

**Bramcote Hills Primary School**  
**‘Make the future better for all’**



**P.E.**

Curriculum Depth Map



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## Curriculum Depth Map – PE

### Aims

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

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

### Intent

At BHPS we provide children with a challenging and engaging PE curriculum by offering high-quality teaching and learning opportunities that inspire all children to succeed in physical education and in developing life skills. We believe that Physical Education (PE), experienced in a safe and supportive environment, is essential to ensure children attain optimum physical and emotional development. Children should understand that PE is a significant contributor to good health.

Our curriculum is led by Key Primary Themes, terms and vocabulary providing opportunities to build a shared and consistent understanding. Components of learning are organised to ensure themes are revisited regularly as pupils move through the school. This ensures each unit builds effectively on prior learning and ensures connections are made between different units to help children know more and remember more. Our pupils are able to apply and consolidate understanding as they progress through the school to enable them to become computer scientists of the future.

Our curriculum aims to improve the wellbeing and fitness of all children at BHPS, not only through the key conceptual and procedural knowledge taught, but through the underpinning values and disciplines PE promotes. Pupils are taught P.E. in order to develop a knowledge of:

- **Motor Competence** - accurate movements, movement patterns, techniques, sequences and Fundamental Movement Skills
- **Rules, strategies and tactics** – conventions, regulations, strategies that are specific to participation in a particular activity/sport
- **Healthy participation** – safe practice, how to participate, long- and short-term impacts of participation

We also want to teach children how to cooperate and collaborate with others as part of an effective team, understanding fairness and equity of play to embed the school games values.

The careful selection of systematic teaching of both declarative (conceptual knowledge) and procedural knowledge together underpins what it is to physically education. Both forms of knowledge have individual value, yet are undoubtedly linked, particularly in P.E. Pupils need to be explicitly taught what the links are between the conceptual and procedural knowledge. With the conceptual knowledge of motor movement, rules, strategies and tactics and healthy participation, pupils are not only able to perform physically but they are able to engage fully in the field of sport and physical activity, which will ultimately enrich their experiences.

#### Conceptual Knowledge

**Conceptual Knowledge** is *knowing that* and is best practised through observations of a practical demonstration

It is the factual knowledge concerning movement, rules, tactics, strategies, health and participation. With a more detailed conceptual knowledge base, pupils can better verbalise their strength and limitations as well as communicate their ideas, their decisions and the choices they make during an activity or one that they observe.

#### Procedural Knowledge

**Procedural Knowledge** is *knowing how* and is best practised through demonstration or participation. It is the application of conceptual knowledge. This might include applying the tactics to a practice situation or modified game.

It is thought that procedural knowledge begins as conceptual knowledge, therefore before taking action, you must have acquired a degree of conceptual knowledge. Equally pupils require an adequate level of conceptual knowledge to improve their procedural knowledge.

**Key Primary Themes** have been identified to enable children to link and understand conceptual and procedural knowledge.

Pupils should be able to apply their knowledge of motor competence, rules, strategies and tactics and the importance of healthy participation. In addition, pupils are taught the importance of life skills: themes like teamwork, sportsmanship and perseverance as well as ways to boost confidence and self-esteem. Analysing themes such as strategy in games or the impact of physical activity on health encourages critical thinking and decision-making. Incorporating these themes into PE lessons ensures that pupils have a well-rounded PE curriculum that supports physical, social and emotional development.

We value high expectations and a love of PE by instilling a culture of enjoying a wide variety of sports. Intra and interschool competitions are promoted and the school has an excellent reputation in this area. The school has been awarded Gold in the School Games Mark Award, which has been externally validated.

### Implementation

We motivate and inspire pupils through high-quality PE and sporting activities. PE develops a pupil's knowledge, skill and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. A varied curriculum is in place to support this, with activities including: dance, athletics, gymnastics, games, swimming and water safety and outdoor adventure activities. We provide opportunities for all pupils to engage in extra-curricular activities, during and after school, in addition to competitive sporting events. This is an inclusive approach which endeavours to encourage not only physical development but also the well-being of all pupils.

Our PE curriculum is designed to allow children time to think, discuss, practise, explore and embed. This allows time for teaching, practice and repetition – both in a year group and across both key stages. Curriculum coverage is mapped out carefully from Year 1 to Year 6, which allows some key primary themes, conceptual knowledge (*knowing that*) and procedural knowledge (*knowing how*) to be developed and revisited at a deeper level of learning.

Lessons will be planned to deliver new knowledge and will build on prior learning. Pupils will be taught the 'sticky' knowledge and key vocabulary they need to learn.

Lessons seek to introduce new knowledge and key primary themes in small, logical steps, in line with cognitive load theory. Children's knowledge will be built up gradually, making links, wherever possible, to previous knowledge and other areas of learning. We seek to further children's ability to commit new learning to long term memory by assessing their retention and revisiting key knowledge. Potential misconceptions will be addressed through carefully selected lesson content and effective feedback.

### Impact

The impact of our P.E. teaching can be constantly monitored through summative assessment opportunities, such as low-stakes tests/quizzes, rapid recall opportunities, varied activities. Opportunities for children to demonstrate their conceptual and procedural knowledge and to communicate using subject specific vocabulary will also form part of the assessment process in each unit. At the end of each unit, pupils will be assessed on their conceptual and procedural knowledge. Teachers will identify those pupils excelling or those requiring support to meet the expected stages of development. Pupil outcomes from each end of unit review can be used formatively to consider next steps for the class or individual, and/or summatively to inform summaries for the next class teacher or for parents.

Pupils should leave BHPS equipped with the requisite skills and knowledge to succeed in key stage 3 Physical Education. They will have a foundational set of skills and knowledge that promote lifelong physical activity and healthy living.

The expected impact of following the P.E. curriculum depth map is that children will:

- Enjoy PE and develop a love of sport and physical activity, which they pursue outside of school in future life outside of primary school
- Develop fundamental skills, with an opportunity to apply them to a variety of sports and activities
- Be able to explain and remember the key (sticky) knowledge for P.E. using subject specific vocabulary, during and at the end of each unit of stud.
- Be provided with the skills and given opportunities to demonstrate improvement to achieve their personal best
- Be physically active, which will have positive implications on their learning within the classroom
- Understand how to lead a healthy lifestyle and understand the importance of exercise and nutrition
- Understand the values and importance of fair play and being a good sportsperson
- Know the school games values – respect, determination, honesty, teamwork, passion and self-belief
- By the end of KS2, have the skills to self-rescue in the water and swim 25m competently

During the following **Staging Points** these will be identified as:

<b>Foundation</b>
<p>The principal focus of P.E. teaching in Foundation is to provide opportunities for Physical activity as this is vital in children's all-round development, enabling them to pursue happy, healthy and active lives.</p> <ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely, with consideration for themselves and others</li> <li>• Demonstrate strength, balance and coordination when playing</li> <li>• Throw and kick a ball with increasing accuracy and direction. Execute sequences of movement with increasing control</li> <li>• Describe how exercise makes the heart beat faster</li> </ul>
<b>KS1</b>
<p>The principal focus of P.E. teaching in KS1 is to develop fundamental movement skills, becoming increasingly competent and confident, extending their agility, balance and coordination.</p> <ul style="list-style-type: none"> <li>• Be able to explain the sticky knowledge from a unit, using scientific vocabulary and giving real life examples</li> <li>• Negotiate a space with agility and avoiding chasers</li> <li>• Understand what it means to play as part of a team within a game</li> <li>• Recognise how to improve an action such as kicking, throwing or catching with increasing control and accuracy</li> <li>• Use simple taught tactics for attacking and defending</li> <li>• Perform dance and gymnastic sequences with simple movements patterns.</li> <li>• Be aware that exercise contributes to leading a healthy lifestyle</li> <li>• Respond to feedback to improve performance</li> </ul>
<b>LKS2 - Years 3 &amp; 4</b>
<p>The principal focus of P.E. teaching in LKS2 is to 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.</p> <ul style="list-style-type: none"> <li>• Be able to explain the sticky knowledge from a unit, using scientific vocabulary and giving real life example</li> <li>• Demonstrate stamina, strength, control and accuracy in movements such as running, jumping, throwing, catching</li> <li>• Adapt attacking and defending tactics according to what is happening in the game</li> <li>• Co-operate with teammates to improve each other's performance and attitude</li> <li>• Use stimulus to create a gymnastics or dance performance with a partner, improving the routine as it progresses.</li> <li>• Begin to analyse their performances compared to previous ones and make improvement to achieve their personal best</li> <li>• Be able to explain the benefits of keeping active</li> <li>• Swim 25m confidently, competently and proficiently and use a range of strokes effectively</li> <li>• Perform safe self-rescue in different water-based situations</li> </ul>
<b>UKS2 - Years 5 &amp; 6</b>
<p>The principal focus of P.E. teaching in UKS2 is to build on prior learning of motor skills and develop an understanding of how to improve in different physical activities and sports, learning how to evaluate and recognise their own success</p> <ul style="list-style-type: none"> <li>• Be able to explain the sticky knowledge from a unit, using scientific vocabulary and giving real life examples</li> <li>• Collaborate with others to teach gymnastic and dance movements and produce routines</li> <li>• Measure and record results to track and improve personal bests.</li> <li>• Lead others to success by working as a team and improving each other's performance</li> <li>• Recognise where individual interests, talents, strengths and areas for development lie, pursuing/improving these through extra-curricular opportunities</li> <li>• Recognise how to look after their mental health and wellbeing and how improving physical fitness can support this</li> </ul>
<b>KS3</b>
<p>The principal focus of KS3 PE is for pupils to build on and embed the physical development and skills learned in key stages 1 and 2, become more competent, confident and expert in their techniques, and apply them across different sports and physical activities.</p> <ul style="list-style-type: none"> <li>• Understand what makes a performance effective and how to apply these principles in their own and others' work</li> <li>• Understand the long-term health benefits of physical activity</li> <li>• Use a range of tactics and strategies to overcome opponents in direct competition</li> <li>• Develop their technique and improve their performance in other competitive sports</li> <li>• Take part in outdoor and adventurous activities which present intellectual and physical challenges</li> <li>• Work in a team, building on trust and developing skills to solve problems, either individually or as a group</li> <li>• Analyse performances compared to previous ones and demonstrate improvement to achieve their personal best</li> <li>• Take part in competitive sports and activities outside school through community links or sports clubs</li> </ul>

P.E. Curriculum Depth Map – Progression of Skills and Knowledge by Key Primary Themes

Physical Education – Athletics						
Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Learn the fundamental movement skills: rolling, crawling, walking, jumping, running, hopping, skipping, climbing	Move by running and jumping with control and care	Master basic throwing and catching.	Show control, accuracy and coordination within running and jumping movements at different speeds	Run over a long distance and sprint a short distance and understand the different techniques needed	Control my body when taking off and landing	Combine a range of running, jumping, throwing and catching techniques with control.
	Develop throwing and catching using a range of technique	Master basic running and jumping	Take part in a relay, remembering when to run and how to work within a team	Throw in different ways and hit a target	Throw with accuracy	Know the rules and tactics needed for a wider range of athletic activities
				Jump in different ways	Know the rules and tactics needed for a wider range of athletic activities	
				Know the rules and tactics needed for different athletic activities		

Physical Education – Dance and Movement						
Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Progress towards a more fluent style of moving, with developing control and grace	Copy, learn and perform some dance moves	Change rhythm, speed, level and direction in my dance	Improvise freely and translate ideas from a stimulus into movement	Use dance to communicate an idea through a range of movements and patterns	Perform a dance which shows clarity, fluency, accuracy and consistency	Develop sequences in a specific style
		Dance with some control and coordination	Share and create phrases with a partner and small group		Perform to an accompaniment	Perform dances using simple movement patterns
		Perform dances using simple movement patterns	Repeat, remember and perform phrases		Compose my own dances in a creative way	Choose my own music and style

Physical Education – Gymnastics						
Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Develop overall body-strength, balance, coordination and agility	Make my body curled, tense, stretched and relaxed	Use balance, agility and coordination in a range of activities	Explain how strength and suppleness affect performance	Include change of speed and direction with control	Combine action, balance and shape	Demonstrate flexibility, strength, control and balance in a sequence of movements
	Control my body when travelling and balancing in different ways	Plan and perform a sequence of coordinated movements including a balance	Compare and contrast gymnastic sequences	Include a range of shapes in a sequence	Perform consistently to different audiences	Develop technical sequences in a specific style
			Adapt sequences to suit different types of apparatus and criteria	Work with a partner to create, repeat and improve a sequence with at least three phases	Make complex extended sequences	

Physical Education – Outdoor Adventurous Activities						
Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			Follow a map in a familiar context	Work in a team and individually to use a map	Orientate myself and others to solve problems in unfamiliar environments	Plan a route and a series of clues for someone else to follow
			Use clues to follow a route safely	Solve problems with greater confidence	Follow a map into an unknown location	Take part in outdoor and adventurous activity challenges both individually and in a team
				Identify risks whilst advising others	Use clues and a compass to navigate a route	
				Follow a route within a time limit		

Physical Education – Swimming						
Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Be able to use a range of strokes effectively (Front crawl, backstroke and breaststroke)				
		Swim competently, confidently and proficiently over a distance of at least 25 metres				
		Perform safe self-rescue in different water-based situations				

### Physical Education – Team Games (Striking and Fielding)

Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming	Be able to move and stop safely	Be able to send and receive	Throw and catch with control	Catch with one hand	Hit, throw, bowl and catch accurately and with control	Use a range of techniques with confidence and skill in a game situation
	Be able to throw underarm	Be able to catch a variety of objects	Be aware of space and use it to support team-mates and to cause problems for the opposition	Hit, bowl, throw and catch with increasing accuracy	Use a range of techniques when fielding	Play competitive games to agreed rules
	Be able to strike with a racket or bat	Use hand-eye coordination to control a ball		Vary tactics and adapt my skills depending on what is happening in a game		Communicate a plan to my team
	Catch more consistently	Be able to follow rules	Know and use rules fairly			Explain rules to others
		Decide the best space to be in during a game				

### Physical Education – Team Games (Invasion)

Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Combine different movements with ease and fluency	Move and stop safely	Throw, hit or kick a ball with increasing accuracy	Throw, hit or kick a ball with accuracy	Pass, throw and catch accurately with control	Pass in different ways	Use a number of techniques to pass, dribble and shoot with control and accuracy
	Throw and kick in different ways	Decide the best space to be during a game	Be aware of space and use it to support team-mates and to cause problems for the opposition	Keep possession of the ball	Choose a tactic for defending and attacking	Be able to apply basic principles for suitable attacking and defending
	Be able to stop a ball	Use tactics in a game when attacking and defending		Vary tactics and adapt my skills depending on what is happening in a game	Use a number of techniques to pass, dribble and shoot	Play competitive games to agreed rules
		Be able to follow rules	Know and use rules fairly		Gain possession by working as part of a team	Be able to explain rules to others
						Be able to communicate a game plan to the team

### Physical Education – Team Games (Net/Wall)

Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			Throw and catch a ball with control	Play a variety of shots	Develop techniques for ground strokes and volleys	Use good hand/eye coordination when playing and serving
			Be able to serve underarm	Demonstrate and use the correct racket grip	Develop backhand technique and use it in a game	Know where a shot should be aimed and show increasing accuracy
			Be able to build up a rally	Develop greater accuracy of strokes	Be able to server overarm	Use different shots in a game situation to outwit an opponent
				Know the rules for net games	Know when to use different shots	



Life Skills – Health & Safety						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Health, fitness and wellbeing	Understand why being active and playing games is good for you	Describe why running is good for you.	Develop an understanding of the importance of speed and stamina when playing invasion games.	Improve physical fitness	<ul style="list-style-type: none"> <li>Understand how physical activity can contribute to a healthy lifestyle.</li> <li>Understand the importance of being physically fit.</li> <li>Develop physical fitness.</li> <li>Recognise exercise and activities that help strength, speed and stamina.</li> </ul>	<ul style="list-style-type: none"> <li>Be able to describe the importance of being physically fit.</li> <li>Further understand how physical activity can contribute to a healthy lifestyle.</li> <li>Know how invasion sports help your fitness and health.</li> <li>Develop physical characteristics needed for sport.</li> </ul>
Body Awareness	<ul style="list-style-type: none"> <li>Describe what it feels like to breathe quickly during exercise</li> <li>Understand some changes to the body when playing a game</li> </ul>	Understand and describe changes to your heartrate when playing a game.	<ul style="list-style-type: none"> <li>Describe how their bodies feel when exercising.</li> <li>Understand the link between heart rate and breathing during exercise.</li> <li>Begin to understand why you get hotter when playing games.</li> </ul>	<ul style="list-style-type: none"> <li>Describe how their bodies feel when exercising and further understand the link between heart rate and breathing during exercise.</li> <li>Communicate what you want through your dances</li> </ul>	<ul style="list-style-type: none"> <li>Explain how their body reacts and feels when taking part in different activities and undertaking different roles.</li> <li>Understand how the muscles work – work by getting shorter, relax by getting longer.</li> <li>Move in a way that reflects the music.</li> </ul>	<ul style="list-style-type: none"> <li>Explain how their body reacts and feels when taking part in different activities and undertaking different roles.</li> <li>Understand how muscles work.</li> </ul>
Warm Up & Cool Down	Understand that warming up is an important part of a PE lesson to prepare safely for exercise.	Begin to understand the importance of warming up and cooling down.	Begin to create simple warmups.	Devise suitable warm-up activities for the upcoming activities	<ul style="list-style-type: none"> <li>Create short warm up routines that follow basic principle e.g. raise body temperature, mobilise joints and muscles.</li> <li>Suggest ideas for warming up and explain your choices.</li> </ul>	<ul style="list-style-type: none"> <li>Create short warm up routines that follow important principles.</li> <li>Know what makes a good warm down e.g. it calms the body, prevents stiffness, settles the mind</li> </ul>
Safety	<ul style="list-style-type: none"> <li>Understand how to play in a safe way.</li> <li>Demonstrate an appreciation of safety when using apparatus and equipment.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the need for preparing safely for activity.</li> <li>Has knowledge of safety rules and procedures</li> </ul>	Demonstrate an appreciation of safety when lifting, moving and placing apparatus and equipment.	Understand and follow safety procedures	Coordinate lifting and moving apparatus in a safe and sensible way	Coordinate lifting and moving apparatus in a safe and sensible way

Life Skills – Citizenship						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Evaluation and Feedback	<ul style="list-style-type: none"> <li>Recognise successful and unsuccessful techniques.</li> <li>Describe what they have done or seen others doing.</li> <li>Watch, copy and describe others play.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to evaluate and improve own performance.</li> <li>Watch and describe a performance accurately.</li> <li>Recognise what is successful.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise what they do well and what they find difficult.</li> <li>Describe and evaluate the effectiveness and quality of a dance.</li> <li>Recognise players who play well in games and give reasons why.</li> <li>Learn how to recognise your own success.</li> <li>Recognise what went well and what could be improved.</li> </ul>	<ul style="list-style-type: none"> <li>Learn how to evaluate and recognise their own success.</li> <li>Recognise and explain a good performance.</li> <li>Identify and evaluate parts of your own game and others, providing useful feedback.</li> </ul>	<ul style="list-style-type: none"> <li>Identify which aspects were performed consistently, accurately, fluently, and clearly and be able to provide feedback.</li> <li>Explain why a performance is good.</li> <li>Evaluate and recognise success.</li> <li>Watch and evaluate the success of a game.</li> <li>Identify strengths and weaknesses of your own performances and explain reasoning.</li> <li>Identify what they have done well and adapt plans for future challenges.</li> </ul>	<ul style="list-style-type: none"> <li>Engage in constructive feedback.</li> <li>Evaluate your own success and critique your own performance.</li> <li>Give feedback to individual, teams and your own performance.</li> <li>Identify and evaluate parts of your own game and others, providing feedback.</li> <li>Compare and evaluate other performances.</li> </ul>
Peer and Reciprocal Coaching	Copy and describe why they have copied that technique.	Describe to others how to hold and grip the racket on forehand shots	<ul style="list-style-type: none"> <li>Be able to describe the correct techniques to others.</li> <li>Explain what success you have seen in other people's games, and how individuals and teams achieved it.</li> </ul>	<ul style="list-style-type: none"> <li>Explain simple tactics to peers in game situations.</li> <li>Identify and describe the skills needed to improve performance and show this to others</li> </ul>	<ul style="list-style-type: none"> <li>Understand how to improve in different physical activities and sport and discuss with others.</li> <li>Explain to others why a performance is good</li> </ul>	<ul style="list-style-type: none"> <li>Share and discuss and apply techniques with others.</li> <li>Take turns to teach others a new skill or tactic.</li> </ul>
Leadership and Teamwork	<ul style="list-style-type: none"> <li>Communicate to help solve problems with others.</li> <li>Work independently and with others.</li> <li>Work well in big groups, sharing, taking turns and cooperating with others.</li> </ul>	<ul style="list-style-type: none"> <li>Show good teamwork and sportsmanship when taking part in competition.</li> <li>Understand how communication can help solve problems with others.</li> </ul>	<ul style="list-style-type: none"> <li>Collaborate with others.</li> <li>Enjoy competing and performing with others.</li> <li>Communicate effectively with other people and discuss plans to achieve success.</li> </ul>	<ul style="list-style-type: none"> <li>Employ and explain simple tactics in game situations.</li> <li>Work as a team to plan and decide what approach to use to meet the challenges.</li> <li>Communicate, collaborate, and compete with others.</li> </ul>	<ul style="list-style-type: none"> <li>Work effectively as part of a team.</li> <li>Recognise and communicate parts of a performance that could be improved and identify practices that will help.</li> <li>Communicate, collaborate, and compete with others.</li> </ul>	<ul style="list-style-type: none"> <li>Share ideas in small groups, working together to create a routine incorporating different elements.</li> <li>Work effectively as part of a team.</li> <li>Adapt games and activities making sure everyone has a role to play.</li> <li>Work within a team, leading, trusting others and valuing each other.</li> </ul>

## Life Skills – Citizenship

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Measuring and improving	<ul style="list-style-type: none"> <li>Identify what skills you need to practice.</li> <li>Use actions and ideas you have seen to improve your own skills.</li> <li>Identify good technique and justify why it is good.</li> </ul>	<ul style="list-style-type: none"> <li>Use actions and ideas you have seen to improve your own skills.</li> <li>Copy actions and ideas and use the information to improve your skills</li> </ul>	Identify what they need to practice to improve their performance.	<ul style="list-style-type: none"> <li>Be able to describe your own dance, taking characters into account as well as Identifying what they need to practice to improve their dance.</li> <li>Where appropriate, independently measure performance and set targets to improve.</li> </ul>	Develop an understanding of how to improve when playing games	<ul style="list-style-type: none"> <li>Compare their performance with previous ones and demonstrate improvement to achieve their personal best.</li> <li>Understand how to improve in different physical activities and sport.</li> <li>After observing a performance, describe the best points, suggest how to improve, and comment on techniques and tactics.</li> </ul>

## Conceptual Knowledge Overview

	Pillars of Progression				Components of Learning							
	Fundamental Movement Skills	Motor Competence	Rules, strategies & tactics	Healthy Participation	Athletics	Dance	Gymnastics	Outdoor and Adventurous Activity	Swimming	Team Games		
										Invasion	Net/Wall	Striking & Fielding
EYFS	√	√		√								
1	√	√	√	√	√	√	√	√		√	√	
2	√	√	√	√	√	√	√	√	√	√	√	√
3		√	√	√	√	√	√	√	√	√	√	
4		√	√	√	√	√	√	√	√	√	√	√
5		√	√	√	√	√	√	√		√	√	√
6		√	√	√	√	√	√			√	√	√

