

PE Progression Map

We follow the Complete PE Scheme of learning to deliver our PE curriculum at Stoborough Primary School. Complete PE follows the Youth Sport Trust's life skills approach to teaching PE. The approach has four underlying principles: **Physical Me**, **Thinking Me**, **Healthy Me** and **Social Me**. The key knowledge for each of these four principles has been carefully mapped out below.

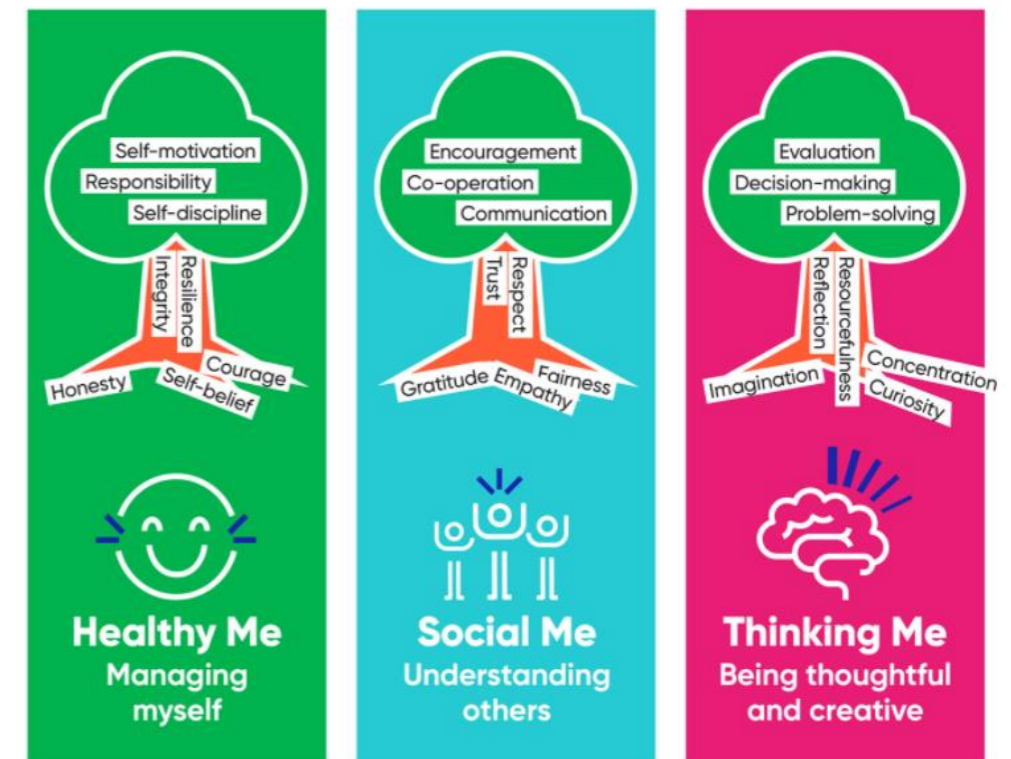
Where statements are bold and underlined, this represents a 'must have'. This means that all pupils in that year group, unless they have a significant SEND need should achieve this.

1) **Physical Me: develops children's abilities to move effectively and efficiently.**

2) **Thinking Me: supports pupils to develop the cognitive and creative traits that enable them to create opportunities, overcome challenges and make choices.**

3) **Healthy Me: supports pupils to develop the personal traits that underpin good health and wellbeing and their personal achievement.**

4) **Social Me: supports pupils to develop the traits that help them to understand others and work well with other people.**



Each tree represents the **Performance Skills** (leaves), the **Core Strengths** (trunk) and **Root Values** (roots) of each theme.

Fundamental Movement Skills – Reception, Year 1 and Year 2

Locomotion – running, dodging and jumping			
	EYFS: Different ways of travelling and finding and staying in space (to be safe).	Y1: Different types of jumps and throws, hold and move into space.	Y2: Attacking and defending, moving into a space as a tactic
NC Ref	PD ELG: 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.	-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	
Declarative Knowledge	<p>-That in order to be safe, you need to have some distance between yourself and others</p> <p>-That there are different types of jumps</p> <p>-That there are different ways of travelling: walk, jog, run skip, hop, sidestep.</p>	<p>-That there are different types of jump: (EYFS) 2 to 2, 1 to 2, 2 to 1, 1 to 1 and 1 to alternate foot including to alternate feet</p> <p>-That in order to be safe, you need to have some distance between yourself and others (EYFS) that this means you might have to move to find a new space in response to others movements</p>	<p>-That there are 5 different types of jump: 2 to 2, 1 to 2, 2 to 1, 1 to 1 and 1 to alternate foot (Y1)</p> <p>That some of these are more effective than others when moving and avoiding obstacles</p> <p>-That in order to be safe, you need to have some distance between yourself and others (EYFS) that this means you might have to move to find a new space in response to others movements (Y1) That space can be defended</p> <p>-That within any game there are attacking and defending positions</p> <p>-That defenders try to stop the opposing team by staying close to attackers – marking them</p> <p>-That attackers can move past defenders by finding space e.g. changing direction</p>
Procedural Knowledge (Pupils should be able to / skill)	<p>-Identify and find personal space</p> <p>-Wait their turn in team games</p> <p>-Avoid obstacles e.g. other people, equipment by stopping and changing direction</p> <p>-Demonstrate different types of jumps 2 to 2 and 1 to 1</p> <p>-Balance on one leg for a short time (3 seconds)</p> <p>-Balance on alternate legs</p> <p>-Move at different speeds (slow and fast) and in different ways: walk, jog, skip, hop</p> <p>-Change direction</p> <p>-Move and stop safely</p> <p>-Vary speed of running, based on commands given</p>	<p>-Identify and find personal space (EYFS) Be able to hold and move into their own space</p> <p>-Avoid obstacles by stopping and changing direction (EYFS) whilst still moving e.g. sidestep</p> <p>-Demonstrate different types of jumps 2 to 2, 1 to 1 (EYFS) 1 to 2, 2 to 1, and 1 to alternate foot, maintaining a good body position.</p> <p>-Balance on both the dominant and non-dominant leg</p>	<p>-show awareness of when to move into a space</p> <p>-Know when to stay close (defending) and when to move into a space (attacking)</p> <p>-Use previously taught jumps to move over obstacles (e.g. small hurdles)</p>
Key Vocabulary	Defender, change of direction, space, speed, walking, marching, tag	defender, space, speed, tag attacker, acceleration,	Defender, space, attacker, tag, dodge
MUST HAVES	<p>1) Identify and find personal space</p> <p>2) Move and stop safely</p>	1) Be able to hold and move into their own space	1) Show awareness of when to move into a space

Ball Skills –hands, feet and games for understanding			
	EYFS: Different ways of travelling and finding and staying in space (to be safe).	Y1: Different types of jumps and throws, hold and move into space.	Y2: Attacking and defending, moving into a space as a tactic
NC Ref	PD ELG: 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.	-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	
Declarative Knowledge	That rolling, throwing, pushing and kicking are all different ways in which an object can be moved	<p>-That there are different types of throws (over and under arm)</p> <p>-That rolling, throwing, pushing and kicking are all different ways in which an object can be moved (EYFS)</p> <p>-That there are different ways that a ball can be stopped e.g. using hands and feet</p>	<p>-That there are different types of throws (Y1)</p> <p>-That focussing on a target will make a throw more accurate</p> <p>-That the strength at which a ball is hit with a bat will influence the distance that a ball/object travels</p>
Procedural knowledge (Pupils should be able to / skill)	<p>-Send an object: rolling, underarm throw, pushing and kicking into / towards a large target</p> <p>-Catch a large ball with two hands</p> <p>-Throw underarm</p>	<p>-Send and receive an object: rolling, underarm throw, overarm pushing and kicking into / towards a smaller target</p> <p>-Stop a ball with hands and feet</p> <p>-Catch a large ball with two hands</p>	<p>-Be able to throw close to a small target using overarm and underarm throws</p> <p>- Throw and catch a ball with two hands (Y1) to and from a partner over a short distance</p> <p>-Begin using a bat and a ball, varying the strength of the hit.</p> <p>-Throw towards a large target</p> <p>-Catch a small ball with two hands</p>
Key Vocabulary	Space, control, defender, bouncing, rolling, pushing, attacker, defender, opponent, dribbling, accuracy, aiming, distance, power, throwing, catching, rules, tag, sharing	Space, control, attacker, dribbling, accuracy, power, opponent, aiming, accuracy, throwing, catching, rolling, rules, possession, passing, batter, fielder, tactic, team	Attacker, defender, dribbling, possession, passing, opponent, fielder, space, throwing, catching, batting, team, tactics, chest pass, transition
MUST HAVES	1) Send an object: rolling, underarm throw, pushing and kicking into / towards a large target	1) Send and receive an object: rolling, underarm throw, overarm pushing and kicking into / towards a smaller target	<p>1) Throw towards a large target</p> <p>2) Catch a small ball with two hands</p>

