

**Our Vision Statement**

Wigley Primary School will;  
Be part of a motivating and inspiring community where everyone strives to succeed.  
Provide an empowering and inspirational environment in which all learners can flourish  
Be an exciting, enriching and caring environment  
Develop independent, resourceful and thoughtful learners

**Our Core Aims**

To foster a happy, safe and caring atmosphere in which each child can forge co-operative and supportive relationships, demonstrate tolerance and respect for all people and for themselves.

To encourage all members of school, both children and adults alike, to give of their absolute best and have grand expectations and aspirations for their futures.

To promote healthy and active living and develop a sense of self, to include an awareness of the importance of health and wellbeing.

**Core Values**

Unstone Junior children are;

The achievements and opinions of everyone

Care and consideration for others

Health and well-being Partnerships in learningImagination, flair and creativity

Importance of individuality

Respect for and commitment to learning

Spirit of co-operation, trust and empathy

Positive challenge and aspiration

**PE Curriculum Purpose (Why)**

**To provide opportunity to access extracurricular provisions and external events at aspirational venues and develop pathway for children to access local clubs/provisions in the immediate area to further development out of a school setting.**

**To explore the opportunities of Sport and Exercise outside sporting excellence.**

To inspire and motivate children to achieve their personal best in every sporting activity.

**To inspire and motivate children to lead a healthy and active lifestyle, that incorporates good physical and mental wellbeing.**

**To develop a solid foundation of Fundamental Movement Skills, transitioning into Sport Specific Skills, incorporating the tactical understanding of a variety of sports.**

**To prepare children for the Physical Literacy/Educational demands of secondary school.**

**To develop social skills and attributes which focus on teamwork and successful communication that can be transferable in future life.**

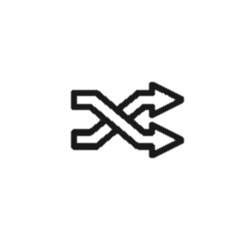
**To provide life skill training focused around activity including swimming and cycling.**

**Students Will Become:**

**Leaders Great Communicators Inspiring Self-Motivated Confident Physically Literate Challenge Seekers**

**Aspirational Reflective Determined for Success**

**PE Curriculum Rationale**



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| **Quality of Education** | **Physical Education** |
| **Introduction** | **Introduction**  The Qualitas curriculum has been designed to entwine **declarative knowledge** (the distinct acquisition of interrelated facts and theoretical concepts), **procedural knowledge** (the ability to perform something physical or cognitive – a skill that involves implied knowledge) and **substantive knowledge** (the specific, factual content for the topic, which should be connected into a careful sequence of learning). We believe both declarative knowledge and procedural knowledge must combine to enable the learning experience to be as rich as possible, as well as a certain degree of substantive knowledge for students to learn about the sport at a wider level but to also enable students a seamless progression into KS3 physical education.  At each stage of their education, our children will be taught to acquire and retain declarative knowledge and perform, demonstrate and refine procedural knowledge through appropriate practise. Substantive knowledge may be evidence through question and answer, or peer discussions during activities.  In PE this knowledge will become embedded in children through an in-depth teaching of the four corners of sport, technical, tactical, physical and psychological. Sport and exercise participation has many benefits and is positively correlated to an increased physical and mental wellbeing in young children (Active Lives Children and Young People Survey, 2018).  PE is key to developing skills and attributes that are valuable across the curriculum, resilience, active problem solving and confidence to name a few. It is the role of the PE curriculum to create the environment for these lifelong skills to prosper as well as maintaining the thirst to overcome challenges which maximises potential.  This curriculum aims to make each lesson engaging, practical and fun to retain information, not only learning new skills but also setting solid foundations for secondary school and extracurricular activities (sport and exercise clubs). The curriculum must also provide pathways for each child to achieve their personal best at whatever stage of development that may be. |
| **Intent** |  |
| * Curriculum design, coverage and appropriateness | **Alignment to the National Curriculum.**  In PE, pupils learn increasingly intelligent movement and important knowledge that can reduce barriers to participation and inform their own healthy, active lifestyle choices. PE provides a gateway into the world of sport and physical activity.  Beyond physical participation, the traditions and cultural reference points associated with sport and physical activity are part of our shared heritage. Without being taught the language of sport and physical activity, pupils can miss out on an enriching aspect of our communal life. Kretchmar, when discussing the importance of physical activity and play, states that participation makes ‘our lives go better, not just longer’.[[footnote 2]](https://www.gov.uk/government/publications/research-review-series-pe/research-review-series-pe#fn:2) High-quality PE therefore is a physical and cultural entitlement.  Our aim is to provide 3 functionally connected pillars of progression that develop competence to participate, that PE can be realistically accountable for to meet the aims of the national curriculum. These are:   * motor competence – knowledge of the range of movements that become increasingly sport- and physical activity-specific * rules, strategies and tactics – knowledge of the conventions of participation in different sports and physical activities * healthy participation – knowledge of safe and effective participation   **End goals of our curriculum:**  By using the National PE Curriculum as the base for the design of our Curriculum, it allows the school to shape the future for the children to provide a healthier, fitter and empathetic lifestyles for each pupil progressing to the next stage of their physical literacy development.  Having mastered the PE curriculum and ethos the children will be able:   * To exhibit declarative and procedural knowledge and understanding of Fundamental Movement Skills, Sport Specific Skills and how to apply them to a variety of activities. * To exhibit substantive factual knowledge of sports taught throughout the curriculum to enhance wider understanding of the sporting world. * To apply their taught knowledge to competitive situations having the correct values to conduct themselves in a sportsman like way. * To have the confidence to join external activities and clubs around the Yorkshire and Derbyshire region to either further their development or learn a completely new skill. * To have the knowledge and understanding of how physical activity can have a positive impact on a wide variety of subjects, not only in school but in the outside world. * To lead a healthy and active lifestyle with the confidence to be a role model for others.   **Sequencing of knowledge, skills and understanding.**  “Meaningful learning occurs when pupils are enabled to make sense of their learning and organise it coherently within what they already know. It is therefore important that the curriculum sequence maximises the likelihood that all pupils will be able to connect the steps they have taken to know and do more in PE.”  Through a whole school approach, careful consideration is given to sequencing and progression of content across year groups and subjects. We use an evidence-based approach in planning our programme of study, looking for links and creating optimum pathways for knowledge retrieval and retention which allow children to apply this in wider contexts. Sequencing in the PE curriculum balances Youth Physical Development Models (Table 5. And Table 6.) with the dates of External Events (Table. 3) to work through the development and progression of learning a new skill at the start of the term to then represent the school at an external event, whether that be in a competition or festival environment. This also allows for a quick individual self-reflection of performance but also skill level and understanding. Many skills can then be transferred and built upon in the following terms block of work. This cycle is repeated throughout the years of the cohort so that the learning is revisited and the foundations built upon year after year.  **More than Physical Benefits.**    With sport and exercise being recognised for more than its physical benefits on health, it is important that the curriculum targets other areas to maximise growth and understanding. It is important that PE develops a platform to:   * To set the foundation of a healthy lifestyle for future generations. * Give children the understanding of how psychology can effect technical and tactical development and future growth mind-set traits. * Develop leadership skills that can encourage better peer learning and understanding which can be beneficial to the overall curriculum. * To give children substantive knowledge about wider contexts of sport.   An outline of the interventions are found in Table 4. Below are benefits and skills learnt within each intervention.  **Change4Life:**  A greater understanding of Health, Fitness and Nutrition and how to apply it in practical applications on current lifestyles. Development of analysis, feedback and adaptation skills.  **PlayMaker Award:**  Development of leadership skills with the emphasis on group communication, self-confidence, adaptations, planning, reflection, activity awareness, working as an individual, working as a team and cooperation.  **Sport and Exercise Psychology:**  Build the foundations of sport and exercise psychology skills to greater understand why we feel certain emotions when participating in activities. Develop a greater understanding of different coping strategies to help children manipulate and control these feelings so they can perform at their personal best.  **Sport and Exercise Science:**  Exploring how Sport, Exercise and Science intertwine in a variety of formats and job roles. Exploring the anatomy of the body, nutrition diet, along with completing experiments and presenting their findings.  **Mindfulness:**  Understanding how and why we feel in certain situations to, how to overcome barrier and use taught intervention to maintain a healthy level of wellbeing.  **REDI (Racism, Equality, Diversity & Inclusion):**  Introducing the concept on REDI and the issues surrounding each area and barriers people face. The course looks at role models in each area but also how we can overcome each barrier.  **Mini Medics:**  Understanding how to maintain a healthy life style and treat and care for our bodies. Understanding what knowledge can help in emergency situations and how to keep each other safe.  **Cycling Provisions:**  Develop a life skill that focuses around hazard perception, road safety, and country trail riding for outside of school setting use.  **Swimming Provision:**  A 10-week programme aimed for KS1 & KS2 age groups to help the pupils reach the national curriculum standards by the end of Key Stage 2. This includes water safety, core aquatic skills and all the national curriculum PE swimming outcomes.  **External Events: Competition and Festivals**  The PE Curriculum has a focus on children having the opportunity to build up their Sport Specific Skills during term with the aim of representing the school at an external event against other schools in the area.  The competition events are held in the school from the local area but also regionally. This helps introduce the children to competition and helps develop a competitive edge as well as pride in their own ability. It also introduces the children to sportsmanship in a different environment where self-discipline, respect and responsibility play a big part in how children participate in teams.  The festival events are also held locally and regionally. At festivals children are encouraged to try new skills and interact with others, developing social skills. It introduces children to other pupils from different schools where they may have different values but also been taught slightly different techniques which can encourage peer learning. |
| **Implementation** |  |
| * Curriculum delivery * Teaching (pedagogy) – contribution to delivering the curriculum as intended * Assessment (formative and summative) | **Pedagogical approaches.**    The instruction, practise and feedback that pupils receive within lesson time should enable all pupils to develop their competency, reinforcing the important message that everyone can improve.  Each lesson uses a combination of: Direct Training Behavioural model, used when first introducing the new skills through using the teachers expertise knowledge and experience to show and involve children in the completion or skill set towards a desired goal: Problem Solving Model, used once the skill is understood and exhibited in a practical situation, which aids further development of the skill taught in an environment where pressure promotes active and quick problem solving to achieve a task. This can then be reflected upon through teacher feedback or peer to peer feedback which is built In within the activity structures.  Using these two models prepares children for the intensity of sport as well as freedom to develop their own individual understanding of when and where to use each skill. It also promotes the use of communication, teamwork and tactic application to help achieve the desired goal.  **Teachers’ expert knowledge.**  Our curriculum is planned with high levels of subject expertise to enable teachers to identify and predict pupils’ common misconceptions and to plan instructions, explanations and tasks to reduce the likelihood of new misconceptions developing. Using expertise along with the National Curriculum the lesson blocks have been categorised below. This allows all objectives to be covered to coincide with the National Curriculum.  **Fundamental Movements:**  Walking, Jumping, Running, Throwing, Catching, Balance, Agility, Coordination.  **Fundamental Dance/Dance:**  Timing, Rhythm, Special Awareness, Coordination, Balance.  **Sport Related Movements:**  Fundamental skills in pressure and game situations  **Fundamental Invasion Games/ Invasion Games:**  Strategy, Attacking vs Defending, Roles and Responsibilities, Game Understanding, Sport Specific Skills, Rules and Techniques.  **Sports Day Preparation:**  Competition, Balance, Coordination, Agility, Relays, Cooperation.  **Gymnastics:**  Body strength, Body control, Coordination, Fundamental Movement combinations and sequences, Balance.  **Athletics:**  Isolation and combination movements, Agility, Balance, Coordination, Event specific skills, Throwing, Power, Accuracy.  **Racket Sports:**  Hand to eye coordination, Agility, Spatial Awareness, Strategy, Problem Solving, Shot Selection.  **Striking and Fielding:**  Hand to Eye Coordination, Tactics and Strategy, Teamwork, Communication, Sport Specific Skills.    CPD sessions and coaching plans are offered throughout the year via the School Sports Games programme to highlight and upskill teachers to high standards ready for lessons. The interventions will also become separate CPD sessions, so children maximise their learning potential.  **Promoting discussion and understanding.**  The enquiry lesson structure is used for the vast majority of lessons. Teachers, through modelled TRG (teacher research group) lessons are designed to empower teachers with the skills to facilitate discussion, debate and question.    **Knowing more and remembering more.**  Regular retrieval lessons are built into the sequence of lessons. Suggestions from the medium term plans highlight what children should already know so that teachers can build retrieval questions into their lessons. |
| **Impact** |  |
| * Attainment and progress (including national tests and assessments) | Assessment within PE will take the form of:  Assessment activities using the medium term plans.  Retrieval activities providing children with opportunities to apply learnt knowledge.  Assessment tasks that require children to make and justify links between specific themes within a taught unit of work.  All above will be carried out as a PE evaluation Sheet (Table 2.). There will be an overall PE assessment completed at the beginning of the academic year and at the end. Sport and Unit Specific assessment will be carried out after every unit of work completed in PE.  Children with significant gaps in their knowledge – working below  Children able to recall all knowledge and apply skills linked to criteria below – Working at the expected level  Children able to recall all knowledge, apply skills linked to criteria below, expressing further engagement, advanced skills and tactical understanding in game and pressure environments – working at greater depth  Other forms of assessment and evaluation include the Physical Assessment Screening and Sport Psychology Skills Questionnaire (Table.2)  Physical Assessment Screening:  This will take place as a pre and post screening process in which the children will complete physical test which the Fundamental Movement Skills of Speed, Agility, Power and Flexibility. This gives the children the opportunity to strive for personal best, whilst attaining evidence on growth and progression. This will be completed by KS1 and KS2 children.  Sport Psychology Skills Questionnaire:  The questionnaire will take place at two points in the year which will focus on the development on the children psychology skills. The questionnaire is based on the Athletic Coping skill inventory, developed by Smith et al. (1994). The assessment highlights the following performance factors which are fundamental factors of both learning and sport development:  Coping with Adversity: Does the child remain positive and enthusiastic when activities are not going to plan. Is the child able to remain calm in this situation and quickly bounce back from mistakes and setbacks?  Coachability: Is the child open to learning from instructions, accepting constructive feedback without becoming upset.  Concentration: Does the child become distracted easily when put in new and unexpected situations, in both practice and competition.  Confidence and Achievement Motivation: Is a child positively motivated to achieve their aspirations and exhibits self-confidence in their own skills.  Peaking Under Pressure: When challenges and placed in a pressure situation does the child perform well.  Freedom from Worry: Does the eagerness and pressure to do well in PE cause the child to worry about failing and its consequences in sport.  By analysing the results from the Sport Psychology Skills Questionnaire, it is able to assess a child’s psychological capabilities in sport, showing areas from improvement initially to target children that require the correct physical education interventions. |

