



Physical Education Knowledge and Skills Progression Map

Year group/ Expected level	Gymnastics (Basic Movements)	Individual and Team Games	Athletics
	Dance		
Nursery <i>Please refer to the EYFS Statutory Framework for the 7 Areas of Learning (AoLs) and the Early Learning Goals (ELGs).</i> <i>The progression of the stages of physical development can be found in Development Matters.</i> <i>Details of the full EYFS curriculum can also be found in the EYFS Folder under Curriculum.</i> <i>PLEASE NOTE: The statements in the columns are taken from the Physical Development AoL. However, aspects of Communication and Language, Personal, Social and Emotional Development and Mathematics also link to the wider teaching and learning of Physical Education.</i>	Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. - 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. - 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. - Show a preference for a dominant hand. - Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. - Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. ALL PE LESSONS BEGIN WITH A WARM-UP and FINISH WITH A CALMING DOWN EXERCISE	- Start taking part in some group activities which they make up for themselves, or in teams. - Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.	
The Early Years Foundation Stage (EYFS) Learning and Development has seven Areas of Learning and 17 Early Learning Goals: Communication and Language (CL) ➤ Listening, Attention and Understanding ➤ Speaking Personal, Social and Emotional Development (PSED) ➤ Self-Regulation ➤ Managing Self ➤ Building Relationships	*Physical Development (PE) ➤ Gross Motor Skills ➤ Fine Motor Skills Literacy (L) ➤ Comprehension ➤ Word Reading Writing Mathematics (M) ➤ Number ➤ Numerical Patterns	Understanding The World (UW) ➤ Past and Present ➤ People, Culture and Communities ➤ The Natural World Expressive Art and Design (EAD) ➤ Creating with Materials ➤ Being Imaginative and Expressive	
Key progressive vocabulary linked specifically to Physical Development: head, shoulders, arms, legs, feet, hands, jump, walk, run, climb, hopping, slow, fast, stamp, tiptoe.			

Year group/ Expected level	Gymnastics (Basic Movements)		Individual and Team Games	Athletics
	Dance			
Reception <i>Please refer to the EYFS Statutory Framework for the 7 Areas of Learning (AoLs) and the Early Learning Goals (ELGs).</i> <i>The progression of the stages of physical development can be found in Development Matters.</i> <i>Details of the full EYFS curriculum can also be found in the EYFS Folder under Curriculum</i> <i>*PLEASE NOTE: The statements in the columns are taken from the Physical Development AoL. However, aspects of Communication and Language, Personal, Social and Emotional Development and Mathematics also link to the wider teaching and learning of Physical Education.</i>	- Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. - Combine different movements with ease and fluency. - 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. - Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. - 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. - 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. ALL PE LESSONS BEGIN WITH A WARM-UP and FINISH WITH A CALMING DOWN EXERCISE		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.
The Early Years Foundation Stage (EYFS) Learning and Development has seven Areas of Learning and 17 Early Learning Goals: Communication and Language (CL) ➤ Listening, Attention and Understanding ➤ Speaking Personal, Social and Emotional Development (PSED) ➤ Self-Regulation ➤ Managing Self ➤ Building Relationships	*Physical Development (PE) ➤ Gross Motor Skills ➤ Fine Motor Skills Literacy (L) ➤ Comprehension ➤ Word Reading ➤ Writing Mathematics (M) ➤ Number ➤ Numerical Patterns	Understanding The World (UW) ➤ Past and Present ➤ People, Culture and Communities ➤ The Natural World Expressive Art and Design (EAD) ➤ Creating with Materials ➤ Being Imaginative and Expressive		
Key progressive vocabulary linked specifically to Physical Development: Rolling, crawling, walking, jumping, running, hopping, skipping, climbing, dancing, shapes, slow, fast, quick, tiptoe, stamp, march, balance, still, sitting, lying, push, pull, tummy crawling, throw, catch, bounce.	At the end of reception: ELG (Gross Motor Skills) children at the expected level of development will: ✓ 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			
Health Skills: Differentiate between healthy and unhealthy foods				

Year group/ Expected level	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.				
Year 1 <i>Please refer to the school PE curriculum framework and focus overview.</i> <i>For more in depth year group lesson plans please see Intranet: PE folder – schemes of work and session plans.</i> <i>For further information please see National Curriculum programme of study for PE.</i>	FOCUS	Key Driver 	Multi Skills	Key Disciplines and Sports Areas of Learning	
				Gymnastics	Individual and Team Games
				Dance	Athletics
		Learning objectives:			
		ALL PE LESSONS BEGIN WITH A WARM-UP and FINISH WITH A CALMING DOWN EXERCISE			
	TERM 1: Ball skills:	Pupils learn to: - throw, catch, kick and bounce a ball (fun –orientated games). - develop a good awareness of others in running, chasing and avoiding games, making simple decisions about when and where to run. - use different movement, speeds and pathways. - be able to describe changes to their bodies when they exercise. - Develop fluency in moving with and handling a ball, changing direction at speed.		Pupils are taught to: - explore balancing the ball on different parts of the body - use warm up to stretch and core balancing activities.	Pupils are taught: - How touching a ball affects its movement, speed and direction. - To understand how to position the body to receive an oncoming ball.
	TERM 2: Ball games	Pupils learn to: - gain an understanding of games and play according to the rules. - understand the difference between bounce and chest pass. - be able to explain the advantages of warming up. - understand the values of teamwork. - be confident throwing and catching a ball within a game. - explain the characteristics needed to defend and attack.		Pupils are taught to: throw, bounce & catch to rhythmic beat.	Pupils are taught: running with a ball - throwing & catching co-ordination.
	TERM 3: Gymnastics	Pupils learn to: - support their body weight with hands when creating balances. - hold balance still. - be able to create different shapes with body. - be able to work independently and in a team. - develop confidence in jumping and landing safely from an apparatus. - be able to perform a forward, backward, log or sideways roll.		Pupils are taught to: - create body shapes individually and in groups. - create a simple sequence of movements individually & in groups - work together to create mirror image shapes. - Work together to form and hold a balanced position.	Pupils are taught: passing, catching, kicking & throwing.

