>Mark</p> <p>Dodge</p> <p>Attack</p> <p>Defend</p> <p>Footwork</p> <p>Possession</p> <p>Netball</p> <p>Rules</p> <p>Improve</p>	<p>Run</p> <p>Jump</p> <p>Throw</p> <p>Agility</p> <p>Power</p> <p>Speed</p> <p>Track</p> <p>Force</p> <p>Distance</p> <p>Curve</p> <p>Accelerate</p> <p>Hurdles</p> <p>Pull</p> <p>Record</p> <p>Pace</p> <p>Approach</p> <p>Combine</p>	<p>Cricket</p> <p>Batting</p> <p>Fielding</p> <p>Bowling</p> <p>Bat</p> <p>Wicket</p> <p>Stump</p> <p>Crease</p> <p>Boundary</p> <p>Run</p> <p>Batsman</p> <p>Bowler</p> <p>Wicketkeeper</p> <p>Innings</p> <p>Forward drive</p> <p>Long barrier</p> <p>Over</p> <p>Rounders</p> <p>Batter</p> <p>Bowler</p> <p>Fielder</p> <p>Innings</p> <p>No ball</p> <p>Batting box</p> <p>Backstop</p> <p>Rounders</p> <p>Half rounders</p>
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Year 4					
Core Skills for Invasion Games	Dance and Gymnastics	Throwing, Catching and Hitting	Cricket/Rounders	Athletics	
<p>I can often catch and pass the ball while under pressure.</p> <p>I can show tactical awareness and apply it in a game situation.</p> <p>I can identify strengths and weaknesses of my own and others' performances and understand the importance of good sportsmanship.</p> <p>I can understand and explain the importance of a warm up and suggest appropriate warm up ideas.</p>	<p>I can copy, remember, repeat and explore simple movements with control and co-ordination.</p> <p>I can compose a set of moves that link together with some fluidity and use the space appropriately, on my own and with a partner.</p> <p>I can discuss differences between sequences to improve my own and others' performances.</p> <p>I can show an awareness of the need for safe practice, including warming up and down.</p>	<p>I can throw and catch a ball (of varying sizes) with consistency and accuracy, using one and two hands.</p> <p>I can hit a ball (of varying sizes) with consistency and accuracy, using different bats and parts of the body (i.e. hand or foot).</p> <p>I show sound knowledge of sportsmanship and explain the importance of teamwork.</p> <p>I show sound knowledge of what happens to my body during exercise and describe the benefits it has towards a healthier lifestyle.</p>	<p>I can catch a wind ball with some consistency showing the correct technique.</p> <p>I understand basic tactical aspects of cricket and apply similar rules to a modified game.</p> <p>I begin to identify different levels of performance and use basic but specific vocabulary when evaluating performances.</p> <p>I can suggest appropriate warm up ideas and work in a sensible and safe manner.</p>	<p>I can demonstrate a crouched running start, with teaching, and demonstrate how using my arms can positively impact my running speed.</p> <p>I can demonstrate accuracy and technique in a range of throwing and jumping events.</p> <p>I can start to identify and explain good athletic techniques using the correct vocabulary.</p> <p>I can explain the importance of a warm up and cool down.</p>	
Sports to be Taught					
1	2	3	4	5	6
Tag Rugby Swimming	Football Swimming	Dance Swimming	Netball	Athletics	Cricket or Rounders
Key Knowledge/skills					
<p>Understanding basic skills</p> <p>Participate in basic games</p> <p>Use knowledge and skills in a competitive game</p> <p>Good sportsmanship</p> <p>Improve prior knowledge and ability</p> <p>Basic passing</p> <p>Picking up and running with ball</p> <p>Keeping possession</p> <p>Evading defenders</p> <p>Running into space</p>	<p>Coming towards the ball to receive</p> <p>Exploring two types of marking</p> <p>Defensive tackling</p> <p>Dribbling in different directions</p> <p>Passing over distance</p>	<p>Develop dance freeze frames</p> <p>Practice and perform a slide and roll</p> <p>Learn to replicate a set phrase</p> <p>Work collaboratively to sequence movements</p> <p>Create a 5-action routine</p>	<p>Understanding basic skills</p> <p>Participate in basic games</p> <p>Use knowledge and skills in a competitive game</p> <p>Protecting