**Federation of Penny Acres and Wigley Primary Schools Physical Education Long Term Map**

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| C:\Users\LGregory2\OneDrive\Documents\Desktop\Federation logo 7 (2).png | Autumn | | | Spring | | | Summer | | | |
| EYFS  Year 1  Year 2 | Fundamentals skills | Fundamentals Gymnastics | | Fundamentals Dance | | Invasion Games Attacking vs Defending |  | |  | |
| KS2  Year a of cycle  2022/2023 | Netball | Gymnastics | | Dance/Drama | | Hockey (Invasion Games) | Net and Wall games | | Athletics – track and field | |
| Swimming ongoing throughout the year – 30 weeks | | | | | | | | | |
| KS2  Year b of cycle  2023/2024 | Football | Gymnastics | | Dance/Drama | | Rugby (Invasion Games) | Net and Wall games | | Striking and Fielding games | |
| Swimming ongoing throughout the year – 30 weeks | | | | | | | | | |
| KS2  Year c of cycle  2024/2025 | Netball | Gymnastics | | Dance/Drama | | Hockey (Invasion Games) | Net and Wall games | | Athletics – track and field | |
| Swimming ongoing throughout the year – 30 weeks | | | | | | | | | |
| KS2  Year d of cycle  2025/2026 | Football | Gymnastics | | Dance/Drama | | Rugby  (Invasion Games) | Net and Wall games | | Striking and Fielding games | |
| Swimming ongoing throughout the year – 30 weeks | | | | | | | | | |
| After  School  Club | Fundamentals skills/Dance/Fitness | | Hockey/Football | | Fencing/ Basketball | Fundamentals- Dodgeball | | Monday Wigley Athletics and fun games  Wednesday Wigley Net and Wall  Tuesday Penny Acres Net and Wall | | Monday Wigley Athletics and fun games  Wednesday Wigley Net and Wall  Tuesday Penny Acres Athletics and fun games |

**Gymnastics Medium Term Plan**

**Dance Medium Term Plan**

**Athletics Medium Term Plan**

**OAA Medium Term Plan**

**Invasion Games-Football Medium Term Plan**

**Invasion Games- Netball Medium Term Plan**

**Fundamentals Medium Term Plan**

**Invasion Games- Dodgeball Medium Term Plan**

**Invasion Games- Handball Medium Term Plan**

**Invasion Games- Tag Rugby Medium Term Plan**

**Invasion Games Hockey Medium Term Plan**

**Rounders Medium Term Plan**

**Cricket Medium Term Plan**

**Tennis Medium Term Plan**

**Fundamentals Medium Term Plan**

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| Curriculum Coverage (NC)  Basic requirements from the National Curriculum by the end of children’s key stages of development. | | |
| EYFS | Key Stage 1 | Key Stage 2 |
| GROSS MOTOR SKILLS  Negotiate space and obstacles with consideration for themselves and others.  Demonstrate strength, balance and coordination when playing.  Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.  Communication and language – LAU: - Listening attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.  PSED Self-Regulation: - Give focused attention to what to what the teacher says, responding appropriately even when engaged in activity and show an ability to follow instructions involving several ideas or actions.  Managing Self: - Explain the reasons for rules, know right from wrong and try to behave accordingly  Building Relationships: - Work and play cooperatively and try to take turns with others.  Physical Development:  Gross Motor Skills:  - Negotiate space and obstacles safely with consideration for themselves and others.  - Demonstrate strength, balance and coordination when playing  - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. | Pupils should develop fundamental movement skills, becoming increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.  They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.  Pupils to be taught to:  • Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co – ordination, and begin to apply these in a range of activities.  • Participate in team games, developing simple tactics for attacking and defending.  • Perform dances using simple movement patterns. | 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.  Pupil should be taught to:  • Use running, jumping, throwing and catching in isolation and in combination.  • Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.  • Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].  • Perform dances using a range of movement patterns  • Compare their performances with previous ones and demonstrate improvement to achieve their personal best. |

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| **Gymnastics** | | | | | | | |
|  | **EYFS** | **Y1** | **Y2** | **Y3** | **Y4** | **Y5** | **Y6** |
| **Declarative knowledge** (knowing what?) | Pupils explore basic movements, creating shapes, balances, and jumps and begin to develop rocking and rolling. They show an awareness of space and how to use it safely and perform basic skills on both floor and apparatus. They copy, create, remember and repeat short sequences. They begin to understand using levels and directions when traveling and balancing. | Pupils explore and develop basic gymnastic actions on the floor and using low apparatus. Basic skills of jumping, rolling, balancing and travelling is used individually and in combination to create movement phrases. Pupils are given opportunities to select their own actions to build short sequences and develop their confidence in performing. | Pupils develop gymnastic skills of jumping, rolling, balancing and travelling individually and in combination to create short sequences and movement phrases. Pupils develop creating sequences to include the use of shapes, levels and directions. Pupils are given opportunities to provide feedback to others and recognise elements of high quality performance. | Pupils focus on improving the quality of their gymnastic movements. They are introduced to the terms ‘extension’ and ‘body tension.' Pupils develop their sequence work, collaborating with others to use matching and contrasting actions and shapes and develop linking sequences smoothly with actions that flow. Pupils develop their confidence to perform, considering the quality and control of their actions | Pupils develop more advanced actions such as inverted movements and explore ways to include apparatus. They will demonstrate control in their behaviour to create a safe environment for themselves and others to work in. They work independently and in collaboration with a partner to create and develop sequences. | Pupils learn a wider range of actions such as inverted movements to include cartwheels and handstands. They explore partner relationships such as canon, synchronization, matching and mirroring. In Gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions. | Pupils use their knowledge of compositional principles e.g. how to use variations in level, direction and pathway, how to combine and link actions, how to relate to a partner and apparatus when developing sequences. Pupils are given opportunities to receive and provide feedback in order to make improvements on performances. |
| **Procedural knowledge** (Knowing how? | Shape  Balance  Jumping  Rocking and rolling | Travelling  Barrel Sequencing | Take off and landing  Barrel roll Straight roll Forward roll | Balances Straight jump Tuck jump  Star jump | Straddle roll Rotating jump Individual and partner Shoulder stand  Bridge | Handstand Symmetrical and Asymmetrical balance Cartwheel | Vault Headstand Counter balance Counter tension |
| **Substantive knowledge** (knowing about?) | Different body parts | Types of movement | Knowing gymnastics is about body control, strength and endurance | Knowing a sequence is a performance. Knowing that the idea of gymnastics is to produce a rhythm, routine or sequence. | To know that the teaching or coaching of gymnastics require technical and physical knowledge around body shapes and movements | Knowing that a good gymnast can remember and consistently perform accurate movements and routines | Children can describe how their body feels during exercises, e.g. they have to tense their core when holding a shape |
| **Key Vocab** | Shape  Jumping | Barrel roll – Travelling sequences | s Barrel roll Straight roll | Barrel roll Straight roll | Straddle roll Rotating Jump Bridge Shoulder stand Inverted movements are moves in which the gymnast holds position upside down. | A symmetrical balance is a shape that is the same on either side of the body or a mirror image of a partner.  An asymmetrical balance is a shape that is different on either side of the body | Counter balance – created when a weight balances another weight. This allows a child to maintain a balance, even when their centre of gravity moves outside of their body support. Counter tension allows children to maintain a balance when their centre of gravity moves outside of their base support. Vault |