## Half Termly Component of Learning Overview per year group

	Autumn Term		Spring Term		Summer Term	
	1	2	1	2	1	2
Foundation	Gross Motor & Me and Myself	Working with Others & Gross Motor	Throwing and catching	Fun and Games	Ball Skills	Fitness
Year 1	Fitness	Handball	SAQ	Dance	Basketball	OAA
	Bike-ability	Football	Gymnastics	Hockey	Dance	Athletics
Year 2	Football	SAQ	Gymnastics	Dance	Swimming	Swimming
	Hockey	OAA	Basketball	Athletics	Fitness (parachute)	Cricket
Year 3	Swimming	Swimming	Gymnastics	Dodgeball	Football	Hockey
	Skipping	Handball	Multi-skills	Dance	Athletics	OAA(Team Building)
Year 4	FUNS	OAA	Swimming	Swimming	Hockey	Tennis
	Invasion Games	Dance	Gymnastics	Indoor Games	Basketball	Quadkids
Year 5	Netball	Fitness	Gymnastics	Dance	Cricket	Football
	Athletics	OAA	Handball	Tag Rugby	Hockey	Quadkids
Year 6	Netball	Athletics	Gymnastics	Circuit Training	Tennis	Rounders
	Stoolball	Dance	Team Games (indoor)	Lacrosse		Cricket

## Foundation

YR	Component of Learning	Key Primary Theme	Detail
F2	Gross Motor	Motor Competence Fundamental Movement Skills Me and Myself	<ul style="list-style-type: none"> <li>Development of <b>Motor Competence</b> and Fundamental Movement Skills.</li> <li>Making safe decisions in contact with equipment and classmates</li> <li>Me and myself</li> </ul>
	Gross Motor	Motor Competence Fundamental Movement Skills Working with others	<ul style="list-style-type: none"> <li>Development of <b>Motor Competence</b> and Fundamental Movement Skills.</li> <li>Making safe decisions in contact with equipment and classmates</li> <li>Working with others</li> </ul>
	Throwing and catching	Motor Competence Fundamental Movement Skills	<ul style="list-style-type: none"> <li>Development of <b>Motor Competence</b> and Fundamental Movement Skills.</li> <li>Making safe decisions in contact with equipment and classmates</li> </ul>
	Fun and Games	Motor Competence Fundamental Movement Skills	<ul style="list-style-type: none"> <li>Development of <b>Motor Competence</b> and Fundamental Movement Skills.</li> <li>Making safe decisions in contact with equipment and classmates</li> </ul>
	Ball Skills	Motor Competence Fundamental Movement Skills	<ul style="list-style-type: none"> <li>Development of <b>Motor Competence</b> and Fundamental Movement Skills.</li> <li>Making safe decisions in contact with equipment and classmates</li> </ul>
	Fitness	Motor Competence Fundamental Movement Skills	<ul style="list-style-type: none"> <li>Development of <b>Motor Competence</b> and Fundamental Movement Skills.</li> <li>Making safe decisions in contact with equipment and classmates</li> </ul>

## Year 1

YR	Component of Learning	Key Primary Theme	Detail
One	Fitness	Motor Competence Fundamental Movement Skills	<ul style="list-style-type: none"> <li>Development of <b>Motor Competence</b> and <b>Fundamental Movement Skills</b>.</li> <li>Making safe decisions in contact with equipment and classmates</li> </ul>
	Gymnastics	Motor Competence Fundamental Movement Skills Gymnastics	<ul style="list-style-type: none"> <li>Development of <b>Motor Competence</b> and <b>Fundamental Movement Skills</b>.</li> <li>Making safe decisions in contact with equipment and classmates</li> <li><b>Gymnastics</b> - practice skills relating to balance, shape, travelling, flexibility, strength and control</li> </ul>
	Handball	Motor Competence Fundamental Movement Skills Team Games	<ul style="list-style-type: none"> <li>Development of <b>Motor Competence</b> and Fundamental Movement Skills.</li> <li>Making safe decisions in contact with equipment and classmates</li> <li><b>Team Games</b> – apply skills of throwing, catching in a variety of team and competitive games</li> </ul>
	Football	Motor Competence Fundamental Movement Skills Team Games: Invasion	<ul style="list-style-type: none"> <li>Development of <b>Motor Competence</b> and Fundamental Movement Skills.</li> <li>Making safe decisions in contact with equipment and classmates</li> <li><b>Invasion</b> - apply skills of passing, shooting, attacking and defending in a variety of team and competitive games</li> </ul>
	SAQ Speed Agility Quickness	Motor Competence Fundamental Movement Skills Athletics	<ul style="list-style-type: none"> <li>Development of <b>Motor Competence</b> and Fundamental Movement Skills.</li> <li>Making safe decisions in contact with equipment and classmates</li> <li><b>Athletics</b> - develop increasing competence in the techniques of running</li> </ul>
	Hockey	Motor Competence Fundamental Movement Skills Team Games: Invasion	<ul style="list-style-type: none"> <li>Development of <b>Motor Competence</b> and Fundamental Movement Skills.</li> <li>Making safe decisions in contact with equipment and classmates</li> <li><b>Invasion</b> - apply skills of passing, shooting, attacking and defending in a variety of team and competitive games</li> </ul>
	Basketball	Motor Competence Fundamental Movement Skills Team Games: Invasion	<ul style="list-style-type: none"> <li>Development of <b>Motor Competence</b> and Fundamental Movement Skills.</li> <li>Making safe decisions in contact with equipment and classmates</li> <li><b>Invasion</b> - apply skills of passing, shooting, attacking and defending in a variety of team and competitive games</li> </ul>
	Dance	Motor Competence Fundamental Movement Skills Dance	<ul style="list-style-type: none"> <li>Development of <b>Motor Competence</b> and Fundamental Movement Skills.</li> <li>Making safe decisions in contact with equipment and classmates</li> <li><b>Dance</b> – communicating ideas through dance and movement, respond to rhythm and apply their learning to performance</li> </ul>
	Outdoor Adventurous Activity(OAA) Orienteering	Motor Competence Fundamental Movement Skills Orienteering	<ul style="list-style-type: none"> <li>Development of <b>Motor Competence</b> and <b>Fundamental Movement Skills</b>.</li> <li>Making safe decisions in contact with equipment and classmates</li> <li><b>Orienteering</b> – importance of teamwork and communication when solving problems involving navigation, maps and compasses</li> </ul>
	Athletics	Motor Competence Fundamental Movement Skills Athletics	<ul style="list-style-type: none"> <li>Development of <b>Motor Competence</b> and <b>Fundamental Movement Skills</b>.</li> <li>Making safe decisions in contact with equipment and classmates</li> <li><b>Athletics</b> - develop increasing competence in the techniques of running, jumping, throwing and catching</li> </ul>

## Year 2

YR	Component of Learning	Key Primary Theme	Detail
Two	Football	Motor Competence Fundamental Movement Skills Team Games: Invasion	<ul style="list-style-type: none"> <li>Development of <b>Motor Competence</b> and Fundamental Movement Skills.</li> <li>Making safe decisions in contact with equipment and classmates</li> <li><b>Invasion</b> - apply skills of passing, shooting, attacking and defending in a variety of team and competitive games</li> </ul>
	Hockey	Motor Competence Fundamental Movement Skills Team Games: Invasion	<ul style="list-style-type: none"> <li>Development of <b>Motor Competence</b> and Fundamental Movement Skills.</li> <li>Making safe decisions in contact with equipment and classmates</li> <li><b>Invasion</b> - apply skills of passing, shooting, attacking and defending in a variety of team and competitive games</li> </ul>
	SAQ Strength, Agility, Quickness	Motor Competence Fundamental Movement Skills Athletics	<ul style="list-style-type: none"> <li>Development of <b>Motor Competence</b> and Fundamental Movement Skills.</li> <li>Making safe decisions in contact with equipment and classmates</li> <li><b>Athletics</b> - develop increasing competence in the techniques of running</li> </ul>
	Outdoor Adventurous Activity (OAA) Orienteering	Motor Competence Fundamental Movement Skills Orienteering	<ul style="list-style-type: none"> <li>Development of <b>Motor Competence</b> and <b>Fundamental Movement Skills</b>.</li> <li>Making safe decisions in contact with equipment and classmates</li> <li><b>Orienteering</b> – importance of teamwork and communication when solving problems involving navigation, maps and compasses</li> </ul>
	Gymnastics	Motor Competence Fundamental Movement Skills Gymnastics	<ul style="list-style-type: none"> <li>Development of <b>Motor Competence</b> and <b>Fundamental Movement Skills</b>.</li> <li>Making safe decisions in contact with equipment and classmates</li> <li><b>Gymnastics</b> - practice skills relating to balance, shape, travelling, flexibility, strength and control</li> </ul>
	Dance	Motor Competence Fundamental Movement Skills Dance	<ul style="list-style-type: none"> <li>Development of <b>Motor Competence</b> and Fundamental Movement Skills.</li> <li>Making safe decisions in contact with equipment and classmates</li> <li><b>Dance</b> – communicating ideas through dance and movement, respond to rhythm and apply their learning to performance</li> </ul>
	Basketball	Motor Competence Fundamental Movement Skills Team Games: Invasion	<ul style="list-style-type: none"> <li>Development of <b>Motor Competence</b> and Fundamental Movement Skills.</li> <li>Making safe decisions in contact with equipment and classmates</li> <li><b>Invasion</b> - apply skills of passing, shooting, attacking and defending in a variety of team and competitive games</li> </ul>
	Fitness (parachute)	Motor Competence Fundamental Movement Skills	<ul style="list-style-type: none"> <li>Development of <b>Motor Competence</b> and <b>Fundamental Movement Skills</b>.</li> <li>Making safe decisions in contact with equipment and classmates</li> </ul>
	Swimming	Motor Competence Fundamental Movement Skills Healthy Participation	<ul style="list-style-type: none"> <li>Develop an understanding of water safety, learn different strokes for swimming and increase confidence in water.</li> <li>Learn to swim competently and proficiently over a distance of 25 metres.</li> </ul>
	Athletics	Motor Competence Fundamental Movement Skills Athletics	<ul style="list-style-type: none"> <li>Development of <b>Motor Competence</b> and <b>Fundamental Movement Skills</b>.</li> <li>Making safe decisions in contact with equipment and classmates</li> <li><b>Athletics</b> - develop increasing competence in the techniques of running, jumping, throwing and catching</li> </ul>
	Cricket	Motor Competence Fundamental Movement Skills Team Games: Striking & Fielding	<ul style="list-style-type: none"> <li>Development of <b>Motor Competence</b> and Fundamental Movement Skills.</li> <li>Making safe decisions in contact with equipment and classmates</li> <li><b>Striking and Fielding</b> – apply skills of striking, fielding, attacking and defending in a variety of team and competitive games</li> </ul>

## P.E. – Key Primary Themes – Lower Key Stage 2

### Year 3

YR	Component of Learning	Key Primary Theme	Detail
Three	Swimming	Motor Competence Fundamental Movement Skills Healthy Participation	<ul style="list-style-type: none"> <li>Develop an understanding of water safety, learn different strokes for swimming and increase confidence in water.</li> <li>Learn to swim competently and proficiently over a distance of 25 metres.</li> </ul>
	Fitness (Skipping)	Motor Competence Fundamental Movement Skills Healthy Participation	<ul style="list-style-type: none"> <li>Continued progress of <b>Motor Competence</b>.</li> <li>Begin to understand and apply <b>Rules, Strategies</b> and <b>Tactics</b>.</li> <li><b>Healthy Participation</b>; making safe decisions and understanding the relationships between physical activity and its effect on the body</li> </ul>
	Handball	Motor Competence Fundamental Movement Skills Healthy Participation Team Games	<ul style="list-style-type: none"> <li>Continued progress of <b>Motor Competence</b>.</li> <li>Begin to understand and apply <b>Rules, Strategies</b> and <b>Tactics</b>.</li> <li><b>Healthy Participation</b>; making safe decisions and understanding the relationships between physical activity and its effect on the body</li> <li><b>Team Games</b> – apply skills of throwing, catching in a variety of team and competitive games</li> </ul>
	Gymnastics	Motor Competence Fundamental Movement Skills Healthy Participation	<ul style="list-style-type: none"> <li>Continued progress of <b>Motor Competence</b>.</li> <li>Begin to understand and apply <b>Rules, Strategies</b> and <b>Tactics</b>.</li> <li><b>Healthy Participation</b>; making safe decisions and understanding the relationships between physical activity and its effect on the body</li> <li><b>Gymnastics</b> - practice skills relating to balance, shape, travelling, flexibility, strength and control</li> </ul>
	Dance	Motor Competence Fundamental Movement Skills Healthy Participation	<ul style="list-style-type: none"> <li>Continued progress of <b>Motor Competence</b>.</li> <li>Begin to understand and apply <b>Rules, Strategies</b> and <b>Tactics</b>.</li> <li><b>Healthy Participation</b>; making safe decisions and understanding the relationships between physical activity and its effect on the body</li> <li><b>Dance</b> – communicating ideas through dance and movement, respond to rhythm and apply their learning to performance</li> </ul>
	Dodgeball	Motor Competence Fundamental Movement Skills Healthy Participation Team Games	<ul style="list-style-type: none"> <li>Continued progress of <b>Motor Competence</b>.</li> <li>Begin to understand and apply <b>Rules, Strategies</b> and <b>Tactics</b>.</li> <li><b>Healthy Participation</b>; making safe decisions and understanding the relationships between physical activity and its effect on the body</li> <li><b>Net/Wall</b> – apply skills of passing, shooting, attacking and defending in a variety of team and competitive games</li> </ul>
	Multi-skills	Motor Competence Fundamental Movement Skills Healthy Participation	<ul style="list-style-type: none"> <li>Continued progress of <b>Motor Competence</b>.</li> <li>Begin to understand and apply <b>Rules, Strategies</b> and <b>Tactics</b>.</li> <li><b>Healthy Participation</b>; making safe decisions and understanding the relationships between physical activity and its effect on the body</li> </ul>
	Football	Motor Competence Fundamental Movement Skills Healthy Participation Team Games	<ul style="list-style-type: none"> <li>Continued progress of <b>Motor Competence</b>.</li> <li>Begin to understand and apply <b>Rules, Strategies</b> and <b>Tactics</b>.</li> <li><b>Healthy Participation</b>; making safe decisions and understanding the relationships between physical activity and its effect on the body</li> <li><b>Invasion</b> - apply skills of passing, shooting, attacking and defending in a variety of team and competitive games</li> </ul>
	Athletics	Motor Competence Fundamental Movement Skills Healthy Participation	<ul style="list-style-type: none"> <li>Continued progress of <b>Motor Competence</b>.</li> <li>Begin to understand and apply <b>Rules, Strategies</b> and <b>Tactics</b>.</li> <li><b>Healthy Participation</b>; making safe decisions and understanding the relationships between physical activity and its effect on the body</li> <li><b>Athletics</b> - develop increasing competence in the techniques of running, jumping, throwing and catching</li> </ul>
	Hockey	Motor Competence Fundamental Movement Skills Healthy Participation Team Games	<ul style="list-style-type: none"> <li>Continued progress of <b>Motor Competence</b>.</li> <li>Begin to understand and apply <b>Rules, Strategies</b> and <b>Tactics</b>.</li> <li><b>Healthy Participation</b>; making safe decisions and understanding the relationships between physical activity and its effect on the body</li> <li><b>Invasion</b> - apply skills of passing, shooting, attacking and defending in a variety of team and competitive games</li> </ul>
	OAA Team Building	Motor Competence Fundamental Movement Skills Healthy Participation Orienteering	<ul style="list-style-type: none"> <li>Continued progress of <b>Motor Competence</b>.</li> <li>Begin to understand and apply <b>Rules, Strategies</b> and <b>Tactics</b>.</li> <li><b>Healthy Participation</b>; making safe decisions and understanding the relationships between physical activity and its effect on the body</li> <li><b>Orienteering</b> – importance of teamwork and communication when solving problems involving navigation, maps and compasses</li> </ul>

## Year 4

YR	Component of Learning	Key Primary Theme	Detail
Four	Dance	Motor Competence Fundamental Movement Skills Healthy Participation	<ul style="list-style-type: none"> <li>Continued progress of <b>Motor Competence</b>.</li> <li>Begin to understand and apply <b>Rules, Strategies and Tactics</b>.</li> <li><b>Healthy Participation</b>; making safe decisions and understanding the relationships between physical activity and its effect on the body</li> <li><b>Dance</b> – communicating ideas through dance and movement, respond to rhythm and apply their learning to performance</li> </ul>
	Team Games – Invasion	Motor Competence Fundamental Movement Skills Healthy Participation Team Games	<ul style="list-style-type: none"> <li>Continued progress of <b>Motor Competence</b>.</li> <li>Begin to understand and apply <b>Rules, Strategies and Tactics</b>.</li> <li><b>Healthy Participation</b>; making safe decisions and understanding the relationships between physical activity and its effect on the body</li> <li><b>Invasion</b> - apply skills of passing, shooting, attacking and defending in a variety of team and competitive games</li> </ul>
	Outdoor Adventurous Activity	Motor Competence Fundamental Movement Skills Healthy Participation Orienteering	<ul style="list-style-type: none"> <li>Continued progress of <b>Motor Competence</b>.</li> <li>Begin to understand and apply <b>Rules, Strategies and Tactics</b>.</li> <li><b>Healthy Participation</b>; making safe decisions and understanding the relationships between physical activity and its effect on the body</li> <li><b>Orienteering</b> – importance of teamwork and communication when solving problems involving navigation, maps and compasses</li> </ul>
	Fitness (FUNS)	Motor Competence Fundamental Movement Skills Healthy Participation	<ul style="list-style-type: none"> <li>Continued progress of <b>Motor Competence</b>.</li> <li>Begin to understand and apply <b>Rules, Strategies and Tactics</b>.</li> <li><b>Healthy Participation</b>; making safe decisions and understanding the relationships between physical activity and its effect on the body</li> </ul>
	Swimming	Motor Competence Fundamental Movement Skills Healthy Participation	<ul style="list-style-type: none"> <li>Develop an understanding of water safety, learn different strokes for swimming and increase confidence in water.</li> <li>Learn to swim competently and proficiently over a distance of 25 metres.</li> </ul>
	Gymnastics	Motor Competence Fundamental Movement Skills Healthy Participation	<ul style="list-style-type: none"> <li>Continued progress of <b>Motor Competence</b>.</li> <li>Begin to understand and apply <b>Rules, Strategies and Tactics</b>.</li> <li><b>Healthy Participation</b>; making safe decisions and understanding the relationships between physical activity and its effect on the body</li> <li><b>Gymnastics</b> - practice skills relating to balance, shape, travelling, flexibility, strength and control</li> </ul>
	Indoor Games – Dodgeball	Motor Competence Fundamental Movement Skills Healthy Participation Team Games	<ul style="list-style-type: none"> <li>Continued progress of <b>Motor Competence</b>.</li> <li>Begin to understand and apply <b>Rules, Strategies and Tactics</b>.</li> <li><b>Healthy Participation</b>; making safe decisions and understanding the relationships between physical activity and its effect on the body</li> <li><b>Net/Wall</b> – apply skills of passing, shooting, attacking and defending in a variety of team and competitive games</li> </ul>
	Hockey	Motor Competence Fundamental Movement Skills Healthy Participation Team Games	<ul style="list-style-type: none"> <li>Continued progress of <b>Motor Competence</b>.</li> <li>Begin to understand and apply <b>Rules, Strategies and Tactics</b>.</li> <li><b>Healthy Participation</b>; making safe decisions and understanding the relationships between physical activity and its effect on the body</li> <li><b>Invasion</b> - apply skills of passing, shooting, attacking and defending in a variety of team and competitive games</li> </ul>
	Basketball	Motor Competence Fundamental Movement Skills Healthy Participation Team Games	<ul style="list-style-type: none"> <li>Continued progress of <b>Motor Competence</b>.</li> <li>Begin to understand and apply <b>Rules, Strategies and Tactics</b>.</li> <li><b>Healthy Participation</b>; making safe decisions and understanding the relationships between physical activity and its effect on the body</li> <li><b>Invasion</b> - apply skills of passing, shooting, attacking and defending in a variety of team and competitive games</li> </ul>
	Tennis	Motor Competence Fundamental Movement Skills Healthy Participation Team Games	<ul style="list-style-type: none"> <li>Continued progress of <b>Motor Competence</b>.</li> <li>Begin to understand and apply <b>Rules, Strategies and Tactics</b>.</li> <li><b>Healthy Participation</b>; making safe decisions and understanding the relationships between physical activity and its effect on the body</li> <li><b>Net/Wall</b> – apply skills of passing, shooting, attacking and defending in a variety of team and competitive games</li> </ul>
	Athletics (Quadkids)	Motor Competence Fundamental Movement Skills Healthy Participation	<ul style="list-style-type: none"> <li>Continued progress of <b>Motor Competence</b>.</li> <li>Begin to understand and apply <b>Rules, Strategies and Tactics</b>.</li> <li><b>Healthy Participation</b>; making safe decisions and understanding the relationships between physical activity and its effect on the body</li> <li><b>Athletics</b> - develop increasing competence in the techniques of running, jumping, throwing and catching</li> </ul>



## P.E. – Key Primary Themes – Upper Key Stage 2

### Year 5

YR	Component of Learning	Key Primary Theme	Detail
Five	Netball	Motor competence Rules, strategies and tactics Healthy Participation Team Games: Net/Wall	<ul style="list-style-type: none"> <li>Continued progress of <b>motor competence</b></li> <li>Understanding and applying <b>rules, strategies</b> and <b>tactics</b></li> <li><b>Healthy Participation</b>; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body</li> <li><b>Net/Wall</b> – apply skills of passing, shooting, attacking and defending in a variety of team and competitive games</li> </ul>
	Athletics (indoor)	Motor competence Rules, strategies and tactics Healthy Participation Athletics	<ul style="list-style-type: none"> <li>Continued progress of <b>motor competence</b></li> <li>Understanding and applying <b>rules, strategies</b> and <b>tactics</b></li> <li><b>Healthy Participation</b>; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body</li> <li><b>Athletics</b> - develop increasing competence in the techniques of running, jumping, throwing and catching</li> </ul>
	Fitness	Motor Competence Healthy Participation	<ul style="list-style-type: none"> <li>Continued progress of <b>motor competence</b></li> <li><b>Healthy Participation</b>; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body.</li> </ul>
	Outdoor Adventurous Activity	Motor Competence Fundamental Movement Skills Healthy Participation Orienteering	<ul style="list-style-type: none"> <li>Continued progress of <b>Motor Competence</b>.</li> <li>Begin to understand and apply <b>Rules, Strategies</b> and <b>Tactics</b>.</li> <li><b>Healthy Participation</b>; making safe decisions and understanding the relationships between physical activity and its effect on the body</li> <li><b>Orienteering</b> – importance of teamwork and communication when solving problems involving navigation, maps and compasses</li> </ul>
	Gymnastics	Motor competence Healthy Participation Gymnastics	<ul style="list-style-type: none"> <li>Continued progress of <b>motor competence</b></li> <li><b>Healthy Participation</b>; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body</li> <li><b>Gymnastics</b> - Gain the knowledge of different gymnastic moves and use these to create sequences with increasing competence and complexity.</li> </ul>
	Dance	Motor competence Healthy Participation Dance	<ul style="list-style-type: none"> <li>Continued progress of <b>Motor Competence</b>.</li> <li><b>Healthy Participation</b>; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body</li> <li><b>Dance</b> – communicating ideas through dance and movement, respond to rhythm and apply their learning to performance</li> </ul>
	Handball	Motor competence Rules, strategies and tactics Healthy Participation Team Games: Invasion	<ul style="list-style-type: none"> <li>Continued progress of <b>motor competence</b></li> <li>Understanding and applying <b>rules, strategies</b> and <b>tactics</b></li> <li><b>Healthy Participation</b>; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body</li> <li><b>Invasion Games</b> – apply skills of passing, shooting, attacking and defending in a variety of team and competitive games</li> </ul>
	Tag Rugby	Motor competence Rules, strategies and tactics Healthy Participation Team Games: Invasion	<ul style="list-style-type: none"> <li>Continued progress of <b>motor competence</b></li> <li>Understanding and applying <b>rules, strategies</b> and <b>tactics</b></li> <li><b>Healthy Participation</b>; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body</li> <li><b>Invasion Games</b> – apply skills of passing, shooting, attacking and defending in a variety of team and competitive games</li> </ul>
	Cricket	Motor competence Rules, strategies and tactics Healthy Participation Team Games: Striking and Fielding	<ul style="list-style-type: none"> <li>Continued progress of <b>motor competence</b></li> <li>Understanding and applying <b>rules, strategies</b> and <b>tactics</b></li> <li><b>Healthy Participation</b>; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body</li> <li><b>Striking and Fielding</b> – apply skills of striking, fielding, attacking and defending in a variety of team and competitive games</li> </ul>
	Football	Motor competence Rules, strategies and tactics Healthy Participation Team Games: Invasion	<ul style="list-style-type: none"> <li>Continued progress of <b>motor competence</b></li> <li>Understanding and applying <b>rules, strategies</b> and <b>tactics</b></li> <li><b>Healthy Participation</b>; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body</li> <li><b>Invasion Games</b> – apply skills of passing, shooting, attacking and defending in a variety of team and competitive games</li> </ul>
	Hockey	Motor competence Rules, strategies and tactics Healthy Participation Team Games: Invasion	<ul style="list-style-type: none"> <li>Continued progress of <b>motor competence</b></li> <li>Understanding and applying <b>rules, strategies</b> and <b>tactics</b></li> <li><b>Healthy Participation</b>; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body</li> <li><b>Invasion Games</b> – apply skills of passing, shooting, attacking and defending in a variety of team and competitive games</li> </ul>
	Athletics (Quadkids)	Motor competence Rules, strategies and tactics Healthy Participation Athletics	<ul style="list-style-type: none"> <li>Continued progress of <b>motor competence</b></li> <li>Understanding and applying <b>rules, strategies</b> and <b>tactics</b></li> <li><b>Healthy Participation</b>; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body</li> <li><b>Athletics</b> - develop increasing competence in the techniques of running, jumping, throwing and catching</li> </ul>