		2) <u>Catch a large ball with two hands</u>	
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Gymnastics			
	EYFS Focus: different ways to travel, different body shapes and jumping safely	Y1 Focus: Rolling and making different body shapes	Y2 Focus: Sequences at different heights and speeds. Forward rolls
NC Ref	PD ELG: Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination	-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	
Declarative Knowledge	<p>-That they can change the shape their body makes e.g. through stretching / curling up</p> <p>- To know what a balance, travel, roll and jump is</p> <p>-To know how to jump and land safely</p> <p>- To know hoe to move their bodies higher and lower</p> <p><i>The following statements appear in 'games' section but should also be taught through gymnastics:</i></p> <p>-That there are different ways of travelling: walk, jog, run skip, hop, sidestep.</p>	<p>Sequence</p> <p>-That a sequence is created when movements are linked together e.g. balances, travelling actions, jumps and a rolls</p> <p>Travel</p> <p>-That there are different ways of travelling: walk, jog, run skip, hop, sidestep, crab walk (EYFS).</p> <p>Balance</p> <p>-That balances can be on different parts of the body, the larger the body part, the easier it is to balance</p> <p>-That muscles can be relaxed or tensed</p> <p>Jump:</p> <p>That you can make different shapes with your body when jumping e.g. star, pencil</p> <p>Roll</p> <p>-That there are a variety of different rolls:</p> <p>Pencil roll – from back to front keeping body and limbs in straight shape (EYFS)</p> <p>Forward roll (crouch in tucked shape, feet on floor, hands flat on floor in front. Keep hands and feet still, raise hips in the air to inverted 'V' position</p>	<p>Sequence</p> <p>-That a sequence created when movements are linked together. That sequences can contain balances, travelling actions, jumps and a rolls (Y1) and can be performed at different heights and speeds</p> <p>Travel</p> <p>-Know different types of ways of moving including monkey walks and bunny hops</p> <p>Balance</p> <p>-That balances and different shapes can be made on different parts of the body (Y1).</p> <p>-That the larger the body part, the easier it is to balance (Y1)</p> <p>-That muscles can be relaxed or tensed (Y1)</p> <p>Jump</p> <p>-That you can make different shapes with your body when jumping e.g. star, pencil (Y1) That turns can be added to jumps e.g. ½ and ¼ turn jumps</p> <p>-That a leap is a type of jump (to travel distance or height)</p> <p>Roll</p> <p>-That there are a variety of different rolls:</p> <p>Pencil roll – from back to front keeping body and limbs in straight shape (EYFS) egg and dish roll (Y1)</p> <p>forward roll</p> <p>Forward roll (crouch in tucked shape, feet on floor, hands flat on floor in front. Keep hands and feet still, raise hips in the air to inverted 'V' position</p> <p>Dish roll – with extended arms and legs off the floor, roll from dish to arch shape slowly and with control</p>
Procedural knowledge (Pupils should be able to / skill)	<p>-Copy simple movements</p> <p>-Make basic shapes with their body in response to key words / commands e.g. tall, small, wise, thin, straight, curved</p> <p>-Jump with 2 feet</p> <p>-Jump off an object landing with 2 feet and knees bent</p> <p>-Pencil roll – from back to front keeping body and limbs in straight shape</p> <p><i>The following statements appear in 'games' section but should also be taught through gymnastics:</i></p> <p>-Move and stop safely</p> <p>-Identify and find personal space</p> <p>-Balance on one leg for a short time (3 seconds)</p> <p>-Balance on alternate legs</p> <p>-Move at different speeds (slow and fast) and in different ways: walk, jog, skip, hop</p> <p>-Change direction</p>	<p>Sequence</p> <p>-Sequence travel to a balance -perform a sequence of movements: balance, travelling action, jump and a roll</p> <p>Travel</p> <p>-Move in different ways: walk, jog, skip, hop, sidestep, crab walk (EYFS)</p> <p>Balance</p> <p>-Balance on one leg for a short time (EYFS)</p> <p>-Hold a balance that uses a large body part</p> <p>-Be able to hold a balance on alternate legs (EYFS) for 3 seconds</p> <p>-Stand and sit using the 5 different body shapes: tuck, straddle, straight, star, pike</p> <p>Jump</p> <p>Make wide and thin shapes when jumping (star, pencil)</p> <p>Roll</p> <p>-Demonstrate an egg roll</p> <p>-Show control of body tension through relaxing, curling and stretching</p> <p>-Demonstrate a variety of rolls: pencil (EYFS), egg roll</p>	<p>Sequence</p> <p>-Sequence travel to a balance -perform a sequence of movements: balance, travelling action, jump and a roll Y1) at different heights and speeds</p> <p>Travel</p> <p>-Move in different ways: walk, jog, skip, hop, sidestep (EYFS)</p> <p>-Travel on hands and feet (hands flat on floor and fully extend arms)</p> <p>-Demonstrate a monkey walk (bent legs and extended arms)</p> <p>-Demonstrate a bunny hop (transfer weight to hands)</p> <p>Balance</p> <p>-Show control of body tension through relaxing, curling and stretching (Y1)</p> <p>-Stand and sit using the 5 different body shapes: tuck, straddle, straight, star, pike (Y1)</p> <p>-Balance in these shapes on large body parts: back, front, side, bottom</p> <p>Jump</p> <p>-Make a shape in the air when jumping and landing (e.g. star shape)</p> <p>-Use a jump to turn ½ or ¼</p> <p>Roll</p> <p>-Teach sequence to a partner and perform together</p> <p>-Demonstrate a variety of rolls: pencil (EYFS), egg (Y1), dish and (for some) a forward roll</p>
Must Haves	<p>-Move and stop safely (games)</p> <p>-Identify and find personal space (games)</p> <p>-Jump off an object landing with 2 feet</p>	<p>-Balance on one leg for a short time (EYFS)</p> <p>-Hold a balance on alternate legs (EYFS) for 3 seconds</p> <p>-Demonstrate a variety of rolls: pencil (EYFS), egg roll</p>	<p>-Sequence travel to a balance -perform a sequence of movements: balance, travelling action, jump and a roll (Y1) at different heights and speeds</p> <p>-Travel on hands and feet (hands flat on floor and fully extend arms)</p> <p>-Be able to stand and sit using the 5 different body shapes: tuck, straddle, straight, star, pike (Y1)</p>
Key Vocabulary	Champion Gymnastics, shapes, high, low, over, under, apparatus, transition	Champion Gymnastics, transition wide, narrow, curled, interesting, linking	Champion Gymnastics, transition, linking, jump, roll, sequence, flow

Gymnastics				
NC Ref				
-Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]				
	Y3 Focus: Variations within a sequence: height speed and pathways. Body tension	Y4 Focus: Partner work: transitions, matching and mirroring. Cartwheels (start with bunny hop)	Y5 Focus: Balance and counterbalance. Develop cartwheels, group work.	Y6 Focus: Handstands, rhythmic gymnastics and performance. Symmetrical and asymmetrical balances.
Declarative Knowledge	Sequence	Sequence -That sequences can be created and performed both	Sequence -That sequences can be created and performed both individually	Sequence