the ball</p> <p>Playing within thirds</p> <p>Playing in a game using one-to-one marking</p> <p>Playing using correct footwork rules</p>	<p>Aiming at targets</p> <p>Accelerating over short distances</p> <p>One footed take off</p> <p>Sling throw</p> <p>Baton exchange on the curved run</p>	<p>Cricket:</p> <p>Directing the hit</p> <p>Anticipate when to run to score singles</p> <p>Intercepting the ball with one hand</p> <p>Bowl overarm from a stationary position at a target</p> <p>Attempt a pull shot in a game</p> <p>Rounders:</p> <p>Run at speed to avoid being stumped out</p> <p>Intercept balls to stop runs in game</p> <p>Play in backstop a small game situation</p> <p>Play in a game using rounders/cricket scoring system</p>
Key Vocabulary					
<p>Passing</p> <p>Running</p> <p>Backwards</p> <p>Tag</p> <p>Straight</p> <p>Space</p> <p>Teamwork try-area</p>	<p>Control</p> <p>Use space</p> <p>Defend</p> <p>Defensive</p> <p>Attack</p> <p>Dribble</p> <p>Pass</p> <p>Tactics</p> <p>Direction</p> <p>Tackle</p>	<p>Improvisation, rehearse, director, choreographer, slide, formation, freeze frame</p>	<p>Teamwork</p> <p>Footwork</p> <p>Foul</p> <p>Free pass</p> <p>Goal</p> <p>Attack</p> <p>Centre</p> <p>Goal shooter</p> <p>Goal defence</p> <p>Goal keeper</p> <p>High five</p> <p>Marking</p>	<p>Track</p> <p>Force</p> <p>Distance</p> <p>Curve</p> <p>Accelerate</p> <p>Hurdles</p> <p>Foam javelins</p> <p>Vortex howler</p> <p>Bounce target</p> <p>Take off</p> <p>Sling</p> <p>Exchange</p> <p>Accuracy</p>	<p>Cricket:</p> <p>Zones</p> <p>Directing</p> <p>Conditioned game</p> <p>Intercepting</p> <p>Isolation</p> <p>Pull shot</p> <p>Ground ball</p> <p>Overarm bowling</p> <p>Run singles</p> <p>Rounders:</p> <p>Zones</p> <p>Directing</p> <p>Speed</p> <p>Avoid</p> <p>Intercept</p> <p>Role</p> <p>Scoring system</p> <p>Gain</p> <p>Stumped</p>

Year 5					
Core Skills for Invasion Games	Dance and Gymnastics	Throwing, Catching and Hitting	Cricket/Rounders	Athletics	
I can catch and pass the ball under pressure in a practice situation. I can play a recognised version of a game showing tactical awareness while demonstrating an ability to attack and defend confidently. I can use the correct terminology to help my peers improve their skills whilst showing good sportsmanship. I can describe the importance of exercise for a healthy lifestyle and show an understanding of the benefits of exercise.	I can link ideas, skills and techniques with control, fluency and precision when performing a variety of movements. I can show my understanding of composition by performing more complex sequences, on my own and with a partner. I can analyse and comment on my own and others' techniques using basic technical vocabulary. I can understand and explain the need for safe practice, including warming up and down.	I can throw and catch a ball (of varying sizes) with consistency and accuracy, using one and two hands. I can hit a ball (of varying sizes) with consistency and accuracy, using different bats and parts of the body (i.e. hand or foot). I show sound knowledge of sportsmanship and explain the importance of teamwork. I show sound knowledge of what happens to my body during exercise and describe the benefits it has towards a healthier lifestyle.	I can catch a wind ball consistently showing the correct technique. I understand an array of tactical aspects of cricket and apply similar rules to a modified game. I identify different levels of performance and use specific vocabulary when evaluating performances. I can suggest appropriate warm up ideas and work in a sensible and safe manner.	I can demonstrate a crouched running start, with teaching, and demonstrate clearly how using my arms can positively impact my running speed. I can demonstrate consistent accuracy and technique in a range of throwing and jumping events. I can identify and explain sound athletic techniques using the correct vocabulary. I can describe the effect of exercise on the body understanding fatigue and recovery.	