Year group/ Expected level	FOCUS	Key Driver 	Multi Skills	Gymnastics	Individual and Team Games	Athletics
		Learning objectives:		Dance		
Year 1 Contd.	TERM 4: Exploring different types of equipment through team related games	ALL PE LESSONS BEGIN WITH A WARM-UP and FINISH WITH A CALMING DOWN EXERCISE. Pupils learn to: - travel confidently and competently (In various ways) on different parts of the body including hands* - correctly manipulate various pieces of equipment* - be able to work in small groups and in partners - be able to apply and use skills in games* - be able to play safely and recognise the importance of spatial awareness. - be able to explain the importance of warming up and effects of physical activity.		*See Multi-skills column	*See Multi-skills column Pupils are taught to: - create their own games. - choose their own equipment. - create their own rules for the game/s. - play the game.	Pupils are taught to: - The skill set being developed is Target throwing using: - beanbags - hurdles - quoits - Team relay races.
	TERM 5: Tennis	Pupils learn to: - run at different speeds, change direction and stop with the ball. - be able to throw and catch a tennis ball. - be able to hit a moving ball with a bat. - be aware of how to play safely when using a bat and ball.			Pupils are introduced to: - the basic rules of tennis and keeping everyone safe. - roll a tennis ball to each other working in pairs, stopping the ball with their hands and then feet – progress this serving the ball underarm. - aim a ball between cones. - a bat: working in partners, children take it in turns serving and returning the ball.	Pupils practise: A change of movement when hitting a moving ball.
	TERM 6: Athletics	Pupils learn to: - show a good awareness of others in running, chasing and avoiding games, making simple decisions about when and where to run. - work in partnership with other children. - complete an obstacle course with speed, control and agility.		Pupils practise: - making windmill shapes with their arms whilst running forwards and rotating their arms in a forward motion. - making windmill shapes with their arms whilst moving forwards rotating their arms in a reverse action.	Pupils are taught to: - work in pairs and spread out in the space available and take turns to jump as high as possible with arms in different positions. - set up a relay race and include small hurdles and ladders.	Pupils are taught to: set up a relay race and include small hurdles, speed ladders, hoops, and other obstacles etc.

Year group/ Expected level	FOCUS	Key Driver 	Multi Skills	Gymnastics	Individual and Team Games	Athletics
Year 1 Contd.		Learning objectives:		Dance		
General PE Vocabulary: movement, agility, balance, participate, co-ordination, patterns, performance, space, skills, speed, slow, fast, instructions, exercise, breathing, direction, landing, oxygen, heart, muscles, heart rate, circulation. Vocabulary linked to Termly Focus: Term 1: Throwing, catching, kicking, bouncing, running, chasing, decisions, different, movement, speeds, changes, bodies, exercise, moving, handling a ball, direction. Term 2: Games, rules, bounce, chest past, explain, advantage, teamwork, confident, throwing, catching, defend, attack. Term 3: Support, body, weight, create, balance, different shapes with body, independently, team, confident, safely, apparatus, perform, forward, backward, log, sideways roll. Term 4: Explore, quoit, beanbag, cones, spatial awareness, hurdle and equipment. Term 5: Tennis, racket, hit, timing, underarm, overarm, bounce, hand-eye coordination, net, score and boundary lines. Term 6: Speed, obstacles, direction, hurdles, beanbag, hoops, cones, zig zag, spring and land.			Health and Well-Being is built into every lesson. Our 4 aspects are: Personal – Cognitive – Creative – Social SOCIAL, EMOTIONAL AND THINKING (SET) Social: ✚ Encourage others to keep trying. ✚ Work with a partner and small group to play games and solve challenge. Emotional: ✚ Show determination to continue working over a longer period of time. ✚ Determined to complete the challenges and tasks set. ✚ Explore skills independently before asking for help. ✚ Confident to share ideas, contribute to class discussion and perform in front of others. Thinking: ✚ Make decisions when presented with a simple challenge, e.g., move to an open space. ✚ Begin to select and apply skills to use in a variety of differing situations, e.g., choose to balance on their bottom on a wider piece of apparatus. ✚ Provide feedback beginning to use key words from the lesson. Gymnastics: The main KS1 national curriculum aims in this strand are: Running, jumping, throwing, catching; as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. Dance: The main KS1 national curriculum aims in this strand are to: perform dances using simple movement patterns. Games: The main KS1 national curriculum aims in this strand are to: Participate in team games, developing simple tactics for attacking and defending.			
Cross-curricular links are included in all PE sessions for example: Mathematics – Dragon’s warm up game, please see session plans. Science – Breathing and how the body works and healthy exercise PSHE – - Supporting, encouraging and teaching collaboration. especially through team games and being part of a team. - Encouraging those that are reticent. - Confidence building. - Feelings /emotional. Literacy - Spoken communication.			Evaluate End of learning sequence questions (Review and assess) Generic questions: ❖ What have we learned today? ❖ Regarding roles and responsibilities – How did you decide who would be responsible for different aspects of the game? ❖ Discuss roles and responsibilities. Specific questions: Term 1: Can you explain the difference between throwing and catching? Term 2: Can you explain the difference between attacking and defending? Term 3: What do we mean by an image mirror shape, can you create one with your partner? Term 4: - How could we make the game more competitive? - How could we improve the game and its rules? Term 5: What is the proper name of the bat used in tennis? Term 6: Is there a difference between a relay and obstacle race?			
Health Skills: Identify the impact of physical activity on their bodies. Identify physical activities that contribute to fitness.						