	<p>-That a sequence is created when movements are linked together and can contain balances, travelling actions, jumps and a rolls (Y1) that can be linked together in a variety of ways (Y2). -That sequences can contain rolls, travel, jumps and balances at different speeds and heights (Y2) <u>-That sequences can follow different pathways</u> -That body tension can be used to improve performance -That sequences can be created and performed both individually or with others</p> <p>Travel -That there are different ways of travelling: walk, jog, run skip, hop, sidestep (EYFS) monkey and caterpillar walks and bunny hops (Y2) -That speed of travel can be varied within a sequence e.g. move slowly into a balance, travel quickly before jumping</p> <p>Balance -That when taking weight on hands and feet – front support (press up position) and back support (opposite) hands should always be flat on floor and fingers point the same way as toes -That balances can be on different parts of the body, the larger the body part, the easier it is to balance (Y1) -Know which are the safest body parts to use for balancing</p> <p>Jump -That turns can be added to jumps (Y2) -That there are different types of gymnastic jumps –e.g. stag jump</p> <p>Roll -That a forward roll requires a specific body position (crouch in tucked shape, feet on floor, hands flat on floor in front. Keep hands and feet still, raise hips in the air to inverted ‘V’ position (Y2)</p>	<p>individually or with others -That matching and mirroring are techniques that can be used when working with a partner in a sequence -That transitions are used to link one movement to another -That each sequence should have a clear starting and finishing point</p> <p>Travel -That cartwheeling action is developed from the bunny hop: keeping knees tucked in and by placing one hand then the other on the floor</p> <p>Balance -That when taking weight on hands and feet – front support (press up position) and back support (opposite) hands should always be flat on floor and fingers point the same way as toes -Know which are the safest body parts to use for balancing (Y3)</p> <p>Jump -That there are different types of gymnastic jumps (Y3)</p> <p>Roll -That a forward roll requires a specific body position (crouch in tucked shape, feet on floor, hands flat on floor in front. Keep hands and feet still, raise hips in the air to inverted ‘V’ position (Y2)</p>	<p>or with others (Y3) -That the distance between partners can be varied throughout a sequence, for effect -That cannon is a technique that can be used when working with a partner / group</p> <p>Travel -That a 1 foot to 2 foot jump should be used for a springboard take off</p> <p>Balance -That counter balances are when weight is pushed against a partner and counter tension is when weight is pulled away from a partner -That balances can be performed individually (Y1-3), with a partner (Y4) or as part of a group -That muscles can be relaxed or tensed (Y1) -When performing balances with a partner tension and shape should be matched</p> <p>Jump -That there are different types of gymnastic jumps e.g. stag jump, (Y3) tuck and pike jumps</p> <p>Roll -That rolls can be combined with different start and end positions to create more fluent sequences.</p>	<p>Balance -That handstands are developed from the bunny hop technique by the transferring of weight onto hands. -That balances jumps and rolls with a partner or group can be symmetrical or asymmetrical -That counter balances are when weight is pushed against a partner and counter tension is when weight is pulled away from a partner (Y5) When performing balances with a partner tension and shape should be matched (Y5)</p>
<p>Procedural knowledge (Pupils should be able to / skill)</p>	<p>Sequence -Perform a gymnastic sequence with clear changes of speed, 3 different balances with 3 different ways of travelling (including different heights) -Work with a partner to create a sequence <u>-Create sequences that travel along different pathways</u></p> <p>Travel -Vary speed and height of travel in sequences</p> <p>Balance -Explore and develop use of upper body strength taking weight on hands and feet – front support (press up position) and back support (opposite) -Explore balancing on combinations of 1/2/3/4 ‘points’ e.g. 2 hands and 1 foot -Balance in these shapes on large body parts: back, front, side, bottom (Y2) <u>-Balance on floor and apparatus exploring which body parts are the safest to use.</u> -From a starting shape move together e.g. by travelling on hands and feet, rolling, jumping. Then move apart to finish.</p> <p>Jump <u>-Explore leaping forward in stag jump, taking off from one foot and landing on the other (on floor and along bench controlling take-off and landing)</u> -Add a quarter or half turn (Y2) to reposition the body between moves</p> <p>Roll -Roll off and along apparatus or in time with a partner. -Demonstrate a variety of rolls: pencil (EYFS), egg (Y1), dish roll (Y2) -Perform a full and controlled forward roll</p>	<p>Sequence -Show matching and mirroring techniques within sequences</p> <p>Travel -Travel in different pathways on the floor and using apparatus, explore different entry and exit points other than travelling in a straight line on apparatus -Develop bunny hop as start of cartwheel (see knowledge section) -Travel at different heights (e.g. low height: egg rolls and bunny hops, high heights: cartwheels)</p> <p>Balance <u>-Explore balancing with a partner: facing, beside, behind and on different levels</u> -Move in and out of balance fluently</p> <p>Jump -Add a quarter or half turn (Y2) to reposition the body between moves (Y3) -Practise 360 jump (full turn)</p> <p>Roll <u>-Perform a full and controlled forward roll (Y3)</u></p>	<p>Sequence <u>Create a sequence of up to 8 elements:</u> (e.g. a combination of shapes, balances, rolling and jumping actions; changes of direction and level and show mirroring and matching shapes and balances) <u>-Include travel at different heights (e.g. low height: egg rolls and bunny hops, high heights: cartwheels) within a sequence</u></p> <p>Travel -Show development of cartwheeling action from a bunny hop -Travel in time with a partner, move away from and back to a partner</p> <p>Balance -Perform balances with control, showing good body tension -Mirror and match partner’s balance i.e. making same shape on a different level or in a different place -Explore and develop control in taking some/all of a partner’s weight using counter balance (pushing against) and counter tension (pulling away from) <u>-Perform a range of acrobatic balances with a partner on the floor and on different levels on apparatus</u> -Perform group balances at the beginning, middle or end of a sequence</p> <p>Jump -Jump along, over and off apparatus of varying height with control in the air and on landing -Demonstrate tuck and pike jumps <u>-Execute a full turn (360) jump</u></p> <p>Roll Explore different starting and finishing positions when rolling e.g. forward roll from a straddle position on feet and end in a straddle position on floor or feet</p>	<p>Sequence -Create more complex sequence of up to 8 elements e.g. a combination of counter balance/ counter tension, twisting/turning, travelling on hands and feet, as well as jumping and rolling</p> <p>Travel -Show development of cartwheeling action from a bunny hop (Y5) -Show travel at a variety of pathways, levels and speeds.</p> <p>Balance -Perform balances with control, showing good body tension (Y5) -Mirror and match partner’s balance i.e. making same shape on a different level or in a different place (Y5) <u>-Explore and develop control in taking some/all of a partner’s weight using counter balance and counter tension (Y5)</u> -Perform a range of acrobatic balances with a partner on the floor and on different levels on apparatus (Y5) -Perform group balances at the beginning, middle or end of a sequence(Y5) -Develop both symmetrical and asymmetrical balances -Take more weight on hands when progressing bunny hop into hand stand -Make symmetrical and asymmetrical shapes in the air -Explore symmetrical and asymmetrical balances on own and with a partner</p> <p>Jump <u>To perform tuck and pike jumps. (Y5)</u></p> <p>Roll Explore different starting and finishing positions when rolling (Y5) -Explore symmetry and asymmetry when rolling</p>
<p>Must Haves</p>	<p><u>-Create sequences that travel along different pathways</u> <u>-Balance on floor and apparatus exploring which body parts are the safest to use</u> <u>-Explore leaping forward in stag jump, taking off from one foot and landing on the other (on floor and along bench controlling take-off and landing)</u></p>	<p><u>-Explore balancing with a partner: facing, beside, behind and on different levels</u> <u>-Perform a full and controlled forward roll (first introduced in Y3, a ‘must have’ in Y4)</u></p>	<p><u>-Include travel at different heights (e.g. low height: egg rolls and bunny hops, high heights: cartwheels) within a sequence</u> <u>-Execute a full turn (360) jump</u> <u>-Create a sequence of up to 8 elements</u> <u>-Perform a range of balances with a partner on the floor and on different levels on apparatus</u></p>	<p><u>Perform tuck and pike jumps. (introduced in Y5 must have by Y6)</u> <u>-Explore and develop control in taking some/all of a partner’s weight using counter balance and counter tension (introduced in Y5 must have by Y6)</u></p>