## Year 6

YR	Component of Learning	Key Primary Theme	Detail
Six	Netball	Motor competence Rules, strategies and tactics Healthy Participation Team Games: Net/Wall	<ul style="list-style-type: none"> <li>Continued progress of <b>motor competence</b></li> <li>Understanding and applying <b>rules, strategies and tactics</b></li> <li><b>Healthy Participation</b>; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body</li> <li><b>Net/Wall</b> – apply skills of passing, shooting, attacking and defending in a variety of team and competitive games</li> </ul>
	Stoolball	Motor competence Rules, strategies and tactics Healthy Participation Team Games: Striking and Fielding	<ul style="list-style-type: none"> <li>Continued progress of <b>motor competence</b></li> <li>Understanding and applying <b>rules, strategies and tactics</b></li> <li><b>Healthy Participation</b>; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body</li> <li><b>Striking and Fielding</b> – apply skills of striking, fielding, attacking and defending in a variety of team and competitive games</li> </ul>
	Athletics	Motor competence Rules, strategies and tactics Healthy Participation Athletics	<ul style="list-style-type: none"> <li>Continued progress of <b>motor competence</b></li> <li>Understanding and applying <b>rules, strategies and tactics</b></li> <li><b>Healthy Participation</b>; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body</li> <li><b>Athletics</b> - develop increasing competence in the techniques of running, jumping, throwing and catching</li> </ul>
	Dance	Motor competence Healthy Participation Dance	<ul style="list-style-type: none"> <li>Continued progress of <b>Motor Competence</b>.</li> <li><b>Healthy Participation</b>; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body</li> <li><b>Dance</b> – communicating ideas through dance and movement, respond to rhythm and apply their learning to performance</li> </ul>
	Gymnastics	Motor competence Healthy Participation Gymnastics	<ul style="list-style-type: none"> <li>Continued progress of <b>motor competence</b></li> <li><b>Healthy Participation</b>; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body</li> <li><b>Gymnastics</b> - Gain the knowledge of different gymnastic moves and use these to create sequences with increasing competence and complexity.</li> </ul>
	Indoor Games	Motor competence Rules, strategies and tactics Healthy Participation Team Games: Net/Wall	<ul style="list-style-type: none"> <li>Continued progress of <b>motor competence</b></li> <li>Understanding and applying <b>rules, strategies and tactics</b></li> <li><b>Healthy Participation</b>; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body</li> <li><b>Net/Wall</b> – apply skills of passing, shooting, attacking and defending in a variety of team and competitive games</li> </ul>
	Circuit Training (Fitness)	Motor Competence Healthy Participation	<ul style="list-style-type: none"> <li>Continued progress of <b>motor competence</b></li> <li><b>Healthy Participation</b>; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body.</li> </ul>
	Lacrosse	Motor competence Rules, strategies and tactics Healthy Participation Team Games: Invasion	<ul style="list-style-type: none"> <li>Continued progress of <b>motor competence</b></li> <li>Understanding and applying <b>rules, strategies and tactics</b></li> <li><b>Healthy Participation</b>; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body</li> <li><b>Invasion Games</b> – apply skills of passing, shooting, attacking and defending in a variety of team and competitive games</li> </ul>
	Tennis	Motor competence Rules, strategies and tactics Healthy Participation Team Games: Net/Wall	<ul style="list-style-type: none"> <li>Continued progress of <b>motor competence</b></li> <li>Understanding and applying <b>rules, strategies and tactics</b></li> <li><b>Healthy Participation</b>; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body</li> <li><b>Net/Wall</b> – apply skills of passing, shooting, attacking and defending in a variety of team and competitive games</li> </ul>
	Team Games	Motor competence Rules, strategies and tactics Healthy Participation Team Games: Invasion	<ul style="list-style-type: none"> <li>Continued progress of <b>motor competence</b></li> <li>Understanding and applying <b>rules, strategies and tactics</b></li> <li><b>Healthy Participation</b>; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body</li> <li><b>Invasion Games</b> – apply skills of passing, shooting, attacking and defending in a variety of team and competitive games</li> </ul>
	Rounders	Motor competence Rules, strategies and tactics Healthy Participation Team Games: Striking and Fielding	<ul style="list-style-type: none"> <li>Continued progress of <b>motor competence</b></li> <li>Understanding and applying <b>rules, strategies and tactics</b></li> <li><b>Healthy Participation</b>; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body</li> <li><b>Striking and Fielding</b> – apply skills of striking, fielding, attacking and defending in a variety of team and competitive games</li> </ul>
	Cricket	Motor competence Rules, strategies and tactics Healthy Participation Team Games: Striking and Fielding	<ul style="list-style-type: none"> <li>Continued progress of <b>motor competence</b></li> <li>Understanding and applying <b>rules, strategies and tactics</b></li> <li><b>Healthy Participation</b>; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body</li> <li><b>Striking and Fielding</b> – apply skills of striking, fielding, attacking and defending in a variety of team and competitive games</li> </ul>

### The Foundations for Learning Computing in the Early Years

The foundations for being physically active begin in the early year's classroom. A BHPS, our curriculum aligns the EYFS area of physical development with the PE National Curriculum. Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, children develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play allows children to develop proficiency, control and confidence.

Our EYFS curriculum ensures sufficient coverage of Key Primary Themes including: core strength, development of motor competence and fundamental movement, making safe decisions, understanding me and working with others. The sticky knowledge is explicitly taught and embedded through pedagogical approaches appropriate for EYFS. Our Foundation unit is a vocabulary rich environment where adults enhance children's language associated with physical development.

Learning is carefully sequenced, considering the small steps children need to achieve the ELG and considers the interplay between conceptual and procedural knowledge that children need in order to access the National Curriculum. KS1 staff draw upon the Understanding of the World ELG assessment to support future teaching. The ELG assesses only a small proportion of the learning children experience. As KS1 teachers begin Component of Learning s, they teach and assess initial knowledge that children may have acquired previously

Foundation	Autumn Term		Spring Term		Summer Term	
	1	2	1	2	1	2
Topic Title	I wonder... what makes us special and what I can do?	I wonder... where the story will take us?	I wonder.... what's out there?		I wonder....how living things grow?	
Components of learning	Gross Motor (Me and Myself)	Gross Motor (Working with others)	Throwing and catching	Fun and Games	Ball Skills	Fitness
Links to P.E. Key Concept	<ul style="list-style-type: none"> <li>Development of <b>Motor Competence</b> and Fundamental Movement Skills.</li> <li>Making safe decisions in contact with equipment and classmates</li> <li>Me and myself</li> </ul>	<ul style="list-style-type: none"> <li>Development of <b>Motor Competence</b> and Fundamental Movement Skills.</li> <li>Making safe decisions in contact with equipment and classmates</li> <li>Working with others</li> </ul>	<ul style="list-style-type: none"> <li>Development of <b>Motor Competence</b> and Fundamental Movement Skills.</li> <li>Making safe decisions in contact with equipment and classmates</li> </ul>	<ul style="list-style-type: none"> <li>Development of <b>Motor Competence</b> and Fundamental Movement Skills.</li> <li>Making safe decisions in contact with equipment and classmates</li> </ul>	<ul style="list-style-type: none"> <li>Development of <b>Motor Competence</b> and Fundamental Movement Skills.</li> <li>Making safe decisions in contact with equipment and classmates</li> </ul>	<ul style="list-style-type: none"> <li>Development of <b>Motor Competence</b> and Fundamental Movement Skills.</li> <li>Making safe decisions in contact with equipment and classmates</li> </ul>
Sticky knowledge	<b>Conceptual Knowledge</b> <ul style="list-style-type: none"> <li>Shows some understanding towards the effects of activity on their body.</li> <li>Responds to ideas showing understanding, asking questions of others</li> </ul>	<b>Conceptual Knowledge</b> <ul style="list-style-type: none"> <li>Shows some understanding that good practises regarding exercise, eating,</li> <li>sleeping and hygiene can contribute to good health.</li> <li>Aware of the boundaries set, and of behavioural expectations in the setting, and can respond to simple instructions</li> </ul>	<b>Conceptual Knowledge</b> <ul style="list-style-type: none"> <li>Able to respond to simple instructions, showing a good understanding of safety when using tools and equipment.</li> <li>Aware of the boundaries set, and of behavioural expectations in the setting, and can respond to simple instructions.</li> </ul>	<b>Conceptual Knowledge</b> <ul style="list-style-type: none"> <li>Shows understanding of the need for safety when tackling new challenges and considers and manages some risks when using equipment.</li> <li>Aware of the boundaries set, and of behavioural expectations in the setting, and can respond to simple instructions.</li> </ul>	<b>Conceptual Knowledge</b> <ul style="list-style-type: none"> <li>Shows understanding of the need for safety when tackling new challenges and considers and manages some risks when using equipment.</li> <li>Shows some understanding towards the effects of activity on their body.</li> <li>Aware of the boundaries set, and of behavioural expectations in the setting,</li> </ul>	<b>Conceptual Knowledge</b> <ul style="list-style-type: none"> <li>Understand the benefits of regular exercise</li> </ul> <b>Procedural Knowledge</b> <ul style="list-style-type: none"> <li>Improve speed, agility, balance, coordination, strength and physical fitness.</li> <li>Develop the jumping technique safely.</li> <li>Work well as a team to improve performance.</li> <li>Solve challenges whilst on the move.</li> </ul>

	<b>Procedural Knowledge</b> <ul style="list-style-type: none"><li>• Ability to dress themselves with support if necessary.</li><li>• Moves freely and with pleasure and confidence in a range of skilful ways.</li><li>• Engages in conversation with others.</li><li>• Runs skilfully and negotiates spaces successfully, adjusting speed or direction to avoid obstacles.</li><li>• Ability to link sounds to letters, naming and sounding the letters of the alphabet.</li></ul>		<b>Procedural Knowledge</b> <ul style="list-style-type: none"><li>• Can play in a group.</li><li>• Keeps play going by responding to what others are saying or doing.</li><li>• Begins to accept the needs of others and can take turns and share, sometimes with the support of others.</li><li>• Runs skilfully and negotiates spaces successfully, adjusting speed or direction to avoid obstacles.</li></ul>	<b>Procedural Knowledge</b> <ul style="list-style-type: none"><li>• Showing increased control when catching a ball.</li><li>• Shows increasing control over an object, pushing, passing, throwing, catching, or kicking it.</li><li>• Moves freely and with pleasure and confidence in a range of skilful ways.</li><li>• Can play fairly in a group. Show the ability to accept the needs of others and can take turns and share resources, sometimes with support from others.</li></ul>		<b>Procedural Knowledge</b> <ul style="list-style-type: none"><li>• Runs skilfully and negotiates spaces successfully, adjusting speed or direction to avoid obstacles.</li><li>• Begins to accept the needs of others and can take turns and share, sometimes with the support of others.</li><li>• Moves freely and with pleasure and confidence in a range of skilful ways.</li><li>• Shows understanding when counting objects to 10 and beginning to count beyond 10</li></ul>		and can respond to simple instructions. <b>Procedural Knowledge</b> <ul style="list-style-type: none"><li>• Can play in a group, extending and elaborating play ideas within the group.</li><li>• Shows increasing control when throwing and catching a large ball.</li><li>• Begins to accept the needs of others and can take turns and share, sometimes with the support of others</li></ul>		<ul style="list-style-type: none"><li>• Demonstrate the correct jumping and landing techniques.</li><li>• Work individually and cooperatively to perform a range of balances.</li><li>• Apply skills learnt throughout the unit in a range of activities.</li></ul>
<b>Link to KS1 Key Concepts</b>	Y1 & Y2 Fitness, SAQ, dance, gymnastics		Y1 & Y2 Fitness, SAQ, dance, gymnastics	Y1 Throwing and Catching Y1 & Y2 Basketball		Y1 & Y2 Football, Hockey, Basketball Cricket (Y2)		Y1 & Y2 Football, Hockey, Basketball Cricket (Y2)		Y1 & Y2 Fitness
<b>Explore and Learn in continuous provision</b>				<ul style="list-style-type: none"><li>•</li></ul>						
<b>Vocabulary</b>	<b>Tier 1</b>	<b>Tier 2</b>	<b>Tier 3</b>	<b>Tier 1</b>	<b>Tier 2</b>	<b>Tier 3</b>	<b>Tier 1</b>	<b>Tier 2</b>	<b>Tier 3</b>	
	help learn lesson ready uniform watch	aim awareness body parts bounce catch changing count direction heart rate instruction partner quick roll speed target team throw		hands hear listen look ready watch watch	aim bounce breathing catch count counting direction head up kick push roll run sight target throw together			balance ball control bounce collect coordination count exercise explore games hand health height high instructions jumping landing safe space safety speed strength teamwork weaving		

## Appendix – Key Knowledge and Vocabulary

Tier 1	Tier 2	Tier 3
<b>Basic vocabulary</b> <i>To be used but require little or no explicit instruction.</i>	<b>Academic vocabulary</b> <i>To be taught and assessed. Words that could be used across disciplines.</i>	<b>Context Specific</b> <i>Specific vocab that will normally relate to one subject – to be taught and assessed</i>

P.E.	Foundation		
Key Knowledge	Key Vocabulary		
Component of Learning – Gross Motor (Me and Myself)	Tier 1	Tier 2	Tier 3
<b>Links to Key Primary Theme</b> <ul style="list-style-type: none"> <li>Development of <b>Motor Competence</b> and Fundamental Movement Skills.</li> <li>Making safe decisions in contact with equipment and classmates</li> <li>Me and myself</li> </ul>	learn lesson uniform	awareness body parts changing direction heart rate instruction quick speed	
<b>Link to KS1 Key Primary Themes</b> Y1 & Y2 Fitness, SAQ, dance, gymnastics			
<b>Early Learning Goals</b> <ul style="list-style-type: none"> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> <li>Work and play cooperatively and take turns with others.</li> <li>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</li> <li>Show sensitivity to their own and to others' needs</li> </ul>			
<b>Sticky knowledge: taught &amp; assessed for end goal.</b> Conceptual Knowledge <ul style="list-style-type: none"> <li><input type="checkbox"/> Shows some understanding towards the effects of activity on their body.</li> <li><input type="checkbox"/> Responds to ideas showing understanding, asking questions of others</li> </ul> Procedural Knowledge <ul style="list-style-type: none"> <li><input type="checkbox"/> Ability to dress themselves with support if necessary.</li> <li><input type="checkbox"/> Moves freely and with pleasure and confidence in a range of skilful ways.</li> <li><input type="checkbox"/> Engages in conversation with others.</li> <li><input type="checkbox"/> Runs skilfully and negotiates spaces successfully, adjusting speed or direction to avoid obstacles.</li> <li><input type="checkbox"/> Ability to link sounds to letters, naming and sounding the letters of the alphabet.</li> </ul>			

Component of Learning – Gross Motor (Working with others)	Tier 1	Tier 2	Tier 3
<b>Links to Key Primary Theme</b> <ul style="list-style-type: none"> <li>Development of <b>Motor Competence</b> and Fundamental Movement Skills.</li> <li>Making safe decisions in contact with equipment and classmates</li> <li>Working with others</li> </ul>	help ready watch	aim bounce catch count partner roll target team throw	
<b>Link to KS1 Key Primary Themes</b> Y1 & Y2 Fitness, SAQ, dance, gymnastics			
<b>Early Learning Goals</b> <ul style="list-style-type: none"> <li>Work and play cooperatively and take turns with others.</li> <li>Form positive attachments to adults and friendships with peers.</li> <li>Show sensitivity to their own and to others' needs.</li> <li>Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</li> <li>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions</li> </ul>			
<b>Sticky knowledge: taught &amp; assessed for end goal.</b> Conceptual Knowledge <ul style="list-style-type: none"> <li><input type="checkbox"/> Shows some understanding that good practises regarding exercise, eating, sleeping and hygiene can contribute to good health.</li> <li><input type="checkbox"/> Aware of the boundaries set, and of behavioural expectations in the setting, and can respond to simple instructions</li> </ul> Procedural Knowledge <ul style="list-style-type: none"> <li><input type="checkbox"/> Can play in a group.</li> <li><input type="checkbox"/> Keeps play going by responding to what others are saying or doing.</li> <li><input type="checkbox"/> Begins to accept the needs of others and can take turns and share, sometimes with the support of others.</li> <li><input type="checkbox"/> Runs skilfully and negotiates spaces successfully, adjusting speed or direction to avoid obstacles.</li> </ul>			

Component of Learning – Throwing and Catching	Tier 1	Tier 2	Tier 3
<b>Links to Key Primary Theme - Component of Learning:</b> <ul style="list-style-type: none"> <li>Development of <b>Motor Competence</b> and Fundamental Movement Skills.</li> <li>Making safe decisions in contact with equipment and classmates</li> </ul>	hands ready watch	aim bounce catch count kick push roll target throw	
<b>Link to KS1 Key Primary Themes</b> Y1 Throwing and Catching Y1 & Y2 Basketball			
<b>Early Learning Goals</b> <ul style="list-style-type: none"> <li>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> <li>Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>Use a range of small tools, including scissors, paint brushes and cutlery.</li> <li>Form positive attachments to adults and friendships with peers.</li> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</li> </ul>			
<b>Sticky knowledge: taught &amp; assessed for end goal.</b> Conceptual Knowledge <ul style="list-style-type: none"> <li><input type="checkbox"/> Able to respond to simple instructions, showing a good understanding of safety when using tools and equipment.</li> <li><input type="checkbox"/> Aware of the boundaries set, and of behavioural expectations in the setting, and can respond to simple instructions.</li> </ul> Procedural Knowledge <ul style="list-style-type: none"> <li><input type="checkbox"/> Showing increased control when catching a ball.</li> <li><input type="checkbox"/> Shows increasing control over an object, pushing, passing, throwing, catching, or kicking it.</li> <li><input type="checkbox"/> Moves freely and with pleasure and confidence in a range of skilful ways.</li> <li><input type="checkbox"/> Can play fairly in a group. Show the ability to accept the needs of others and can take turns and share resources, sometimes with support from others.</li> </ul>			

Component of Learning – Fun and Games	Tier 1	Tier 2	Tier 3
<b>Links to Key Primary Theme</b> <ul style="list-style-type: none"> <li>Development of <b>Motor Competence</b> and Fundamental Movement Skills.</li> <li>Making safe decisions in contact with equipment and classmates</li> </ul>	hear listen look watch	breathing counting direction head up run sight together	
<b>Link to KS1 Key Primary Themes</b> Y1 & Y2 Football, Hockey, Basketball Cricket (Y2)			
<b>Early Learning Goals</b> <ul style="list-style-type: none"> <li>Work and play cooperatively and take turns with others.</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>Use a range of small tools, including scissors, paint brushes and cutlery.</li> <li>Negotiate space and obstacles safely, with consideration for themselves and others.</li> </ul>			
<b>Sticky knowledge: taught &amp; assessed for end goal.</b> Conceptual Knowledge <ul style="list-style-type: none"> <li><input type="checkbox"/> Shows understanding of the need for safety when tackling new challenges and considers and manages some risks when using equipment.</li> <li><input type="checkbox"/> Aware of the boundaries set, and of behavioural expectations in the setting, and can respond to simple instructions.</li> </ul> Procedural Knowledge <ul style="list-style-type: none"> <li><input type="checkbox"/> Runs skilfully and negotiates spaces successfully, adjusting speed or direction to avoid obstacles.</li> <li><input type="checkbox"/> Begins to accept the needs of others and can take turns and share, sometimes with the support of others.</li> <li><input type="checkbox"/> Moves freely and with pleasure and confidence in a range of skilful ways.</li> <li><input type="checkbox"/> Shows understanding when counting objects to 10 and beginning to count beyond 10</li> </ul>			



Component of Learning – Ball Skills	Tier 1	Tier 2	Tier 3
<b>Links to Key Primary Theme</b> <ul style="list-style-type: none"> <li>Development of <b>Motor Competence</b> and Fundamental Movement Skills.</li> <li>Making safe decisions in contact with equipment and classmates</li> </ul>		ball control bounce collect count explore games hand height high safety	
<b>Link to KS1Key Primary Themes</b> Y1 & Y2 Football, Hockey, Basketball Cricket (Y2)			
<b>Early Learning Goals</b> <ul style="list-style-type: none"> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>Work and play cooperatively and take turns with others.</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>Use a range of small tools, including scissors, paint brushes and cutlery.</li> <li>Demonstrate strength, balance and coordination when playing.</li> <li>Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.</li> <li>Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</li> </ul>			
<b>Sticky knowledge: taught &amp; assessed for end goal.</b> Conceptual Knowledge <ul style="list-style-type: none"> <li><input type="checkbox"/> Shows understanding of the need for safety when tackling new challenges and considers and manages some risks when using equipment.</li> <li><input type="checkbox"/> Shows some understanding towards the effects of activity on their body.</li> <li><input type="checkbox"/> Aware of the boundaries set, and of behavioural expectations in the setting, and can respond to simple instructions.</li> </ul> Procedural Knowledge <ul style="list-style-type: none"> <li><input type="checkbox"/> Can play in a group, extending and elaborating play ideas within the group.</li> <li><input type="checkbox"/> Shows increasing control when throwing and catching a large ball.</li> <li><input type="checkbox"/> Begins to accept the needs of others and can take turns and share, sometimes with the support of others</li> </ul>			

Component of Learning – Fitness	Tier 1	Tier 2	Tier 3
<b>Links to Key Primary Theme</b> <ul style="list-style-type: none"> <li>Development of <b>Motor Competence</b> and Fundamental Movement Skills.</li> <li>Making safe decisions in contact with equipment and classmates</li> </ul>		balance coordination exercise health instructions jumping landing safe space speed strength teamwork weaving	
<b>Link to KS1Key Primary Themes</b> Y1 & Y2 Fitness			
<b>Early Learning Goals</b> <ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>Demonstrate strength, balance and coordination when playing.</li> <li>Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.</li> <li>Work and play cooperatively and take turns with others.</li> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul>			
<b>Sticky knowledge: taught &amp; assessed for end goal.</b> Conceptual Knowledge <ul style="list-style-type: none"> <li><input type="checkbox"/> Understand the benefits of regular exercise</li> </ul> Procedural Knowledge <ul style="list-style-type: none"> <li><input type="checkbox"/> Improve speed, agility, balance, coordination, strength and physical fitness.</li> <li><input type="checkbox"/> Develop the jumping technique safely.</li> <li><input type="checkbox"/> Work well as a team to improve performance.</li> <li><input type="checkbox"/> Solve challenges whilst on the move.</li> <li><input type="checkbox"/> Demonstrate the correct jumping and landing techniques.</li> <li><input type="checkbox"/> Work individually and cooperatively to perform a range of balances.</li> <li><input type="checkbox"/> Apply skills learnt throughout the unit in a range of activities.</li> </ul>			