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| **Dance** | | | | | | | |
|  | **EYFS** | **Y1** | **Y2** | **Y3** | **Y4** | **Y5** | **Y6** |
| **Declarative knowledge** (knowing what?) | Pupils to explore space and how to use space safely.  They explore travelling movements, shapes and balances.  They are given the opportunity to copy,  repeat and remember  action.  They perform to others and begin to  provide simple feedback. | Pupils will explore  travelling actions,  movement skills and  balancing.  Pupils will copy and repeat actions linking  them together to make a short dance.  Pupils will work individually and with  a partner to create ideas.  Pupils will be given the opportunity to perform and also to provide feedback, beginning to use  dance terminology to do so. | Pupils will explore space and how their body can move to express an idea,  mood or feeling. They will expand their knowledge of  travelling actions and use them in relation to a  stimulus.  They will build on their understanding of  dynamics and expression.  Pupils will also explore pathways, levels, shapes,  directions, speed | Pupils work individually,  with a partner and in small groups, sharing their ideas.  Pupils develop their use of counting and  rhythm.  Pupils learn to use canon, unison, formation and levels in their dances.  They will be given the opportunity to perform to others and provide  feedback using key  terminology. | Pupils focus on creating characters and narrative  through movement and gesture.  They are able to work individually, in pairs and small groups.  In dance as a whole, pupils think about how to use movement to explore  and communicate ideas and their own thoughts and feelings. | Pupils learn different  styles of dance, working individually, as a pair and in small groups.  In dance as a whole, pupils think about how to use movement to explore their own thoughts and feelings.  Pupils will be provided with the opportunity to create and perform their work.  They will be asked to provide feedback using the correct dance terminology and will be  able to use this feedback to improve  their work. | Pupils will focus on  developing an idea or theme into dance  choreography. They will work in pairs and groups  using different  choreographing tools to create dances e.g.  formations, timing,  dynamics.  Pupils will have opportunities to choreograph, perform and provide feedback on dance.  Pupils think about  how to use movement to show ideas, emotions,  feelings and characters.  Pupils will have the  opportunity to lead  others through short  warm ups. |
| **Procedural knowledge** (Knowing how? | Travelling  Copying  Performing  Observing and Feedback  Self and Apply | Using shape, communication to talk through ideas and make decisions with a partner | Dynamics, pathways, expression & speed, sharing ideas, observing & providing feedback. | Using canon, unison, formation, dynamics, pathways, directions, selecting & applying actions | Performing a variety of dance actions  Using canon, unison, formation, dynamics, character, space and structure. | Using canon, unison, formation, dynamics, characters, structure, space, emotions, matching, mirroring and transitions.  Use feedback to improve | Choreograph & structure dance using skills that they have learnt.  Lead small groups and apply the skills that they have learnt. |
| **Substantive knowledge** (knowing about?) | The pupils can describe Body parts linking to  Movement.  How can your arms, legs and body move to create movement. Can they move at the same time, can them move at different times | The pupils can describe Different body actions to music.    How can your arms, legs and body move to create movement. Can they move at the same time, can them move at different times. Can the pupils perform the movements to music with counts. | The pupils can describe musicality, dance expression and direction.  Can the pupils perform with an basic understanding of timing, movement to suit the music and a change of direction | The pupils can describe body actions, movement direction and beats and bars of music.  Can the pupils perform with an understanding of timing, linking to bars of music and movement to suit the music and a change of direction. | The pupils can describe body actions to a choice of different rhythms, motif structure and characterisation  Can the pupils perform with an understanding of timing, linking to bars of music and motif structure to suit the music including changes in tempo or rhythm with a change of direction. | The pupils can describe movement formation, linking movements together and basic timing.  Can the pupils perform with an understanding of timing, linking to beats and bars of music. Can the pupils link the motif/movements together with a development of timing and structure. | The pupils can describe structure, timing, musical interpretation and motif development.  Can the pupils perform with an understanding of timing, linking to beats and bars of music. Can the pupils link the motif/movements together with changes in timing, direction and structure. Can the pupils perform with a change in musical and facial expression to suit the choreography they are performing. |
| **Key Vocab** | Travelling  Shape  Balance | Communication  Actions | Dynamics – expresses the way in which a shape is executed.  Pathways - patterns created in the air or on the floor by the body or body parts as  a dancer moves in and through space expression, speed. | Directions Formation  Canon - a section of movement that consists of one phrase that is performed at different times in either an overlapping or sequential  relationship by two or more dancers. | Structure - how the total work is put together.  Unison - when two or more dancers perform the same steps at the same time  on the same stage.  Character | Mirroring – involves imitation by the therapist of movements, emotions, or intentions  Transitions – is “movement, passage, or change from one position, state, stage, subject, style, concept or place, etc., to another”.  Formation is “movement, passage, or change from one position, state, stage, subject, style, concept or  place, etc., to another”. | Choreography is the act of designing dance.  Structure - how the total work is put together. |

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| **Athletics** | | | | | | | |
|  | **EYFS** | **Y1** | **Y2** | **Y3** | **Y4** | **Y5** | **Y6** |
| **Declarative knowledge** (knowing what?) | Pupils are introduced  to the basic skills of  athletics through  movement and using  the equipment. They  are given opportunities  to explore these  independently and  when working with  their peers. | Pupils will develop  skills such as running  at different speeds,  changing direction,  jumping and throwing.  In all athletic based  activities, pupils will  engage in performing  skills and measuring  performance,  competing to improve on their own score and against others. | Pupils will increase  their confidences in  skills such as running  at different speeds,  changing direction,  jumping and throwing.  They are given  opportunities to work collaboratively as well as independently. They  learn how to improve by identifying areas of  strength as well as  areas to develop. | Pupils will develop  basic running, jumping  and throwing  techniques. They are  set challenges for  distance and time that  involve using different styles and  combinations of  running, jumping and throwing. Pupils are also given  opportunities to  measure, time and  record scores. | Pupils are set  challenges for  distance and time that involve using different styles and  combinations of  running, jumping and throwing. As with all athletic activities,  pupils think about how to achieve their  greatest possible  speed, height, distance or accuracy and learn how to persevere to achieve their personal  best. | Pupils develop with  increasing accuracy  their speed, height,  and distance and learn how to persevere to  achieve their personal best. They learn how to improve by  identifying areas of  strength as well as  areas to develop. | Pupils have the  opportunity to embed  the skills which they  have practised across the year groups.  Pupils are also given  opportunities to lead  when officiating as  well as observe and  provide feedback to  others. |
| **Procedural knowledge** (Knowing how? | Travelling at different speeds.  Jumping with control  Introduction to different throwing skills. | Running at speed Agility Balance  Jumping, hopping and leaping for distance Throwing for distance | Jumping for distance and height Agility and coordination  Running at different speeds | Sprinting Running obstacle  Push and pull throwing for distance | Pacing Sprinting Technique  Throw and launch for distance | Pacing Relay changeover  Push and pull throwing for distance | Push and fling throwing Sprinting Pacing  Jumping for height and distance. |
| **Substantive knowledge** (knowing about?) | Children learn that different movements are for different sporting activities. | Children learn that competition is a key part of sport. Winning is important within athletics as the end goal is to compete, either against themselves or gain a PB. | Children start to identify technical and tactical advantages to the individual activities. For e.g. they realise if they run as fast as they can for the full duration of the race, they are more likely to win. | Children learn combining movements or activities together with speed and power can create an accomplished performance within an activity. | Children will know the importance of practice and repetition and its impact upon the desired result. | Children will start to realise the variety of sports within athletics and will start to favour activities. Children will learn that some sports within athletics require you to be good at all events, such as the heptathlon, but some athletes can just train for one event such as long jump. | Children will learn that athletics has a good foundation for other sporting activities, and start to recognise the other team or individual sports that athletic activities would be useful for. |
| **Key Vocab** | Throwing  Speed  Control | Speech  Direction  Leaping  Distance | Coordination Height performance | Sprinting  Pull throwing - performs a two- handed pull  throw when making a throw-in from the side of the pitch.  Push throw is applied to gain maximum distance and elevation. | Pacing  Launch  Perseverance  Accuracy | Relay Pacing  Pull throwing - performs a two- handed pull  throw when making a throw-in from the side of the pitch.  Push throw is applied to gain maximum distance and elevation | Fling throwing – a forceful throwing action.  Distance Height |