Key Vocabulary	Linking, flow interesting, Excellent gymnastics, extension, symmetrical, asymmetrical	Excellent gymnastics, extension, flow control, interesting, bridge, levels	Excellent gymnastics, interesting, flow, levels counter-balance, counter-tension, unison, canon	Excellent gymnastics, flow, levels, unison, canon, matching, mirroring
Dance				
	EYFS Focus: Personal space and safety	Y1 Focus: Copy a sequence of movements	Y2 Focus: Create and repeat short sequences of movement	
NC Ref	PD ELG: Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination. Move energetically.	-Perform dances using simple movement patterns		
Declarative Knowledge	-That you can move your body at different speeds in response to music (quickly and slowly) The following statements appear in 'games or 'gymnastics' section but should also be taught through dance: -That in order to be safe, you need to have some distance between yourself and others	-That you can convey how you are feeling (happy / sad) through the movements and speeds of performance that you choose in a dance -That a dance tells a story and so should have a clear beginning, middle and end	-That you can convey how you are feeling (happy / sad) through the movements and speeds of performance that you choose in a dance (Y1) -That a dance tells a story (Y1) and should express the different emotions in the story through movement -That different heights and speeds can be used within dance. -That the stimuli should influence the composition of the dance	
Procedural knowledge (Pupils should be able to / skill)	-Move in response to music -Copy a basic dance movement The following statements appear in 'games/ gymnastics' section but should also be taught through dance: -Identify and find personal space (games and gym) -Copy a simple movements (gym)	- Create and perform 2 or more movement phrases using different actions -Use movement and speed to convey an emotion in a dance -Create a dance sequence with a clear beginning, middle and end -Move in response to the beat of the music -Interact with a partner (hold hands, swap places, meeting/ parting) The following statements appear in 'gymnastics' section but should also be taught through dance: Sequence -That a sequence is created when movements are linked together -That muscles can be relaxed or tensed Jump -That you can make different shapes with your body when jumping (star, pencil)	- Create, remember and repeat a short sequence of phrases to create a routine -Develop techniques to link phrases to create a sequence -Vary the speed in a routine -Plan and perform 3 movements The following statements appear in 'gymnastics' section but should also be taught through dance: -Sequence travel to a balance -Perform a sequence of movements: balance, travelling action, jump and a roll (Y1) at different heights and speeds -Teach a sequence to a partner and perform together	
Must Haves	-That in order to be safe, you need to have some distance between yourself and others -Copy a basic dance movement	-Create and perform 2 or more movement phrases using different actions		-To be able to create, remember and repeat a short sequence of phrases to create a routine
Key Vocabulary	Champion dancers, beat, moving, control, rhythm, timing, sequence, tempo	Champion dancers, beat, moving, control, rhythm, sequence, motif, expression.		Champion dancers, beat, moving, control, rhythm, motif, expression, emotion, choro-graphy, unison

Dance				
NC Ref -Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] perform dances using a range of movement patterns				
	Y3 Focus: Vary levels and direction	Y4 Focus: Partner work: matching and mirroring.	Y5 Focus: Characterisation. Canon	Y6 Focus: To create phrases that together structure a whole dance
Declarative Knowledge	-That there are different dance styles each with their own traditions and history (vary context knowledge in each year unit) -To know about different styles of group dance movements: partner, copy (mirror), follow, repetition -That a dance tells a story (Y1) and should express the different emotions and the narrative of a story through movement (Y2)	-That there are different dance styles each with their own traditions and history (vary context knowledge in each year unit) - That there are different styles of group dance movements: action and reaction, question and answer.	-That there are different dance styles each with their own traditions and history (vary context knowledge in each year unit) -To know the key features of different dance styles: e.g. pavane, haka -That the characteristics of individuals in a narrative can be communicated through dance – using expressive and dynamic movements The following statements appear in 'gymnastics' section but should also be taught through dance: Sequence -That sequences can be created and performed both individually or with others (Y3) -That the distance between partners can be varied throughout a sequence, for effect -That canon is a technique that can be used when working with a partner / group	-That there are different dance styles each with their own traditions and history (vary context knowledge in each year unit) -To know the key features of different dance styles: pavane, haka (Varying dance styles each unit) -That different movements in a dance can be used to signify different moments in a narrative -That a dance is made up of groups of movements (phrases) which can be repeated in different orders to create a longer sequence of movement.

Procedural knowledge (Pupils should be able to / skill)	<ul style="list-style-type: none"> -Vary the dynamics, levels, directions and speed in a routine (Y2) -Demonstrate use of space, levels, directions, pathways and body shape -Translate ideas from more than one stimuli into movement. -Tell a narrative through a dance (parts of the dance that clearly link to a part of a story) <p>The following statements appear in 'gymnastics' section but should also be taught through dance:</p> <p>Sequence</p> <ul style="list-style-type: none"> -Perform a gymnastic sequence with clear changes of speed, 3 different balances with 3 different ways of travelling (including different heights) -Work with a partner to create a sequence 	<ul style="list-style-type: none"> -To be able to vary the dynamics, levels, directions, speed energy and continuity in a routine (Y2&3) -Demonstrate use of space, levels, directions, pathways and body shape (Y3) -Demonstrate different dance actions: travel turn, gesture, jump, stillness -Demonstrate different relationships: mirroring (Y3) unison, complementary and contrasting -Tell a narrative through a dance (Y3) -Improvise on own and with a partner. -Plan actions and movements for a longer sequences of 5-6 movements <p>The following statements appear in 'gymnastics' section but should also be taught through dance:</p> <p>Sequence</p> <ul style="list-style-type: none"> -Show matching and mirroring techniques within sequences <p>Travel</p> <ul style="list-style-type: none"> -Travel in different pathways on the floor and using apparatus, explore different entry and exit points other than travelling in a straight line on apparatus -Travel at different heights (e.g. low height: egg rolls and bunny hops, high heights: cartwheels) 	<ul style="list-style-type: none"> -Develop characterisation through dance <p>The following statements appear in 'gymnastics' section but should also be taught through dance:</p> <p>Sequence</p> <p>Create a sequence of up to 8 elements: (e.g. a combination of shapes, balances, rolling and jumping actions; changes of direction and level and show mirroring and matching shapes and balances)</p> <p>-Include travel at different heights (e.g. low height: egg rolls and bunny hops, high heights: cartwheels) within a sequence</p> <p>Travel</p> <ul style="list-style-type: none"> -Travel in time with a partner, move away from and back to a partner 	<ul style="list-style-type: none"> - Explain what a form of dance is based on AB, ABA, ABAC (repetition of phrases linked to knowledge statement above) -Say what a dance represents based on the artist's intention. -Explain different interpretations of dance -Show focus and musicality (expressive skills) -Choreograph a 2-3 phrases of movement from which to structure a whole dance, including travel, turn gesture, jump and stillness (Y3) -Demonstrate dynamic qualities: speed energy continuity and rhythm -Demonstrate different relationships: mirroring, unison, canon, complementary and contrasting, and physical contact -Contrast heights and direction within a dance when working with a partner
Must Haves	-Tell a narrative through a dance (parts of the dance that clearly link to a part of a story)	-Plan actions and movements for a longer sequences of 5-6 movements	Create a sequence of up to 8 elements (gym)	Choreograph a 2-3 phrases of movement from which to structure a whole dance
Key Vocabulary	Expression, emotion, motif, excellent dancers, creativity, choreography, character,	Expression, emotion, motif, excellent dancers, creativity, character, flow	Expression, emotion, motif, excellent dancers, creativity, character, unison	Expression, emotion, motif, rhythm, excellent dancers, creativity, choreography

Games: Invasion / Striking and fielding / Net & wall (Key Vocabulary on knowledge organisers for each sport)