Tier 1	Tier 2	Tier 3
<b>Basic vocabulary</b> <i>To be used but require little or no explicit instruction.</i>	<b>Academic vocabulary</b> <i>To be taught and assessed. Words that could be used across disciplines.</i>	<b>Context Specific</b> <i>Specific vocab that will normally relate to one subject – to be taught and assessed</i>

P.E. – KS1	Year 1		
Key Knowledge	Key Vocabulary		
Component of Learning: Fitness	Tier 1	Tier 2	Tier 3
<b>Key Primary Theme:</b> <ul style="list-style-type: none"> <li>Development of <b>Motor Competence</b> and <b>Fundamental Movement Skills</b>.</li> <li>Making safe decisions in contact with equipment and classmates</li> </ul>	jump land space	balance control movement speed stamina stretch	
<b>Initial knowledge</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Understand the benefits of regular exercise.</li> <li><input type="checkbox"/> Move at speed safely</li> <li><input type="checkbox"/> Change direction whilst moving at speed</li> <li><input type="checkbox"/> Jump two feet to two feet and one foot to the other</li> <li><input type="checkbox"/> Balance on apparatus and on the floor</li> </ul>			
<b>Sticky knowledge to be taught and assessed for end goal.</b> Conceptual <ul style="list-style-type: none"> <li><input type="checkbox"/> Discuss healthy and unhealthy foods and why eating well is good for you</li> <li><input type="checkbox"/> Understand the benefits of regular exercise</li> </ul> Procedural <ul style="list-style-type: none"> <li><input type="checkbox"/> Improve speed, agility and stamina</li> <li><input type="checkbox"/> Develop the jumping technique safely and while moving at speed.</li> <li><input type="checkbox"/> Improve and develop coordination, control and balance, and negotiate space.</li> <li><input type="checkbox"/> Take turns in teams.</li> <li><input type="checkbox"/> Explore and practise a variety of different movements and fitness techniques.</li> </ul>			

Component of Learning: Gymnastics	Tier 1	Tier 2	Tier 3
<b>Key Primary Theme:</b> <ul style="list-style-type: none"> <li>Development of <b>Motor Competence</b> and <b>Fundamental Movement Skills</b>.</li> <li>Making safe decisions in contact with equipment and classmates</li> <li><b>Gymnastics</b> - practice skills relating to balance, shape, travelling, flexibility, strength and control</li> </ul>	jump shapes star	arch backwards balance direction dish explore forwards high & low level linking sequence straight travelling tuck	
<b>Initial knowledge</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Explore and copy basic body actions and rhythms</li> <li><input type="checkbox"/> Use their bodies to respond to stories, topics and music</li> <li><input type="checkbox"/> Perform key shapes, one after another</li> <li><input type="checkbox"/> Balance using different parts of the body</li> <li><input type="checkbox"/> Points (smaller body parts) and patches (larger body parts) are used a lot when balancing.</li> <li><input type="checkbox"/> When jumping, landing should be on the feet and controlled.</li> </ul>			
<b>Sticky knowledge: taught &amp; assessed for end goal.</b> Conceptual <ul style="list-style-type: none"> <li><input type="checkbox"/> Describe what movements they have done or seen others do</li> </ul> Procedural <ul style="list-style-type: none"> <li><input type="checkbox"/> Perform basic gymnastic actions, including travelling, rolling, jumping, and staying still.</li> <li><input type="checkbox"/> Develop fundamental movement skills, becoming increasingly confident and competent, moving safely using changes of speed, level, and direction.</li> <li><input type="checkbox"/> Combine different ways of travelling exploring a range of movements and shapes.</li> <li><input type="checkbox"/> Create linked movement phrases with beginning, middle and ends.</li> <li><input type="checkbox"/> Perform movement phrases using a range of different body actions and body parts.</li> <li><input type="checkbox"/> Develop agility, balance, and coordination.</li> </ul>			



Component of Learning: Handball	Tier 1	Tier 2	Tier 3
<b>Key Primary Theme:</b> <ul style="list-style-type: none"> <li>Development of <b>Motor Competence</b> and <b>Fundamental Movement Skills</b>.</li> <li>Making safe decisions in contact with equipment and classmates</li> <li><b>Team Games</b> – apply skills of throwing, catching in a variety of team and competitive games</li> </ul>	roll rolling	accuracy aim catch coordination direction movement rules safety score send space target throw	
<b>Initial knowledge</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Play in a group</li> <li><input type="checkbox"/> Take turns and share, sometimes with the support of others</li> <li><input type="checkbox"/> Catch with hands together and wide fingers.</li> <li><input type="checkbox"/> Communicate with partner to check they are ready to receive the catch</li> <li><input type="checkbox"/> Keep eye on the beanbag/ball all the way to their hands when catching.</li> </ul>			
<b>Sticky knowledge: taught &amp; assessed for end goal.</b> Conceptual <ul style="list-style-type: none"> <li><input type="checkbox"/> Understand the techniques of catching and stopping a ball</li> <li><input type="checkbox"/> Identify what skills you need to practise to improve</li> <li><input type="checkbox"/> Have simple plans that you know you can make work e.g. where to stand, how to control the ball</li> <li><input type="checkbox"/> Understand why being active and playing games is good for you</li> </ul> Procedural <ul style="list-style-type: none"> <li><input type="checkbox"/> Understand and follow simple rules</li> <li><input type="checkbox"/> Move fluently, changing direction and speed</li> <li><input type="checkbox"/> Show basic control of the ball when throwing and catching</li> <li><input type="checkbox"/> Successfully receive (catch/stop) a ball, understanding the concept of moving to get in line with the ball to receive it</li> <li><input type="checkbox"/> Apply skills and tactics in simple games, including recognising space and using it to your advantage</li> </ul>			

Component of Learning: Football	Tier 1	Tier 2	Tier 3
<b>Key Primary Theme:</b> <ul style="list-style-type: none"> <li>Development of <b>Motor Competence</b> and <b>Fundamental Movement Skills</b>.</li> <li>Making safe decisions in contact with equipment and classmates</li> <li><b>Invasion</b> - apply skills of passing, shooting, attacking and defending in a variety of team and competitive games</li> </ul>	push	block control dribble opposition pass receive shoot space speed tackle	
<b>Initial knowledge</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use light touches on the ball.</li> <li><input type="checkbox"/> You can use both feet to dribble a ball.</li> <li><input type="checkbox"/> Follow through with leg to get power on the shot.</li> <li><input type="checkbox"/> When shooting, hit the ball with laces.</li> </ul>			
<b>Sticky knowledge: taught &amp; assessed for end goal.</b> Conceptual <ul style="list-style-type: none"> <li><input type="checkbox"/> Describe what you have done, or seen others doing.</li> <li><input type="checkbox"/> Describe what it feels like to breath quickly during exercise</li> <li><input type="checkbox"/> Know that if you take a step onto the ball when passing, it will improve the power required for the pass</li> <li><input type="checkbox"/> Understand that you need to stand up straight and try to look forwards when moving with the ball.</li> </ul> Procedural <ul style="list-style-type: none"> <li><input type="checkbox"/> Explore different ways to use and move with a ball. Show control of a ball with basic actions.</li> <li><input type="checkbox"/> Send/ pass a ball and successfully catch/stop a ball.</li> <li><input type="checkbox"/> Move fluently, changing direction and speed. Develop fundamental movement skills, becoming increasingly confident and competent.</li> <li><input type="checkbox"/> Use skills in different ways when playing games.</li> <li><input type="checkbox"/> Recognise space in games and use it to your advantage.</li> </ul>			

Component of Learning: SAQ (Speed, agility, quickness)	Tier 1	Tier 2	Tier 3
<b>Key Primary Theme:</b> <ul style="list-style-type: none"> <li>Development of <b>Motor Competence</b> and <b>Fundamental Movement Skills</b>.</li> <li>Making safe decisions in contact with equipment and classmates</li> <li><b>Athletics</b> - develop increasing competence in the techniques of running</li> </ul>		backwards balance balls of feet drills motion side steps sideways skipping spatial awareness sprint travel	
<b>Initial knowledge</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Negotiate space confidently, using appropriate strategies.</li> <li><input type="checkbox"/> Look forwards when travelling through equipment.</li> <li><input type="checkbox"/> Use the ball of the foot with light touches on the floor when moving.</li> <li><input type="checkbox"/> Use arms to perform a running motion when travelling through equipment.</li> <li><input type="checkbox"/> Bend knees to change direction and push off with the balls of feet.</li> </ul>			
<b>Sticky knowledge: taught &amp; assessed for end goal.</b> Conceptual <ul style="list-style-type: none"> <li><input type="checkbox"/> Understand the value of taking the quickest route showing good balance without taking extra steps when changing direction.</li> <li><input type="checkbox"/> Identify what skills you need to practise.</li> <li><input type="checkbox"/> Describe what you have done or seen others do.</li> </ul> Procedural <ul style="list-style-type: none"> <li><input type="checkbox"/> Show a basic level of control, coordination and consistency when running</li> <li><input type="checkbox"/> Explore and practise a variety of movements including running and movement techniques</li> </ul>			

Component of Learning: Hockey	Tier 1	Tier 2	Tier 3
<b>Key Primary Theme:</b> <ul style="list-style-type: none"> <li>Development of <b>Motor Competence</b> and <b>Fundamental Movement Skills</b>.</li> <li>Making safe decisions in contact with equipment and classmates</li> <li><b>Invasion</b> - apply skills of passing, shooting, attacking and defending in a variety of team and competitive games</li> </ul>		attack control defend direction dribble grip movement retrieve rules	
<b>Initial knowledge</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Hold the stick with two hands, one hand in the middle and one hand at the top with thumbs pointing down.</li> <li><input type="checkbox"/> Look at the goal before shooting.</li> <li><input type="checkbox"/> Control and pass with the inside of the stick.</li> </ul>			
<b>Sticky knowledge: taught &amp; assessed for end goal.</b> Conceptual <ul style="list-style-type: none"> <li><input type="checkbox"/> Recognise space in games and use it to your advantage.</li> <li><input type="checkbox"/> Know how to use equipment safely and correctly, including holding the hockey stick correctly.</li> <li><input type="checkbox"/> Understand that when travelling with the ball, the ball should be out in front away from feet.</li> </ul> Procedural <ul style="list-style-type: none"> <li><input type="checkbox"/> Explore different ways to use and move with a ball. Show control of a ball with basic actions.</li> <li><input type="checkbox"/> Send/ pass a ball and successfully catch/stop a ball.</li> <li><input type="checkbox"/> Develop fundamental movement skills, becoming increasingly confident and competent, moving fluently, changing direction and speed.</li> <li><input type="checkbox"/> Use skills in different ways when playing games.</li> </ul>			

Component of Learning: Basketball	Tier 1	Tier 2	Tier 3
<b>Key Primary Theme:</b> <ul style="list-style-type: none"> <li>Development of <b>Motor Competence</b> and Fundamental Movement Skills.</li> <li>Making safe decisions in contact with equipment and classmates</li> <li><b>Invasion</b> - apply skills of passing, shooting, attacking and defending in a variety of team and competitive games</li> </ul>	pass push	block bounce control dribbling hoop mobile opposition receive shoot space speed tackle travel	
<b>Initial knowledge</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Look forward as much as possible when dribbling.</li> <li><input type="checkbox"/> Pass with one hand whilst the ball is still bouncing.</li> </ul>			
<b>Sticky knowledge: taught &amp; assessed for end goal.</b> Conceptual <ul style="list-style-type: none"> <li><input type="checkbox"/> Know that you push the ball rather than slap it when dribbling.</li> <li><input type="checkbox"/> Understand the concept of moving to get in line with the ball to receive it.</li> </ul> Procedural <ul style="list-style-type: none"> <li><input type="checkbox"/> Explore different ways to use, move and send the ball.</li> <li><input type="checkbox"/> Develop skills such as sending an object to a target, catching, receiving, rolling, pushing, throwing and basic ball control.</li> <li><input type="checkbox"/> Demonstrate a basic underarm throwing action with control and accuracy</li> </ul>			

Component of Learning: Dance	Tier 1	Tier 2	Tier 3
<b>Key Primary Theme:</b> <ul style="list-style-type: none"> <li>Development of <b>Motor Competence</b> and Fundamental Movement Skills.</li> <li>Making safe decisions in contact with equipment and classmates</li> <li><b>Dance</b> – communicating ideas through dance and movement, respond to rhythm and apply their learning to performance</li> </ul>	copy move	actions beat character count create dance direction imagination performance position	
<b>Initial knowledge</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Move changing direction and speed</li> <li><input type="checkbox"/> Move with control</li> <li><input type="checkbox"/> Understand how to move to music showing expressive qualities</li> </ul>			
<b>Sticky knowledge: taught &amp; assessed for end goal.</b> Conceptual <ul style="list-style-type: none"> <li><input type="checkbox"/> Describe how bodies can be used to respond to stories and music</li> <li><input type="checkbox"/> Describe how movement can be used to show expressive qualities</li> <li><input type="checkbox"/> Know that movement phrases are created when moves are linked together</li> <li><input type="checkbox"/> Describe how movement phrases can be created using linked moves</li> </ul> Procedural <ul style="list-style-type: none"> <li><input type="checkbox"/> Respond imaginatively to a range of stimuli.</li> <li><input type="checkbox"/> Move confidently and safely in your own and general space, using changes of speed, level and direction.</li> <li><input type="checkbox"/> Perform movement phrases using a range of different body actions and body parts – with control and accuracy.</li> <li><input type="checkbox"/> Create linked movements, combining different ways of travelling, with beginnings, middles and ends.</li> </ul>			

Component of Learning: Orienteering	Tier 1	Tier 2	Tier 3
<b>Key Primary Theme:</b> <ul style="list-style-type: none"> <li>Development of <b>Motor Competence</b> and <b>Fundamental Movement Skills</b>.</li> <li>Making safe decisions in contact with equipment and classmates</li> <li><b>Orienteering</b> – importance of teamwork and communication when solving problems involving navigation, maps and compasses</li> </ul>	route teamwork	challenge compass compass points  North South East West  directions map orienteering problem solving safety	
<b>Initial knowledge</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Negotiate spaces successfully, adjusting speed or direction to avoid obstacles</li> <li><input type="checkbox"/> Understand basic features on a map</li> </ul>			
<b>Sticky knowledge: taught &amp; assessed for end goal.</b> Conceptual <ul style="list-style-type: none"> <li><input type="checkbox"/> Introduction to a compass and directions (N, E, S, W)</li> <li><input type="checkbox"/> Understand how communication can help to solve problems with others</li> </ul> Procedural <ul style="list-style-type: none"> <li><input type="checkbox"/> Move in different directions and a variety of different ways.</li> <li><input type="checkbox"/> Work independently, as well as cooperatively in small groups.</li> <li><input type="checkbox"/> Participate in games following rules and playing fairly.</li> <li><input type="checkbox"/> Begin to plan how to solve problems.</li> <li><input type="checkbox"/> Participate in competition with others, completing a simple orienteering event.</li> </ul>			

Component of Learning: Athletics	Tier 1	Tier 2	Tier 3
<b>Key Primary Theme:</b> <ul style="list-style-type: none"> <li>• Development of <b>Motor Competence</b> and <b>Fundamental Movement Skills</b>.</li> <li>• Making safe decisions in contact with equipment and classmates</li> <li>• <b>Athletics</b> - develop increasing competence in the techniques of running, jumping, throwing and catching</li> </ul>		aim coordination hurdle sprints javelin jumping long jumps relay sprint target throwing zig zag sprint	
<b>Initial knowledge</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Run with straight backs/chest out and good motion of arms and legs.</li> <li><input type="checkbox"/> Run in straight lines whenever possible.</li> <li><input type="checkbox"/> Land safely when jumping</li> <li><input type="checkbox"/> Run, negotiating space successfully, adjusting speed or direction to avoid obstacles</li> </ul>			
<b>Sticky knowledge: taught &amp; assessed for end goal.</b> Conceptual <ul style="list-style-type: none"> <li><input type="checkbox"/> Evaluate successful and unsuccessful techniques</li> <li><input type="checkbox"/> Demonstrate an understanding of the correct running technique</li> </ul> Procedural <ul style="list-style-type: none"> <li><input type="checkbox"/> Show sportsmanship when taking part in competitive throwing.</li> <li><input type="checkbox"/> Develop the overarm throw technique, throwing accurately towards a target.</li> <li><input type="checkbox"/> Practise the underarm throw technique, aiming towards a target showing increased control.</li> <li><input type="checkbox"/> Show a basic level of control, coordination and consistency when running.</li> <li><input type="checkbox"/> Explore and practise a variety of movements including running, jumping, and throwing techniques.               <ul style="list-style-type: none"> <li>○ When hurdling, pick knees up as you approach the obstacle.</li> <li>○ When throwing for accuracy, stand with opposite foot forward to throwing arm and keep eyes on the target.</li> <li>○ When jumping for height and distance, swing arms forward at take-off and bend knees at take-off and landing.</li> </ul> </li> <li><input type="checkbox"/> Experiment with different jumping techniques, showing control, coordination, and consistency throughout.</li> </ul>			

Tier 1	Tier 2	Tier 3
<b>Basic vocabulary</b> <i>To be used but require little or no explicit instruction.</i>	<b>Academic vocabulary</b> <i>To be taught and assessed. Words that could be used across disciplines.</i>	<b>Context Specific</b> <i>Specific vocab that will normally relate to one subject – to be taught and assessed</i>

P.E.– KS1	Year 2		
Key Knowledge	Key Vocabulary		
Component of Learning: Football	Tier 1	Tier 2	Tier 3
<b>Key Primary Theme:</b> <ul style="list-style-type: none"> <li>Development of <b>Motor Competence</b> and Fundamental Movement Skills.</li> <li>Making safe decisions in contact with equipment and classmates</li> <li><b>Invasion</b> - apply skills of passing, shooting, attacking and defending in a variety of team and competitive games</li> </ul>	pass turn	accurate <b>aim</b> attack concede <b>control</b> decision defend direction <b>dribble</b> <b>goal</b> rules <b>save</b> <b>shoot</b> space speed <b>tackle</b>	
<b>Initial knowledge</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Change direction using the outside of foot to move the ball.</li> <li><input type="checkbox"/> Use less touches on the ball to increase your speed.</li> <li><input type="checkbox"/> Run with the ball when have space in front of you.</li> <li><input type="checkbox"/> Look at the goal before shooting.</li> <li><input type="checkbox"/> When shooting, use the part of the foot where the laces are.</li> </ul>			
<b>Sticky knowledge to be taught and assessed for end goal.</b> Conceptual <ul style="list-style-type: none"> <li><input type="checkbox"/> Recognise what is successful. Use actions and ideas you have seen to improve your own skills.</li> <li><input type="checkbox"/> Use smaller touches when dribble in tight areas and bigger touches when entering space.</li> </ul> Procedural <ul style="list-style-type: none"> <li><input type="checkbox"/> Participate in team games – showing good awareness of others.</li> <li><input type="checkbox"/> Pass a ball with control.</li> <li><input type="checkbox"/> Plant the foot not being used to pass with next to the ball pointing at the direction you want the ball to go.</li> <li><input type="checkbox"/> Show control when moving, changing speed and direction, both with and without a ball.</li> <li><input type="checkbox"/> Develop fundamental movement skills, becoming increasingly confident and competent.</li> <li><input type="checkbox"/> Perform a variety of skills keeping the ball under control.</li> </ul>			

Component of Learning: Hockey	Tier 1	Tier 2	Tier 3
<b>Key Primary Theme:</b> <ul style="list-style-type: none"> <li>Development of <b>Motor Competence</b> and Fundamental Movement Skills.</li> <li>Making safe decisions in contact with equipment and classmates</li> <li><b>Invasion</b> - apply skills of passing, shooting, attacking and defending in a variety of team and competitive games</li> </ul>	hit pass push	attack challenge <b>control</b> defend defender direction <b>dribble</b> <b>goal</b> opponent <b>receive</b> rules <b>score</b> <b>send</b> space speed stick tactic	
<b>Initial knowledge</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Hold the stick with 2 hands, one in the middle and one at the top with thumbs pointing down.</li> <li><input type="checkbox"/> Send/ pass a ball and successfully catch/stop a ball.</li> <li><input type="checkbox"/> Dribble with the ball in front of them away from their feet.</li> <li><input type="checkbox"/> Push the ball as well as hit the ball when passing.</li> </ul>			
<b>Sticky knowledge: taught &amp; assessed for end goal.</b> Conceptual <ul style="list-style-type: none"> <li><input type="checkbox"/> Understand the importance of needing to spread out and use all the space provided when in possession of the ball.</li> <li><input type="checkbox"/> Understand and follow the rules of the game.</li> <li><input type="checkbox"/> Watch and describe a performance accurately. Recognise what is successful.</li> </ul> Procedural <ul style="list-style-type: none"> <li><input type="checkbox"/> Perform a range of skills with control of the ball.</li> <li><input type="checkbox"/> Pass a ball with control and increasing accuracy and consistency.</li> <li><input type="checkbox"/> When passing pull the hockey stick back then swing forward to connect with the ball without the stick going above the waist.</li> <li><input type="checkbox"/> Develop fundamental movement skills, becoming increasingly confident and competent, moving fluently, changing direction and speed – with and without a ball.</li> <li><input type="checkbox"/> Choose and use simple tactics to suit different situations in small-sided games.</li> <li><input type="checkbox"/> React to situations in ways that make it difficult for opponents.</li> </ul>			

Component of Learning: SAQ (Strength, Agility, Quickness)	Tier 1	Tier 2	Tier 3
<b>Key Primary Theme:</b> <ul style="list-style-type: none"> <li>Development of <b>Motor Competence</b> and <b>Fundamental Movement Skills</b>.</li> <li>Making safe decisions in contact with equipment and classmates</li> <li><b>Athletics</b> - develop increasing competence in the techniques of running</li> </ul>	jump travel	agility balance direction hurdles quickness sideways spatial awareness speed sprint strength zigzag	
<b>Initial knowledge</b> <ul style="list-style-type: none"> <li>Travel through each set of equipment on the balls of feet.</li> <li>Lift knees high when travelling through ladders and hurdles</li> <li>Look forward as much as possible when travelling through equipment.</li> <li>Use arms to perform a running motion when travelling through equipment.</li> <li>Bend knees to change direction and push off with the balls of feet</li> </ul>			
<b>Sticky knowledge: taught &amp; assessed for end goal.</b> Conceptual <ul style="list-style-type: none"> <li>Understand the variety of correct running techniques.</li> <li>Begin to evaluate and improve own performance.</li> </ul> Procedural <ul style="list-style-type: none"> <li>Explore and practise a variety of athletic movements and apply athletic skills and techniques to a variety of activities.</li> <li>Show neatest work not fastest work when travelling through ladders.</li> <li>Show a basic level of control, coordination and consistency when running.</li> <li>Develop coordination and balance whilst exploring different running techniques.</li> <li>Begin to show control, coordination, and consistency when running at speed.</li> </ul>			

Component of Learning: Gymnastics	Tier 1	Tier 2	Tier 3
<b>Key Primary Theme:</b> <ul style="list-style-type: none"> <li>Development of <b>Motor Competence</b> and <b>Fundamental Movement Skills</b>.</li> <li>Making safe decisions in contact with equipment and classmates</li> <li><b>Gymnastics</b> - practice skills relating to balance, shape, travelling, flexibility, strength and control</li> </ul>	dish key shapes high/low travel	arch balance explore extend individual level linking patches points posture routine sequence straight stretch support tense	
<b>Initial knowledge</b> <ul style="list-style-type: none"> <li>Perform basic gymnastic actions, including travelling, rolling, jumping, and staying still.</li> <li>Combine different ways of travelling exploring a range of movements and shapes.</li> <li>Create linked movement phrases with beginning, middle and ends.</li> <li>Points are smaller body parts.</li> <li>Patches are larger body parts</li> <li>Keeping knees and ankles together shows good body control</li> </ul>			
<b>Sticky knowledge: taught &amp; assessed for end goal.</b> Conceptual <ul style="list-style-type: none"> <li>Watch and describe a performance accurately</li> <li>Describe what you have done or seen others do</li> <li>Understand and describe changes to heartrate when being physically active</li> </ul> Procedural <ul style="list-style-type: none"> <li>Develop agility, balance, and coordination.</li> <li>Perform a range of actions with control and confidence.</li> <li>Explore, remember, and repeat a range of gymnastic actions with control, precision, and coordination.</li> <li>Form simple sequences of different actions, using the floor and a variety of apparatus.</li> <li>Develop fundamental movement skills, combining travelling, balancing and stiffness using both floor and apparatus; and moving smoothly from one position of stiffness to another.</li> </ul>			