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| **OAA** | | | | |
|  | **End of KS1** | **End of LKS2** | **End of UKS2** |
| **Declarative knowledge** (knowing what?) | Pupils are introduced to maps are able to use direction to follow a simple route. Pupils will begin to communicate with peers in order to read simple maps and follow directions. | Pupils learn to orientate a map, identify key symbols and follow routes. Pupils develop problem solving skills through a range of challenges. Pupils work as a pair and small group to plan, solve, reflect and improve on strategies. They learn to be inclusive of others and work collaboratively to overcome challenges. | Pupils develop teamwork skills through completion of a number of challenges. Pupils work individually, collaboratively in pairs and groups to solve problems.  They are encouraged to be inclusive of others, share ideas to create strategies and plans to produce the best solution to a challenge. Pupils are also given the opportunity to lead a small group. Pupils learn to orientate and navigate using a map. |
| **Procedural knowledge** (Knowing how? | Balance  Running | Communication  Teamwork | Map reading Listening skill Communication |
| **Substantive knowledge** (knowing about?) | To know what direction means. To know what communication means. To know that working with other people can help you. | To know that Orienteering requires physical fitness, skill in map reading, compass work, mental alertness and decisiveness. Orienteering teaches the participant to assess, understand and "read" the countryside, as well as to appreciate the beauty and variety of the terrain she or he travels over. | To know most orienteering events use staggered starts to ensure that each orienteer has a chance to do his or her own navigating, but there are several other popular formats, including relays and events in which the orienteer must find as many controls as possible within a specified time. Orienteering is also enjoyed as a recreational activity. Families, groups, couples and individuals walk around a course, enjoying the environment, with the added challenge of reading the map and working out the route to take. Other forms of orienteering include mountain bike (MTB-O), ski, canoe, trail (for people in wheelchairs), and rogaines – a long distance team version of the sport. |
| **Key Vocab** | |  |  |  | | --- | --- | --- | | Balance  Running |  |  | | Map  Problem Solving  Orienteering  Symbols | Strategies  Navigate  Orientate |

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| **Invasion Games- Football** | | | | | | | |
|  | **EYFS** | **Y1** | **Y2** | **Y3** | **Y4** | **Y5** | **Y6** |
| **Declarative knowledge** (knowing what?) | Pupils will explore and used a variety of balls, beanbags and quoits and develop single action skills. They will observe some basic principles of attack (i.e. use of space to avoid others). They will start to use some basic rules for games activities. Send & receive a ball by rolling from hand & striking with foot Aim & throw object underarm Catch balloon/bean bag/scarf & sometimes a bouncing ball Move and stop safely in a specific area Play a passing & target game alone and with a partner. | Pupils will move with ease and show control in a range of physical contexts. Generate & implement ideas and strategies to solve problems. Communicate clearly and cooperatively with others. Pupils will be able to send and receive a ball using their feet. To experience and follow physical warm ups as an aid to improving general fitness and pupil’s physical capacity. To develop understanding of basic rules and keep simple scores during modified game situations. Observe performances and techniques and offer positive and negative elements. | Pupils will be introduced to the basic ball skills linked to football. They will begin to be able to dribble around cones and show increasing control. Pupils will also be able to pass the ball to a partner with increasing control, demonstrating how to stop the ball too. | Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, sending, receiving and dribbling a ball. They will start by playing uneven and then move onto even sided games. They learn to work one on one and cooperatively within a team,  showing respect for their teammates, opposition and referee.  Pupils will be given opportunities to select and apply tactics to outwit the opposition.  Begin to dribble a ball making small touches Begin to send a football to someone on team. Keep a ball under control. Know where space is and try to move into it. Mark another player and defend when needed. | Pupils will be introduced to defending and attacking play, developing further knowledge of the principles and tactics of each. Pupils will begin to develop consistency and control in dribbling, passing and receiving a ball. They will also learn the basics of goalkeeping and refereeing games.  Dribble with small touches into space. Send a football to someone on the team, using different parts of foot. Keep a ball under control when receiving a range of passes from team. Understand where the space is and can move into it. Mark another player and begin to attempt interceptions. | Dribble making small touches into space with speed. Send a football to someone on the team, using different parts of foot accurately. Use a range of ways to keep a ball under control (foot, knee, head, and knowing which one due to where ball is coming from). See space, and use it effectively. Lose a defender to receive a pass. Defend a player and make some successful interceptions for team. | Pupils will improve their defending and attacking play, developing further knowledge of the principles and tactics of each. Pupils will have consistency and control when dribbling, passing and receiving a ball. They will also have the skills to goal keep effectively. Pupils will evaluate their own and other’s performances, suggesting improvements. They  will learn the importance of playing games fairly, abiding by the rules of the game and being respectful of their  teammates, opponents and referees. |
| **Procedural knowledge** (Knowing how? | Run  Use different body parts  Manipulate a ball/object with their body | Dribbling  Passing to partner  Ball control  Speed | Dribbling  Passing to partner  Ball control | Tracking Turning  Defending and attacking opponents | Goalkeeper skills: Catching the ball  Being able to kick the ball over distance  Saving techniques | Decision making Passing at speed Defending Control | Decision making Passing at speed Defending Control |
| **Substantive knowledge** (knowing about?) | To learn about parameters and boundaries. To know about rules and how that impacts a game. | Highlight the health and enjoyment benefits from taking part in physical activity and discuss the need to stay active. To understand that physical activity can be good and to exercise and get out of breath is natural. Suggest any invasion game clubs within the schools timetable and promote community links. | Pupils will take part in simple games involving individual and co-operative play. Pupils will make quick decisions based on movement of the ball into space and choice of skill execution. Will understand the concept of a team and working with a small group (i.e. what a team is, how it is made up and the different roles in it). | Be able to understand the concept of games activities. Pupils should be able to describe what an effective chasing, dodging and kicking style looks like. Use pupil demonstration to highlight good work (i.e. what is happening, what others are doing and copy how others act and work). | Be able to understand the concept of games activities. Pupils should be able to describe what an effective attacking and defensive unit looks like. | Pupils will be able to understand different formations and positions on the pitch. | Be able to understand when to change position or formation based on the opponents tactics. |
| **Key Vocab** | |  |  |  |  | | --- | --- | --- | --- | |  |  |  |  |   Stop  Send  Run  Speed  Slow  Fast | Attacking Defending Running Stopping Jumping  Chasing  Dodging  Skipping | Control Passing dribbling | Tracking – observing where the ball is around the pitch  Turning | Distance Goalkeeper Techniques | Formation  Position | Passing at speed |

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| **Fundamentals** | | | |
|  | **EYFS** | **Y1** | **Y2** |
| **Declarative knowledge** (knowing what?) | Fundamental skills will be introduced such as: balancing, running, changing direction, jumping, hopping and travelling.  Children will develop gross motor skills through a range of activities. They will learn how to stay safe using space, working independently and with a partner. | Children will develop skills of balancing, running, hopping, jumping, travelling and changing direction.  Children will develop fine and gross motor skills, through handling equipment.  They will learn how to stay safe using space. They work independently and with a partner to complete tasks. | Pupils will 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 will 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.  Pupil should be taught to:  • Use running, jumping, throwing and catching in isolation and in combination.  • Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.  • Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].  • Perform dances using a range of movement patterns  • Compare their performances with previous ones and demonstrate improvement to achieve their personal best. |
| **Procedural knowledge** (Knowing how? | Hopping Jumping Catching | Skipping  Sliding  Galloping | Turn  Forwards  Backwards |
| **Substantive knowledge** (knowing about?) | Body parts | Ways of travelling | Combining movement and sport specific skills |
| **Key Vocab** | Direction  Jumping  Hopping  Travelling | Balancing  Changing direction | Combine  Together  Agility |

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| **Invasion Games- Netball** | | | | | | | |
|  | **EYFS** | **Y1** | **Y2** | **Y3** | **Y4** | **Y5** | **Y6** |
| **Declarative knowledge** (knowing what?) | Pupils will explore and used a variety of balls, beanbags and quoits and develop single action skills. They will observe some basic principles of attack (i.e. use of space to avoid others). They will start to use some basic rules for games activities. Send & receive a ball by rolling from hand & striking with foot Aim & throw object underarm Catch balloon/bean bag/scarf & sometimes a bouncing ball Move and stop safely in a specific area Play a passing & target game alone and with a partner. | Pupils will move with ease and show control in a range of physical contexts. Generate & implement ideas and strategies to solve problems. Communicate clearly and cooperatively with others. Pupils will be able to send and receive a ball using their hands. To experience and follow physical warm ups as an aid to improving general fitness and pupil’s physical capacity. To develop understanding of basic rules and keep simple scores during modified game situations. Observe performances and techniques and offer positive and negative elements. | Pupils will perform some dribbling skills with hands and feet using space Pass a ball accurately (hands & feet) over longer distances to a team mate Combine stopping, pick up/collect & send a ball accurately to other players Make simple decisions about when /where to move in game to receive a ball | Pupils will learn the key rules and concepts of High-Five Netball.  Pupils will be introduced to the different types of passing and work on using these to improve their aim and accuracy.  Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules e.g. moving feet whilst holding the ball. | Pupils will be encouraged to persevere when developing key skills such as defending, attacking, throwing, catching and shooting. They will learn to use a range of different passes in different situations to keep possession and attack towards the goal. Pupils will learn about defending and attacking play as they begin to play even-sided versions of 5-a-side Netball. They will learn key rules of the game such as footwork, held ball, contact and obstruction. | Pupils will develop defending and attacking play during an even-sided 5-a-side netball. Pupils will confidently use a range of different passes to keep possession and attack towards a goal at speed. Pupils will be encouraged to work collaboratively to think about how to use skills, strategies and tactics to outwit the opposition. They will start to show control and fluency when passing, receiving and shooting the ball. Pupils also develop their understanding of the importance of fair play and honesty while self-managing games. | Know which pass is best to use and when in a game. Use a range of square & straight passes to change direction of the ball. Use landing foot to change direction to lose a defender. Draw defender away to create space for self or team. Position body to defend effectively, making successful interceptions. |
| **Procedural knowledge** (Knowing how? | Run  Use different body parts  Manipulate a ball/object with their body | Send  Receive  Successfully catch | Chest Pass  Bounce Pass  Overhead Pass | Marking  Pivot | Passing  Catching  Footwork  Shooting | Attacking strategies  Defending strategies | Intercepting  Strategies  Tactics |
| **Substantive knowledge** (knowing about?) | To learn about parameters and boundaries. To know about rules and how that impacts a game. | Highlight the health and enjoyment benefits from taking part in physical activity and discuss the need to stay active. To understand that physical activity can be good and to exercise and get out of breath is natural. Suggest any invasion game clubs within the schools timetable and promote community links. | Pupils will take part in simple games involving individual and co-operative play. Pupils will make quick decisions based on movement of the ball into space and choice of skill execution. Will understand the concept of a team and working with a small group (i.e. what a team is, how it is made up and the different roles in it). | Be able to understand the concept of games activities. Pupils should be able to describe what an effective chasing, dodging and throwing style looks like. Use pupil demonstration to highlight good work (i.e. what is happening, what others are doing and copy how others act and work). | To know what elements make a good team and a good team player. To be able to transfer knowledge of one type of attacking invasion game to another. | To be able to transfer knowledge of different types of attacking/defending invasion game to another. To learn about speed and time and the impact that has on invading an opponent’s space, and how that effects a game. | To know how to win and lose effectively and to learn how to change/ improve further technically or tactically by discussing their own team performance. |
| **Key Vocab** | Stop  Send  Run  Speed  Slow  Fast | Send  Receive  Successfully catch | Chest Pass  Bounce Pass  Overhead Pass | Marking  Pivot | Chest Pass  Bounce Pass  Overhead Pass | Footwork  Shooting  Passing  Possession  Attack | Intercepting – regains possession during a pass to the opposition.  Strategies Tactics |