	Y3: Focus: Passing to a partner	Y4: Focus: Throwing and passing between a partner with increasing accuracy (speed and distance)	Y5 Focus: Dodging, different types of passes	Y6 Focus: Defending and attacking, tactics
NC Ref	<ul style="list-style-type: none"> -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] 			
Invasion- Handball, Netball, Tag Rugby, Football, Hockey	<p>Invasion knowledge</p> <ul style="list-style-type: none"> -That body position can be used to increase the likelihood of successfully receiving a ball e.g. anticipating where the ball will land and moving towards it, cupping hands, bringing the ball into the body. -That attackers can move past defenders by finding space e.g. changing direction (Y2) and dodging using a side step movement. 	<p>Invasion knowledge</p> <ul style="list-style-type: none"> -That body position can be used to increase the likelihood of successfully receiving a ball e.g. anticipating where the ball will land and moving towards it, cupping hands, bringing the ball into the body (Y3) -That attackers can move past defenders by finding space e.g. changing direction (Y2) and dodging using a side step movement (Y3) 	<p>Invasion knowledge</p> <ul style="list-style-type: none"> -That attackers can move past defenders by finding space e.g. changing direction (Y2) and dodging using a side step (Y3&4) -To know different techniques for dodging (beyond the side step Y3&4) -That there are a wide variety of passes e.g. overhead, chest, bounce, push pass (hockey) - That altering body position, stepping forwards and backwards (Y3) and anticipating where a ball will land (Y4) increase the likelihood that a player will catch a ball. -That a variety of tactics can be used in a game to increase the chances of winning 	<p>Invasion knowledge</p> <ul style="list-style-type: none"> -That attackers can move past defenders by finding space e.g. changing direction (Y2) and dodging (Y3&4) -That a variety of techniques e.g. feints, dummies, side steps can be used to move into a space -That space can be 'closed down' when defending e.g. marking -That there are a wide variety of passes e.g. overhead, chest, bounce, push pass (hockey) -That in different situations, some passes are more effective than others e.g. chest pass for short distances
	<p>Pupils should be able to / skill</p> <ul style="list-style-type: none"> -Pass to someone else whilst stationary with the ball -Accurately throw and pass a variety of objects to a partner, (whilst stationary), over a variety of distances (short and long passes and throws). -Shows awareness of body position when receiving a ball - Receive an incoming ball by stepping towards or away from it as required. -Receive an object and get it under control before passing -Show awareness of when to move into a space (Y2) and communicate this with team mates 	<p>Pupils should be able to / skill</p> <ul style="list-style-type: none"> -Use body position to receive an object and get it under control before passing (Y3) -Catch a ball consistently with one and two hands. -Accurately throw and pass a variety of objects to a partner, whilst moving controlling over a variety of distances and speeds (Y3). -Show awareness of when to move into a space (Y2) and communicate this with team mates (Y3) - Receive an incoming ball by stepping towards or away from it as required (Y3). 	<p>Pupils should be able to / skill</p> <ul style="list-style-type: none"> -To use body position to force an opponent to pass a ball -Maintain possession of a ball as part of a team -Use more than one type of pass to send and receive a ball accurately -Dodge defenders, using different techniques, being aware of opponents. -Pass to someone else whilst stationary and when moving with the ball (Y4) with increasing accuracy 	<p>Pupils should be able to / skill</p> <ul style="list-style-type: none"> -Use a variety of passes to send and receive a ball accurately (Y5) -Know when to use different types of passes to increase accuracy - Control movement with a ball in opposed situation, whilst moving -Maintain possession of a ball both individually and as part of a team (Y5) -Be able to shoot from different areas at specific targets -Confidently field, attack and defend typically by anticipating the direction of play -To know when and how to apply a specific tactic -To use body position to force an opponent to pass a ball (Y5), or force an opponent a particular way -Choose appropriate tactics to challenge the opposition

		-Anticipate where a ball may land and move towards the space towards this space.		
Must Haves Invasion	-Pass to someone else whilst stationary with the ball -Throw and pass a variety of objects to a partner,	-Accurately throw and pass a variety of objects to a partner, whilst moving (Y3).	-Use more than one type of pass to send and receive a ball accurately	-Know when to use different types of passes to increase accuracy
	Y3: Focus: Control the ball. Forehand	Y4: Focus: Rallies	Y5 Focus: different types of shot, serving, longer rallies	Y6 Focus: Accuracy, rallies with forehand and backhand
Net and Wall- Tennis	<u>Knowledge Net/Wall Games</u> -There are different ways to hit a ball (backhand and forehand) -That focussing on a target will increase accuracy (Y2) -That the strength at which a ball is hit with a bat will influence the distance that a ball/object travels (Y2)	<u>Knowledge Net/Wall Games</u> -There are different ways to hit a ball and the hand position on a racket varies with different shots (e.g. 2 handed backhand stroke) Y3 -That by watching a ball, you can anticipate where it might land (and if movement is needed to receive it) Y3	-There are different ways to hit a ball and the hand position on a racket varies with different shots (e.g. 2 handed backhand stroke) Y3 -To know when it would be appropriate to use different types of shots. E.g. difference between forehand and backhand. -That the ball can be served overarm or underarm to begin a game -That the strength at which a ball is hit with a bat will influence the distance that a ball/object travels (Y2)	-That the ball can be served overarm or underarm to begin a game (Y5) -To know when it would be appropriate to use different types of shots. E.g. difference between forehand and backhand. -That the strength at which a ball is hit with a bat will influence the distance that a ball/object travels (Y2) -That the position of the ball on the racket at the start of a shot will affect the direction that it travels
	<u>Pupils should be able to / skill</u> -Serve underarm over a target or net -Accurately pass to someone else -Control a ball on a racket (hitting a ball up and down when on the racket whilst in a stationary position, -Control a ball on a racket when walking (keep the ball on the racket with racket flat, using it like an egg and spoon) -Begin to anticipate a one bounce strike from a dropped ball -Hit a forehand stroke from a feeder -Receive an incoming ball (with a racket) by stepping towards or away from it as required	<u>Pupils should be able to / skill</u> -Be able to return a pass -Confidently use forehand. -Be able to hit a ball using a backhand stroke -Start rallies (x3+), passing back and forth -To return a ball from a feeder (forehand Y3) over a net	<u>Pupils should be able to / skill</u> -Control a ball accurately with a racket -Confidently use forehand (Y4) and backhand -Gain possession of the ball -Hit a ball continuously with a partner (4 shots: back, forth, back, forth) with a net -Serve accurately underarm over a net (Y3) to begin a game -Be able to use a variety of shots e.g. forehand, backhand and volley -To return a ball from another player over a net (Y4)	<u>Pupils should be able to / skill</u> -Serve accurately (underarm) over a net to begin a game (Y5) -Develop a serve technique with increased speed and precision. -Combine several accurate passing techniques when receiving from a feeder -Can adjust the power of the shot accordingly -Be able to choose the correct type of shot to send and receive a ball over a net -Hit a ball continuously with a partner (4 shots: back, forth, back, forth) with a net (Y5) using both forehand and backhand
Must Haves Net / Wall	-Hit a forehand stroke from a feeder	-To return a ball from a feeder (forehand Y3) over a net	-To return a ball from another player over a net (Y4) -Hit a ball continuously with a partner (4 shots: back, forth, back, forth)	-Hit a ball continuously with a partner (4 shots: back, forth, back, forth) with a net (Y5) using both forehand and backhand
	Y3: Focus: Stop a ball, bowling underarm, basic fielding	Y4: Focus: Hit a ball	Y5 Focus: Long barrier, overarm bowl	Y6 Focus: power and direction of shot, different ways to stop a ball
Striking and fielding- Cricket, Rounders	<u>Knowledge striking and fielding</u> -Know the role of a wicket keeper -That an overarm throw is most effective when throwing over a large distance -That the position of the fielders on a pitch will influence how quickly they can get to a hit ball	<u>Knowledge striking and fielding</u> -That the strength at which a ball is hit with a bat will influence the distance that a ball/object travels (Y2) -That the position of the fielders on a pitch will influence how quickly they can get to a hit ball (Y3). -To know different types of shots to hit the ball in different directions	<u>Knowledge striking and fielding</u> -To know what the long barrier method is -To know the body position of the long barrier method in order to stop a moving ball -That the position of the fielders on a pitch will influence how quickly they can get to a hit ball (Y3). -That fielders will move to specific positions dependant on where the ball has been hit -To communicate the need to run by calling 'yes,' 'no' or 'wait'	<u>Knowledge striking and fielding</u> -That cricket bowling requires a bounced ball, whereas rounders does not. -That the position of the fielders on a pitch will influence how quickly they can get to a hit ball (Y3). -To communicate the need to run by calling 'yes,' 'no' or 'wait' (Y5)
	<u>Pupils should be able to / skill</u> -To stop a moving ball with hands or feet -Throw overarm over an increasing distance and for it to land near a partner -Run the most efficient line to the ball when fielding -Stop a run by retrieving the ball / throwing it back to the bowler (underarm)	<u>Pupils should be able to / skill</u> -To use an underarm throw when bowling -Use an underarm throw when bowling (Y3) -Stop a moving ball with hands or feet (Y3) -Throw overarm over an increasing distance for it to land near a partner (Y3) -Run the most efficient line to the ball when fielding (Y3) -Use different shots (e.g. pull / cut) to hit a ball -Hit a stationary ball (off a cone or stump)	<u>Pupils should be able to / skill</u> -Bowl, overarm -Stop a moving ball with hands or feet (Y3) or using the long barrier method -Hit a stationary ball into a specific space or in an intended direction -Alter the position of fielders in anticipation of where a ball may travel -Anticipate where a hit ball may land and either move towards it or communicate with an alternate team member to do so	<u>Pupils should be able to / skill</u> -Bowl overarm with one bounce (cricket). -Stop a moving ball using the long barrier method (Y5) -Alter the position of fielders in anticipation of where a ball may travel (Y5) -Anticipate where a hit ball may land and either move towards it or communicate with an alternate team member to do so (Y5) -Hitting the ball in a specific space or in an intended direction (Y5) with increasing power. -Adjust the power of the shot according to how far / where they want it to travel -Choose the appropriate method to stop a ball depending on its speed (e.g. long barrier for a quick ball, one arm, pick up throw for a slower ball) -Hit a moving ball
Must Haves	-To stop a moving ball with hands or feet	-Hit a stationary ball (e.g. off a cone or stump) -Use an underarm throw when bowling	-Be able to hit a stationary ball into a specific space or in an intended direction	-To stop a ball using the long barrier method