Component of Learning: Dance	Tier 1	Tier 2	Tier 3
<b>Key Primary Theme:</b> <ul style="list-style-type: none"> <li>Development of <b>Motor Competence</b> and Fundamental Movement Skills.</li> <li>Making safe decisions in contact with equipment and classmates</li> <li><b>Dance</b> – communicating ideas through dance and movement, respond to rhythm and apply their learning to performance</li> </ul>	jumps twirls	actions beat character count create direction expression feeling freeze imagination improve level link mood movement performance sequence speed unison	
<b>Initial knowledge</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Keep to the beat when moving</li> <li><input type="checkbox"/> Use all body parts to create movement</li> <li><input type="checkbox"/> Move in and out of movement - don't just stop.</li> <li><input type="checkbox"/> Important to use a variety of directions, levels and speeds.</li> <li><input type="checkbox"/> Respond imaginatively to a range of stimuli.</li> </ul>			
<b>Sticky knowledge: taught &amp; assessed for end goal.</b> Conceptual <ul style="list-style-type: none"> <li><input type="checkbox"/> Describe phrases and expressive qualities.</li> <li><input type="checkbox"/> Begin to understand the importance of warming up.</li> <li><input type="checkbox"/> Watch and describe a performance accurately and recognise what is successful.</li> </ul> Procedural <ul style="list-style-type: none"> <li><input type="checkbox"/> Move confidently and safely in your own and general space, using changes of speed, level and direction.</li> <li><input type="checkbox"/> Create linked movements, combining different ways of travelling, with beginnings, middles and ends.</li> <li><input type="checkbox"/> Perform a range of actions and simple movement patterns with control and coordination.</li> <li><input type="checkbox"/> Compose short dances that express and communicate mood, ideas, and feelings, varying simple compositional ideas.</li> <li><input type="checkbox"/> Explore, remember, and repeat short dance phrases, showing greater control and spatial awareness.</li> <li><input type="checkbox"/> Work individually and with others</li> </ul>			

Component of Learning: Basketball	Tier 1	Tier 2	Tier 3
<b>Key Primary Theme:</b> <ul style="list-style-type: none"> <li>Development of <b>Motor Competence</b> and Fundamental Movement Skills.</li> <li>Making safe decisions in contact with equipment and classmates</li> <li><b>Invasion</b> - apply skills of passing, shooting, attacking and defending in a variety of team and competitive games</li> </ul>	pass turn	bounce pass catch chest pass control dodge dribble possession ready score shoot tackle	
<b>Initial knowledge</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Push the ball rather than slap the ball when bouncing.</li> <li><input type="checkbox"/> Stand up straight when bouncing the ball.</li> <li><input type="checkbox"/> Bounce the ball at waist height.</li> <li><input type="checkbox"/> Look forward as well as down when bouncing the ball.</li> <li><input type="checkbox"/> Find space away from the defending team.</li> <li><input type="checkbox"/> Keep the ball bouncing whilst trying to pass the defender.</li> </ul>			
<b>Sticky knowledge: taught &amp; assessed for end goal.</b> Conceptual <ul style="list-style-type: none"> <li><input type="checkbox"/> Understand the concept of moving to get in line with the ball to receive it</li> <li><input type="checkbox"/> React to situations to make it difficult for opponents – using simple tactics.</li> <li><input type="checkbox"/> Begin to understand the importance of preparing safely and carefully for exercise – warming up/down.</li> <li><input type="checkbox"/> Understand and describe changes to your heart rate when playing a game.</li> </ul> Procedural <ul style="list-style-type: none"> <li><input type="checkbox"/> Develop skills such as sending an object to a target, catching, receiving, rolling, pushing, throwing and basic ball control.</li> <li><input type="checkbox"/> Demonstrate a basic underarm throwing action with control and accuracy.</li> <li><input type="checkbox"/> Throw and catch the ball with increasing control, and throw the ball in different ways e.g. fast, slow, high, low (mastering basic throwing technique).</li> <li><input type="checkbox"/> Perform a range of actions with the ball keeping it under control.</li> <li><input type="checkbox"/> Show good awareness of others when playing games</li> </ul>			

Component of Learning: Fitness (Parachute)	Tier 1	Tier 2	Tier 3
<b>Key Primary Theme:</b> <ul style="list-style-type: none"> <li>Development of <b>Motor Competence</b> and <b>Fundamental Movement Skills</b>.</li> <li>Making safe decisions in contact with equipment and classmates</li> </ul>		agility control coordination distance energy fitness height posture stamina technique	
<b>Initial knowledge</b> <ul style="list-style-type: none"> <li>Improve speed, agility and stamina.</li> <li>Develop the jumping technique safely and while moving at speed.</li> <li>Take turns in teams.</li> </ul>			
<b>Sticky knowledge: taught &amp; assessed for end goal.</b> Conceptual <ul style="list-style-type: none"> <li>Understand the benefits of regular exercise</li> <li>Discuss healthy and unhealthy foods and why eating well is good for you</li> </ul> Procedural <ul style="list-style-type: none"> <li>Explore and practise a variety of different movements and fitness techniques</li> <li>Improve speed, agility and stamina.</li> <li>Develop the safe jumping technique to gain height and distance.</li> <li>Develop control, balance and coordination when completing a variety of tasks.</li> <li>Work well as a team.</li> <li>Explore and practise a variety of movements and fitness techniques.</li> <li>Complete exercise with good technique and focus, and with good energy</li> </ul>			

Component of Learning: Athletics	Tier 1	Tier 2	Tier 3
<b>Key Primary Theme:</b> <ul style="list-style-type: none"> <li>Development of <b>Motor Competence</b> and <b>Fundamental Movement Skills</b>.</li> <li>Making safe decisions in contact with equipment and classmates</li> <li><b>Athletics</b> - develop increasing competence in the techniques of running, jumping, throwing and catching</li> </ul>		aim balance challenge coordination improve landing movement relay running speed target teamwork	
<b>Initial knowledge</b> <ul style="list-style-type: none"> <li>Show a basic level of control, coordination and consistency when running.</li> <li>Swap the baton whilst moving.</li> <li>The waiting child is to set off just before the baton is exchanged.</li> </ul>			
<b>Sticky knowledge: taught &amp; assessed for end goal.</b> Conceptual <ul style="list-style-type: none"> <li>Understand the variety of correct running techniques.</li> <li>Develop the distance running technique, understanding the difference between sprinting, and running over longer distances.</li> <li>Begin to evaluate and improve own performance.</li> </ul> Procedural <ul style="list-style-type: none"> <li>Explore and practise a variety of athletic movements and apply athletic skills and techniques to a variety of activities.</li> <li>Develop coordination and balance whilst exploring different running, jumping, and throwing techniques.               <ul style="list-style-type: none"> <li>Running - Run with straight backs with head up, good arm motion, high knee drives and light touches on the floor using the balls of feet.</li> <li>Javelin - Hold the javelin in the centre. Stand sideways in a star shape with arms straight (javelin in back hand.) If the javelin goes too high it is being released too early, if the javelin goes too low it is being released too late.</li> <li>Shot Put - Hold the shot put in the palm of hand with wide fingers. Place shot put/ball at the side of chin and use free hand to direct the shot put. Push up from the back knee transferring body weight forwards and upwards. When pushing from the floor rotate body and shoulders releasing the shot put as shoulders switch position.</li> <li>Long Jump - Start with feet together. Feet remain together throughout flight. Before take-off bend knees and lean forwards with arms back. As arms swing powerfully forward swing legs forward landing with bent knees</li> </ul> </li> <li>Begin to show control, coordination, and consistency when running at speed.</li> <li>Develop a range of jumping techniques.</li> <li>Develop the underarm and pull throw technique</li> </ul>			



Component of Learning: Cricket	Tier 1	Tier 2	Tier 3
<b>Key Primary Theme:</b> <ul style="list-style-type: none"> <li>Development of <b>Motor Competence</b> and Fundamental Movement Skills.</li> <li>Making safe decisions in contact with equipment and classmates</li> <li><b>Striking &amp; Fielding</b> - apply skills of striking and fielding in a variety of team and competitive games</li> </ul>	ball bat catch throw	aim batting catching feeder fielding grip long barrier teamwork overarm bowl retrieve stance strike stumps underarm underarm bowl wickets wicket keeper	
<b>Initial knowledge</b> <ul style="list-style-type: none"> <li>Show basic control of the ball, including when striking a ball.</li> <li>Use your feet to get into a good position to catch, watch the ball and keep hands together.</li> <li>Hands ready and soft to stop or catch the ball.</li> <li>Watch the ball onto the bat.</li> <li>Position feet to stand sideways on – slightly apart and balanced.</li> </ul>			
<b>Sticky knowledge: taught &amp; assessed for end goal.</b> Conceptual <ul style="list-style-type: none"> <li>React to situations in ways that make it difficult for opponents, applying simple tactics like hitting the ball into space to help score more points.</li> <li>Begin to understand the importance of preparing safely for exercise – warming up.</li> <li>Recognise what is successful</li> </ul> Procedural <ul style="list-style-type: none"> <li>Show good awareness of others when playing games.</li> <li>Develop fundamental movement skills, becoming increasingly confident and competent.</li> <li>Successfully receive (catch/stop) a ball, understanding the concept of moving to get in line with the ball to receive it.</li> <li>When bowling look carefully and aim with non-bowling arm, bend knees, get low and put opposite foot forward towards the target.</li> <li>Apply skills and tactics in simple games, including recognising space and using it to your advantage</li> <li>Perform a range of actions with control including catching, gathering, and hitting a ball with increasing accuracy.</li> <li>Throw/hit a ball in different ways e.g. high, low, fast, slow</li> </ul>			

Component of Learning: Orienteering	Tier 1	Tier 2	Tier 3
<b>Key Primary Theme:</b> <ul style="list-style-type: none"> <li>Development of <b>Motor Competence</b> and <b>Fundamental Movement Skills</b>.</li> <li>Making safe decisions in contact with equipment and classmates</li> <li><b>Orienteering</b> – importance of teamwork and communication when solving problems involving navigation, maps and compasses</li> </ul>	teamwork together	challenge compass directions map orienteering problem solving route safety	
<b>Initial knowledge</b> <ul style="list-style-type: none"> <li>Know the compass points (N, E, S, W)</li> <li>Move in different directions and a variety of different ways.</li> </ul>			
<b>Sticky knowledge: taught &amp; assessed for end goal.</b> Conceptual <ul style="list-style-type: none"> <li>Begin to problem solve with others.</li> <li>Understand what a compass is used for and be able to use the direction points.</li> <li>Has knowledge of safety rules and procedures for taking part in orienteering events.</li> </ul> Procedural <ul style="list-style-type: none"> <li>Introduction to map reading. Be able to use some basic features on a map to select and plan a route.</li> <li>Work well in big groups, sharing, taking turns, and cooperating with others.</li> <li>Begin to understand the competitive side of orienteering and take part in a picture orienteering event.</li> <li>Meets challenges effectively working as part of a team.</li> </ul>			



Tier 1	Tier 2	Tier 3
<b>Basic vocabulary</b> <i>To be used but require little or no explicit instruction.</i>	<b>Academic vocabulary</b> <i>To be taught and assessed. Words that could be used across disciplines.</i>	<b>Context Specific</b> <i>Specific vocab that will normally relate to one subject – to be taught and assessed</i>

P.E.– KS2	Year 3		
Key Knowledge	Key Vocabulary		
Component of Learning: Fitness (Skipping)	Tier 1	Tier 2	Tier 3
<b>Key Primary Theme:</b> <ul style="list-style-type: none"> <li>Continued progress of <b>Motor Competence</b>.</li> <li>Begin to understand and apply <b>Rules, Strategies and Tactics</b>.</li> <li><b>Healthy Participation</b>; making safe decisions and understanding the relationships between physical activity and its effect on the body</li> </ul>	jump travel	alternate backwards twister bounce consecutive cross over endurance forwards rhythm speed timing	
<b>Initial knowledge</b> <ul style="list-style-type: none"> <li>Take off and land with two feet together.</li> <li>Keep feet close together when jumping.</li> <li>Use wrists to turn the rope (not elbows or shoulders)</li> <li>The rope must touch the ground before jumping.</li> </ul>			
<b>Sticky knowledge to be taught &amp; assessed for end goal.</b> Conceptual <ul style="list-style-type: none"> <li>Understand what aerobic exercise is.</li> <li>Discuss the importance of leading a healthy lifestyle.</li> <li>Understand the importance of warming up and cooling down.</li> </ul> Procedural <ul style="list-style-type: none"> <li>Understand what core strength is and develop it using correct techniques.</li> <li>Develop upper and lower body strength, fitness, speed, aerobic endurance, balance, body coordination, and show good control and technique.</li> <li>Know that the height of jump should be kept low, knees slightly bent, and the heels should make contact with the ground frequently.</li> <li>Take the elbows and wrists back in a circular motion, turning the rope overhead.</li> <li>Work well both independently and in small groups.</li> <li>Show self-belief and determination to manage and accomplish tasks.</li> </ul>			

Component of Learning: Handball	Tier 1	Tier 2	Tier 3
<b>Key Primary Theme:</b> <ul style="list-style-type: none"> <li>Continued progress of <b>Motor Competence</b>.</li> <li>Begin to understand and apply <b>Rules, Strategies and Tactics</b>.</li> <li><b>Healthy Participation</b>; making safe decisions and understanding the relationships between physical activity and its effect on the body</li> <li><b>Team Games</b> – apply skills of throwing, catching in a variety of team and competitive games</li> </ul>		aim catch consecutive consistent cupped hands distance fingers spread overarm position receive strength technique the snatch throw underarm	
<b>Initial knowledge</b> <ul style="list-style-type: none"> <li>Stand straight upright, ball in throwing hand, facing the target.</li> <li>Fingers spread over the ball.</li> <li>Throw to partner's hand which are ready to catch the ball.</li> <li>Cupped, relaxed hands, fingers pointing upwards to signal for the ball.</li> <li>Feet position - 1 in front of the other, balanced position.</li> <li>Bring ball into the body - the 'snatch.'</li> </ul>			
<b>Sticky knowledge to be taught &amp; assessed for end goal.</b> Conceptual <ul style="list-style-type: none"> <li>Employ simple tactics in game situations.</li> <li>Recognise players who play well in games and give reasons why. Identify what you do best and what you find difficult.</li> <li>Recognise and explain good performances.</li> </ul> Procedural <ul style="list-style-type: none"> <li>Move with a ball keeping it under close control.</li> <li>Keep possession of a ball as part of a team.</li> <li>Pass/send a ball with increasing accuracy and receive a ball successfully.</li> <li>Understand how to throw and catch the ball with increasing control, and throw the ball in different ways e.g. fast, slow, high, low (mastering basic throwing technique).</li> <li>Understand that the receiver should meet the ball rather than wait for the ball to arrive at their hands</li> <li>Take up spaces/positions that make it difficult for opponents</li> </ul>			

Component of Learning: Gymnastics	Tier 1	Tier 2	Tier 3
<b>Key Primary Theme:</b> <ul style="list-style-type: none"> <li>Continued progress of <b>Motor Competence</b>.</li> <li>Begin to understand and apply <b>Rules, Strategies</b> and <b>Tactics</b>.</li> <li><b>Healthy Participation</b>; making safe decisions and understanding the relationships between physical activity and its effect on the body</li> <li><b>Gymnastics</b> - practice skills relating to balance, shape, travelling, flexibility, strength and control</li> </ul>	point practise	apparatus arabesque balance combine control elevate experiment extend front support quality level pathway pike rhythmic routine straddle teamwork	
<b>Initial knowledge</b> <ul style="list-style-type: none"> <li>Body parts that touch the floor and support the balance should be straight.</li> <li>Hold a balance for 3 seconds.</li> <li>Add a gymnastics skill before or after a balance.</li> </ul>			
<b>Sticky knowledge to be taught &amp; assessed for end goal.</b> Conceptual <ul style="list-style-type: none"> <li>Learn how to evaluate and recognise your own success and areas for improvement, as well as the effectiveness and quality of a performance.</li> <li>Describe how your body feels when exercising.</li> <li>Collaborate with others</li> </ul> Procedural <ul style="list-style-type: none"> <li>Perform a range of actions, agilities and skills with consistency, fluency, and clarity of movement.</li> <li>Experiment with a wide range of actions, varying and combining spatial patterns, speed, tension, and continuity when working with a partner and in a group.</li> <li>Create gymnastic sequences that meet a theme or set of conditions, showing a clear, beginning, middle and end.</li> <li>Create, perform, and repeat sequences that include changes of dynamic e.g. changes of level, speed, or direction.</li> <li>Develop flexibility, strength, control, technique, and balance</li> </ul>			

Component of Learning: Dance	Tier 1	Tier 2	Tier 3
<b>Key Primary Theme:</b> <ul style="list-style-type: none"> <li>Continued progress of <b>Motor Competence</b>.</li> <li>Begin to understand and apply <b>Rules, Strategies</b> and <b>Tactics</b>.</li> <li><b>Healthy Participation</b>; making safe decisions and understanding the relationships between physical activity and its effect on the body</li> <li><b>Dance</b> – communicating ideas through dance and movement, respond to rhythm and apply their learning to performance</li> </ul>	count direction level position	audience canon choreography diagonal expressive fluent improvements musical phrase performance refine rhythm tension unison	
<b>Initial knowledge</b> <ul style="list-style-type: none"> <li>Stillness is important to show control and tension</li> <li>Dance communicates a story through movement and expression</li> </ul>			
<b>Sticky knowledge to be taught &amp; assessed for end goal.</b> Conceptual <ul style="list-style-type: none"> <li>A phrase of dance is two or more movements combined together often using 8 counts of music</li> <li>Unison is when all dancers perform the same thing at the same time</li> <li>Improvisation is creating movement and dance on the spot without planning letting you move responding to words or music.</li> <li>A canon is when one or some perform their phrase, followed by another child or group – a bit like a Mexican wave</li> <li>Describe and evaluate the effectiveness and quality of a dance.</li> <li>Collaborate with others.</li> </ul> Procedural <ul style="list-style-type: none"> <li>Perform a range of actions and simple movement patterns with control and coordination.</li> <li>Compose short dances that express and communicate mood, idea, and feelings, varying simple compositional ideas</li> <li>Explore and create narratives in response to a stimulus.</li> <li>Show control, accuracy and fluency of movement when performing actions with a partner.</li> <li>Develop dance phrases using canon, unison, repetition, action/reaction, and question/answer.</li> <li>Communicate what you want through your dances and perform with control.</li> <li>Combine actions and maintain the quality of performance when performing at the same time as a partner</li> </ul>			

Component of Learning: Dodgeball	Tier 1	Tier 2	Tier 3
<b>Key Primary Theme:</b> <ul style="list-style-type: none"> <li>Continued progress of <b>Motor Competence</b>.</li> <li>Begin to understand and apply <b>Rules, Strategies</b> and <b>Tactics</b>.</li> <li><b>Healthy Participation</b>; making safe decisions and understanding the relationships between physical activity and its effect on the body</li> <li><b>Net/Wall</b> – apply skills of passing, shooting, attacking and defending in a variety of team and competitive games</li> </ul>	aim control duck pass space strike target	accuracy attacking awareness communication decision defending dodge opposition tactics teamwork	
<b>Initial knowledge</b> <ul style="list-style-type: none"> <li>Work together as a team.</li> <li>Always face the opposing team.</li> <li>Catch the ball to get a team member back in the game.</li> <li>When holding the ball, use it as a shield to deflect the ball.</li> <li>Discuss strategies to defeat the other team.</li> </ul>			
<b>Sticky knowledge to be taught &amp; assessed for end goal.</b> Conceptual <ul style="list-style-type: none"> <li>Understand how finding space can help in game situations.</li> <li>Begin to understand why you get hotter when you exercise and play games.</li> <li>Identify what you do best and what you find difficult.</li> <li>Explain what success you have seen in games, and how individuals and teams achieved it</li> </ul> Procedural <ul style="list-style-type: none"> <li>Develop problem solving and decision-making strategies.</li> <li>Develop movement skills relevant to games i.e. dodging.</li> <li>Pass/Send a ball, with increasing control, at different speeds – fast/slow.</li> <li>Improve consistency when catching a ball at different heights.</li> <li>Show control when moving at speed.</li> <li>Move the ball in different ways, with increasing accuracy and control. Use a range of skills and tactics to win games.</li> </ul>			

Component of Learning: Multi-skills	Tier 1	Tier 2	Tier 3
<b>Key Primary Theme:</b> <ul style="list-style-type: none"> <li>Continued progress of <b>Motor Competence</b>.</li> <li>Begin to understand and apply <b>Rules, Strategies</b> and <b>Tactics</b>.</li> <li><b>Healthy Participation</b>; making safe decisions and understanding the relationships between physical activity and its effect on the body</li> </ul>	base support shape	agility anticipate balance co-ordination counterbalance direction drive pace speed stability stride	
<b>Initial knowledge</b> <ul style="list-style-type: none"> <li>Travel through each set of equipment on the balls of feet.</li> <li>Lift knees high when travelling through ladders and hurdles</li> <li>Look forward as much as possible when travelling through equipment.</li> <li>Use arms to perform a running motion when travelling through equipment.</li> <li>Bend knees to change direction and push off with the balls of feet</li> </ul>			
<b>Sticky knowledge to be taught &amp; assessed for end goal.</b> Conceptual <ul style="list-style-type: none"> <li>Explore and practise a variety of athletic movements and apply athletic skills and techniques to a variety of activities.</li> <li>Develop coordination and balance whilst exploring different running, jumping, and throwing techniques</li> </ul> Procedural <ul style="list-style-type: none"> <li>Show control, coordination and consistency when running, throwing, and jumping.</li> <li>Agility - run on the balls of the feet, lengthening or shortening stride to speed up or slow down, co-ordinate movement of arms with legs, opposite action, lean forward to drive faster, stand tall when maintaining speed.</li> <li>Balance - move the feet to counterbalance the arms, use arms to counterbalance the legs, keep the body lower to the ground for stability.</li> <li>Choose the appropriate running speed to meet the demand of the task.</li> <li>Compete with others</li> <li>Evaluate and improve own performance</li> </ul>			

Component of Learning: Football	Tier 1	Tier 2	Tier 3
<b>Key Primary Theme:</b> <ul style="list-style-type: none"> <li>Continued progress of <b>Motor Competence</b>.</li> <li>Begin to understand and apply <b>Rules, Strategies</b> and <b>Tactics</b>.</li> <li><b>Healthy Participation</b>; making safe decisions and understanding the relationships between physical activity and its effect on the body</li> <li><b>Invasion</b> - apply skills of passing, shooting, attacking and defending in a variety of team and competitive games</li> </ul>	dribble pass shoot space	attack defend drag back inside hook marking power shot receive strike tackle teamwork	Cruyff turn fake dribble finesse shot toe taps
<b>Initial knowledge</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Dribble into a space.</li> <li><input type="checkbox"/> Receive the pass with the side of foot.</li> <li><input type="checkbox"/> Move into an open space ready for the ball.</li> <li><input type="checkbox"/> Control the ball before striking.</li> </ul>			
<b>Sticky knowledge to be taught &amp; assessed for end goal.</b> Conceptual <ul style="list-style-type: none"> <li><input type="checkbox"/> Employ simple tactics in game situations.</li> <li><input type="checkbox"/> Recognise good performance and be able to identify what you need to practise to improve your own performance.</li> <li><input type="checkbox"/> Describe how your body feels when exercising</li> </ul> Procedural <ul style="list-style-type: none"> <li><input type="checkbox"/> Move with a ball keeping it under control.</li> <li><input type="checkbox"/> Perform basic skills needed for games with control and accuracy.</li> <li><input type="checkbox"/> Pass/send a ball with increasing accuracy and at different speeds. Shoot/score with some success.</li> <li><input type="checkbox"/> Power shot - strike the ball with laces of stronger foot.</li> <li><input type="checkbox"/> Finesse shot - open up the body more and use side of foot to direct the ball.</li> <li><input type="checkbox"/> Know the importance of putting the weaker foot next to the ball and use inside of stronger foot, following through to pass the ball.</li> <li><input type="checkbox"/> Apply basic principles for attacking and defending – finding space (attacking), challenge a player in possession (defending).</li> </ul>			