Year group/ Expected level	Focus	Key Driver  Multi Skills	Gymnastics	Individual And Team Games	Athletics
		Learning objectives:	Dance		
Year 2 <i>Please refer to the school PE curriculum framework and focus overview.</i> <i>For more in depth year group lesson plans please see Intranet: PE folder – schemes of work and session plans.</i> <i>For further information please see National Curriculum programme of study for PE.</i>	TERM 1: Ball skills	ALL PE LESSONS BEGIN WITH A WARM-UP and FINISH WITH A CALMING DOWN EXERCISE Pupils learn to: - understand simple rules to games. - be able to catch and throw a ball consistently. - develop good awareness of others in running, chasing in games. - be able to work sensibly within a team. - be able to coordinate various movements with a ball. - develop an understanding of the importance of tracking and getting in line with the ball to receive it.	As part of the warm-up session, pupils are taught: - a stretching exercise e.g., tree, small bean, back into a wide blossoming tree/shining star. - rhythm work e.g., clap, clap jump etc.	Pupils are taught: - how to Strike and field using different types of balls. - to use different throwing techniques e.g., Underarm, and overarm - change speed and direction whilst running showing awareness of others. - to begin to choose and use the best space in a team game. - use hand-eye coordination to control a ball. - to use their developing coordination skills to receive and pass a ball.	Pupils practise: - Running in different directions while controlling a ball. - incorporating a challenge when running with a ball e.g. -throw, clap, catch. - bounce, clap, catch.
	TERM 2: Ball games	Pupils learn to: - gain understanding of games and play according to the rules. - understand the difference between bounce and chest pass. - be able to explain the advantages of warming up. - understand the values of teamwork - be confident throwing and catching a ball within a game. - be able to explain the characteristics needed to defend and attack.		Pupils are introduced to : - the basic rules of bench ball and handball. - the skill of how to pass a ball using the bounce and chest pass techniques. - using and understanding the terms; attacking and defending. - using at least one technique to attack or defend to play a game successfully. - the concept of both team and opponent.	<i>As above: with one hand (dominant) and then with non-dominant hand.</i>
	TERM 3: Gymnastics	Building on skills developed in Y1, pupils learn to: - support body weight with hands when creating balances. - hold balance still. - be able to create different shapes with body - be able to work independently and in a team - be confident jumping and landing safely from various apparatus. - be able to perform a forward, backward, log or sideways roll.	Pupils practise: - moving with increasing control and care. - making simple moves with increasing control and coordination. - jumping and landing safely in a controlled manner. - jumping, landing, and holding a position for 3 seconds.		

Year group/ Expected level	Focus	Key Driver 	Multi Skills	Gymnastics	Individual and Team Games	Athletics
		Learning objectives:		Dance		
Year 2 Contd.	TERM 4: Exploring different types of equipment through team related games	ALL PE LESSONS BEGIN WITH A WARM-UP and FINISH WITH A CALMING DOWN EXERCISE. Pupils learn to: - travel confidently and competently (in various ways) on different parts of the body including hands. - correctly manipulate various pieces of equipment. - be able to work in small groups and in partnership - be able to apply and use skills in games. - be able to play safely and recognise the importance of spatial awareness. - be able to explain the importance of warming up and effects of physical activity.		Pupils practise: - travelling around the floor using on various parts of the body. - how to jump safely from graduated increasing heights e.g., benches, horses, and wall bars.	Pupils are taught skills building on Y1.	
	TERM 5: Tennis	Building on skills developed in Y1, pupils learn to: - be able to track and hit a moving ball. - develop a wider range of movement when playing ball games. - understand the difference between a forehand and backhand. - be able to play ball games in a designated area.			Pupils are taught how to develop their skills through: - practising keeping the tennis ball up and bouncing the ball with a bat. - working with a partner, pupils practice hitting the ball using the forehand and backhand technique. - they play a game of floor tennis in an area outline by teacher.	
	TERM 6: Athletics	Pupils learn to: - show a good awareness of others in running, chasing, and avoiding games, making simple decisions about when and where to run. - work in partnership with other children. - walk and run with good posture and balance.		Pupils further develop their co-ordination and balance skills by: - stand on one leg and hold balance for 5 seconds, progress this to 10 seconds, adding in the following challenges: - Change legs - Close one eye - Hop etc	Pupils' skills are developed: by following the teacher/coach or other 'leader.' Leader moves in different ways (e.g., changing direction, speed, footwork, arm actions and height). Pupils follow and copy the movements, gradually increasing intensity of movement.	

Year group/ Expected level	FOCUS	Key Driver	Multi Skills	Gymnastics	Individual and Team Games	Athletics
		Learning objectives:		Dance		
Year 2 Contd.						
General PE Vocabulary: movement, agility, balance, participate, co-ordination, patterns, performance, space, skills, speed, slow, fast, instructions, exercise, breathing, direction, landing, oxygen, heart, muscles, heart rate, circulation, consistently. Vocabulary linked to Termly Focus: Term 1: As Y1 plus: Overarm, underarm, passing, accuracy, hand-eye coordination. Term 2: As Y1 plus: Technique, opponent, marking, scoring, points, area, free throw, bibs, long and short passing, dodging Term 3: As of Y1 plus: Sequence, spring, land, combine, bent knees, posture, body control. Term 4: As of Y1 – names of equipment Term 5: As of Y1 plus: Serve, rally, rules of the games, forehand, backhand, forearm, wrist, in-line with the ball. Term 6: Slalom, agility, release/target, start and finish, starting position, high knees, arm positioning, correct form, change of speed. Cross-curricular links are included in all PE sessions for example: Mathematics – building the dragons game introduced in year 1, the use of higher numbers is incorporated. Science – Building on year 1, introduce the idea of heart rate and the link to exercise. PSHE – As of Y1. Literacy – As of Y1, building in a wider vocabulary.				Health and Well-Being is built into every lesson. Our 4 aspects are: Personal – Cognitive – Creative - Social		Evaluate End of learning sequence questions (Review and Assess) End of learning sequence questions (Review and assess) Generic questions: ❖ What have we learned today? ❖ Regarding roles and responsibilities – How did you decide who would be responsible for different aspects of the game? ❖ Discuss roles and responsibilities. Specific questions: Term 1: Can you bounce the ball 3 times consistently? Term 2: What do we mean by marking players? Term 3: Can you perform a log roll? Term 4: Can you identify the piece of equipment that is used in a game of hockey? Term 5: Working with a partner, what is the highest number rallies you achieved in 3 attempts? Term 6: What do we mean by good posture?
				SOCIAL, EMOTIONAL AND THINKING (SET)		
				Social: ✚ Encourage others to keep trying. ✚ Work with a partner and small group to play games and solve challenge. Emotional: ✚ Show determination to continue working over a longer period of time. ✚ Determined to complete the challenges and tasks set. ✚ Explore skills independently before asking for help. ✚ Confident to share ideas, contribute to class discussion and perform in front of others. Thinking: ✚ Make decisions when presented with a simple challenge, e.g., move to an open space. ✚ Begin to select and apply skills to use in a variety of differing situations, e.g., choose to balance on their bottom on a wider piece of apparatus. ✚ Provide feedback beginning to use key words from the lesson		
				Gymnastics: The main KS1 national curriculum aims in this strand are: Running, jumping, throwing, catching; as well as developing balance, agility, and co-ordination, and begin to apply these in a range of activities. Dance: The main KS1 national curriculum aims in this strand are to: perform dances using simple movement patterns. Games: The main KS1 national curriculum aims in this strand are to: Participate in team games, developing simple tactics for attacking and defending.		
Health Skills: Identify physical activities that contribute to fitness. Recognise the ‘good health balance’ of nutrition and physical activity.						