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| **Dodgeball** | | | | | | | |
|  | **EYFS** | **Y1** | **Y2** | **Y3** | **Y4** | **Y5** | **Y6** |
| **Declarative knowledge** (knowing what?) | Pupils will explore and used a variety of balls, beanbags and quoits and develop single action skills. They will observe some basic principles of attack (i.e. use of space to avoid others). They will start to use some basic rules for games activities. Send & receive a ball by rolling from hand & striking with foot Aim & throw object underarm Catch balloon/bean bag/scarf & sometimes a bouncing ball Move and stop safely in a specific area Play a passing & target game alone and with a partner. | Pupils will move with ease and show control in a range of physical contexts. Generate & implement ideas and strategies to solve problems. Communicate clearly and cooperatively with others. Pupils will be able to send and receive a ball using their hands. To experience and follow physical warm ups as an aid to improving general fitness and pupil’s physical capacity. To develop understanding of basic rules and keep simple scores during modified game situations. Observe performances and techniques and offer positive and negative elements. | Pupils will be introduced to skills used in dodgeball such as throwing, dodging and catching working on their accuracy and aim.  They will achieve this by hitting opponents with a ball whilst avoiding being hit. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules.  Pupils are given opportunities to evaluate and improve on their own and others performances. | Pupils will learn how to catch a ball in different situations such as standing still and whilst on the move.  Pupils will learn how to effectively find and create space for yourself and others  Pupils will learn how to move their feet quickly and effectively to dodge any dodgeballs and learn accuracy of shots.  To understand the basic rules of Dodgeball. | Pupils will use increasing accuracy when using key skills in dodgeball such as throwing, dodging and catching. In dodgeball, pupils achieve this by hitting opponents with a ball whilst avoiding being hit. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules. | Pupils are introduced to the principles of attacking and defending though variations of dodgeball such as ‘medics’ where they have to protect a player. Pupils will start to get to grips with tactics for disguise and distraction as well as speed and power. | Pupils will think tactically when using the skills they have learnt. They will think strategically before throwing the ball using precise aiming. They also learn how to select and apply tactics to the game to outwit their opponent. Pupils will learn officiating skills when refereeing games and are given opportunities to evaluate and suggest improvements to their own and |
| **Procedural knowledge** (Knowing how? | Run  Use different body parts  Manipulate a ball/object with their body | Send  Receive  Successfully catch | Throwing  Catching  Dodging | Change direction  Agility  Speed | Block  Think strategically at speed | Tactics  Attack  Defend  Disguise | Select and apply tactics e.g. strategies to use to outwit their opponents  Evaluate performance |
| **Substantive knowledge** (knowing about?) | To learn about parameters and boundaries. To know about rules and how that impacts a game. | Highlight the health and enjoyment benefits from taking part in physical activity and discuss the need to stay active. To understand that physical activity can be good and to exercise and get out of breath is natural. Suggest any invasion game clubs within the schools timetable and promote community links. | Pupils will take part in simple games involving individual and co-operative play. Pupils will make quick decisions based on movement of the ball into space and choice of skill execution. Will understand the concept of a team and working with a small group (i.e. what a team is, how it is made up and the different roles in it). | Be able to understand the concept of games activities. Pupils should be able to describe what an effective chasing, dodging and throwing style looks like. Use pupil demonstration to highlight good work (i.e. what is happening, what others are doing and copy how others act and work). | To know what elements make a good team and a good team player. To be able to transfer knowledge of one type of attacking invasion game to another. | To be able to transfer knowledge of different types of attacking/defending invasion game to another. To learn about speed and time and the impact that has on invading an opponent’s space, and how that effects a game. | To know how to win and lose effectively and to learn how to change/ improve further technically or tactically by discussing their own team performance. |
| **Key Vocab** | |  |  |  |  | | --- | --- | --- | --- | |  |  |  |  | | Send  Receive  Successfully catch | Accuracy  Aim  Dodging | Agility  Speed  Power | Blocking  Performance | Tactics  Disguise | Strategy  Precise aiming |

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| **Invasion Games- Tag Rugby** | | | | | | | |
|  | **EYFS** | **Y1** | **Y2** | **Y3** | **Y4** | **Y5** | **Y6** |
| **Declarative knowledge** (knowing what?) | Pupils will explore and used a variety of balls, beanbags and quoits and develop single action skills. They will observe some basic principles of attack (i.e. use of space to avoid others). They will start to use some basic rules for games activities. Send & receive a ball by rolling from hand & striking with foot Aim & throw object underarm Catch balloon/bean bag/scarf & sometimes a bouncing ball Move and stop safely in a specific area Play a passing & target game alone and with a partner. | Pupils will move with ease and show control in a range of physical contexts. Generate & implement ideas and strategies to solve problems. Communicate clearly and cooperatively with others. Pupils will be able to send and receive a ball using their hands. To experience and follow physical warm ups as an aid to improving general fitness and pupil’s physical capacity. To develop understanding of basic rules and keep simple scores during modified game situations. Observe performances and techniques and offer positive and negative elements. | Pupils will be introduced to how to evade and tag opponents. Pupils will be able to evade opponents while keeping control of the rugby ball. To learn where and how to pass the ball. To introduce a pass into an area whilst moving. To pass the ball accurately and receive the ball safely in isolation. To apply learned skills in a game of modified tag rugby. | Pupils will learn how to move holding a rugby ball. Know where to score a try and how to position the ball to score a try Move into spaces to avoid defenders Make a backward pass to team mates, using the direction most comfortable. Know to tag team mates when to defend. | Pupils will learn to keep possession of the ball using attacking skills. They will play uneven and then even sided games, developing strategies and social skills to self-manage games.  Pupils will develop key skills and principles such as defending, attacking, throwing, catching, running and dodging. When attacking, pupils will support the ball carrier using defence. They develop their understanding of the importance of fair play and honesty while self-managing games, as well as developing their ability to evaluate their own and others’ performances. | Pupils will learn to be able to evade and tag opponents with speed and agility. Pupils will learn to be able to pass and receive a pass at speed. They will be able to pass and receive a pass at speed in a game situation. They will develop and refine attacking and defending skills. They will develop tactics as a team to exploit the opposition’s space. | Pupils learn how to defend and tag, how to track and slow down an opponent, working as a defensive unit.  They will play collaboratively in both uneven and then even sided games. Pupils will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition |
| **Procedural knowledge** (Knowing how? | Run  Use different body parts  Manipulate a ball/object with their body | Send  Receive  Successfully catch | Throwing  Catching  Dodging | Throwing  Catching  Dodging  Space  Time | Throwing  Catching  Running with the ball  Collaboration  Strategies  Tactics | Dodging  Intercepting  Track and slow down an opponent | Dodging  Intercepting  Track and slow down an opponent |
| **Substantive knowledge** (knowing about?) | To learn about parameters and boundaries. To know about rules and how that impacts a game. | Highlight the health and enjoyment benefits from taking part in physical activity and discuss the need to stay active. To understand that physical activity can be good and to exercise and get out of breath is natural. Suggest any invasion game clubs within the schools timetable and promote community links. | Pupils will take part in simple games involving individual and co-operative play. | Pupils will make quick decisions based on movement of the ball into space and choice of skill execution. Will understand the concept of a team and working with a small group (i.e. what a team is, how it is made up and the different roles in it). | Pupils will learn that keeping possession controls the game. Pupils will learn that it is one of the offensive tactics to try to keep position and therefore giving teams a better chance of winning. | Pupils will learn what an effective attacking and defensive formation is. | Pupils will learn when to attack or keep possession depending on how the game is going. |
| **Key Vocab** | |  |  |  |  | | --- | --- | --- | --- | |  |  | Body part  Ball  Throw |  | | Send  Receive  Successfully catch | Accuracy  Aim  Dodging | Defending  Dodging  Defence  Possession  Attacking skills | Defending  Dodging  Defence  Possession  Attacking skills | Defending  Dodging  Defence  Possession  Attacking skills | Defensive  Collaboratively |