Component of Learning: Athletics	Tier 1	Tier 2	Tier 3
<b>Key Primary Theme:</b> <ul style="list-style-type: none"> <li>Continued progress of <b>Motor Competence</b>.</li> <li>Begin to understand and apply <b>Rules, Strategies</b> and <b>Tactics</b>.</li> <li><b>Healthy Participation</b>; making safe decisions and understanding the relationships between physical activity and its effect on the body</li> <li><b>Athletics</b> - develop increasing competence in the techniques of running, jumping, throwing and catching</li> </ul>		baton balance changeover coordination distance flight hurdles javelin long jump motion movement position relay release speed sprint throw	
<b>Initial knowledge</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Swap the baton whilst moving.</li> <li><input type="checkbox"/> The waiting child is to set off just before the baton is exchanged.</li> </ul>			
<b>Sticky knowledge to be taught &amp; assessed for end goal.</b> Conceptual <ul style="list-style-type: none"> <li><input type="checkbox"/> Recognise what they do well and what they find difficult, identifying what they need to practise to improve their performance.</li> <li><input type="checkbox"/> Understand the pace judgement when running over an increased distance.</li> <li><input type="checkbox"/> Describe how their bodies feel when exercising and understand the link between heart rate and breathing during exercise</li> </ul> Procedural <ul style="list-style-type: none"> <li><input type="checkbox"/> Apply and develop a broad range of athletic skills in different ways.</li> <li><input type="checkbox"/> Show control, coordination and consistency when running, throwing, and jumping               <ul style="list-style-type: none"> <li>Run with straight backs with head up, good arm motion, high knee drives and light touches on the floor using the balls of feet.</li> <li>Javelin - Hold the javelin in the centre. Stand sideways in a star shape with arms straight (javelin in back hand.) If the javelin goes too high it is being released too early, if the javelin goes too low it is being released too late.</li> <li>Long Jump - Start with feet together. Feet remain together throughout flight. Before take-off bend knees and lean forwards with arms back. As arms swing powerfully forward swing legs forward landing with bent knees.</li> </ul> </li> <li><input type="checkbox"/> Choose the appropriate running speed to meet the demand of the task.</li> <li><input type="checkbox"/> Compete with others</li> <li><input type="checkbox"/> Evaluate and improve own performance</li> </ul>			

Component of Learning: Hockey	Tier 1	Tier 2	Tier 3
<b>Key Primary Theme:</b> <ul style="list-style-type: none"> <li>Continued progress of <b>Motor Competence</b>.</li> <li>Begin to understand and apply <b>Rules, Strategies</b> and <b>Tactics</b>.</li> <li><b>Healthy Participation</b>; making safe decisions and understanding the relationships between physical activity and its effect on the body</li> <li><b>Invasion</b> - apply skills of passing, shooting, attacking and defending in a variety of team and competitive games</li> </ul>	move pass push receive score space stick travel	accuracy dribble goal power stick surface possession target teamwork wide grip	
<b>Initial knowledge</b> <ul style="list-style-type: none"> <li>Ball should be in contact with the flat side of the stick.</li> <li>Keep the stick on the floor when tackling.</li> <li>Look up to see where team players are when passing.</li> <li>Move feet quickly to get stick into position or turn the stick.</li> <li>Stick is not to come above waist height</li> </ul>			
<b>Sticky knowledge to be taught &amp; assessed for end goal.</b> Conceptual <ul style="list-style-type: none"> <li>Choose and use simple tactics to suit different situations in small-sided games. React to situations in ways that make it difficult for opponents.</li> <li>Understand and follow the rules of the game</li> <li>Learn how to recognise your own success</li> </ul> Procedural <ul style="list-style-type: none"> <li>Move with a ball keeping it under control.</li> <li>Develop control and technique.</li> <li>Understand the need to have a wide grip on the stick and low stance to allow more strength and control.</li> <li>The flatter the stick, the more of the stick surface can stop the ball.</li> <li>Pass/send a ball with increasing accuracy and at different speeds. Shoot/score with some success.</li> <li>Apply basic principles for attacking and defending – finding space (attacking), challenge a player in possession (defending)</li> </ul>			

Component of Learning: Outdoor Adventurous Activity – Team Building	Tier 1	Tier 2	Tier 3
<b>Key Primary Theme:</b> <ul style="list-style-type: none"> <li>Continued progress of <b>Motor Competence</b>.</li> <li>Begin to understand and apply <b>Rules, Strategies</b> and <b>Tactics</b>.</li> <li><b>Healthy Participation</b>; making safe decisions and understanding the relationships between physical activity and its effect on the body</li> <li><b>Orienteering</b> – importance of teamwork and communication when solving problems involving navigation, maps and compasses</li> </ul>	listen	accuracy birds eye view challenge collaborate communicate control point co-operation encourage orientate problem recall route scale solve tactic	
<b>Initial knowledge</b> <ul style="list-style-type: none"> <li>Be able to use some basic features on a map to select and plan a route.</li> <li>If you don't get it right first time, stay positive, re-evaluate and try again.</li> <li>It is important to communicate and work together with your partner</li> </ul>			
<b>Sticky knowledge to be taught &amp; assessed for end goal.</b> Conceptual <ul style="list-style-type: none"> <li>Participate in competitive orienteering events, following instructions of the game.</li> <li>Recognise that activities need thinking through and planning.</li> <li>Evaluate your performance and recognise what went well and what could be improved</li> </ul> Procedural <ul style="list-style-type: none"> <li>Participate in team games, working cooperatively, solving problems with others. <ul style="list-style-type: none"> <li>Understand what a compass is used for and be able to use the direction points</li> <li>Problem Solving: discuss tactics before starting listen to each other's ideas /suggestions</li> <li>Team Building: communicate clearly with each other co-operation and timing is important</li> <li>Orienteering: it is important to keep the map orientated birds eye view is looking down from above.</li> <li>Communicate effectively with other people and discuss plans to achieve success.</li> </ul> </li> <li>To make a map with symbols and be able to recognise where you are on a map, using basic techniques.</li> <li>Move confidently in different ways, developing agility, balance, and co-ordination.</li> </ul>			

Tier 1	Tier 2	Tier 3
<b>Basic vocabulary</b> <i>To be used but require little or no explicit instruction.</i>	<b>Academic vocabulary</b> <i>To be taught and assessed. Words that could be used across disciplines.</i>	<b>Context Specific</b> <i>Specific vocab that will normally relate to one subject – to be taught and assessed</i>

P.E.– KS2	Year 4		
Key Knowledge	Key Vocabulary		
Component of Learning: Dance	Tier 1	Tier 2	Tier 3
<b>Key Primary Theme:</b> <ul style="list-style-type: none"> <li>Continued progress of <b>Motor Competence</b>.</li> <li>Begin to understand and apply <b>Rules, Strategies</b> and <b>Tactics</b>.</li> <li><b>Healthy Participation</b>; making safe decisions and understanding the relationships between physical activity and its effect on the body</li> <li><b>Dance</b> – communicating ideas through dance and movement, respond to rhythm and apply their learning to performance</li> </ul>	flow levels space time weight	canon choreography routine control develop direction emotions enhance expression mirroring extend formation performance phrase rehearse rhythm unison	
<b>Initial knowledge</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Dynamics has four components – space, time, weight and flow</li> <li><input type="checkbox"/> The starting point is the stimulus</li> </ul>			
<b>Sticky knowledge to be taught &amp; assessed for end goal.</b> Conceptual <ul style="list-style-type: none"> <li><input type="checkbox"/> Be able to describe your own dance, taking characters into account as well as Identifying what they need to practise to improve their dance.</li> <li><input type="checkbox"/> Understand the link between heart rate and breathing when exercising</li> <li><input type="checkbox"/> Describe and evaluate the effectiveness and quality of a dance.</li> <li><input type="checkbox"/> Collaborate with others</li> </ul> Procedural <ul style="list-style-type: none"> <li><input type="checkbox"/> Explore and create characters and narratives in response to a range of stimuli.</li> <li><input type="checkbox"/> Perform dances using a range of movement patterns – accurately, fluently, consistently and with control.</li> <li><input type="checkbox"/> Use different compositional ideas to create motifs incorporating unison, canon, action, and reaction.</li> <li><input type="checkbox"/> Experiment with a range of actions, varying and combining spatial patterns, speed, tension, and continuity when working with a partner and in a group.</li> <li><input type="checkbox"/> Work well as part of a team.</li> </ul>			

Component of Learning: Team Games – Invasion (Skills based)	Tier 1	Tier 2	Tier 3
<b>Key Primary Theme:</b> <ul style="list-style-type: none"> <li>Continued progress of <b>Motor Competence</b>.</li> <li>Begin to understand and apply <b>Rules, Strategies</b> and <b>Tactics</b>.</li> <li><b>Healthy Participation</b>; making safe decisions and understanding the relationships between physical activity and its effect on the body</li> <li><b>Invasion</b> - apply skills of passing, shooting, attacking and defending in a variety of team and competitive games</li> </ul>	bounce control flow pass shoot skill speed tactic	awareness consistency defend dodge intercept opponent possession score technique	
<b>Initial knowledge</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Awareness of ball and opponent, on balls of feet ready to move quickly.</li> <li><input type="checkbox"/> Stop the ball by putting stick in front of the ball or on top.</li> <li><input type="checkbox"/> Vision is vital - of players, space and then on the ball.</li> </ul>			
<b>Sticky knowledge to be taught &amp; assessed for end goal.</b> Conceptual <ul style="list-style-type: none"> <li><input type="checkbox"/> Describe how your body feels when you are warming up and playing games.</li> <li><input type="checkbox"/> Evaluate your own performance and describe skills you need to improve your play.</li> <li><input type="checkbox"/> Find and use space in game situations and explain the importance in this tactic.</li> </ul> Procedural <ul style="list-style-type: none"> <li><input type="checkbox"/> Describe how your body feels when you are warming up and playing games.</li> <li><input type="checkbox"/> . Bouncing - hand slightly curved on top of ball, eye on the ball, push downwards with gentle force</li> <li><input type="checkbox"/> Dodge - use signalling and evade partner. Eye communication with team members is essential.</li> <li><input type="checkbox"/> Passing ball with feet - foot behind the ball, keep ball on the ground, turn toe outwards, flat inside surface of foot makes contact with the ball.</li> <li><input type="checkbox"/> Unihoc - hold the stick with dominant hand halfway down the stick and other at the top for control, use flat side of the stick when dribbling.</li> <li><input type="checkbox"/> Rugby - when holding the ball, place thumbs on top of the ball and spread fingers around the rest of ball. Hold ball at the side of the body and pass backwards.</li> </ul>			



Component of Learning: Outdoor Adventurous Activity (OAA)	Tier 1	Tier 2	Tier 3
<b>Key Primary Theme:</b> <ul style="list-style-type: none"> <li>Continued progress of <b>Motor Competence</b>.</li> <li>Begin to understand and apply <b>Rules, Strategies</b> and <b>Tactics</b>.</li> <li><b>Healthy Participation</b>; making safe decisions and understanding the relationships between physical activity and its effect on the body</li> <li><b>Orienteering</b> – importance of teamwork and communication when solving problems involving navigation, maps and compasses</li> </ul>	challenge timing listening problem	confidence communication control plotting co-operative distance intercept map skills memory negotiate obstacle orientated precision recognise sensory solve surroundings tactics teamwork	
<b>Initial knowledge</b> <input type="checkbox"/> Know the points of a compass (North, South, East, West)			
<b>Sticky knowledge to be taught &amp; assessed for end goal.</b> Conceptual <input type="checkbox"/> Have knowledge of safety rules and procedures for taking part in orienteering event. <input type="checkbox"/> Work as a team to plan and decide what approach to use to meet the challenges. <input type="checkbox"/> Explain how you could improve your performance Procedural <input type="checkbox"/> Develop a basic understanding of map reading/making and apply these skills and techniques in games. <input type="checkbox"/> Work cooperatively and successfully as part of a team, improving communication skills. <input type="checkbox"/> Recognise where you are on a map. <input type="checkbox"/> Demonstrate all the physical skills needed for orienteering: agility, balance, and co-ordination.			

Component of Learning: Fitness (FUNS)	Tier 1	Tier 2	Tier 3
<b>Key Primary Theme:</b> <ul style="list-style-type: none"> <li>Continued progress of <b>Motor Competence</b>.</li> <li>Begin to understand and apply <b>Rules, Strategies</b> and <b>Tactics</b>.</li> <li><b>Healthy Participation</b>; making safe decisions and understanding the relationships between physical activity and its effect on the body</li> </ul>	gallop high elbows high knees mirror side steps skip	achieve aerobic alternate balance challenge combine consistent control co-ordination counterbalance endurance fluency lifestyle personal best reverse pivots rhythm static balance	
<b>Initial knowledge</b> <input type="checkbox"/> Understand what aerobic exercise is <input type="checkbox"/> Understand the importance of warming up and cooling down. • Understand what core strength is and develop it using correct techniques			
<b>Sticky knowledge to be taught &amp; assessed for end goal.</b> Conceptual <input type="checkbox"/> Understand how to develop aerobic exercise <input type="checkbox"/> Know the importance of leading healthy, active lifestyles. <input type="checkbox"/> Identify parts of the body we are working during exercise. Procedural <input type="checkbox"/> Develop lower body and core strength, fitness, balance and coordination. <input type="checkbox"/> <b>Floor Patterns</b> <ol style="list-style-type: none"> <li>Head Up</li> <li>Back Straight</li> <li>Bend knees to help balance.</li> <li>Keep centre of gravity forwards, even when going backwards.</li> <li>Use arms to help generate more power and height</li> </ol> <input type="checkbox"/> <b>Personal Skills</b> <ol style="list-style-type: none"> <li>Keep going when things are hard</li> <li>Only move on when you can do things lots of times</li> <li>Find a challenge you can't quite do and then see if you can do it.</li> <li>Think about what you can improve when you find things hard.</li> <li>Try to view things you can do as an opportunity to improve</li> </ol> <input type="checkbox"/> Work well as part of a team to achieve success. <input type="checkbox"/> Show self-belief and determination to manage and accomplish tasks. <input type="checkbox"/> Demonstrate correct techniques of core strength exercises with control.			

Component of Learning: Gymnastics	Tier 1	Tier 2	Tier 3
<b>Key Primary Theme:</b> <ul style="list-style-type: none"> <li>Continued progress of <b>Motor Competence</b>.</li> <li>Begin to understand and apply <b>Rules, Strategies</b> and <b>Tactics</b>.</li> <li><b>Healthy Participation</b>; making safe decisions and understanding the relationships between physical activity and its effect on the body</li> <li><b>Gymnastics</b> - practice skills relating to balance, shape, travelling, flexibility, strength and control</li> </ul>	enter exit jump shape travel twist	apparatus balance control flight patches points sequence straddle straighten stretch tuck	
<b>Initial knowledge</b> <ul style="list-style-type: none"> <li>Straighten and stretch body when making shapes/balances.</li> <li>Keep bodies neat when travelling over, under and through apparatus.</li> <li>Land with knees bent and head facing forwards.</li> <li>Use a jump to support a change in direction.</li> <li>Land from a jump with good control and balance.</li> </ul>			
<b>Sticky knowledge to be taught &amp; assessed for end goal.</b> Conceptual <ul style="list-style-type: none"> <li>Learn how to evaluate and recognise your own success and areas for improvement, as well as the effectiveness and quality of a performance.</li> <li>Recognise and explain a good performance</li> <li>Describe how your body feels when exercising</li> </ul> Procedural <ul style="list-style-type: none"> <li>Find different ways of using a shape, balance, or travel, and link them to make actions and sequences of movement.</li> <li>Show control, accuracy and fluency of movement when performing actions on your own and with a partner.</li> <li>Devise and perform a gymnastic sequence, showing a clear beginning, middle and end.</li> <li>Create, perform, and repeat a combination of actions that include changes of dynamic e.g. changes of level, speed and direction, and clarity of shape.</li> <li>Collaborate with others.</li> </ul>			

Component of Learning: Indoor Games (Dodgeball)	Tier 1	Tier 2	Tier 3
<b>Key Primary Theme:</b> <ul style="list-style-type: none"> <li>Continued progress of <b>Motor Competence</b>.</li> <li>Begin to understand and apply <b>Rules, Strategies</b> and <b>Tactics</b>.</li> <li><b>Healthy Participation</b>; making safe decisions and understanding the relationships between physical activity and its effect on the body</li> <li><b>Net/Wall</b> – apply skills of passing, shooting, attacking and defending in a variety of team and competitive games</li> </ul>	aim dodge pass strike	accuracy communication co-ordination decisions react rules score system spatial awareness strategy tactics teamwork	
<b>Initial knowledge</b> <ul style="list-style-type: none"> <li>Show control when moving at speed.</li> <li>Use skills with coordination and control.</li> </ul>			
<b>Sticky knowledge to be taught &amp; assessed for end goal.</b> Conceptual <ul style="list-style-type: none"> <li>Describe how your body feels when you are warming up and playing games.</li> <li>Find and use space in game situations and explain the importance in this tactic</li> <li>Evaluate your own performance and describe skills you need to improve your play.</li> </ul> Procedural <ul style="list-style-type: none"> <li>Get in good positions to throw and receive the ball.</li> <li>Send a ball with accuracy, control, and consistency, whilst moving at different speeds.</li> <li>Practise and improve the underarm throw and side shot throw.</li> <li>Participate in games using skills learnt in previous lessons, including striking, dodging and ball handling skills</li> </ul>			

Component of Learning: Hockey	Tier 1	Tier 2	Tier 3
<b>Key Primary Theme:</b> <ul style="list-style-type: none"> <li>Continued progress of <b>Motor Competence</b>.</li> <li>Begin to understand and apply <b>Rules, Strategies</b> and <b>Tactics</b>.</li> <li><b>Healthy Participation</b>; making safe decisions and understanding the relationships between physical activity and its effect on the body</li> <li><b>Invasion</b> - apply skills of passing, shooting, attacking and defending in a variety of team and competitive games</li> </ul>		attack avoiding communicate cooperation defence first touch marking opposition possession power react recover strike support tackle	
<b>Initial knowledge</b> <ul style="list-style-type: none"> <li>Move with a ball keeping it under control</li> <li>Ball should be in contact with the flat side of the stick.</li> <li>Keep the stick on the floor when tackling.</li> <li>Look up to see where team players are when passing.</li> <li>Move feet quickly to get stick into position or turn the stick.</li> <li>Stick is not to come above waist height</li> </ul>			
<b>Sticky knowledge to be taught &amp; assessed for end goal.</b> Conceptual <ul style="list-style-type: none"> <li>Explain simple tactics in game situations.</li> <li>Recognise what you do well and what you find difficult.</li> <li>Understand the link between heart rate and breathing when exercising.</li> <li>Devise suitable warm up activities for the upcoming activity</li> </ul> Procedural <ul style="list-style-type: none"> <li>Move the ball keeping it under control whilst changing direction.</li> <li>Perform basic skills needed for the games with control and accuracy. Pass, shoot and receive a ball with increasing accuracy, control, and success.</li> <li>Apply basic attacking and defending principles, collaborating with others, and using tactics to keep possession.</li> </ul>			

Component of Learning: Basketball	Tier 1	Tier 2	Tier 3
<b>Key Primary Theme:</b> <ul style="list-style-type: none"> <li>Continued progress of <b>Motor Competence</b>.</li> <li>Begin to understand and apply <b>Rules, Strategies</b> and <b>Tactics</b>.</li> <li><b>Healthy Participation</b>; making safe decisions and understanding the relationships between physical activity and its effect on the body</li> <li><b>Invasion</b> - apply skills of passing, shooting, attacking and defending in a variety of team and competitive games</li> </ul>	bounce hoop match move pass shoot space travel	attack bounce pass chest pass defend dribble fake pass foul lofted pass possession receive set shot	double dribble
<b>Initial knowledge</b> <ul style="list-style-type: none"> <li>Bounce the ball at correct height when dribbling.</li> <li>Bounce the ball with fingers wide in a pushing motion rather than slapping the ball.</li> <li>Bounce the ball when passing.</li> <li>You cannot double dribble (dribbles, stops, then starts again.)</li> <li>Push the ball in front when dribbling fast.</li> <li>Use a variety of passes when playing.</li> <li>Attack quickly when in possession of the ball.</li> </ul>			
<b>Sticky knowledge to be taught &amp; assessed for end goal.</b> Conceptual <ul style="list-style-type: none"> <li>Explain and apply basic attacking and defending principles.</li> <li>Identify what you need to practise to improve your performance.</li> <li>Describe how your body feels when exercising and understand the link between heart rate and breathing when exercising</li> </ul> Procedural <ul style="list-style-type: none"> <li>Move the ball keeping it under control whilst changing direction.</li> <li>Pass, shoot and receive a ball with increasing accuracy, control and success. Pass in different ways e.g. high, low, fast, slow.</li> <li>Get on the defensive side of the ball quickly if you lose possession</li> <li>Find and use space in game situations and work well as part of a team.</li> <li>Use a range of tactics to keep possession of the ball; and explain simple tactics in game situations</li> </ul>			

Component of Learning: Tennis	Tier 1	Tier 2	Tier 3
<b>Key Primary Theme:</b> <ul style="list-style-type: none"> <li>Continued progress of <b>Motor Competence</b>.</li> <li>Begin to understand and apply <b>Rules, Strategies</b> and <b>Tactics</b>.</li> <li><b>Healthy Participation</b>; making safe decisions and understanding the relationships between physical activity and its effect on the body</li> <li><b>Net/Wall</b> – apply skills of passing, shooting, attacking and defending in a variety of team and competitive games</li> </ul>		backhand contact control co-ordination forehand racket face rally react serve striking tap ups	
<b>Initial knowledge</b> <ul style="list-style-type: none"> <li>Get ready to move with feet apart and eyes watching the ball.</li> <li>Control the racket, keep it flat and move it smoothly.</li> <li>Know the names of tennis shots.</li> <li>Read the ball and react by turning to forehand and backhand sides.</li> <li>Grip – hands together with right hand below left (Right handers)</li> <li>Hit the ball hard and along the ground to avoid being out.</li> <li>Step into the ball when hitting to create power.</li> </ul>			
<b>Sticky knowledge to be taught &amp; assessed for end goal.</b> Conceptual <ul style="list-style-type: none"> <li>Recognise and explain good performances and learn how to recognise and evaluate your own success.</li> <li>Describe how your body feels when exercising and understand the link between heart rate and breathing when exercising.</li> </ul> Procedural <ul style="list-style-type: none"> <li>Perform basic skills needed for the games with control and accuracy, including hitting a ball towards a target. Perform a basic forehand action with control and accuracy.</li> <li>Send/ hit a ball into space, at different speeds and heights to make it difficult for your opponent.</li> <li>Begin to apply basic movements in a range of activities and in combination.</li> <li>Apply basic principles for attacking including finding and using space in game situations.</li> <li>Keep a rally going using a range of shots.</li> </ul>			