Year group/ Expected level	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.								
Year 3 <i>Please refer to the school PE curriculum framework and focus overview.</i> <i>For more in depth year group lesson plans please see Intranet: PE folder – schemes of work and session plans.</i> <i>For further information please see National Curriculum programme of study for PE.</i>	The National Curriculum states that: 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. Swimming: Pupils participate in swimming lesson throughout the year and learn how to: swim using a variety of techniques, gain confidence and recognise how swimming affects their bodies.								
FOCUS		Key Driver 		Multi Skills		Gymnastics	Individual and Team Games	Athletics	
		Learning objectives:				Dance			
TERM 1: Basketball		ALL PE LESSONS BEGIN WITH A WARM-UP and FINISH WITH A CALMING DOWN EXERCISE. Pupils learn to: • contribute to ball games by helping to keep possession of the ball, use simple attacking tactics using sending, receiving, and dribbling a ball. • think about how to use skills, strategies, and tactics to outwit their opponents. • how to change directions and speed to avoid collision. • develop their coordination skills to successfully pass and catch a ball. • understand the importance of playing fairly and keeping to the rules. They are encouraged to be a supportive teammate and identify why this behaviour is important.						Pupils are taught: • the basic rules of basketball. • They learn the basic rules of travelling and dribbling. • the different types of passes. • about attacking and defensive play.	
TERM 2: Striking and Fielding		Pupils learn to: • develop and refine their ball skills through practicing a range of skills e.g., throwing, catching and bowling with greater control. • use fielding skills to stop the ball effectively. • understand the role of backstop. • play in a tournament and work as team, using tactics in order to beat another team.						Pupils are taught to: • throw over a variety of distances using the underarm and over arm techniques. • judge the flight of the ball and be ready to catch the ball using the appropriate technique • stand in the correct stance when ready to strike a ball. • learn batting control. • Play modified games and follow rules.	

Year group/ Expected level	Focus	Key Driver 	Multi Skills	Gymnastics	Individual and Team Games	Athletics
		Learning objectives:		Dance		
Year 3 Contd.	TERM 5: Tennis	ALL PE LESSONS BEGIN WITH A WARM-UP and FINISH WITH A CALMING DOWN EXERCISE			Following on from Y2, pupils are taught: - to further develop their ball control skills by bouncing and hitting the tennis ball 'to the beat' with a racket. Pupils taught to sing 'bounce and hit' to help with their timing when hitting the ball. - the wider rules of tennis, to further develop their understanding of the game. - to work individually on their hand-eye coordination skills. - introduced to serving, overhead shots and the importance of the ready position. - to work cooperatively with a partner to keep a continuous rally going.	Pupils practise: With a tennis ball, pupils practise the skill of: bouncing a ball with a tennis racket.
	TERM 6: Athletics	Pupils learn to: - develop good running, jumping and throwing techniques. - improve the quality, range and consistency of the techniques they use for particular activities. - develop spatial awareness by judging the height and approach to obstacles. - develop awareness of time, duration, distance and speed.				

Year group/ Expected level	Focus	Key Driver Learning objectives:	Multi Skills	Gymnastics Dance	Individual and Team Games	Athletics
Year 3 Contd.						
General PE Vocabulary: Competitive, strategies, technique, change of direction, achievement, role and responsibilities, instructions, tactics Vocabulary linked to Termly Focus: Term 1: Basketball, passing, dribbling, sending, receiving, attacking and defending tactics, ball control, pivoting, technique, strategies, opponent, double dribble, travelling, competitive Term 2: Striking, fielding, rounders, cricket, stump, rounders bat, cricket bat, bowling. Term 3: Small sided-games, rugby ball, Try, dodging, pop pass, swing pass, outwit, support, collaboratively, performance, try zone, oval ball, change of direction Term 4: Handball, leap, overhead, step, goalkeeper, jump shot, non-contact, side-line, substitute, turning, referee, ball handling, game awareness. Term 5: Ready position, serve, continuous rally, timing, rhythm, return ball, overhead shot, slam, tennis, tennis court, forehand, backhand Term 6: Triple jump (Hop-skip and jump), long jump, time, speed, distance, record, foam rocket, hurdles, shot put, improve quality, judging the height, consistent, progress, release, power, push, twist. Cross-curricular links are included in all PE sessions for example: Mathematics - The use of division to determine teams Science - Introduction to muscle groups and the oxygen play to sustain energy PSHE – - Sportsmanship - learning how deal with losing and winning - Team building/ Collaborative working in a team - Demonstrate honesty and fair play when competing Literacy - Spoken communication.			Health and Well-Being is built into every lesson. Our 4 aspects are: Personal – Cognitive – Creative – Social		Evaluate End of learning sequence questions (Review and assess) Generic questions: ❖ What have we learned today? ❖ Regarding roles and responsibilities – How did you decide who would be responsible for different aspects of the game? ❖ Discuss roles and responsibilities. Specific questions: Term 1: What do we mean by double dribble? Term 2: Which do you think is most important role; a striker or a fielding? Term 3: What’s difference between a pop and swing pass? Term 4: Are players allowed to take more than 3 steps without dribbling (bouncing the ball)? Term 5: How do you hit differently to closer and further away targets? How can the ready position help you to return a ball? Term 6: How would you describe someone with good running technique? Can you explain why they call it the triple jump?	
			SOCIAL, EMOTIONAL AND THINKING (SET)			
			Social: ✚ Encourage and motivate others to work to their personal best ✚ Work with others to achieve a shared goal ✚ Work with others to self-manage games. Emotional: ✚ Persevere when finding a challenge difficult ✚ Understand what their best looks like, and they work hard to achieve it. ✚ Begin to use rules showing awareness of fairness and honesty. ✚ Show an awareness of how other people feel. Thinking: ✚ Pupils make quicker decisions when selecting and applying skills to a situation, e.g., who to pass to and where to move. ✚ Select and apply from a wider range of skills and actions in response to a task. ✚ Provide feedback using key terminology.			
The main KS2 national curriculum aim in this strand are to: develop flexibility, strength, technique, control and balance (e.g., through athletics and gymnastics) The main KS2 national curriculum aim in this strand is to: perform dances using a range of movement patterns. The main KS2 national curriculum aim in this strand is to: play competitive game, modified where appropriate (for e.g., badminton, basketball, cricket, football, hockey, netball, rounders and tennis), and apply basic principles suitable for attacking and defending. The main KS2 national curriculum aims in this strand is to: use running, jumping, throwing and catching in isolation and in combination. The main KS2 national curriculum aims in this strand is to: compare their performances with previous ones and demonstrate improvement to achieve their personal best.						
Health Skills: Recognise that strength and suppleness are important parts of fitness. Develop calming techniques.						