Sports to be Taught					
1	2	3	4	5	6
Football Swimming	Netball Swimming	Tag Rugby Swimming	Gymnastics	Cricket or Rounders	Athletics
Key Knowledge/Skills					
Turning with the ball Running with the ball Passing on the move Maintain space Step over	Understanding basic skills Participate in basic games Use knowledge and skills in a competitive game Good sportsmanship Improve prior knowledge and ability Bounce pass in game Finding space Dodge to get away from opponents Pivot to make successful passes Two handed shooting	Understanding basic skills Participate in basic games Use knowledge and skills in a competitive game Good sportsmanship Improve prior knowledge and ability Tagging opposition Running and passing accurately Principles of defence Pop pass Magic diamond formation	Gymnastics: Round off Explore symmetry Explore asymmetry Counterbalances Performing	Cricket Start sprints with power to run between wickets Using the short throw to run players out Anticipating the rise of the bowled ball Flexibility and overarm bowling Rounders Apply rules of the game consistently Optimal base positioning Following the path of the ball Applying backwards hit rule Field with some awareness of batter's strength	Relay legs Work to improve distance covered in set times Use push throws to hit target Baton exchange S.T.E.P principle
Key Vocabulary					
Distance Perform Consistent Speed Fair play Regain Possession Goal side Interchange Position Maintain	Score Shoot Footwork Foul Free pass Pivot Umpire Dodging Attack Defence Dodge Stationary	Contest Possession Pressure Support Pop pass Turn over Lose pass W grip Offence Formation	Gymnastics: Symmetry, asymmetry, sequences, combinations, direction, speed, partner, asymmetrical, symmetrical, aesthetics, counterbalance	Cricket Calling, accuracy, rise of the ball, anticipating, forward defensive shot, setting a field flexibility, cardiovascular endurance, power Rounders Power Consistency Accuracy Stump Conditioned Fitness Miss hit Strength Encouragement Defensive Offensive	Bounce Relay Baton Safety Rules Targets Record Set Take over Pass Sustain Push Receive Hop-step-jump

Year 6					
Core Skills for Invasion Games	Dance and Gymnastics	Throwing, Catching and Hitting	Cricket/Rounders	Athletics	
<p>I can consistently pass and catch the ball, under pressure, in a game situation.</p> <p>I can show tactical awareness while passing and tackling confidently in a game situation.</p> <p>I can use technical vocabulary to identify strengths and weaknesses in a team performance.</p> <p>I can plan an effective warm up and explain its importance to a small group of peers.</p>	<p>I can link ideas, skills and techniques with control, fluency and precision when performing a variety of movements.</p> <p>I can show my understanding of composition by performing more complex sequences, on my own and with a partner.</p> <p>I can analyse and comment on my own and others' techniques using basic technical vocabulary.</p> <p>I can understand and explain the need for safe practice, including warming up and down.</p>	<p>I can throw and catch a ball (of varying sizes) with consistency and accuracy, using one and two hands.</p> <p>I can hit a ball (of varying sizes) with consistency and accuracy, using different bats and parts of the body (i.e. hand or foot).</p> <p>I show a secure knowledge of sportsmanship and explain the importance of teamwork.</p> <p>I show a secure knowledge of what happens to the body during exercise and explain the benefits that regular exercise has when working towards a healthier lifestyle.</p>	<p>I can catch a wind ball consistently showing the correct technique.</p> <p>I understand all tactical aspects of cricket and apply similar rules to a modified game.