Athletics				
NC Ref				
-Use running, jumping, throwing and catching in isolation and in combination -Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]				
	Y3 Focus: Body position: sprint, jump, throw. Shuttle relays	Y4 Focus: Running for distance. Pace Shuttle relays	Y5 Focus: Track relays and hurdles	Y6 Focus: Track relays and triple jump
Declarative Knowledge	<p>Run</p> <ul style="list-style-type: none"> -To know a sprint is the fastest run achievable (Y1) and requires explosive power / effort (Y2) - That pumping arms can increase speed in a sprint (Y1) -That the correct body position for a sprint is head up running with knees up and pumping arms, not crossing the body -That a team running race is called a relay. -That when running in a relay you should have a hand out ready to receive the baton. Shuttle relays <p>Jump</p> <ul style="list-style-type: none"> -That there are 5 different types of jump: 2 to 2, 1 to 2, 2 to 1, 1 to 1 and 1 to alternate foot (EYFS) That some of these are more effective than others (Y2) -That a run up, with a 1:2 jump will allow the travelling of the furthest distance <p>Throw & Catch</p> <ul style="list-style-type: none"> -That a side stance is the most effective body position, when throwing for distance 	<p>Run</p> <ul style="list-style-type: none"> -That the correct body position for a sprint is head up running with knees up and pumping arms, not crossing the body (Y3) -That the distance that is being run and the pace of a run are related -That when running in a relay you should have a hand out ready to receive the baton (Y3) <p>Jump:</p> <ul style="list-style-type: none"> -Know which type of jump is best used to travel the furthest distance (1:2) Y3 <p>Throw & Catch</p> <ul style="list-style-type: none"> -That a side stance is the most effective body position, when throwing for distance (Y3) -That weight when shifted to the back foot will help to increase the distance of a throw 	<p>Run</p> <ul style="list-style-type: none"> -That when running in a relay you should have a hand out ready to receive the baton (Y3) and be able to run forwards slowly as your team mate approaches, to speed up the hand over (track relay). <p>Jump</p> <ul style="list-style-type: none"> -That a run up, with a 1:2 jump will allow the travelling of the furthest distance (Y3) -That when taking part in the long jump, the front foot must not be over the line <p>Throw & Catch</p> <ul style="list-style-type: none"> -Know the basic hurdle technique -That weight shifted to the back foot along with hip rotation will help to increase the distance of a throw (Y4) 	<p>Run</p> <ul style="list-style-type: none"> -Know the technique for competitive starts -That pace should be increased towards the end of a race (sprint finish) -To stay within your zone when passing a baton <p>Jump</p> <ul style="list-style-type: none"> -Know the technique for the triple jump <p>Throw & Catch</p> <ul style="list-style-type: none"> -That weight when shifted to the back foot with hip rotation will help to increase the distance of a throw (Y4/5) -That a run up can help to increase the distance of a throw
Procedural knowledge (Pupils should be able to / skill)	<p>Run</p> <ul style="list-style-type: none"> -Run inside their lane -Sprint for 50m using the correct body position -Complete simple shuttle relays, passing the baton <p>Jump</p> <ul style="list-style-type: none"> -Use a 1:2 jump to jump over a distance -Take a run up when using a 1:2 foot jump <p>Throw & Catch</p> <ul style="list-style-type: none"> -Throw a variety of objects overarm with a side stance e.g. howler, tennis ball, javelin 	<p>Run</p> <ul style="list-style-type: none"> -Run inside their lane Y3 -Sprint using the correct body position for 50m (Y3) -Run at an appropriate speed for the distance being run -Maintain a steady pace over 300m <p>Jump</p> <ul style="list-style-type: none"> -That a run up, with a 1:2 jump will allow the travelling of the furthest distance (Y3) -Take a run up when using a 1:2 foot jump (Y3) with accurate footwork <p>Throw & Catch</p> <ul style="list-style-type: none"> -Throw a variety of objects overarm with a side stance and using weight transference to enhance the throw 	<p>Run</p> <ul style="list-style-type: none"> -Run at an appropriate speed for the distance being run (Y4) -Maintain appropriate pace over a longer distance (400m) - Run circular relays around the track, changing batons -Sprint for 75m -Sustain running techniques over different distances and speeds -Demonstrate an effective technique for handovers in a relay <p>Jump</p> <ul style="list-style-type: none"> -Use previously taught jumps to move over obstacles (e.g. small hurdles) Y2 -Demonstrate basic hurdle technique for junior hurdles -Show control in take-off and landing when jumping -Take a run up when using a 1:2 foot jump (Y3) with accurate foot placement <p>Throw & Catch</p> <ul style="list-style-type: none"> -Throw and catch variety of objects overarm with a side stance (Y3) using weight transference (Y4) and hip rotation to enhance the throw (e.g. 10m with a ball and 5m with a javelin / howler) 	<p>Run</p> <ul style="list-style-type: none"> -Demonstrate 'competitive starts' (e.g. facing forwards, listen for the whistle) -Demonstrate pacing when running over a longer distance (600m or for up to 2 minutes) -Be able to increase pace toward the end of a race (sprint finish) -Sprint for 75m -Run circular relays around a track, changing batons using the correct technique (hand out ready to receive, slow jog forwards to anticipate hand over) <p>Jump</p> <ul style="list-style-type: none"> -Perform a running jump with more than one component. e.g. hop skip jump (triple jump) -Demonstrate basic hurdle technique for junior hurdles (Y5) with a 3-4 step run up (e.g. steps in between hurdles within a hurdle race) <p>Throw & Catch</p> <ul style="list-style-type: none"> -Throw and catch variety of objects overarm with a side stance (Y3) using weight transference (Y4) and hip rotation (Y5) and run ups to enhance the throw
Must have Athletics	<ul style="list-style-type: none"> -That a run up, with a 1:2 jump will allow the travelling of the furthest distance -Sprint for 50m using the correct body position -To be able to throw and catch a variety of objects overarm with a side stance e.g. howler, tennis ball, javelin 	<ul style="list-style-type: none"> -Sprint for 50m using the correct body position (introduced in Y3 but a must have for Y4) -To be able to throw a variety of objects overarm with a side stance and using weight transference to enhance the throw 	<ul style="list-style-type: none"> -Throw and catch variety of objects overarm with a side stance (Y3) using weight transference (Y4) and hip rotation to enhance the throw 	<ul style="list-style-type: none"> -Throw and catch variety of objects overarm with a side stance (Y3) using weight transference (Y4) and hip rotation (Y5) and run ups to enhance the throw -Demonstrate pacing when running over a longer distance
Key Vocabulary	Tactics, speed, acceleration, distance, accuracy, relay, change-over	Tactics, speed, distance, pace, power, stride pattern	Tactics, speed, distance, change-over evaluation, personal best, lap	Tactics, speed, distance, evaluation, teamwork, false start, events