Year group/ Expected level	Focus	Key Driver  Multi Skills Learning objectives:	Gymnastics	Individual and Team Games	Athletics
			Dance		
Year 4 <i>Please refer to the school PE curriculum framework and focus overview.</i> <i>For more in depth year group lesson plans please see Intranet: PE folder – schemes of work and session plans.</i> <i>For further information please see National Curriculum programme of study for PE.</i>	Term 1: Basketball	ALL PE LESSONS BEGIN WITH A WARM-UP and FINISH WITH A CALMING DOWN EXERCISE Building on Y3, pupils learn to: - contribute to ball games by helping to keep possession of the ball, use simple attacking tactics using sending, receiving and dribbling a ball - change directions and speed to avoid collision - develop their coordination skills to successfully pass and catch a ball - understand the importance of playing fairly and keeping to the rules. They are encouraged to be a supportive teammate and identify why this behaviour is important. - pupils are encouraged to think about how to use skills, strategies and tactics to outwit their opponents		Following on from Y3, pupils are taught: - in more depth about the rules of basketball. - about the different range of passes and taught to think about the appropriate passes to make in a game. - in more depth about the characteristics of marking. - about creating space and losing their marker. - about tactical awareness and implement in small-sided games.	With and without a soft ball, pupils practise the skill of: - The ompo throwing when running and changing direction. - Running at speed to score points
	Term 2: Striking and Fielding	Pupils learn to: - score points by striking an object and running to a designated playing area. - prevent opponents from scoring by retrieving the object and returning it to stop play. - use key skills and tactics for striking and fielding modified games. - further develop their hand-eye coordination skills.		Pupils are taught to: - identify key spaces when striking a ball - understand in more depth the roles and responsibility of fielding and striking. - create strategic opportunities for winning a game. - react to specific moments in a game. - play modified games in accordance with the rules.	
	Term 3: Tag Rugby	Pupils learn to: - further enhance core ball handling skills to improve their performance. - implement rules and develop tactics in competitive situations. - evade and tag opponents. - pass the ball accurately and receive the ball safely on the move. - apply learned skills in a game.		Pupils are taught to: - understand the circumstances that leads to a player being offside, - practice using the tag rugby belts in small groups. - learn the steps to follow when a tag is removed. - implement rules in small-sided games	

Year group/ Expected level	FOCUS	Key Driver	Multi Skills	Gymnastics	Individual and Team Games	Athletics
		Learning objectives:		Dance		
Year 4 Contd.		ALL PE LESSONS BEGIN WITH A WARM-UP and FINISH WITH A CALMING DOWN EXERCISE				
	Term 4: Handball	Pupils learn to: - further develop their throwing and catching skills - develop dribbling, shooting and passing skills - move with and without the ball - broaden their understanding of attacking and defending - develop communication skills			Building on from Y3, pupils will: - develop a more in-depth understanding of the rules of handball. - practise and implement the 3 -step rule. - develop their ball handling skills - practise the skills of running and dribbling with a ball. - deepen their understanding of scoring using the jump shot technique. - develop the skill of receiving and sending the ball with more precision. - develop their skills of defending and attacking in small-sided games. - develop their ability to think about tactics and strategy. - participate in small-sided games.	With a ball, pupils will practise and further hone their skills of: - Dribbling - Jumping - Reacting
	Term 5: Tennis	Pupils learn to: - identify and describe rules to the game. - develop their hand-eye coordination skills. - use different techniques to hit a ball. - keep a continuous rally going. - create their own scoring system when playing games.			Pupils are taught to: - hit a ball with greater precision. - hit a ball using the volley technique. - approach the net. - make decisions on the type of shots use in a match. - the official tennis scoring system. - participate in matches.	
	Term 6: Athletics	Pupils learn to: - acquire and develop skills in recording and measuring performance. - select and apply running, jumping and throwing techniques in competition. - select the best technique for the event. - understand the benefits of exercise to their bodies. - describe the basic techniques which make for a good performance.	Pupils practise to: link in sequence; hop, skip and jump.		Pupils are taught to: - further enhance and practice their skills across the range of athletic disciplines - set targets to improve individual and team performance. - accurately record and measure performance and analysis date.	