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| **Invasion Games- Basketball** | | | | | | | |
|  | **EYFS** | **Y1** | **Y2** | **Y3** | **Y4** | **Y5** | **Y6** |
| **Declarative knowledge** (knowing what?) | Pupils will explore and used a variety of balls, beanbags and quoits and develop single action skills. They will observe some basic principles of attack (i.e. use of space to avoid others). They will start to use some basic rules for games activities. Send & receive a ball by rolling from hand & striking with foot Aim & throw object underarm Catch balloon/bean bag/scarf & sometimes a bouncing ball Move and stop safely in a specific area Play a passing & target game alone and with a partner. | Pupils will move with ease and show control in a range of physical contexts. Generate & implement ideas and strategies to solve problems. Communicate clearly and cooperatively with others. Pupils will be able to send and receive a ball using their hands. To experience and follow physical warm ups as an aid to improving general fitness and pupil’s physical capacity. To develop understanding of basic rules and keep simple scores during modified game situations. Observe performances and techniques and offer positive and negative elements. | Pupils will perform some dribbling skills with hands and feet using space Pass a ball accurately (hands & feet) over longer distances to a team mate Combine stopping, pick up/collect & send a ball accurately to other players Make simple decisions about when /where to move in game to receive a ball | Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, throwing, catching and dribbling.  Pupils will learn to use attacking skills to maintain possession of the ball.  They will start by playing uneven and then move onto even sided games. Pupils will understand the importance of playing fairly and keeping to the rules. They will be encouraged to think about how to use skills, strategies and tactics to outwit the  opposition. | Pupils can link skills, techniques and ideas and apply them accurately and appropriately. Their performance shows precision, control and fluency. Their performances show precision, control and fluency and that they understand the tactics and composition of the invasive game. The pupils can compare and comment on skills and techniques and the ways they are applied in their own and others’ work and use this understanding to improve their performance. | Pupils will develop key skills and principles such as defending, attacking, throwing, catching, dribbling and shooting. Pupils will learn to use attacking skills to maintain possession as well as defending skills to gain possession. Pupils will be encouraged to work collaboratively to think about how to use skills, strategies and tactics to outwit the opposition. They develop their understanding of the importance of fair  play and honesty while self-managing games, as well as developing their ability to evaluate their own  and others’ performances. | Dribble a basketball with accuracy, confidence and control.  Combine and perform skills with control in a relay exercise.  Demonstrate accurate passing and receiving skills.  Combine and perform skills with control, adapting them to meet the needs of the task,  Choose when to pass or dribble, so that they can keep control and progress towards a target. Use a variety of tactics to keep the ball e.g. changing speed and direction.  Choose when to pass, dribble or shoot, so that they keep possession and progress towards a goal. |
| **Procedural knowledge** (Knowing how? | Run  Use different body parts  Manipulate a ball/object with their body | Run  Use different body parts  Manipulate a ball/object with their body. Send and receive objects | Run  Use different body parts  Manipulate a ball/object with their body. Send and receive a ball. Dribble | Throwing  Catching  Shooting  Dribbling | Throwing  Catching  Shooting  Dribbling  How these skills combine within a small sided game or activity. | Changing direction and speed Intercepting  Finding space | Changing direction and speed Intercepting  Finding space |
| **Substantive knowledge** (knowing about?) | To learn about parameters and boundaries. To know about rules and how that impacts a game. | Pupils can tell the difference between different sports and skills needed for each. E.g. Netball, Basketball, Rugby, Football. | Pupils can give reasons why warming up before an activity is important and why physical activity is good for their health | Pupils can select and use skills, actions and ideas appropriately applying them with coordination and control. Pupils can show that they understand tactics and composition by starting to vary how they respond. Pupils can give reasons why warming up before an activity is important and why physical activity is good for their health. | Pupils can explain and apply basic safety principles in preparing for exercise. They can describe what effects exercise has on their body and how it is valuable to their fitness and health. | They can see how their teamwork is similar to and different from others’ teamwork and use this understanding to improve their own performance. | Pupils can select and use skills, actions and ideas appropriately applying them with coordination and control. The skills they select will be appropriate for the tactics of the team and group and directly reflect the game. |
| **Key Vocab** | Stop  Send  Run  Speed  Slow  Fast | Send  Receive  Successfully catch | Chest Pass  Bounce Pass  Overhead Pass | Marking  Pivot | Chest Pass  Bounce Pass  Overhead Pass | Footwork  Shooting  Passing  Possession  Attack | Intercepting – regains possession during a pass to the opposition.  Strategies Tactics |

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| **Invasion Games- Handball** | | | | | | | |
|  | **EYFS** | **Y1** | **Y2** | **Y3** | **Y4** | **Y5** | **Y6** |
| **Declarative knowledge** (knowing what?) | Pupils will explore and used a variety of balls, beanbags and quoits and develop single action skills. They will observe some basic principles of attack (i.e. use of space to avoid others). They will start to use some basic rules for games activities. Send & receive a ball by rolling from hand & striking with foot Aim & throw object underarm Catch balloon/bean bag/scarf & sometimes a bouncing ball Move and stop safely in a specific area Play a passing & target game alone and with a partner. | Pupils will move with ease and show control in a range of physical contexts. Generate & implement ideas and strategies to solve problems. Communicate clearly and cooperatively with others. Pupils will be able to send and receive a ball using their hands. To experience and follow physical warm ups as an aid to improving general fitness and pupil’s physical capacity. To develop understanding of basic rules and keep simple scores during modified game situations. Observe performances and techniques and offer positive and negative elements. | Pupils will be introduced to skills used in handball such as throwing, dodging and catching working on their accuracy and aim.  Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules.  Pupils are given opportunities to evaluate and improve on their own and others performances. | Pupils will begin to learn the basic skills of how to play Handball. They will learn how to run at speed and be able to start and stop in a controlled way. | Pupils will continue to embed their Handball skills. They will be able to demonstrate their throwing shots with increased accuracy and will also experiment with two handed bounce passes. | Pupils will develop key skills and principles such as defending, attacking, throwing, catching and shooting. Pupils will learn to use attacking skills to maintain possession as well as defending skills to gain possession. Pupils will be encouraged to work collaboratively to think about how to use skills, strategies and tactics to outwit the opposition. They develop their understanding of the importance of fair  play and honesty while self-managing games, as well as developing their ability to evaluate their own  and others’ performances. | Pupils will learn how to think tactically when playing Handball. They will be able to land confidently whilst being able to dribble and pass at speed. |
| **Procedural knowledge** (Knowing how? | Run  Use different body parts  Manipulate a ball/object with their body | Run  Use different body parts  Manipulate a ball/object with their body. Send and receive objects | Run  Use different body parts  Manipulate a ball/object with their body. Send and receive a ball. Dribble | Running at speed and being able to stop with control  Throwing shots – overhead, sidearm and underhand | Two handed bounce pass  To score outside the area | Changing direction and speed Intercepting  Finding space | Utilizing dribbling and passing |
| **Substantive knowledge** (knowing about?) | To learn about parameters and boundaries. To know about rules and how that impacts a game. | Highlight the health and enjoyment benefits from taking part in physical activity and discuss the need to stay active. To understand that physical activity can be good and to exercise and get out of breath is natural. Suggest any invasion game clubs within the schools timetable and promote community links. | Pupils will take part in simple games involving individual and co-operative play. Pupils can talk about the difference between similar sports such as basketball, netball, tchouball, benchball. | Pupils can select and use skills, actions and ideas appropriately applying them with coordination and control. Pupils can show that they understand tactics and composition by starting to vary how they respond. Pupils can give reasons why warming up before an activity is important and why physical activity is good for their health. | Pupils can explain and apply basic safety principles in preparing for exercise. They can describe what effects exercise has on their body and how it is valuable to their fitness and health. | They can see how their teamwork is similar to and different from others’ teamwork and use this understanding to improve their own performance. | Pupils can select and use skills, actions and ideas appropriately applying them with coordination and control. The skills they select will be appropriate for the tactics of the team and group and directly reflect the game. |
| **Key Vocab** | Stop  Send  Run  Speed  Slow  Fast | Send  Receive  Successfully catch | Chest Pass  Bounce Pass  Overhead Pass | Handball  Overhead pass  Sidearm pass  Underhand pass | Two handed bounce pass landing | Footwork  Shooting  Passing  Possession  Attack | Dribbling |

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| **Invasion Games- Hockey** | | | | | | | |
|  | **EYFS** | **Y1** | **Y2** | **Y3** | **Y4** | **Y5** | **Y6** |
| **Declarative knowledge** (knowing what?) | Pupils will learn to push a ball with increasing control. Pupils will learn to push with their dominant hand Can pupils roll a ball with increasing control? Can pupils roll with their dominant hand? | Pupils will learn how to hold a hockey stick correctly.  Pupils will explore the questions below. Can pupils push the ball with control?  Can pupils roll the ball with control?  Do pupils understand the meaning of, 'control?'  Do pupils understand the meaning of, 'aiming?'  Can pupils pass a ball towards a target using their hands?  Do pupils look at their partner when passing? | Pupils will learn how to hold a hockey stick correctly.  Pupils will learn to pass, receive and travel with the ball with some control and accuracy . Pupils will know how to win the ball back by tackling and intercepting safely.  Pupils will begin to use and create space to pass and receive the ball. | Pupils will learn to pass, dribble and shoot with control. They will Identify and use tactics to help themselves and their team keep possession of the ball  They will tackle opponents with success and intercept the ball to win back possession  Pupils will use space well to pass and receive a ball.  Pupils will know what they and their team needs to do to keep possession and contribute to this occasionally  Identify some areas that could be improved in games. | Pupils will learn how to pass shoot and dribble in small sided game situations. They will become more confident in using a range of different techniques. Pupils will be learn how to attack and defend in multiple numbers such as 2’s and 3’s and learn how to move as a unit, and cover spaces. | Pupils will use a number of different techniques to pass and dribble.  They will control the ball and stick confidently.  They will tackle confidently and safely. They will be able to read the game to be able to intercept effectively  And use space effectively and intentionally.  Pupils will use a range of attacking and defending skills during team games  Make changes that improve their team and individual performance. | Can pupils apply a refined understanding of passing, dribbling and moving to score points against another team using real goals to shoot into?  Do pupils consistently select an appropriate place to shoot?  Are pupils able to pass, dribble, move and shoot accurately and consistently?  Do pupils switch fluidly between attacking and defending as possession changes?  Can pupils produce an attack and create a shooting opportunity?  Can pupils collaborate and apply the rules and positions within the game?  Can pupils officiate the games? |
| **Procedural knowledge** (Knowing how? | Run  Send  Receive  Stop | Run  Send  Receive  Stop | Running at speed and being able to stop with control  Push Pass | Holding the hockey sticky  Passing  Shooting  Drive Pass  Leading – anticipating the play and moving into the space  Flat stick tackle | Holding the hockey sticky  Passing  Shooting  Drive Pass  Leading – anticipating the play and moving into the space  Flat stick tackle | Sweep Pass  Tactics  Positional Awareness  Indian Dribbling | Sweep Pass  Tactics  Positional Awareness  Indian Dribbling |
| **Substantive knowledge** (knowing about?) | To learn about parameters and boundaries. To know about rules and how that impacts a game. | Pupils can tell the difference between different sports and skills and equipment needed for each. E.g. , Basketball, Rugby, Football, hockey | Pupils can give reasons why warming up before an activity is important and why physical activity is good for their health. | Pupils can select and use skills, actions and ideas appropriately applying them with coordination and control. Pupils can show that they understand tactics and composition by starting to vary how they respond. | Pupils can explain and apply basic safety principles in preparing for exercise. They can describe what effects exercise has on their body and how it is valuable to their fitness and health. | They can see how their teamwork is similar to and different from others’ teamwork and use this understanding to improve their own performance. | Pupils can select and use skills, actions and ideas appropriately applying them with coordination and control. The skills they select will be appropriate for the tactics of the team and group and directly reflect the game. |
| **Key Vocab** | Push  Roll  Pull  Hands | Hold  Grip  Push  Slide  Hit | Tackle  Intercept  Push Pass  Receive  Dribbling | Drive Pass  Leading  Flat stick | Drive Pass  Leading  Flat stick | Sweep Pass  Indian Dribbling | Sweep Pass  Indian Dribbling |