Swimming	
NC Ref -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.	
	By the end of KS2
Declarative Knowledge	-Know how to safely get in and out of the water. -To understand the role of the lifeguard and how best to attract their attention -Know the different colours of beach flags and what they mean -Know a technique to stay afloat (tread water) -Know the body position that is most likely to aid floating. -Know the technique for breast stroke and back stroke -Know how to perform water safety rescues -Know how to be safe when in the sea
Procedural knowledge (Pupils should be able to / skill)	<u>-Swim 25 metres in a recognised stroke</u> <u>-Be able to tread water to stay afloat</u> <u>Be able to use safety strategies e.g. sculling, deep water straddle entry, tread water and leaving deep water safely)</u> -Co-ordinate stroke and breathing -Demonstrate HELP position
Must have	<u>-Swim 25 metres in a recognised stroke</u> <u>-Be able to tread water to stay afloat</u> <u>-Be able to use safety strategies e.g. sculling, deep water straddle entry, tread water and leaving deep water safely)</u>
Key Vocabulary	Front crawl Breast stroke Backstroke Safety Lifeguard Butterfly

Outdoor / adventure	
NC Ref -Take part in outdoor and adventurous activity challenges both individually and within a team	
	By the end of KS2:
Knowledge / skills	-Orientate to North -Identify and use the 8 compass directions -Use a map
Have had experience of	<ul style="list-style-type: none"> • Different water based activities • A residential • An activity out of a pupil's comfort zone (usual school diet) • Being part of a team

2) Thinking Me: developing children's cognitive and creative skills.

	EYFS FOCUS: That everyone is different and that they should try new things	Y1 FOCUS: That learning something new takes time and effort	Y2 FOCUS: To evaluate their own performance (as well as that of others)	Y3 FOCUS: That technical skills can be evaluated, practised and improved. That this leads to improvements in overall performance	Y4 FOCUS: That evaluation is a constant cycle that improves performance	Y5 FOCUS: To use feedback from others to improve performance	Y6 FOCUS: Use feedback from a range of sources to improve performance
Direct NC Ref / context for learning	C&L ELG: Express their ideas and feelings about their experiences. They give their attention to what others say and appropriately. PSED ELG: Children are confident to try new activities..	Direct NC Ref / context for learning: No specific reference in NC. Statements to be taught in every unit within the year group to allow for application to new contexts.		-Compare their performances with previous ones and demonstrate improvement to achieve their personal best.			
Declarative Knowledge	-That every performance can be evaluated for things that went well -That trying new activities helps them understand more about themselves and what they enjoy --That everyone is different and have their own strengths (and weaknesses)	-That every performance can be evaluated for things that went well (EYFS) and things that could be improved -That listening to and acting on the advice of others can help improve performance - That set backs are an expected part of learning a new skill - That not everyone is good at a skill / sport straight away.	-That every performance can be evaluated for things that went well and things that could be improved (EYFS) -That listening to and acting on the advice of others can help improve performance (Y1) -That individuals can evaluate their own performance -That practise improves performance --That setbacks are a sign of effort when learning something new and that these can be overcome.	-That individuals can evaluate their own performances (Y2) and those of others (Y1). -That listening to and acting on the advice of others can help improve performance (Y1) -That practise improves performance (Y2) -That practising a technical skill can help to improve overall performance in a sport -That performance can be evaluated against how well they demonstrate and executed technical skills	-That listening to and acting on the advice of others can help improve performance (Y1) -That evaluation happens throughout a performance, rather than just at the end -That performance can be evaluated against how well they demonstrate and executed technical skills (Y3) -That practising a technical skill can help to improve overall performance in a sport (Y3)	-That listening to and acting on the advice of others can help improve performance (Y1) -That evaluation happens throughout a performance, rather than just at the end (Y4) -That performance can be evaluated against how well they demonstrate and executed technical skills (Y3) -That practising a technical skill can help to improve overall performance in a sport (Y3)	
Procedural Knowledge Skill (Pupils should be able to)	-To say what someone has done well. <u>-Try new activities</u>	-Express opinions such as like, dislike and give a reason for this. <u>-Describe parts of others performances</u>	-Express opinions such as like, dislike (EYFS) and give a reason for this (Y1) <u>-Identify which part of their performance were the most and least effective</u>	-Identify which part of their performance were the most and least effective (Y2) and be able to evaluate the performance of themselves and others using technical vocabulary <u>- Evaluate a performance against a set success criteria</u>	-Offer next steps for themselves and others to improve their performance, throughout rehearsal <u>-Improve performance by acting on the next steps that they have been given</u> , including the practising of key skills	-Offer next steps for themselves and others to improve their performance, throughout rehearsal (Y4) -Improve performance by acting on the next steps that they have been given, including the practising of key skills (Y4) <u>-Use feedback from others to improve future actions</u>	-Offer next steps for themselves and others to improve their performance, throughout rehearsal (Y4) -Improve performance by acting on the next steps that they have been given, including the practising of key skills (Y4) -Use feedback from others to improve future actions (Y5) -Reflect on their own performance, identifying where particular actions led to success
Must haves	<u>-Try new activities</u>	<u>-Describe parts of others performances</u>	<u>-Identify which part of their performance were the most and least effective</u>	<u>- Evaluate a performance against a set success criteria</u>	<u>-Improve performance by acting on the next steps that they have been given</u>	<u>-Use feedback from others to improve future actions</u>	<u>-Use feedback from themselves and others to improve future actions</u>
Key vocabulary:	like, curiosity,	like, dislike, performance, curiosity, improvement, evaluate, reason, advice,	like, dislike, performance, improvement, evaluate, reason, curiosity, advice, practise, ,	performance, improvement, evaluate, reason, advice, practise, curiosity, effective, executed, skill	performance, improvement, evaluate, reason, advice, practise, effective, executed, skill, curiosity, personal best	performance, improvement, evaluate, reason, advice, practise, effective, executed, skill, curiosity,	

3) Healthy Me: developing children's physical and mental health and personal skills.