Year group/ Expected level	FOCUS	Key Driver 	Multi Skills	Gymnastics Dance	Individual and Team Games	Athletics		
Year 4 Contd.		Learning objectives:						
General PE Vocabulary: Possession, outwit, challenge, coordination skills, supportive, communication skills, tactics, strategy, decision making Vocabulary linked to Termly Focus: Term 1: As Y3 plus: appropriate passes, characteristics of marking, creating space, losing your marker Term 2: As Y3 plus: retrieve, returning to stop play, react, identify key spaces, side-ways stance, rotation. Term 3: As Y3 plus: evade, remove tag, tag rugby belts, off-side Term 4: As Y3 plus: 3 step rule, reacting, one arm throws, bounce pass, goal area, 3 second limit, Term 5: As Y3 plus: forehand volley, backhand volley, approach the net, precision Term 6: As Y3 plus: set targets, discipline, team targets, individual targets, compare and contrast, analyse data Cross-curricular links are included in all PE sessions for example: Mathematics – measuring, recording times and distances. Analysing data to improve performance. Working out long it would take to run various distances. Science – As Y3 PSHE – Individual and team goals, character building, sportsmanship Literacy – Spoken communication			Health and Well-Being is built into every lesson. Our 4 aspects are: Personal – Cognitive – Creative – Social SOCIAL, EMOTIONAL AND THINKING (SET) Social:  Encourage and motivate others to work to their personal best  Work with others to achieve a shared goal  Work with others to self-manage games. Emotional:  Persevere when finding a challenge difficult  Understand what their best looks like, and they work hard to achieve it.  Begin to use rules showing awareness of fairness and honesty.  Show an awareness of how other people feel. Thinking:  Pupils make quicker decisions when selecting and applying skills to a situation, e.g., who to pass to and where to move.  Select and apply from a wider range of skills and actions in response to a task.  Provide feedback using key terminology.			Evaluate End of learning sequence questions (Review and Assess) Generic questions: ❖ What have we learned today? ❖ Regarding roles and responsibilities – How did you decide who would be responsible for different aspects of the game? ❖ Discuss roles and responsibilities. Specific questions: Term 1: Explain what is meant by losing your marker? Term 2: What are the characteristics of a good fielder? Term 3: Can you explain the steps when an opponent’s tag is removed? What is offside in tag rugby? Term 4: How long is a player allowed to hold a ball for (without bouncing) before passing or shooting? Term 5: What is meant by ‘approaching the net’? Term 6: What’s the difference between a triple and standing long jump? How could you measure your performance?		
The main KS2 national curriculum aim in this strand are to: develop flexibility, strength, technique, control and balance (e.g., through athletics and gymnastics) The main KS2 national curriculum aim in this strand is to: perform dances using a range of movement patterns. The main KS2 national curriculum aim in this strand is to: play competitive game, modified where appropriate (for e.g., badminton, basketball, cricket, football, hockey, netball, rounders and tennis), and apply basic principles suitable for attacking and defending. The main KS2 national curriculum aims in this strand is to: use running, jumping, throwing and catching in isolation and in combination. The main KS2 national curriculum aims in this strand is to: compare their performances with previous ones and demonstrate improvement to achieve their personal best								
Health Skills: Describe the concept of fitness and provide examples of physical activity to enhance fitness. Identify foods that are beneficial for before and after physical activity.								

Year group/ Expected level	Focus	Key Driver  Multi Skills	Gymnastics	Individual and Team Games	Athletics
			Dance		
Year 5 <i>Please refer to the school PE curriculum framework and focus overview.</i> <i>For more in depth year group lesson plans please see Intranet: PE folder – schemes of work and session plans.</i> <i>For further information please see National Curriculum programme of study for PE.</i>	Term 1: Basketball	Learning objectives: ALL PE LESSONS BEGIN WITH A WARM-UP and FINISH WITH A CALMING DOWN EXERCISE Pupils learn to: - understand the importance of space and movement in a fast-flowing ball games. - control a ball, understand how it moves and different ways to provide a pass and score. - work within a team to achieve a flow of passing (In possession) vs. an opposition. - complete scoring tasks and challenges individually and as a group. - increase power and strength of passes, moving the ball over longer distances. - apply basketball rules in game of play and be able to referee small-sided games.		Pupils are taught to: - identify and create space in a 3 v 3 game of basketball. - capitalise on opportunities to advance team and exploit spaces - score points using the lay-up method. - practise long and short-range shooting. - dribble and pass with more precision. - effectively use the chest, bounce pass technique in groups and small sided games.	With and without a soft ball, students practise the skill of: - throwing when running and changing direction - running at speed to score points
	Term 2: Striking and Fielding	Pupils learn to: - refine pupils' understanding of batting, applying simple batting tactics into mini games. - identify where, when and why they can apply different physical and cognitive skills when batting to score runs in deeper depth.		Pupils are taught to: - link together a range of skills and use in combination. - collaborate as a team to choose, use and adapt rules in games - recognise how some aspects of fitness apply to cricket/rounders e.g., power, flexibility and cardiovascular endurance.	

Year group/ Expected level	FOCUS	Key Driver	Multi Skills	Gymnastics	Individual and Team Games	Athletics
				Dance		
Year 5 Contd.		Learning objectives: ALL PE LESSONS BEGIN WITH A WARM-UP and FINISH WITH A CALMING DOWN EXERCISE.				
	Term 3: Tag Rugby	Pupils learn to: - further enhance core ball handling skills to improve performance. - implement rules and develop tactics in competitive situations. - refine attacking and defending skills. - pass the ball accurately and receive the ball safely on the move.			Pupils are taught to: - understand the circumstances that leads to a player being offside. - evade and tag opponents. Be able to pass and receive a pass at speed. - refine attacking and defending skills. develop tactics as a team. - learn the steps to follow when a tag is removed.	With a ball, students practise the skill of: - throwing when running and changing direction in a relay style format - Running at speed, explosive power.
	Term 4: Handball	Building on Y4, pupils learn to: - develop dribbling, shooting and passing skills. - move with and without the ball. - broaden their attacking and defending responsibilities. - develop their communication skills.			Pupils are taught to: - run and dribble with a ball with greater accuracy and precision - practice and apply using the jump shot and standing shot in small-sided games. - think in greater depth about the principles of defending in games. - apply tactics in various scenarios.	Pupils are taught to: work on their footwork and speed by using agility ladders.
	Term 5: Tennis	Pupils learn to: - control the ball to develop a cooperative rally. - develop their hand-eye coordination skills. - develop footwork and return of serve. - develop their overarm serve. - understand in more depth, positioning on the court. - select appropriate strokes for game scenarios.			Pupils are taught to: - use forehand, backhand and overhead shots in the games/matches - identify appropriate exercises and activities for warming up and how the games make the body work - explore the 'lobbing' technique in tennis. - stroke a ball using the volleying technique. - approach the net. - participate in matches.	