Component of Learning: Athletics (Quadkids)	Tier 1	Tier 2	Tier 3
<b>Key Primary Theme:</b> <ul style="list-style-type: none"> <li>Continued progress of <b>Motor Competence</b>.</li> <li>Begin to understand and apply <b>Rules, Strategies</b> and <b>Tactics</b>.</li> <li><b>Healthy Participation</b>; making safe decisions and understanding the relationships between physical activity and its effect on the body</li> <li><b>Athletics</b> - develop increasing competence in the techniques of running, jumping, throwing and catching</li> </ul>	pull push	consecutive distance duration etiquette false start movement on your marks, get set, go pace personal best timing	
<b>Initial knowledge</b> <ul style="list-style-type: none"> <li>Devise suitable warm-up activities for the upcoming activities.</li> </ul>			
<b>Sticky knowledge to be taught &amp; assessed for end goal.</b> Conceptual <ul style="list-style-type: none"> <li>Understand the pace judgement when running over an increased distance, choosing the appropriate speed to meet the demand of the task.</li> <li>Learn how to evaluate and recognise their own success.</li> <li>Describe how their bodies feel when exercising and understand the link between heart rate and breathing during exercise</li> </ul> Procedural <ul style="list-style-type: none"> <li>Combine basic jump actions to form a jump combination, using a controlled jumping technique. <ul style="list-style-type: none"> <li>Vortex howler - Vortex lies flat on palm supported by fingers, body sideways to throwing direction, hand higher than elbow, elbow not lower than shoulder. Snap through with hips</li> <li>Standing long jump - Feet slightly apart facing forwards, arms swinging from low to high for lift, knees bending to provide explosive lift, land on two feet.</li> <li>Sprint - Head still and focussed on finish line, arms pump (but not across body) run on balls of feet, run through the finish line.</li> <li>Distance run - Head still and focussed forward, smooth consistent pace, use balls of feet, finish fast.</li> </ul> </li> <li>Perform a throwing technique with control, coordination, and consistency.</li> <li>Perform competitively with others</li> </ul>			

Tier 1	Tier 2	Tier 3
<b>Basic vocabulary</b> <i>To be used but require little or no explicit instruction.</i>	<b>Academic vocabulary</b> <i>To be taught and assessed. Words that could be used across disciplines.</i>	<b>Context Specific</b> <i>Specific vocab that will normally relate to one subject – to be taught and assessed</i>

P.E.– KS2	Year 5		
Key Knowledge	Key Vocabulary		
Component of Learning: Netball	Tier 1	Tier 2	Tier 3
<b>Key Primary Theme:</b> <ul style="list-style-type: none"> <li>Continued progress of <b>motor competence</b></li> <li>Understanding and applying <b>rules, strategies</b> and <b>tactics</b></li> <li><b>Healthy Participation</b>; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body</li> <li><b>Net/Wall</b> – apply skills of passing, shooting, attacking and defending in a variety of team and competitive games</li> </ul>		attack bounce pass chest pass cover defend direction mark rules shoot teamwork track	
<b>Initial knowledge</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Netball is a non-contact game.</li> <li><input type="checkbox"/> A pass must be made within 4 seconds</li> <li><input type="checkbox"/> Moving with the ball is not allowed - you can only pivot on your landing foot</li> </ul>			
<b>Sticky knowledge to be taught &amp; assessed for end goal.</b> Conceptual <ul style="list-style-type: none"> <li><input type="checkbox"/> Know the difference between attacking and defending skills.</li> <li><input type="checkbox"/> Know how to mark and defend your goal.</li> <li><input type="checkbox"/> Begin to understand how muscles work and explain how the body reacts to physical activity.</li> <li><input type="checkbox"/> Identify strengths and weaknesses of your own and other performances and explain your reasoning</li> </ul> Procedural <ul style="list-style-type: none"> <li><input type="checkbox"/> Use a variety of skills to keep the ball, thinking about moving towards goal, different positions and the use of space.                GS - score goals and to work in and around the circle with the GA                GA - To feed and work with GS and to score goals                C - To take the centre pass and to link the defence and the attack                GD - To win the ball and reduce the effectiveness of the GA                GK -To work with the GD and to prevent the GA/GS from scoring goals</li> <li><input type="checkbox"/> Increase accuracy and confidence of passing and shooting skills</li> </ul>			

Component of Learning: Athletics (indoors)	Tier 1	Tier 2	Tier 3
<b>Key Primary Theme:</b> <ul style="list-style-type: none"> <li>Continued progress of <b>motor competence</b></li> <li>Understanding and applying <b>rules, strategies</b> and <b>tactics</b></li> <li><b>Healthy Participation</b>; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body</li> <li><b>Athletics</b> - develop increasing competence in the techniques of running, jumping, throwing and catching</li> </ul>	pull push speed	accelerate agility coordination endurance pace personal best record rhythm run up sustain timer	
<b>Initial knowledge</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> When sprinting, light, quick movements are used. Head is kept level and vision is to the front.</li> <li><input type="checkbox"/> It is important to sustain pace over longer distances.</li> <li><input type="checkbox"/> Always check the area is clear before you throw.</li> <li><input type="checkbox"/> Javelin - this is a pull throw.</li> <li><input type="checkbox"/> Chest push - two handed push throw.</li> </ul>			
<b>Sticky knowledge: taught &amp; assessed for end goal.</b> Conceptual <ul style="list-style-type: none"> <li><input type="checkbox"/> Choose the appropriate speed to run at for the distance to be covered.</li> <li><input type="checkbox"/> Create short warm up routines that follow basic principle e.g. raise body temperature, mobilise joints and muscles.</li> <li><input type="checkbox"/> Understand how physical activity can contribute to a healthy lifestyle and the importance of being physically fit.</li> <li><input type="checkbox"/> Explain how their body reacts and feels when taking part in different activities and undertaking different roles and understanding how this effects the muscles.</li> </ul> Procedural <ul style="list-style-type: none"> <li><input type="checkbox"/> Run, jump, catch, and throw in isolation and combination. Combine and perform skills with control.               <ul style="list-style-type: none"> <li>Standing long jump is a two footed and is a test of co-ordination and leg strength.</li> <li>Standing triple jump is a hop, step and jump from a standing position.</li> <li>Vertical jump is in a standing position in which the participant competes against their own height and weight.</li> <li>Speed bounce - A test of speed, rhythm and coordination, Cross the wedge with both feet as any times as possible in 30 seconds.</li> </ul> </li> <li><input type="checkbox"/> Communicate, collaborate, and compete with others. Working effectively as part of a team.</li> <li><input type="checkbox"/> Demonstrate a range of throwing actions e.g. push, pull, sling, using different equipment.</li> </ul>			

Component of Learning: Fitness	Tier 1	Tier 2	Tier 3
<b>Key Primary Theme:</b> <ul style="list-style-type: none"> <li>Continued progress of <b>motor competence</b></li> <li>Understanding and applying <b>rules, strategies</b> and <b>tactics</b></li> <li><b>Healthy Participation</b>; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body</li> </ul>	combine develop	benefit circuit core strength determination endurance stamina	
<b>Initial knowledge</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Know what aerobic exercise is</li> <li><input type="checkbox"/> Identify parts of the body</li> <li><input type="checkbox"/> Know the importance of leading a healthy, active lifestyle</li> </ul>			
<b>Sticky knowledge: taught &amp; assessed for end goal.</b> Conceptual <ul style="list-style-type: none"> <li><input type="checkbox"/> Understand and explain the importance of good upper body strength.</li> <li><input type="checkbox"/> Recognise the physical and mental benefits of increased activity and develop an appreciation of physical activity as a lifelong habit.</li> <li><input type="checkbox"/> Select an area of physical activity that you want to improve.</li> </ul> Procedural <ul style="list-style-type: none"> <li><input type="checkbox"/> Develop lower body and core strength, fitness, speed and aerobic endurance.</li> <li><input type="checkbox"/> Apply and link learned fundamental movement skills.</li> <li><input type="checkbox"/> Show determination to complete tasks using the correct techniques.</li> <li><input type="checkbox"/> Demonstrate stamina</li> </ul>			

Component of Learning: Outdoor Adventurous Activity (OAA)	Tier 1	Tier 2	Tier 3
<b>Key Primary Theme:</b> <ul style="list-style-type: none"> <li>Continued progress of <b>Motor Competence</b>.</li> <li>Begin to understand and apply <b>Rules, Strategies</b> and <b>Tactics</b>.</li> <li><b>Healthy Participation</b>; making safe decisions and understanding the relationships between physical activity and its effect on the body</li> <li><b>Orienteering</b> – importance of teamwork and communication when solving problems involving navigation, maps and compasses</li> </ul>	picture	communication control plotting indoor mapping map skills orienteering problem solving teamwork	
<b>Initial knowledge</b> <ul style="list-style-type: none"> <li>Recognise where you are on a map.</li> <li>Work as a team to plan and decide what approach to use to meet the challenges.</li> </ul>			
<b>Sticky knowledge: taught &amp; assessed for end goal.</b> Conceptual <ul style="list-style-type: none"> <li>Understand relevant techniques to navigate to and from control points.</li> <li>Identify what they have done well and adapt plans for future challenges.</li> <li>Have a basic understanding of map reading/making and apply these skills and techniques in games.</li> <li>Work cooperatively and successfully as part of a team, improving communication skills.</li> </ul> Procedural <ul style="list-style-type: none"> <li>Orienteer themselves and map correctly keeping track of their position with increasing accuracy.</li> <li>Work within a team trusting and valuing each other.</li> <li>Develop communication skills and use these skills to achieve success.</li> <li>Make a map with symbols and legend and begin to understand scale.</li> <li>Compete in orienteering events, problem solving with team members.</li> </ul>			

Component of Learning: Gymnastics	Tier 1	Tier 2	Tier 3
<b>Key Primary Theme:</b> <ul style="list-style-type: none"> <li>Continued progress of <b>motor competence</b></li> <li><b>Healthy Participation</b>; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body</li> <li><b>Gymnastics</b> - Gain the knowledge of different gymnastic moves and use these to create sequences with increasing competence and complexity.</li> </ul>	flight flow jump space spin time travel turn	asymmetrical back support balance complex core skills counterbalance creativity extend front support mirroring principles sequence strength suppleness stretch symmetrical tuck weight	
<b>Initial knowledge</b> <ul style="list-style-type: none"> <li>Four main core skills are travel, jump, turn and balance.</li> <li>Four main principles are flow, time, space and weight.</li> <li>Mirroring is copying the actions and moves of a partner.</li> <li>A spin can be created on different body parts</li> </ul>			
<b>Sticky knowledge: taught &amp; assessed for end goal.</b> Conceptual <ul style="list-style-type: none"> <li>Develop your own gymnastic sequences by understanding, choosing, and applying a range of compositional principles.</li> <li>Identify which aspects of a performance were performed consistently, accurately, fluently, and clearly; being able to provide constructive feedback.</li> </ul> Procedural <ul style="list-style-type: none"> <li>Perform movements accurately with a sense of rhythm.</li> <li>Explore, improvise, and combine movement ideas fluently and effectively.</li> <li>Make up longer sequences and perform them with fluency and clarity of movement, choosing skills that meet the needs of the situation. <ul style="list-style-type: none"> <li>A spin should be completed with a 360 degree turn on the same spot at the same speed.</li> <li>Mirroring can be completed side by side, in front of each other, towards and away from each other.</li> <li>A sequence needs to include two or more skills which are performed together creating a different combination skill.</li> <li>Complex sequences for a performance should include changes in level, direction and speed; choose actions, body shapes and balances.</li> </ul> </li> <li>Develop flexibility, strength, control, technique, and balance</li> </ul>			

Component of Learning: Dance	Tier 1	Tier 2	Tier 3
<b>Key Primary Theme:</b> <ul style="list-style-type: none"> <li>Continued progress of <b>Motor Competence</b>.</li> <li><b>Healthy Participation</b>; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body</li> <li><b>Dance</b> – communicating ideas through dance and movement, respond to rhythm and apply their learning to performance</li> </ul>		canon choreography emotions expression fluency rehearse routine together unison	
<b>Initial knowledge</b> <input type="checkbox"/> Create characters and narratives in response to a range of stimuli			
<b>Sticky knowledge: taught &amp; assessed for end goal.</b> Conceptual <input type="checkbox"/> Identify which aspects were performed consistently, accurately, fluently, and clearly and be able to provide feedback. <input type="checkbox"/> Be able to describe your own dance, taking characters into account as well as Identifying what they need to practise to improve their dance. <input type="checkbox"/> Work effectively as part of a team. <input type="checkbox"/> Explain how their bodies react and feel when taking part in different activities and undertaking different roles. Procedural <input type="checkbox"/> Continue to develop a broader range of skills and movement patterns, exploring and practicing movement ideas inspired by a stimulus. <input type="checkbox"/> Use basic compositional principles when creating dances – combining movements fluently and effectively. <input type="checkbox"/> Perform a range of movements accurately with a sense of rhythm. <input type="checkbox"/> Create and structure dance motifs, phrases, and sections of dances, developing expressive qualities			

Component of Learning: Handball	Tier 1	Tier 2	Tier 3
<b>Key Primary Theme:</b> <ul style="list-style-type: none"> <li>Continued progress of <b>motor competence</b></li> <li>Understanding and applying <b>rules, strategies</b> and <b>tactics</b></li> <li><b>Healthy Participation</b>; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body</li> <li><b>Invasion Games</b> – apply skills of passing, shooting, attacking and defending in a variety of team and competitive games</li> </ul>	block catch loop shoot throw	attack defence evade fluidity mark movement overhead possession track	
<b>Initial knowledge</b> <input type="checkbox"/> Handball is the fastest team game in the world. <input type="checkbox"/> Passing with a high arm (elbow above shoulder) <input type="checkbox"/> Only 3 steps permitted before the ball must be passed <input type="checkbox"/> The ball can only be held for 3 seconds while stationary <input type="checkbox"/> Shoot with a high arm, using a full range of movement from the shoulder <input type="checkbox"/> Fluidity and constant movement is important			
<b>Sticky knowledge: taught &amp; assessed for end goal.</b> Conceptual <input type="checkbox"/> Find ways to get the ball towards your opponent's goal, knowing when to pass, when to dribble or travel with the ball. <input type="checkbox"/> Watch and evaluate the success of a game, whilst recognising parts of a performance that could be improved and identifying practises that will help. <input type="checkbox"/> Suggest ideas for warming up and explain your choices. <input type="checkbox"/> Explain how your body reacts and feels when you play different games and understand how the muscles work – work by getting shorter, relax by getting longer. Procedural <input type="checkbox"/> Perform skills, such as passing and shooting with accuracy, control, and confidence. <input type="checkbox"/> Change speed and direction to get away from a defender. <input type="checkbox"/> Use a variety of tactics, like use of space and positions to keep the ball			



Component of Learning: Tag Rugby	Tier 1	Tier 2	Tier 3
<b>Key Primary Theme:</b> <ul style="list-style-type: none"> <li>Continued progress of <b>motor competence</b></li> <li>Understanding and applying <b>rules, strategies</b> and <b>tactics</b></li> <li><b>Healthy Participation</b>; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body</li> <li><b>Invasion Games</b> – apply skills of passing, shooting, attacking and defending in a variety of team and competitive games</li> </ul>	tag pass	<b>advantage</b> attacking communication decision making defending direction evade <b>infringement</b> speed <b>knock on</b> positioning receive tactical <b>try line</b>	
<b>Initial knowledge</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> When tagged they are allowed 3 seconds/3 strides to pass to a teammate.</li> <li><input type="checkbox"/> Two hands on the ball at all times.</li> <li><input type="checkbox"/> Move forward to attack as part of a team – running in a line.</li> </ul>			
<b>Sticky knowledge: taught &amp; assessed for end goal.</b> Conceptual <ul style="list-style-type: none"> <li><input type="checkbox"/> Begin to understand the importance of lines in tag rugby – both for attack and defence.</li> <li><input type="checkbox"/> Use simple tactics in games to achieve success as a team.</li> <li><input type="checkbox"/> Understand the defensive duties in tag rugby and the process of tagging</li> <li><input type="checkbox"/> Decision making: Always look to see where the opposition are positioned and where the best opportunity to score may lie.</li> </ul> Procedural <ul style="list-style-type: none"> <li><input type="checkbox"/> Increase accuracy and control when passing and catching whilst moving at speed.</li> <li><input type="checkbox"/> Participate in competitive games, following the rules and playing fair.</li> <li><input type="checkbox"/> Continue to improve different ways to pass – fast, slow, high, low               <ul style="list-style-type: none"> <li>Attacking: Run at speed, use the space and aim for the gaps, sidestep, change direction and speed.</li> <li>Defending: Keep your eyes on the tag, call out when you have tagged someone and hand back their tag.</li> <li>Passing the ball: Stand sideways on to your opponent, keep your hands on the side of the ball, swing your arms like a pendulum, release towards the receiver.</li> </ul> </li> </ul>			

Component of Learning: Cricket	Tier 1	Tier 2	Tier 3
<b>Key Primary Theme:</b> <ul style="list-style-type: none"> <li>Continued progress of <b>motor competence</b></li> <li>Understanding and applying <b>rules, strategies</b> and <b>tactics</b></li> <li><b>Healthy Participation</b>; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body</li> <li><b>Striking and Fielding</b> – apply skills of striking, fielding, attacking and defending in a variety of team and competitive games</li> </ul>	runs	bail <b>boundary</b> <b>crease</b> crouch low fast ball <b>no run</b> <b>over</b> <b>retire</b> slow ball spin spring high stance <b>stumps</b> sweep shot <b>wickets</b> <b>wide</b>	Yorker
<b>Initial knowledge</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> There are 6 balls in an over.</li> <li><input type="checkbox"/> Game - Run between the wickets in straight lines.</li> <li><input type="checkbox"/> Slide the bat over the line.</li> </ul>			
<b>Sticky knowledge: taught &amp; assessed for end goal.</b> Conceptual <ul style="list-style-type: none"> <li><input type="checkbox"/> Choose skills and tactics to meet the needs of the situation</li> <li><input type="checkbox"/> Watch and evaluate the success of games and good performance.</li> <li><input type="checkbox"/> Understand how physical activity can contribute to a healthy lifestyle and explain how your body reacts and feels when taking part in physical activity.</li> <li><input type="checkbox"/> Create short warm up routines that follow basic principles e.g. raising body temperature, mobilise joints and muscles.</li> </ul> Procedural <ul style="list-style-type: none"> <li><input type="checkbox"/> Apply and develop a broader range of skills, whilst ensuring basic skills are performed with control and accuracy.               <ul style="list-style-type: none"> <li><i>Catching</i> - Get hands ready to catch the ball, bend knees slightly so you can spring high or crouch low and use your feet to get into a good position to catch.</li> <li><i>Bowling</i> - Straight arm when bowling. Focus on accuracy aim at the target using non-bowling arm</li> <li><i>Fielding</i> - Watch and stop the ball, throw it back to the bowler or aim at the wickets. Quick decisions need to be made.</li> </ul> </li> <li><input type="checkbox"/> Develop control and technique whilst performing skills at speed and showing good awareness of others in game situations.</li> <li><input type="checkbox"/> Hit the ball with purpose, varying speed height and direction, as well as thinking of tactics needed to score more runs.</li> <li><input type="checkbox"/> Work as part of a team, adapting games and activities making sure everyone has a role to play.</li> </ul>			

Component of Learning: Football	Tier 1	Tier 2	Tier 3
<b>Key Primary Theme:</b> <ul style="list-style-type: none"> <li>Continued progress of <b>motor competence</b></li> <li>Understanding and applying <b>rules, strategies</b> and <b>tactics</b></li> <li><b>Healthy Participation</b>; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body</li> <li><b>Invasion Games</b> – apply skills of passing, shooting, attacking and defending in a variety of team and competitive games</li> </ul>	pass	attack balance control counterattack defence forward goalkeeper dribble marking midfielder possession receive referee striker tactics through ball	
<b>Initial knowledge</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Dribbling - keep control, find a space and keep moving.</li> <li><input type="checkbox"/> Make sure the through ball is ahead of the player.</li> <li><input type="checkbox"/> The goalkeeper should come off their line to close down the angle that the player has to shoot at.</li> <li><input type="checkbox"/> Players should run at a defender.</li> <li><input type="checkbox"/> Defenders should be standing sideways on their toes.</li> </ul>			
<b>Sticky knowledge: taught &amp; assessed for end goal.</b> Conceptual <ul style="list-style-type: none"> <li><input type="checkbox"/> Learn how to evaluate and recognise success.</li> <li><input type="checkbox"/> Understand how physical activity can contribute to a healthy lifestyle.</li> <li><input type="checkbox"/> Choose different formations to suit the needs of the game.</li> </ul> Procedural <ul style="list-style-type: none"> <li><input type="checkbox"/> Apply basic principles for defending - Defend by marking, covering, and tracking opponents as appropriate.</li> <li><input type="checkbox"/> Participate in competitive games, modified where appropriate.</li> <li><input type="checkbox"/> Perform skills (e.g. passing) with accuracy, confidence and control whilst developing technique.               <ul style="list-style-type: none"> <li>Passing the ball: Put weaker foot next to the ball and use inside of stronger foot to pass the ball.</li> <li>Receiving the ball: Face the ball and use stronger foot to receive the pass with the side of the foot.</li> <li>Shooting - Arms can act as a counterbalance swing and also help generate power. Don't be afraid to control the ball before striking.</li> </ul> </li> <li><input type="checkbox"/> To gain possession in defence it is important to win and keep the ball, spread out use the width of the pitch</li> <li><input type="checkbox"/> Keep possession of the ball when faced with opponents.</li> <li><input type="checkbox"/> Apply basic principle for attacking – Use a variety of tactics to keep possession of the ball.</li> </ul>			

Component of Learning: Hockey	Tier 1	Tier 2	Tier 3
<b>Key Primary Theme:</b> <ul style="list-style-type: none"> <li>Continued progress of <b>motor competence</b></li> <li>Understanding and applying <b>rules, strategies</b> and <b>tactics</b></li> <li><b>Healthy Participation</b>; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body</li> <li><b>Invasion Games</b> – apply skills of passing, shooting, attacking and defending in a variety of team and competitive games</li> </ul>	pass space travel width	control defend dribble intercept marking possession receive shielding tackle	
<b>Initial knowledge</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> The ball should be in contact with the flat side of the stick.</li> <li><input type="checkbox"/> It is important to keep the stick on the floor when tackling.</li> <li><input type="checkbox"/> When passing the ball, look up to see who you are passing to.</li> <li><input type="checkbox"/> Move the ball keeping it under control whilst changing direction</li> </ul>			
<b>Sticky knowledge: taught &amp; assessed for end goal.</b> Conceptual <ul style="list-style-type: none"> <li><input type="checkbox"/> Choose different formations to suit the needs of the game.</li> <li><input type="checkbox"/> Learn how to evaluate and recognise success.</li> <li><input type="checkbox"/> Understand the importance of being physically fit</li> </ul> Procedural <ul style="list-style-type: none"> <li><input type="checkbox"/> Participate in competitive games, modified where appropriate.</li> <li><input type="checkbox"/> Work effectively as part of a team.</li> <li><input type="checkbox"/> Perform skills (e.g. passing) with accuracy, confidence and control whilst developing technique.</li> <li><input type="checkbox"/> A wide grip on the stick and a low stance will allow more strength and control.</li> <li><input type="checkbox"/> When receiving the ball and intercepting, the flatter the stick, the more of the stick surface can stop the ball. Move feet quickly to get the stick into position or turn the stick.</li> <li><input type="checkbox"/> Apply basic principle for attacking – choosing when to pass or dribble to keep possession of a ball. Keep possession of the ball when faced with opponents.</li> <li><input type="checkbox"/> Apply basic principles for defending - Defend by marking, covering and tracking opponents as appropriate</li> </ul>			