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| **Striking & Fielding- Rounders** | | | | | | | |
|  | **EYFS** | **Y1** | **Y2** | **Y3** | **Y4** | **Y5** | **Y6** |
| **Declarative knowledge** (knowing what?) | Pupils will explore and used a variety of balls, beanbags and quoits and develop single action skills. They will observe some basic principles of attack (i.e. use of space to avoid others). They will start to use some basic rules for games activities. Send & receive a ball by rolling from hand & striking with foot Aim & throw object underarm Catch balloon/bean bag/scarf & sometimes a bouncing ball Move and stop safely in a specific area Play a passing & target game alone and with a partner. | Pupils will move with ease and show control in a range of physical contexts. Generate & implement ideas and strategies to solve problems. Communicate clearly and cooperatively with others. Pupils will be able to send and receive a ball using their hands. To experience and follow physical warm ups as an aid to improving general fitness and pupil’s physical capacity. To develop understanding of basic rules and keep simple scores during modified game situations. Observe performances and techniques and offer positive and negative elements. | Pupils will be able to explore a range of bat and ball activities. How high can you bounce the ball and catch it?  Hold the bat with a firm shaking hands grip. Keep looking where you are going.  How long can you balance the ball on your bat?  How many times can you bounce the ball on your bat?  Can children strike ball accurately to partner? | Pupils will learn to be introduced to the rounders pitch and how to score. Pupils will learn about different positions and the benefits of striking a ball in different directions. Pupils will be introduced into fielding roles and what is expected of each fielder. Catch, throw and strike when standing still, play a small part in games and activities. With guidance watch and focus on specific actions. | Pupils learn how to score points by striking a ball into space and running around cones or bases. When fielding, they learn how to play in different fielding roles. They focus on developing their throwing, catching and batting skills.  In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. | Pupils develop the quality and consistency of their fielding skills and understanding of when to use them such as throwing underarm and overarm, catching and retrieving a ball.  They learn how to play the different roles of bowler, backstop, fielder and  batter and to apply tactics in these positions. | Pupils improve their accuracy of their fielding skills and understanding of when to use them such as throwing underarm and overarm, catching and retrieving a ball. In all games activities, pupils have to think about how they use skills, strategies and tactics to  outwit the opposition. Pupils work with a partner and group to organise and self-manage their own games.  Pupils play with honesty and fair play when playing competitively. |
| **Procedural knowledge** (Knowing how? | Push  Roll  Pull  Hands | Hold  Grip  Push  Slide  Hit | Throw  Catch  Run  Turn  Hold a bat | Hold a bat  Swing  Direct a strike | Underarm throwing Overarm throwing Catching  Batting | Tracking  Fielding  Bowling | Tactics  Retrieving |
| **Substantive knowledge** (knowing about?) | To learn about parameters and boundaries. To know about rules and how that impacts a game. | Highlight the health and enjoyment benefits from taking part in physical activity and discuss the need to stay active. To understand that physical activity can be good and to exercise and get out of breath is natural. Suggest any invasion game clubs within the schools timetable and promote community links. | Pupils will take part in simple games involving individual and co-operative play. Pupils will learn to distinguish between striking and fielding sports such as cricket. Pupils can talk about the difference between other sports such as basketball, netball, touckball, benchball where equipment is needed. | Pupils understand the concept of fielding. Pupils will understand the concept of hitting the ball far away to give them more time to run. | Pupils understand the concept of risk vs reward. Children know when to risk running to the next base but also have to be aware of communication so they do not outrun their opponents. | Pupils learn about tactically playing for runs and how to keep players in the game. Pupils will use shot selection and try to strike into areas to tactically gain an advantage rather than hitting the ball and potentially being caught out. | Children can manage their own team and nominate leaders within the team. |
| **Key Vocab** | Push  Roll  Pull  Hands | Hold  Grip  Push  Slide  Hit | Throw  Catch  Run  Turn  Hold a bat | Hold a bat  Swing  Direct a strike | Underarm throwing Overarm throwing Catching  Batting | Tracking  Fielding  Bowling | Tactics  Retrieving |

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| **Racket Sports Cricket** | | | | | | | |
|  | **EYFS** | **Y1** | **Y2** | **Y3** | **Y4** | **Y5** | **Y6** |
| **Declarative knowledge** (knowing what?) | Pupils will explore and used a variety of balls, beanbags and quoits and develop single action skills. They will observe some basic principles of attack (i.e. use of space to avoid others). They will start to use some basic rules for games activities. Send & receive a ball by rolling from hand & striking with foot Aim & throw object underarm Catch balloon/bean bag/scarf & sometimes a bouncing ball Move and stop safely in a specific area Play a passing & target game alone and with a partner. | Pupils will move with ease and show control in a range of physical contexts. Generate & implement ideas and strategies to solve problems. Communicate clearly and cooperatively with others. Pupils will be able to send and receive a ball using their hands. To experience and follow physical warm ups as an aid to improving general fitness and pupil’s physical capacity. To develop understanding of basic rules and keep simple scores during modified game situations. Observe performances and techniques and offer positive and negative elements. | Pupils will be able to explore a range of bat and ball activities. How high can you bounce the ball and catch it?  Hold the bat with a firm shaking hands grip. Keep looking where you are going.  How long can you balance the ball on your bat?  How many times can you bounce the ball on your bat?  Can children strike ball accurately to partner? | Pupils learn how to score points by striking a ball into space and running to and from wickets or ones.  When fielding, they learn how to play in different fielding roles. They focus on developing their throwing, catching and batting skills.  In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. | Pupils develop the quality and consistency of their fielding skills and understanding of when to use them such as throwing underarm and overarm, catching and retrieving a ball.  They learn how to play the different roles of bowler, wicket keeper , fielder and batter and to apply tactics in these positions. | Children explore different small sided games such as quick cricket and the differences between the games. Children can use a variety of striking techniques. Children can use a variety of bowling techniques. | Pupils improve their accuracy of their fielding skills and understanding of when to use them such as throwing underarm and overarm, catching and retrieving a ball.  In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition.  Pupils work with a partner and group to organise and self-manage their own games.  Pupils play with honesty and fair play when playing competitively. |
| **Procedural knowledge** (Knowing how? | To learn about parameters and boundaries. To know about rules and how that impacts a game. | Pupils can tell the difference between different sports and skills and equipment needed for each. E.g. Rounders/cricket | Holding the bat  Setting up a wicket  Knowing how to position fielders/where to stand to get the ball | Underarm Bowling  Hitting the ball straight  Catching and Collecting the Ball  Straight Drive  Chase and Pick Up | Overarm Bowling  Defending the ball when batting – Backward and Forwards | Running Up to Bowl  Playing the pull shot  Fielding the ball – Long Barrier | Running Up to Bowl  Playing the pull shot  Fielding the ball – Long Barrier |
| **Substantive knowledge** (knowing about?) | To learn about parameters and boundaries. To know about rules and how that impacts a game. | Highlight the health and enjoyment benefits from taking part in physical activity and discuss the need to stay active. To understand that physical activity can be good and to exercise and get out of breath is natural. Suggest any invasion game clubs within the schools timetable and promote community links. | Pupils will take part in simple games involving individual and co-operative play. Pupils will learn to distinguish between striking and fielding sports such as rounders. Pupils can talk about the difference between other sports such as basketball, netball, tchoukball, benchball where equipment is needed. | Pupils understand the concept of fielding. Pupils will understand the concept of hitting the ball far away to give them more time to run. | Pupils understand the concept of risk vs reward. Children know when to risk running to the next base but also have to be aware of communication so they do not outrun their opponents. | Pupils learn about tactically playing for runs and how to keep players in the game. Pupils will use shot selection and try to strike into areas to tactically gain an advantage rather than hitting the ball and potentially being caught out. | Children can manage their own team and nominate leaders within the team. |
| **Key Vocab** | Push  Roll  Pull  Hands | Hold  Grip  Push  Slide  Hit | Throw  Catch  Run  Turn  Hold a bat | Underarm throwing  Straight Drive | Overarm Bowling  Forward Defence  Backward Defence | Long Barrier  Pull shot | Long Barrier  Pull shot |

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| **Racket Sports Tennis** | | | | | | | |
|  | **EYFS** | **Y1** | **Y2** | **Y3** | **Y4** | **Y5** | **Y6** |
| **Declarative knowledge** (knowing what?) | Pupils develop their throwing and catching skills before beginning to use a racket. They will then work in partners to practise hitting the ball with the racket back and forth. | Pupils develop the key skills required for tennis such as racket control and hitting a ball. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules. | Pupils will learn how to how more control of the racket and will experiment with different strength/types of shots. Children will focus on hitting the ball at different heights and over the net into areas. | Pupils develop the key skills required for tennis such as the ready position. They learn how to score points and how to use skills, simple strategies and tactics to outwit the opposition. | Pupils develop the key skills required for tennis such as the ready position, racket control and forehand and backhand ground strokes. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules. | Pupils will be able to hold a short rally over different distances. Pupils will be able to complete sport specific activities in isolation with accuracy. | Pupils develop their racket skills when playing tennis. They learn specific skills such as a forehand, backhand, volley and underarm serve. Pupils develop their tactical awareness including how to play with a partner and against another pair. They are encouraged to show respect for their teammates as well as their opponents when self-managing games. |
| **Procedural knowledge** (Knowing how? | Aiming the ball towards the racket  Being able to hit a ball with the racket when it is thrown to them. | How to control the racket?  Be able to hit the ball back with control and direction | How to control the ball over the next to land in a desired area. | Learn about the ready position  How to score points in tennis | How to use forehand and backhand ground strokes in tennis. | How to use forehand, backhand and smash shots. When the right time is to use them. | How to volley in tennis  Embed the backhand, forehand and underarm serve. |
| **Substantive knowledge** (knowing about?) | Knowing that you use rackets in tennis to hit the ball. | Knowing that tennis is a net wall game. | Knowing the difference between a rally and scoring game. Knowing a selection of shots. | Ready position  Forehand is a shot made by swinging the racket across one's body with the hand moving palm-first.  Backhand is a tennis shot in which one swings the racquet around one's body with the back of the hand preceding the palm.  Ready position - the stance you take before your opponent hits the ball that allows you to move quickly around the tennis court in any direction. | Forehand volley – strike or hit the ball before it bounces on the ground using the front of your hand.  Backhand volley - the racket is taken back high and supported by the non- dominant hand.  Forehand and backhand groundstroke - A groundstroke is a forehand or backhand shot that is executed after the ball bounces once on the court. It is usually hit from the back of the tennis court, around the baseline. | Knowing how to manipulate an a opponent and try to move them around the court. | Knowing the different tactical advantages of the game and how to use them to your advantage. Knowing when to play risky shots and when to compete in the ralley. |
| **Key Vocab** | Racket  Tennis  Aim | Control  Direction | Points  Love  Deuce  Out  Let | Court  Near side  Back line  Forehand  Backhand | Court  Near side  Back line  Forehand  Backhand  Serve | Court  Near side  Back line  Forehand  Backhand  Serve | Volley  Underarm Serve |