Year group/ Expected level	FOCUS	Key Driver  Multi Skills	Gymnastics	Individual and Team Games	Athletics
			Dance		
Year 5 Contd.	Term 6: Athletics	Learning objectives: ALL PE LESSONS BEGIN WITH A WARM-UP and FINISH WITH A CALMING DOWN EXERCISE.			
		Building on from Y4, pupils learn to: - acquire and develop skills in recording and measuring performance. - select and apply running, jumping and throwing techniques in competition. - select the best technique for the event. - understand the benefits of exercise to their bodies. - describe the basic techniques which make for a good performance.	Pupils are taught to: - use body tension to perform balances both individually and with a partner. - confidently transition from one action to another showing appropriate control and extension for the complexity of the action.		Pupils are taught to: - set targets to improve individual and team performance. - accurately record and measure performance and analysis date. - run with good form and technique. - jump with control and balance by bending your knees and throwing arms in direction of jump. - create power when throwing by transferring weight from the back to the front leg.

Year group/ Expected level	FOCUS	Key Driver Skills Learning objectives:	Multi	Gymnastics Dance	Individual and Team Games	Athletics
Year 5 Contd.						
General PE Vocabulary: Deeper depth, broader understanding, decision making, cognitive skills, possession, opposition, communication skills, refine, exploit, cardiovascular Vocabulary linked to Termly Focus: Term 1: As of Y4 plus: characteristics of marking, creating space, losing your marker Term 2: As Y4 plus: retrieve, returning to stop play, react, identify key spaces, side-ways stance, rotation. Term 3: As Y4 plus: evade, remove tag, tag rugby belts, off-side, positioning, rugby ball Term 4: As Y4 plus: 3 step rule, reacting, one arm throws, bounce pass, goal area, 3 second limit, blocking, foul, violation, sidearm stroke, thrust, standing shot Term 5: As Y4 plus: forehand volley, backhand volley, approach the net, precision, footwork, court, lobbing, agility ladders Term 6: As Y4 plus: set targets, discipline, team targets, individual targets, compare and contrast, analyse data, transferring body weight Cross-curricular links are included in all PE sessions for example: Mathematics – measuring, recording times and distances. Analysing data to improve performance. Working out long it would take to run various distances. Science – As Y4 PSHE – Individual and team goals, character building, sportsmanship Literacy – Spoken communication			Health and Well-Being is built into every lesson. Our 4 aspects are: Personal – Cognitive – Creative - Social SOCIAL, EMOTIONAL AND THINKING (SET) Social: ✚ Share ideas with others and work together to decide on the best approach to a task. ✚ Lead others and show consideration of including all within a group ✚ Communicate with others clearly and effectively. Emotional: ✚ Understand what maximum effort looks and feels like and show determination to achieve it. ✚ Use different strategies to persevere to achieve personal best ✚ Compete within the rules showing fair play and honesty when playing independently. ✚ Confident to attempt tasks and challenges outside of their comfort zone. Thinking: ✚ Reflect and evaluate their performances both as a group and as an individual and suggest areas for improvement. ✚ Recognise and explain their thought process when playing games or completing tasks, e.g. ‘I moved here because my teammate was over there.’ ✚ Identify their own and others’ strengths and areas for development providing sensitive feedback and can suggest ways to improve.			Evaluate End of learning sequence questions (Review and Assess) Generic questions: ❖ What have we learned today? ❖ Regarding roles and responsibilities – How did you decide who would be responsible for different aspects of the game? ❖ Discuss roles and responsibilities. Specific questions: Term 1: Explain what is meant by losing your marker? Term 2: What factors will affect how hard or soft we strike the ball? What is the consequence of not communicating? Term 3: Can you explain the steps when an opponent’s tag is removed? What is offside in tag rugby? Term 4: What are you thinking about when you have the ball ready to pass? Term 5: Explain and demonstrate the five ways to win a point? Term 6: What is the difference between a triple and standing long jump?
The main KS2 national curriculum aim in this strand are to: develop flexibility, strength, technique, control and balance (e.g., through athletics and gymnastics) The main KS2 national curriculum aim in this strand is to: perform dances using a range of movement patterns. The main KS2 national curriculum aim in this strand is to: play competitive game, modified where appropriate (for e.g., badminton, basketball, cricket, football, hockey, netball, rounders and tennis), and apply basic principles suitable for attacking and defending. The main KS2 national curriculum aims in this strand is to: use running, jumping, throwing and catching in isolation and in combination. The main KS2 national curriculum aims in this strand is to: compare their performances with previous ones and demonstrate improvement to achieve their personal best						
Health Skills: Examine the health benefit of participating in physical activity. Understand fully why exercise is good for fitness, health and wellbeing. Further develop calming techniques and self-regulate emotions.						

Year group/ Expected level	FOCUS	Key Driver  Multi Skills Learning objectives:	Gymnastics	Individual and Team Games	Athletics
			Dance		
Year 6 <i>Please refer to the school PE curriculum framework and focus overview.</i> <i>For more in depth year group lesson plans please see Intranet: PE folder – schemes of work and session plans.</i> <i>For further information please see National Curriculum programme of study for PE.</i>	Term 1: Basketball	ALL PE LESSONS BEGIN WITH A WARM-UP and FINISH WITH A CALMING DOWN EXERCISE. Pupils learn to: - think about using skills, strategies and tactics to outwit the opposition, entering their opponent's territory with the ball and looking to get into a good scoring position. - develop their basketball skills and also improve their defending, attacking and team play skills. - increase power and strength of passes, moving the ball over longer distances. - explore ways in which to attack and defend whilst playing 'Mini-Basketball.'		Building on Y5, pupils are encouraged to: - identify and create space in a 3 v 3 game of basketball. - capitalise on opportunities to advance team and exploit spaces. - score points using the lay-up method - practise long and short-range shooting. - Advance their skills set - practice in greater depth strategies for defending and attacking in games.	Pupils practise the skills of: - explosive running, turning, twisting and jumping in relay style races - sustained running to build stamina, strength and endurance
	Term 2: Striking and Fielding	Building on Y5, pupils learn to: - refine pupils understanding of batting, applying simple batting tactics into mini games. - identify where, when and why they can apply different physical and cognitive skills when batting to score runs in greater depth. - identify their own strengths and acknowledge areas in need of improvement		Building on Y5. Pupils are taught to: - apply with consistency, standard cricket/rounder's rules in a variety of different styles of games. - attempt a small range of recognised shots in isolation and in competitive games. - use a range of tactics for attacking and defending in role of bowler, batter and fielder.	