Component of Learning: Athletics (Quadkids)	Tier 1	Tier 2	Tier 3
<b>Key Primary Theme:</b> <ul style="list-style-type: none"> <li>Continued progress of <b>motor competence</b></li> <li>Understanding and applying <b>rules, strategies</b> and <b>tactics</b></li> <li><b>Healthy Participation</b>; making safe long-term decisions and understanding the relationships between physical activity and its effect on the body</li> <li><b>Athletics</b> - develop increasing competence in the techniques of running, jumping, throwing and catching</li> </ul>	pull push speed	accelerate agility consecutive coordination distance duration endurance etiquette false start movement on your marks, get set, go pace personal best record rhythm run up sustain timer timing	
<b>Initial knowledge</b> <input type="checkbox"/> Devise suitable warm-up activities for the upcoming activities.			
<b>Sticky knowledge to be taught &amp; assessed for end goal.</b> Conceptual <input type="checkbox"/> Understand the pace judgement when running over an increased distance, choosing the appropriate speed to meet the demand of the task. <input type="checkbox"/> Learn how to evaluate and recognise their own success. <input type="checkbox"/> Describe how their bodies feel when exercising and understand the link between heart rate and breathing during exercise Procedural <input type="checkbox"/> Combine basic jump actions to form a jump combination, using a controlled jumping technique. <ul style="list-style-type: none"> <li>Standing long jump - Feet slightly apart facing forwards, arms swinging from low to high for lift, knees bending to provide explosive lift, land on two feet.</li> </ul> <input type="checkbox"/> Sprint - Head still and focussed on finish line, arms pump (but not across body) run on balls of feet, run through the finish line. <input type="checkbox"/> Distance run - Head still and focussed forward, smooth consistent pace, use balls of feet, finish fast. <input type="checkbox"/> Perform a throwing technique with control, coordination, and consistency. <ul style="list-style-type: none"> <li>Vortex howler - Vortex lies flat on palm supported by fingers, body sideways to throwing direction, hand higher than elbow, elbow not lower than shoulder. Snap through with hips</li> </ul> <input type="checkbox"/> Perform competitively with others			

Tier 1	Tier 2	Tier 3
<b>Basic vocabulary</b> <i>To be used but require little or no explicit instruction.</i>	<b>Academic vocabulary</b> <i>To be taught and assessed. Words that could be used across disciplines.</i>	<b>Context Specific</b> <i>Specific vocab that will normally relate to one subject – to be taught and assessed</i>

P.E.– KS2	Year 6		
Key Knowledge	Key Vocabulary		
Component of Learning: Netball	Tier 1	Tier 2	Tier 3
<b>Key Primary Theme:</b> <ul style="list-style-type: none"> <li>Continued progress of <b>motor competence</b></li> <li>Understanding and applying <b>rules, strategies and tactics</b></li> <li><b>Net/Wall</b> – apply skills of passing, shooting, attacking and defending in a variety of team and competitive games</li> </ul>	accuracy decision making direction evaluate muscles power shoot	<b>contact</b> infringement intercept <b>obstruction</b> <b>offside</b> opponent <b>penalty</b> <b>position</b> rotations substitutions teamwork <b>technique</b> <b>throw in</b> <b>toss up</b> <b>travel</b>	
<b>Initial knowledge</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use a variety of skills to keep the ball, thinking about moving towards goal, different positions and the use of space.</li> <li><input type="checkbox"/> Increase accuracy and confidence of passing and shooting skills.</li> <li><input type="checkbox"/> Know the difference between attacking and defending skills.</li> <li><input type="checkbox"/> Know how to mark and defend your goal.</li> </ul>			
<b>Sticky knowledge to be taught &amp; assessed for end goal.</b> Conceptual <ul style="list-style-type: none"> <li><input type="checkbox"/> A player is offside if they enter an area of the court which they aren't allowed in.</li> <li><input type="checkbox"/> For a penalty pass, the infringing player is required to stand out of play.</li> <li><input type="checkbox"/> When defending a player with the ball, the defender must be at least 1m away from the player with the ball.</li> <li><input type="checkbox"/> Rules require players to rotate positions</li> <li><input type="checkbox"/> A goal is scored when the ball passes completely through the net.</li> <li><input type="checkbox"/> If two opposing players contact simultaneously a toss-up is taken between the two players concerned</li> </ul> Procedural <ul style="list-style-type: none"> <li><input type="checkbox"/> Create short warm up routines that follow the basic principles e.g. raising body temperature, mobilise joints and muscles.</li> <li><input type="checkbox"/> Recognise and evaluate performances providing constructive feedback.</li> <li><input type="checkbox"/> Understand how to improve in different physical activities and sport.</li> <li><input type="checkbox"/> Apply basic principles for attacking and defending, choosing different formations to suit the need of the game.</li> <li><input type="checkbox"/> Work effectively as a team.</li> <li><input type="checkbox"/> Use a variety of tactics to keep possession of the ball, applying the principles of attacking.</li> <li><input type="checkbox"/> Use the defending principles in game situations, including marking, tracking, and covering, to gain possession.</li> </ul>			

Component of Learning: Stoolball	Tier 1	Tier 2	Tier 3
<b>Key Primary Theme:</b> <ul style="list-style-type: none"> <li>Continued progress of <b>motor competence</b></li> <li>Understanding and applying <b>rules, strategies</b> and <b>tactics</b></li> <li><b>Striking and Fielding</b> – apply skills of striking, fielding, attacking and defending in a variety of team and competitive games</li> </ul>	accuracy opponent runs	bowled out caught out long barrier offside on side placement run out short barrier stance technique umpire wicket wicket keeper	
<b>Initial knowledge</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Stoolball is a wicket running game.</li> <li><input type="checkbox"/> There are 8 balls in an over.</li> <li><input type="checkbox"/> Runs can be scored off a no-ball if ball is hit.</li> </ul>			
<b>Sticky knowledge: taught &amp; assessed for end goal.</b> Conceptual <ul style="list-style-type: none"> <li><input type="checkbox"/> Learn how to evaluate and recognise your own success and areas for improvement.</li> <li><input type="checkbox"/> Develop an understanding of how to improve in different physical activities and sports. Work effectively as a team</li> </ul> Procedural <ul style="list-style-type: none"> <li><input type="checkbox"/> Apply basic principles for attacking and defending, choosing different formations to suit the need of the game.               <ul style="list-style-type: none"> <li>Bat is placed on wicket (starts high) and ideally the shot should be hit hard and low to prevent being caught out.</li> <li>Long Barrier- defensive fielding. - knee to heel and little fingers together to create a cup.</li> <li>Short Barrier- attacking fielding - run at the ball.</li> <li>Spin: Hold the ball with index, middle finger and thumb.</li> <li>As ball is released, roll wrist over the top of the ball to create side spin or under the ball to create back spin</li> </ul> </li> <li><input type="checkbox"/> Use a variety of tactics to strike and field the ball, depending on the role of your team within the game</li> <li><input type="checkbox"/> Use skills and tactics to outwit opponents when fielding, bowling, and batting.</li> <li><input type="checkbox"/> Work as part of a team that covers the areas to make it hard for the batter to score runs.</li> <li><input type="checkbox"/> Use tactics that involve bowlers and fielders working together.</li> </ul>			

Component of Learning: Athletics	Tier 1	Tier 2	Tier 3
<b>Key Primary Theme:</b> <ul style="list-style-type: none"> <li>Continued progress of <b>motor competence</b></li> <li>Understanding and applying <b>rules, strategies</b> and <b>tactics</b></li> <li><b>Athletics</b> - develop increasing competence in the techniques of running, jumping, throwing and catching</li> </ul>		evaluate feedback power cooperate compare run up	
<b>Initial knowledge</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Run, jump, catch, and throw in isolation and combination. Combine and perform skills with control.</li> <li><input type="checkbox"/> Communicate, collaborate, and compete with others. Working effectively as part of a team.</li> <li><input type="checkbox"/> Demonstrate a range of throwing actions e.g. push, pull, sling, using different equipment.</li> <li><input type="checkbox"/> Choose the appropriate speed to run at for the distance to be covered.</li> </ul>			
<b>Sticky knowledge: taught &amp; assessed for end goal.</b> Conceptual <ul style="list-style-type: none"> <li><input type="checkbox"/> Understand appropriate pace judgement for the running distance to be covered.</li> <li><input type="checkbox"/> Understand the appropriate throwing and jumping technique to achieve maximum distance and height.</li> <li><input type="checkbox"/> Share and discuss athletic techniques with others.</li> <li><input type="checkbox"/> Compare their performance with previous ones and demonstrate improvement to achieve their personal best.</li> <li><input type="checkbox"/> Describe the importance of being physically fit and explain how their body reacts and feels when taking part in different activities and undertaking different roles.</li> </ul> Procedural <ul style="list-style-type: none"> <li><input type="checkbox"/> Select and apply skills that meet the needs of the situation, combining and performing each skill with control at speed.</li> <li><input type="checkbox"/> Work effectively as part of a team.</li> <li><input type="checkbox"/> Successfully run, jump, and throw in isolation and in combination – applying appropriate techniques to achieve personal bests.</li> </ul>			

Component of Learning: Dance	Tier 1	Tier 2	Tier 3
<b>Key Primary Theme:</b> <ul style="list-style-type: none"> <li>Continued progress of <b>Motor Competence</b>.</li> <li><b>Dance</b> – communicating ideas through dance and movement, respond to rhythm and apply their learning to performance</li> </ul>	action imaginative phrase reaction section	canon choreography emotive expressive formation improvisation intensity motif rehearse unison	
<b>Initial knowledge</b> <ul style="list-style-type: none"> <li>Use basic compositional principles when creating dances – combining movements fluently and effectively.</li> <li>Perform a range of movements accurately with a sense of rhythm.</li> <li>Create and structure dance motifs, phrases, and sections of dances, developing expressive qualities.</li> <li>Identify which aspects were performed consistently, accurately, fluently, and clearly and be able to provide feedback.</li> </ul>			
<b>Sticky knowledge: taught &amp; assessed for end goal.</b> <b>Conceptual</b> <ul style="list-style-type: none"> <li>Share ideas in small groups, working together to create a routine incorporating different elements.</li> <li>Use imagination to develop dances to music and develop expressive qualities.</li> <li>There were a range of different dances popular during WW2 such as Lambeth Walk, Foxtrot, Jitterbug, Lindy Hop, Boogie Woogie. Each had their own style of music and steps.</li> <li>During Wartime there were different types of music – known as the Swing Era - big bands with orchestras such as Glen Miller, Tommy Dorsey, Benny Goodman were popular and each had their own unique sound and style to dance to.</li> </ul> <b>Procedural</b> <ul style="list-style-type: none"> <li>Move in a way that reflects the music.</li> <li>Perform dances in both canon and unison, with clarity and confidence.</li> <li>Explore and practise movement ideas inspired by a stimulus.</li> <li>Explore, improvise, and combine movement ideas fluently and effectively.</li> <li>Perform movements to an audience with rhythm and confidence.</li> </ul>			

Component of Learning: Gymnastics	Tier 1	Tier 2	Tier 3
<b>Key Primary Theme:</b> <ul style="list-style-type: none"> <li>Continued progress of <b>motor competence</b></li> <li><b>Gymnastics</b> - practice skills relating to balance, shape, travelling, flexibility, strength and control. Gain the knowledge of different gymnastic moves and use these to create sequences with increasing competence and complexity.</li> </ul>	control level shape travel	composition counter tension counterbalance flexibility sequence weight transfer	
<b>Initial knowledge</b> <ul style="list-style-type: none"> <li>Find different ways of using a shape, balance, or travel, and link them to make actions and sequences of movement.</li> <li>Show control, accuracy and fluency of movement when performing actions on your own and with a partner.</li> <li>Devise and perform a gymnastic sequence, showing a clear beginning, middle and end.</li> <li>Create, perform, and repeat a combination of actions that include changes of dynamic e.g. changes of level, speed and direction, and clarity of shape.</li> </ul>			
<b>Sticky knowledge: taught &amp; assessed for end goal.</b> <b>Conceptual</b> <ul style="list-style-type: none"> <li>Develop your own gymnastic sequences by understanding, choosing, and applying a range of compositional principles.</li> <li>Identify which aspects of a performance were performed consistently, accurately, fluently, and clearly; being able to provide constructive feedback.</li> </ul> <b>Procedural</b> <ul style="list-style-type: none"> <li>Perform movements accurately with a sense of rhythm.</li> <li>Explore, improvise, and combine movement ideas fluently and effectively.</li> <li>Make up longer sequences and perform them with fluency and clarity of movement, choosing skills that meet the needs of the situation.</li> <li>Develop flexibility, strength, control, technique, and balance.               <ul style="list-style-type: none"> <li>Counterbalance is attained through a pushing action.</li> <li>Counter-tension is attained through a pulling action.</li> <li>When taking off and landing in a jump, show good control.</li> <li>Keep your chest up and look forward as you land.</li> <li>Straighten your legs and arms to finish</li> <li>Always land on two feet if jumping off apparatus.</li> </ul> </li> </ul>			

Component of Learning: Indoor Games (Dodgeball)	Tier 1	Tier 2	Tier 3
<b>Key Primary Theme:</b> <ul style="list-style-type: none"> <li>Continued progress of <b>motor competence</b></li> <li>Understanding and applying <b>rules, strategies</b> and <b>tactics</b></li> <li><b>Net/Wall</b> – apply skills of passing, shooting, attacking and defending in a variety of team and competitive games</li> </ul>	balance communicate strike	accelerate accurate agility attack & defend coordinate react side shot track	
<b>Initial knowledge</b> <ul style="list-style-type: none"> <li>Apply appropriate skills and tactics in game situations.</li> <li>Understand the importance of quick reactions in dodgeball.</li> </ul>			
<b>Sticky knowledge: taught &amp; assessed for end goal.</b> Conceptual <ul style="list-style-type: none"> <li>Participate in games fairly, following the rules. Show good teamwork.</li> <li>Explain how physical activity can help contribute to a healthy lifestyle.</li> <li>Evaluate a performance, Providing constructive feedback.</li> </ul> Procedural <ul style="list-style-type: none"> <li>Successfully catch a ball at different heights.</li> <li>Demonstrate a variety of different throwing techniques with good accuracy, pace, and consistency.</li> <li>Take part in competitive games, playing fairly and working cooperatively as part of a team.</li> <li>Move quickly (dodge) with good control. Improve control when moving at speed.</li> <li>Increase accuracy and consistency of throws, including a side shot throw, towards a moving target.</li> <li>Use different ways to dodge the ball (jump, gallop, jockey.)</li> <li>Use appropriate tactics and discuss and apply strategies needed to win</li> </ul>			

Component of Learning: Circuit Training (Fitness)	Tier 1	Tier 2	Tier 3
<b>Key Primary Theme:</b> <ul style="list-style-type: none"> <li>Continued progress of <b>motor competence</b></li> <li><b>Healthy Participation;</b> making safe long-term decisions and understanding the relationships between physical activity and its effect on the body.</li> </ul>	compare encourage	ability agility alternate position wellbeing	
<b>Initial knowledge</b> <ul style="list-style-type: none"> <li>Understand and explain the importance of good upper body strength.</li> <li>Understand why core strength is important.</li> <li>Recognise the physical and mental benefits of increased activity and develop an appreciation of physical activity as a lifelong habit.</li> <li>Apply and link learned fundamental movement skills.</li> </ul>			
<b>Sticky knowledge: taught &amp; assessed for end goal.</b> Conceptual <ul style="list-style-type: none"> <li>Take responsibility for own warm up, know the importance of warming up.</li> <li>Compare own and others' performances to previous ones, recognise and explain what went well and discuss what you find easy and difficult.</li> <li>Understand how physical activity and exercise can improve mental wellbeing.</li> <li>Develop lower body and core strength, fitness, speed and aerobic endurance.</li> <li>Show determination to complete tasks using the correct techniques and demonstrate stamina</li> </ul> Procedural <ul style="list-style-type: none"> <li>Develop upper and lower body strength, speed, aerobic endurance, and fitness.</li> <li>Link actions and combine movements.</li> <li>Complete circuit training to the best of your ability.</li> </ul>			

Component of Learning: Lacrosse	Tier 1	Tier 2	Tier 3
<b>Key Primary Theme:</b> <ul style="list-style-type: none"> <li>Continued progress of <b>motor competence</b></li> <li>Understanding and applying <b>rules, strategies</b> and <b>tactics</b></li> <li><b>Invasion Games</b> – apply skills of passing, shooting, attacking and defending in a variety of team and competitive games</li> </ul>	contact dodge teamwork	cradle face off ground ball intercept obstruction opposition possession slashing substitutions throw in	
<b>Initial knowledge</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Perform skills, such as passing and shooting with accuracy, control, and confidence.</li> <li><input type="checkbox"/> Change speed and direction to get away from a defender.</li> <li><input type="checkbox"/> Use a variety of tactics, like use of space and positions to keep the ball.</li> <li><input type="checkbox"/> Find ways to get the ball towards your opponent's goal, knowing when to pass, when to dribble or travel with the ball</li> </ul>			
<b>Sticky knowledge: taught &amp; assessed for end goal.</b> Conceptual <ul style="list-style-type: none"> <li><input type="checkbox"/> Players are not allowed in the goal circle, if they enter it is considered offside and possession is given to the opposition.</li> <li><input type="checkbox"/> A lacrosse stick must be held vertically when not in play.</li> <li><input type="checkbox"/> A player can run with the ball in the cradle the whole length of the pitch but may be time limited to release possession.</li> <li><input type="checkbox"/> When ball is thrown out of pitch area there is a throw in by the opposite team.</li> <li><input type="checkbox"/> Fouls such as barging, hitting or obstruction mean a change in possession against the offending team.</li> </ul> Procedural <ul style="list-style-type: none"> <li><input type="checkbox"/> Apply basic principles for attacking and defending, choosing different formations to suit the need of the game.</li> <li><input type="checkbox"/> Work effectively as a team.</li> <li><input type="checkbox"/> Use a variety of tactics to keep possession of the ball, applying the principles of attacking.</li> <li><input type="checkbox"/> Use the defending principles in game situations, including marking, tracking, and covering, to gain possession.</li> </ul>			

Component of Learning: Tennis	Tier 1	Tier 2	Tier 3
<b>Key Primary Theme:</b> <ul style="list-style-type: none"> <li>Continued progress of <b>motor competence</b></li> <li>Understanding and applying <b>rules, strategies</b> and <b>tactics</b></li> <li><b>Net/Wall</b> – apply skills of passing, shooting, attacking and defending in a variety of team and competitive games</li> </ul>	evaluate react respond selection	attack backswing overhead defence height positioning service singles strategy travel	
<b>Initial knowledge</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Hit the ball with purpose.</li> <li><input type="checkbox"/> Play shots on the forehand and backhand side of your body.</li> <li><input type="checkbox"/> Direct the ball towards the opponent's court or target area.</li> <li><input type="checkbox"/> Use good footwork that allows the ball to be hit with good technique.</li> <li><input type="checkbox"/> Adopt a good ready position and show good position on court.</li> </ul>			
<b>Sticky knowledge: taught &amp; assessed for end goal.</b> Conceptual <ul style="list-style-type: none"> <li><input type="checkbox"/> Create short warm up routines that follow basic principles e.g. raise body temperature, mobilise joints and muscles</li> <li><input type="checkbox"/> Explain how your body reacts and feels when taking part in different activities and undertaking different roles.</li> <li><input type="checkbox"/> Identify spaces and understand the tactic of hitting into gaps.</li> <li><input type="checkbox"/> Evaluate your own success and areas of improvement, as well as others.</li> </ul> Procedural <ul style="list-style-type: none"> <li><input type="checkbox"/> Hit the ball with purpose, varying speed, height, and direction. Direct the ball towards the opponent's court or target area. Perform skills such as forehand and backhand shots with control and confidence.</li> <li><input type="checkbox"/> Apply the principles of attacking.</li> <li><input type="checkbox"/> Participate in competitive games, modified where appropriate.</li> <li><input type="checkbox"/> Adopt a good ready position and show good position on court.</li> </ul>			



Component of Learning: Rounders	Tier 1	Tier 2	Tier 3
<b>Key Primary Theme:</b> <ul style="list-style-type: none"> <li>Continued progress of <b>motor competence</b></li> <li>Understanding and applying <b>rules, strategies</b> and <b>tactics</b></li> <li><b>Striking and Fielding</b> – apply skills of striking, fielding, attacking and defending in a variety of team and competitive games</li> </ul>	bases run	backstop bowler infield obstruct outfield stance stumped tactics umpire	
<b>Initial knowledge</b> <ul style="list-style-type: none"> <li>Develop control and technique whilst performing skills at speed.</li> <li>Hit the ball with purpose, varying speed height and direction, as well as thinking of tactics needed to score more runs.</li> <li>Retrieve, catch, intercept and stop a ball when fielding</li> </ul>			
<b>Sticky knowledge: taught &amp; assessed for end goal.</b> Conceptual <ul style="list-style-type: none"> <li>Develop an understanding of how to improve in different physical activities and sports.</li> <li>Understand and follow the rules of the game</li> </ul> Procedural <ul style="list-style-type: none"> <li>Develop control and technique whilst performing skills at speed and showing good awareness of others in game situations.</li> <li>Show good awareness of others in game situations.</li> <li>Bowl at different speeds.</li> <li>Choose skills and tactics to meet the needs of the situation. (i.e. to outwit opponents when fielding).</li> <li>Perform skills with accuracy, confidence, and control.</li> <li>Participate in competitive games, modified where appropriate</li> <li>Use skills and tactics to outwit opponents when fielding and batting.</li> <li>Work as part of a team that covers the areas to make it hard for the batter to score runs.</li> <li>Use tactics that involve bowlers and fielders working together.</li> </ul>			

Component of Learning: Cricket	Tier 1	Tier 2	Tier 3
<b>Key Primary Theme:</b> <ul style="list-style-type: none"> <li>Continued progress of <b>motor competence</b></li> <li>Understanding and applying <b>rules, strategies</b> and <b>tactics</b></li> <li><b>Striking and Fielding</b> – apply skills of striking, fielding, attacking and defending in a variety of team and competitive games</li> </ul>	block tactics technique wide	bowled out bowling crease fast bowl outfield run up straight drive wicket keeper wickets	
<b>Initial knowledge</b> <ul style="list-style-type: none"> <li>Hit the ball with purpose, varying speed height and direction, as well as thinking of tactics needed to score more runs</li> <li>Retrieve, catch, intercept and stop a ball when fielding</li> <li>Bowl overarm</li> <li>There are 6 balls in an over</li> </ul>			
<b>Sticky knowledge: taught &amp; assessed for end goal.</b> Conceptual <ul style="list-style-type: none"> <li>Learn how to evaluate and recognise your own success and areas for improvement.</li> <li>Develop an understanding of how to improve in different physical activities and sports.</li> <li>Understand and follow the rules of the game</li> </ul> Procedural <ul style="list-style-type: none"> <li>Develop control and technique whilst performing skills at speed and showing good awareness of others in game situations.</li> <li>Choose skills and tactics to meet the needs of the situation. (i.e. to outwit opponents when fielding).</li> <li>Perform skills, including retrieve, intercept and stop a ball, with accuracy, confidence, and control.</li> <li>Bowl using an overarm technique, beginning to vary speed and length of delivery.</li> <li>Use skills and tactics to outwit opponents when fielding, bowling, and batting.</li> <li>Work as part of a team that covers the areas to make it hard for the batter to score runs.</li> <li>Use tactics that involve bowlers and fielders working together</li> </ul>			

## Appendix 1- Useful resource links

Resources used from National Sporting Bodies to supplement planning.

Athletics – Sportshall Athletics <https://www.sportshall.org/primary>

Cricket – Chance to Shine

[https://chancetoshine.org/?gad\\_source=1&gclid=Cj0KCQjw9Km3BhDjARIsAGUb4nrxnYGCzONG65aZN9NRcFpWfhk6xzk2Gni7IcXm8rv-dKufBdSfxroEaAg9NEALw\\_wcB](https://chancetoshine.org/?gad_source=1&gclid=Cj0KCQjw9Km3BhDjARIsAGUb4nrxnYGCzONG65aZN9NRcFpWfhk6xzk2Gni7IcXm8rv-dKufBdSfxroEaAg9NEALw_wcB)

FUNS – Raising the Bar by Creative development

Handball – England Handball <https://englandhandball.com/>

Hockey – Quicksticks <https://www.englandhockey.co.uk/play/junior-club-hockey/quicksticks>

Lacrosse – England Lacrosse <https://www.englandlacrosse.co.uk/>

Netball – England Netball [England Netball | Home](#)

OAA – Val Sabin Publishing [| Outdoor and Adventurous Activities \(valsabinpublications.com\)](#)

Quadkids – Quadkids / Your School Games resource [QuadKids Home Page](#)

PE Planning - [PE Lessons: Plans, Schemes Of Work & Assessment | PE Planning](#)

Stoolball – Stoolball England [Home – Stoolball England](#)

Tag Rugby – [Tag Rugby – Primary PE Planning](#)

Tennis – LTA resource [The Official Home of Tennis For Britain | LTA](#) / [lta-youth-schools---out-of-hours-resource.pdf](#)