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| **Assessment Tool** | |
| **Pre-Basic Skills Testing** | Each class tested in the first PE session back using PE Overview Criteria. |
| **Post-Testing** | Each class tested in the last PE session back using PE Overview Criteria |
| **Sport Psychology Skills Questionnaire (KS2 Only)** | |
| **Screening Date 1** | Each class tested in the first PE session back using PE Overview Criteria |
| **Screening Date 2** | Each class tested in the last PE session back using PE Overview Criteria |
| **Assessing Sport Specific Modules.** | |
| **Pre Module Testing** | Complete Initial Assessment on the first session of new content delivery. |
| **Post Module Testing** | Complete Post Assessment on the last session of module delivery. |

Table 2. Assessment Dates for all areas of the curriculum.

**Extracurricular Activities:**

Activities to be delivered by Qualitas and pathways to clubs outside of school to be given to children at the end of each half term for local teams and activities taking place at local venues within the community.

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| **Year**  **Group** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| ***Reception*** | **Ball Games** | **FMS** | **Gymnastics** | **Dance** | **Multi Sports** | **Athletics** |
| ***KS1*** | **Gymnastics** | **Football** | **FMS** | **Rugby** | **Tennis** | **Athletics** |
| ***Lower KS2*** | **Gymnastics** | **Cheerleading** | **Football** | **Multi Sports** | **Cricket** | **Athletics** |
| ***Upper KS2*** | **Dance** | **Mini Trampolining** | **Fencing** | **Football** | **Multi Sports** | **Tennis** |

Extracurricular activities based on 1:16 ratio of coach to children to make sure quality of coaching is maintained. To increase participation of extracurricular activities these are to be promoted in the celebration assemblies and in PE lessons. Pupil premium children to be subsidized in terms of payments to encourage participation. To help achieve 90% participation, extracurricular clubs could be used at dinner times to help target participation levels and break down barriers for children not able to attend afterschool. Once PlayMaker leaders’ course have been completed with the Y6 children will be able to delivery lunchtime activities for children of a younger age group.

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| **External Events** | | |
|  | **Festival** | **Competition** |
| **Autumn Term 1** | Fundamentals KS1 | Benchball Y3/4  Futsal Y5/6 |
| **Autumn Term 2** | Invasion Games KS1 | Fencing Y3/4 |
| **Spring Term 1** | Gymnastics KS1 | CrossFit Y5/6 |
| **Spring Term 2** | Dance KS1/KS2  Volleyball Y4/5 | Water Polo Y5/6 |
| **Summer Term 1** | Mini Tennis Y3/4 | Tag Rugby Y3/4 |
| **Summer Term 2** | Team Building SEND  Regional Mini Olympics | Derby County KS1  Qualitas EIS Sports Day Y2/Y6  Regional Finals KS2 Football and Netball  Regional Cricket Finals  Regional Rugby Finals |

Table 3. External events currently booked in for the academic year 2024-2025.

All **Festivals** to be provided by Qualitas Sport, with festivals based on full class participation and engagement throughout the academic year.

All **Competitions** to be provided by Qualitas Sport, with competitions based on school trials to represent schools at cluster events, with selected competitions moving through to regional finals.

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| **Physical Education Interventions** | |
| **Change4Life** | Change4Life is a 12-week programme where students will learn and understand the factors affecting a healthy lifestyle, benefits of healthy eating, importance of physical activity, different food groups and healthy alternative foods. The pupils will learn this through different exercise activities, food practicals and their individual Change4Life journal. |
| **PlayMaker Award** | The PlayMaker award is a 6-week programme where students will plan, prepare and deliver their own sessions using the word PACE to fulfil the full potential of the session. Students will consider Participants, Area, Communication and Equipment to fully engage participants in the session. By the end of this course the aim is for the ‘PlayMaker’ leaders to put their learning into practice within your school, i.e. setting up organised sporting activities throughout the school week. |
| **Sport and Exercise Psychology** | The sport psychology course is a 6-week programme where students will learn about positive self-esteem, emotional literacy, social skills and communication. The children will be introduced to sport and exercise psychology coping strategies that will help them understand the theory of psychology. They will then be able to apply these strategies to individual sport and classroom scenarios. The course can be delivered to either the sporting elite, to further their athletic development at a high level, or children that struggle with controlling emotions and/or lack confidence within sport. |
| **Sport and Exercise Science** | In a 6-week programme, exploring how Sport, Exercise and Science intertwine in a variety of formats and job roles. Exploring the anatomy of the body, nutrition diet, along with completing experiments and presenting their findings. |
| **Mindfulness** | 6 hour programme ratio 16-1 (half a class or Qualitas coach supported by a TA for the hour). Each week will drip information for young people to develop an understanding of mindfulness and take part in practical scenarios and activities that will help consolidate understanding and learning. |
| **REDI (Racism, Equality, Diversity & Inclusion)** | A 6 week programme introducing the concept on Racism, Equality Diversity and Inclusion, focusing on the issues surrounding each area and barriers people face. The course looks at role models in each area but also how we can overcome each barrier. |

Table 4. Physical Education Interventions breakdown.

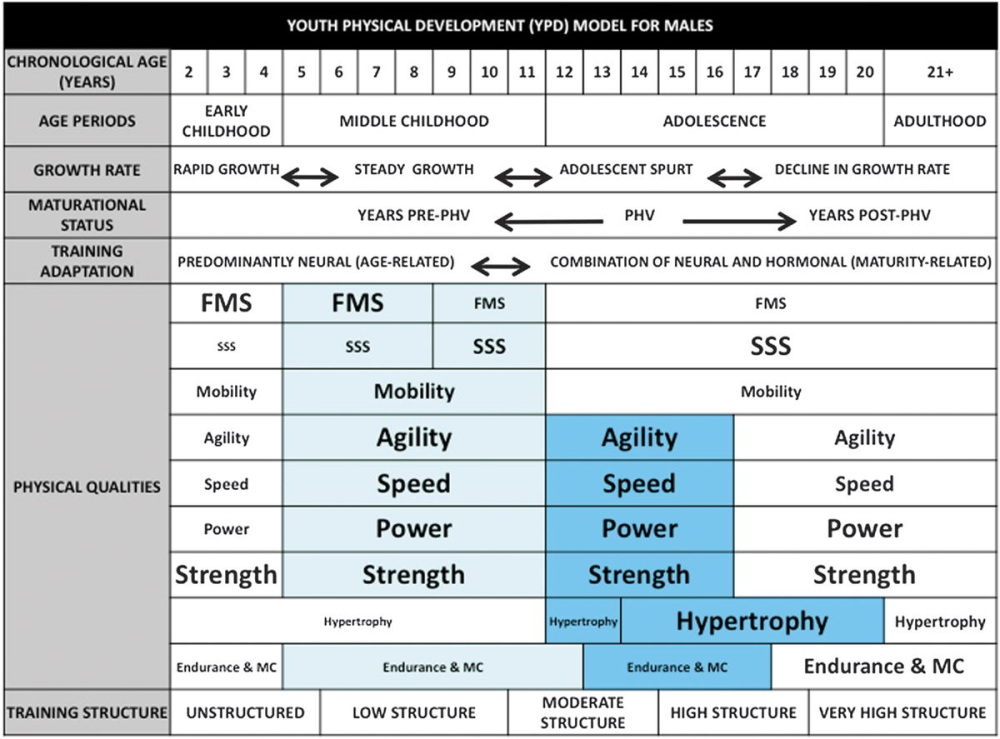


Table 5. Youth Physical Development Model for Males

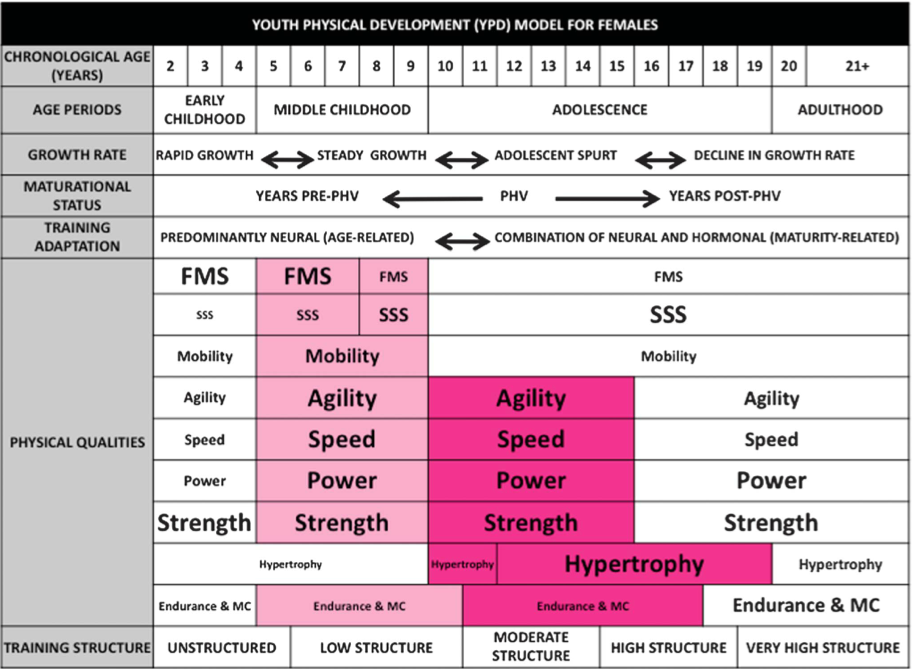


Table 6. Youth Physical Development Model for Females.