	EYFS FOCUS: <u>That exercise is good for us</u>	Y1 FOCUS: <u>That exercise has specific benefits to our health (mood concentration)</u>	Y2 FOCUS: <u>That exercise has specific long term benefits to our health (stamina an strength)</u>	Y3 / 4 FOCUS: <u>That exercise has specific benefits to our health and can be used as a strategy to regulate moods</u>	Y5 / 6 FOCUS: <u>That lifestyle choices affect individual health</u>
Direct NC Ref / context for learning	PSED ELG : Manage their own personal needs UTW ELG: Understand some important processes and changes	No specific reference in NC. Statements to be taught in every unit within the year group to allow for application to new contexts.	No specific reference in NC. Statements to be taught in every unit within the year group to allow for application to new contexts.	No specific reference in NC. Statements to be taught in every unit within the year group to allow for application to new contexts.	No specific reference in NC. Statements to be taught in every unit within the year group to allow for application to new contexts.
Declarative Knowledge	-That exercise creates physical changes (increased heart rate, breathing) -That exercise is important for health and helps our bodies get stronger	-That exercise creates physical changes (increased heart rate, breathing) EYFS - That exercise can improve mood and concentration	-That exercise creates physical changes EYFS and can also improve mood and concentration (Y1) -That exercise is important for health and helps our bodies get stronger EYFS -That exercise helps develop muscles and stamina / fitness levels and helps sleep	-That exercise is important for health and helps our bodies get stronger EYFS -That exercise helps develop muscles and stamina / fitness levels and helps sleep (Y1 &2) - That exercise can improve and help regulate mood and concentration (Y1&2) -That warming up and cooling down before and after exercise helps joint and muscle use -That there are specific stretches that will help to mobilise specific joints and muscles.	-That exercise helps develop muscles and stamina / fitness levels and helps sleep (Y1 &2) - That exercise can improve and help regulate mood and concentration (Y3&4) - That lifestyle choices such as choosing to exercise (or not) will have an impact on their health and well being -That warming up and cooling down before and after exercise helps joint and muscle use (Y3&4) -That each part of the body that is going to be used in an activity should be warmed up and cooled down. -That there are different warm ups and stretches that can be used, according to the type of exercise that will be done.
Procedural Knowledge Skill (Pupils should be able to)	-Describe what happens to their body when they exercise (increased heart rate and breathing) <u>-Say why they need to exercise (to help them stay healthy)</u>	<u>-Describe the benefits of exercise</u> including, better mood and concentration	<u>-Describe the benefits of exercise including, stronger muscles and increased fitness, better mood and concentration</u>	-Describe the benefits of exercise including, stronger muscles and increased fitness, better mood and concentration (Y1&2) -Warm up and cool down at the start and end of activities and be able to discuss the importance of doing so on their body <u>-Identify some basic stretches for different muscles and joints in the body</u>	-Describe the benefits of exercise including, stronger muscles and increased fitness, better mood and concentration (Y1&2) <u>-Describe the impact of positive and negative lifestyle choices (including exercising, or not) on their body</u> <u>-Identify different stretches and warm ups that they should use – linked to the activity that they are about to undertake</u>
Must haves	<u>-Say why they need to exercise (to help them stay healthy)</u>	<u>-Describe the benefits of exercise</u>	<u>-Describe the benefits of exercise including, stronger muscles</u>	<u>-Identify some basic stretches for different muscles and joints in the body</u>	<u>-Describe the impact of positive and negative lifestyle choices (including exercising, or not) on their body</u> <u>-Identify different stretches and warm ups that they should use – linked to the activity that they are about to undertake</u>
Key vocab:	exercise, healthy, heart, breathing	exercise, healthy, heart, breathing,	exercise, healthy, heart, breathing, fitness, muscles, stamina	fitness, muscles, stamina, warm up, cool down, stretch, muscle / joint specific vocabulary e.g. ham string, pelvis,	fitness, muscles, stamina, warm up, cool down, stretch, muscle / joint specific vocabulary e.g. ham string, pelvis, (extended from Y3&4) more specific parts of the body vocabulary e.g. calf, shin



Science Living things Year 2:
-Bodies (animals including humans) are made up of complex systems that need to be taken care of. This includes exercise, eating the right amounts of different types of food, and hygiene



Science Living Things Year 6: That there are parts of the human body that have specific functions Y4 (e.g. circulatory system) and that lifestyle choices can affect these functions
-That there are parts of the human body that have specific functions Y4 (circulatory: functions of the heart, blood vessels and blood) and that choices in lifestyle e.g. diet / exercise / l drugs can affect these functions
-That for humans (and other animals) there is a difference between staying alive and being healthy, choices in nutrition (Y2/3) and lifestyle can affect overall health

4) Social Me: developing children's ability to work well with others

	EYFS FOCUS: <u>That everyone is different and that they should try new things</u>	Y1 FOCUS: <u>That learning something new takes time and effort</u>	Y2 FOCUS: <u>That learning something new takes time and effort</u>	Y3 / 4 FOCUS: <u>To follow rules and official decisions, to praise and encourage each other.</u>	Y5 / 6 FOCUS: <u>Good sportsmanship</u>	Y 6 FOCUS: <u>To fulfil clearly defined roles, making sure everyone has a chance to play</u>	
Direct NC Ref / context for learning	PSSED ELG: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Work and play cooperatively and take turns with others. Show sensitivity to their own and to others' needs. C&L ELG: Listen attentively and respond to what they hear with relevant questions, comments and actions. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.	-Participate in team games No other specific reference in NC. -Statements to be taught in every unit within the year group to allow for application to new contexts.		No specific reference in NC. Statements to be taught in every unit within the year group to allow for application to new contexts.			
Declarative Knowledge	-That everyone is different and have their own strengths (and weaknesses) -That giving and maintaining eye contact with a partner helps them to communicate -That you need to be able to work with others to play sports well	-That practise improves performance -That listening to and acting on the advice of others can help improve performance -That sometimes, people's ideas and opinions are different to their own. - That the success of others should be celebrated -That each activity and sport has rules. These increase enjoyment, help keep players safe and must be followed. -That giving and maintaining eye contact and calling a team mates name helps them to communicate (EYFS)	-That everyone has a right to have their ideas and opinions heard. - That the success of others should be celebrated (Y1) -That each activity and sport has rules. These increase enjoyment, help keep players safe and must be followed (Y1) -That giving and maintaining eye contact and calling a team mates name helps them to communicate (EYFS & Y1)	-That practise improves performance (Y1&2) -That practising a technical skill can help to improve overall performance in a sport -That sometimes, people's ideas and opinions are different. (Y1&2) -That everyone has a right to have their ideas and opinions heard. (Y1&2) -That within a successful team, everyone is included and has a role - That the success of others should be celebrated (Y1&2) -That giving and maintaining eye contact and calling a team mates name helps them to communicate (Y1&2) -That team players should communicate when they are in a space and ready to receive a ball -That praise and encouragement supports and motivates team members.	Revise all of Y3 plus: -That each activity and sport has rules. These increase enjoyment, help keep players safe and must be followed. That the decisions of officials are not always agreed with, but should always be respected.	-That praise and encouragement supports and motivates team members (Y3&4) and should be given even when a team / players have lost -That the decisions of officials are not always agreed with, but should always be respected Y3&4)	Revise all of Y5 plus: -That players are more effective when they stick to the role they have been given and each person has a chance to fulfil their role -That there are clearly defined roles within a team -That team mates can help each other by giving instructions to each other during play
Procedural Knowledge Skill (Pupils should be able to)	-Take turns and share equipment -Give and maintain eye contact in partner work -Respond appropriately to their name being called in paired and group work	-Listen to and execute a 2 step instruction -Describe parts of others performances and praise the parts that went well	-Accept setbacks and not give up	-Show contribution in team sports -Give praise and encouragement to other team members	-Be honest and follow rules and officials' decisions respectfully -Listen and respond appropriately to feedback	-Give praise and encouragement to other team members (Y3&4) -Show good sportsmanship e.g. Give praise to team members who have won (when their team lost, praising individual players on the losing side for their performance, praising team members who have lost, when they have won)	-Communicate instructions with team mates during a game to improve performance -Listen to instructions given by others during a game and act on these -Show sportsmanship e.g. Giving praise to team members who have won when their team lost, praising individual players on the losing side for their performance, praising team members who have lost, when they have won)
Must haves	-Take turns and share equipment	-Listen to and execute a 2 step instruction	-Describe parts of others performances and praise the parts that went well (introduced Y1 must have in Y2)	-Give praise and encouragement to other team members	Listen and respond appropriately to feedback	-Give praise to team members who have lost (-To show sportsmanship)	-Show good sportsmanship (introduced Y5, must have Y6)
Key vocab:	eye contact, partner	eye contact, partner, communicate,	eye contact, partner, communicate, set back,	eye contact, communicate, set back, encourage, opinion	eye contact, communicate, set back, encourage, officials, honesty, , decision	eye contact, communicate, set back, encourage, officials, honesty, opinion, decision, sportsmanship	eye contact, communicate, set back, encourage, officials, honesty, opinion, decision, defined, role, sportsmanship