</p> <p>I identify different levels of performance and use specific vocabulary when evaluating performances.</p> <p>I can suggest appropriate warm up ideas and work in a sensible and safe manner.</p>	<p>I can demonstrate a crouched running start and explain to a small group how using my arms can positively impact my running speed.</p> <p>I can demonstrate consistent accuracy and technique in a range of competitive throwing and jumping events.</p> <p>I can identify and explain sound athletic techniques using the correct vocabulary to help improve my partners' performance.</p> <p>I can describe the effect of exercise on the body understanding fatigue and recovery and plan an effective warm up and cool down.</p>	
Sports to be Taught					
1	2	3	4	5	6
Football Swimming	Netball Swimming	Tag Rugby Swimming	Dance	Cricket or Rounders	Athletics
Key Knowledge/Skills					
<p>Set up someone to shoot</p> <p>Deny space</p> <p>Attacking set play</p> <p>Attack in pairs</p> <p>Covering defender</p>	<p>Understanding basic skills</p> <p>Participate in basic games</p> <p>Use knowledge and skills in a competitive game</p> <p>Good sportsmanship</p> <p>Improve prior knowledge and ability</p> <p>Marking the pass or shot</p> <p>Organisation around the D</p> <p>Attempt rebounds as attacker and defender</p> <p>Knocking the ball away</p>	<p>Understanding basic skills</p> <p>Participate in basic games</p> <p>Use knowledge and skills in a competitive game</p> <p>Good sportsmanship</p> <p>Improve prior knowledge and ability</p> <p>Supporting player with the ball</p> <p>Set play for attacking</p> <p>Take the distance not the time</p> <p>Spaces not faces principle</p> <p>Transition from attack to defence</p>	<p>Dance:</p> <p>Use tension and extension to control body</p> <p>Explore space and relationships in dance</p> <p>Identify appropriate dynamics and group performance for a Hakka</p> <p>Perform some basic street dance skills</p> <p>Compose a street dance performance</p>	<p>Cricket</p> <p>Demonstrate urgency in acquiring runs</p> <p>Tracking and catching a high ball</p> <p>Using the short ball to tempt players to hit high</p> <p>Work as pairs to field long balls</p> <p>Attempt an on drive</p> <p>Rounders</p> <p>Attempt attacking bowling</p> <p>Catching a high ball to get players out</p> <p>Using the faster ball to deceive batters</p> <p>Working as pairs to field a long ball</p> <p>Employ base running tactics</p>	<p>Power in the sprint start</p> <p>Standing triple jump</p> <p>Heave throw</p> <p>Parlauf running</p> <p>Scissor jump</p>
Key Vocabulary					
<p>Fair play</p> <p>Tackle</p> <p>Covering</p> <p>Supporting</p> <p>Strategy</p> <p>Set up</p> <p>Assist</p> <p>Deny</p> <p>Set play</p> <p>Covering</p> <p>Defender</p>	<p>Tactics</p> <p>Gameplay</p> <p>Blocking</p> <p>Free</p> <p>Metre</p> <p>Organisation</p> <p>Rebounds</p> <p>Prone</p> <p>Thirds</p> <p>Area</p> <p>Offside</p>	<p>Transition</p> <p>Principle</p> <p>STEP</p> <p>Agility</p> <p>Turnover</p> <p>Support</p> <p>Observe</p> <p>Analyse</p>	<p>Motif, street dance, Hakka, composition, collaborate, stag, leap, rebound, expression</p>	<p>Cricket</p> <p>Urgency</p> <p>Acquire</p> <p>High ball</p> <p>Tracking</p> <p>Short delivery</p> <p>Long balls</p> <p>On drive</p> <p>Off drive</p> <p>Slip</p> <p>Short leg</p> <p>Innings</p> <p>Retires</p> <p>Rounders</p> <p>Shot</p> <p>Defensive</p> <p>Offensive</p> <p>Predict</p> <p>Place</p> <p>Select</p> <p>Tactics</p> <p>Stance</p> <p>Tracking</p>	<p>Safety</p> <p>Rules</p> <p>Targets</p> <p>Record</p> <p>Set</p> <p>Take over</p> <p>Pass</p> <p>Strength</p> <p>Judge</p> <p>Trajectory</p> <p>Sprint</p> <p>Shuttle</p> <p>Assess</p>

Joy Lane Swimming Progression

Key skills and Vocabulary

	Key Vocabulary	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 and 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