Year group/ Expected level	FOCUS	Key Driver 	Multi Skills	Gymnastics	Individual and Team Games	Athletics
		Learning objectives:		Dance		
Year 6 Contd.	Term 3: Tag Rugby	ALL PE LESSONS BEGIN WITH A WARM-UP and FINISH WITH A CALMING DOWN EXERCISE. Pupils learn to: • further enhance core ball handling skills to improve performance. • implement rules and develop tactics in competitive situations. • pass the ball accurately and receive the ball safely on the move. • be an effective team member and demonstrate an understanding of tag rugby rules.			Pupils are taught to: • evade and tag opponents. Running at speed, changing direction at speed. • play effectively in attack and defence. Score points against opposition and support player with the ball. • follow and apply the rules of the game.	
	Term 4: Handball:	Pupils learn to: • further develop their throwing, shooting, dribbling and catching skills. • develop principles of attacking and defending and implement in competitive games. • broaden their attacking and defending responsibilities. • develop their communication skills.			Pupils are taught to: • run and dribble with a ball with greater accuracy and precision • practice and apply using the jump shot and standing shot in small-sided games. • think in greater depth about the principles of defending in games. • apply tactics in various scenarios.	
	Term 5: Tennis	Building on Y5, pupils learn to: • control the ball to develop a cooperative rally. • develop their hand-eye coordination skills. • develop their footwork and return of serve. • develop their overarm and underarm serve. • understand in more depth, positioning on the court.			Building on Y5. Pupils are taught to: • use forehand, backhand, and overhead shots in the games/matches. • identify appropriate exercises and activities for warming up and how the games make the body work. • explore the 'lobbing' technique in tennis. • stroke a ball using the volleying technique. • approach the net. • participate in matches.	

Year group/ Expected level	FOCUS	Key Driver	Multi Skills	Gymnastics	Individual and Team Games	Athletics
		Learning objectives: 		Dance		
Year 6 Contd.	Term 6: Athletics	ALL PE LESSONS BEGIN WITH A WARM-UP and FINISH WITH A CALMING DOWN EXERCISE. Pupils learn to: - develop skills in recording and measuring performance. - select and apply running, jumping and throwing techniques in competition. - acknowledge and action areas in need of improving. - understand the benefits of exercise to their bodies - further develop their skill set. - develop their stamina and understand the aspects of long distance running.		Pupils practise to: - use body tension to perform balances both individually and with a partner. - confidently transition from one action to another showing appropriate control and extension for the complexity of the action.		Building on Y5. Pupils are taught to: - set targets to improve individual and team performance - accurately record and measure performance and analysis date - run with good form and technique - jump with control and balance by bending your knees and throwing arms in direction of jump. - create power when throwing by transferring weight from the back to the front leg. - run longer distances and practice the breathing technique to achieve this.

Year group/ Expected level	FOCUS	Key Driver  Learning objectives:	Multi Skills	Gymnastics Dance	Individual and Team Games	Athletics	
Year 6 Contd.							
General PE Vocabulary: Deeper depth, broader understanding, decision making, cognitive skills, possession, opposition, communication skills, refine, strategic, effective, reflection, combination, capitalise Vocabulary linked to Termly Focus: Term 1: As Y5 plus: dodging, lay-up, shooting, three throw shot, handling, invasion, territory, basket, jump shot, rebound, overload. Term 2: As Y5 plus: swing, home-run, boundary, wicket keeper, backstop Term 3: As Y5 plus: driving forward. speed Term 4: As Y5 plus: variation, interception, blocking, advance Term 5: As Y5 plus: baseline Term 6: As Y5 plus: Endurance, stamina, acceleration, long distance Cross-curricular links are included in all PE sessions for example: Mathematics – measuring, recording times and distances. Analysing data to improve performance. Awareness of space, shape and angles. Science – Bodily Functions, healthy living consequences, investigating heart rate and breathing and how nutrition is important for good performance. Wider understanding of muscle groups. PSHE – Individual and team goals, character building, sportsmanship Literacy – Spoken communication			Health and Well-Being is built into every lesson. Our 4 aspects are: Personal – Cognitive – Creative – Social			Evaluate End of learning sequence questions (Review and Assess) Generic questions: ❖ What have we learned today? ❖ Regarding roles and responsibilities – How did you decide who would be responsible for different aspects of the game? ❖ Discuss roles and responsibilities. Specific questions: Term 1: Explain two basketball rules? Can you name a basketball team in the UK and America? Term 2: Can you explain in detail the aim of the game for fielders? Term 3: What position should you have your hands in when receiving a pass? Term 4: Why is balance so important to a defender? Term 5: What is the benefit playing shots into corners? Term 6: Is stamina required for long or short distance races?	
			SOCIAL, EMOTIONAL AND THINKING (SET)				
			Social: ✚ Share ideas with others and work together to decide on the best approach to a task. ✚ Lead others and show consideration of including all within a group ✚ Communicate with others clearly and effectively. Emotional: ✚ Understand what maximum effort looks and feels like and show determination to achieve it. ✚ Use different strategies to persevere to achieve personal best ✚ Compete within the rules showing fair play and honesty when playing independently. ✚ Confident to attempt tasks and challenges outside of their comfort zone. Thinking: ✚ Reflect and evaluate their performances both as a group and as an individual and suggest areas for improvement. ✚ Recognise and explain their thought process when playing games or completing tasks, e.g. ‘I moved here because my teammate was over there.’ ✚ Identify their own and others’ strengths and areas for development providing sensitive feedback and can suggest ways to improve.				
The main KS2 national curriculum aim in this strand are to: develop flexibility, strength, technique, control and balance (e.g., through athletics and gymnastics) The main KS2 national curriculum aim in this strand is to: perform dances using a range of movement patterns. The main KS2 national curriculum aim in this strand is to: play competitive game, modified where appropriate (for e.g., badminton, basketball, cricket, football, hockey, netball, rounders and tennis), and apply basic principles suitable for attacking and defending. The main KS2 national curriculum aims in this strand is to: use running, jumping, throwing and catching in isolation and in combination. The main KS2 national curriculum aims in this strand is to: compare their performances with previous ones and demonstrate improvement to achieve their personal best							
Health Skills: Monitor their own heart rate and breathing. Understand how heart rate and breathing slows after exercise. Discuss the importance of hydration and rehydration. Analyse the impact of food choices relative to physical activity and personal health.							