

PE

Elements Curriculum – SEE, DO, GET Model

SEE (Intent)

Through a broad, balanced, ambitious, curriculum we aim to give all the children of Elements Primary School the knowledge, skills, resilience, and ambition to become confident world changers at a local, national and global level.

The 'Elements' of Elements 'Our Values'		
Community & Family	Positivity & Happiness	Creativity & Innovation
<ul style="list-style-type: none"> • Inclusion • Positive self identity • Sense of belonging • Tolerance, Respect and Peace • Citizenship • Sense of Contribution • Roles & Responsibility • Synergy (Habit 6) • Seek First to understand then to be understood (Habit 5) • Diversity • Democracy 	<ul style="list-style-type: none"> • Think Win-Win (Habit 4) • Mutual Respect • 'Can Do' Attitude • Good Mental Health • Sharpen the Saw (Habit 7) • Relationships • Carrying your own weather • Celebration and praise 	<ul style="list-style-type: none"> • Invention • Self Expression • Design • Research & Development • Inspiration • Meeting a need • Embrace the Arts • Metacognition • Technology Enhanced Learning • "Thinking outside the box" • Rule breaking
Aspiration & Pride	Personal Leadership & Resilience	We are creating...
<ul style="list-style-type: none"> • Dreaming Big • Aiming High • Self Belief • Self Confidence • Giving credit where it is due • Congratulate and uplift others • Begin with the end in mind (Habit 2) • Leaving a legacy 'Painting a masterpiece' 	<ul style="list-style-type: none"> • The 7 Habits of Highly Effective People • Evaluative Practice • Problem Solving • Interdependence • 'Have a go' attitude • Collaboration • Change management • Personal reflection • Emotional Bank Account • Seeking and meeting challenge 	<p>A Culture World Changers History Makers</p>

Questions in PE

Global Influences 'Our Global Responsibilities'		
Citizenship	Environment	Health
<p>What is sportsmanship? How can I show good sportsmanship?</p> <p>What is meant by being a team player? How can I show I am a team player?</p> <p>What skills do I have to offer? How can I use these skills to support my community?</p> <p>How can I show respect to my community?</p> <p>Is there enough diversity in sport globally?</p> <p>What can be done to promote all races and genders and have equality in sport?</p> <p>Do different cultures prefer different sports?</p> <p>What does the history of sport tell us about how global citizenship has changed?</p>		<p>How does PE help us to keep healthy?</p> <p>As well as exercise, what else do we need to do to h=keep healthy?</p> <p>What changes happen to our body when we exercise? Why does this happen?</p> <p>Why is it important to your health to always warm up and cool down?</p> <p>Does PE have an impact on mental health?</p> <p>What does PE help us to do?</p> <p>What are fine and gross motor skills and how do they help us in PE?</p>
Sustainability		Creativity

PE Vehicle Overview

Block	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
The Famous Five		Agility, Movement and Space	Movement Patterns	Flexibility, Control and Balance	Movement Patterns	Flexibility, Control and Balance	Movement Patterns
Designed and Built	Agility, Movement and Space	Balance and Coordination	Balance and Coordination	Movement Patterns	Ball Skills	Movement Patterns	Invasion, Net and Racket Games
Lost in a Book	Movement Patterns	Movement Patterns	Ball Skills	Ball Skills	Agility and Coordination (Skipping School)	Invasion, Net and Racket Games	Field Games
Listen	Ball Skills	Ball Skills	Agility and Coordination (Skipping School)	Invasion, Net and Racket Games	Invasion, Net and Racket Games	Field Games	Outdoor and Adventurous Activity
Change the World	Games with Rules	Games with Rules	Games with Rules	Agility and Technique	Agility and Technique	Agility and Technique	Agility and Technique

Coverage of PE Concepts and Skills

Reception						
Agility, Movement and Space						
Agility	Balance and Coordination	Musicality	Manipulation	Tactics	Sportsmanship	Personal Management
Movement Patterns						
Agility	Balance and Coordination	Musicality	Manipulation	Tactics	Sportsmanship	Personal Management
Ball Skills						
Agility	Balance and Coordination	Musicality	Manipulation	Tactics	Sportsmanship	Personal Management
Games with Rules						
Agility	Balance and Coordination	Musicality	Manipulation	Tactics	Sportsmanship	Personal Management

Year 1

Agility, Movement and Space

Agility	Balance and Coordination	Musicality	Manipulation	Tactics	Sportsmanship	Personal Management
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Balance and Coordination

Agility	Balance and Coordination	Musicality	Manipulation	Tactics	Sportsmanship	Personal Management
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Movement Patterns

Agility	Balance and Coordination	Musicality	Manipulation	Tactics	Sportsmanship	Personal Management
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Ball Skills

Agility	Balance and Coordination	Musicality	Manipulation	Tactics	Sportsmanship	Personal Management
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Games with Rules

Agility	Balance and Coordination	Musicality	Manipulation	Tactics	Sportsmanship	Personal Management
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Year 2

Movement Patterns

Agility	Balance and Coordination	Musicality	Manipulation	Tactics	Sportsmanship	Personal Management
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Balance and Coordination

Agility	Balance and Coordination	Musicality	Manipulation	Tactics	Sportsmanship	Personal Management
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Agility and Coordination

Agility	Balance and Coordination	Musicality	Manipulation	Tactics	Sportsmanship	Personal Management
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Ball Skills

Agility	Balance and Coordination	Musicality	Manipulation	Tactics	Sportsmanship	Personal Management
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Games with Rules

Agility	Balance and Coordination	Musicality	Manipulation	Tactics	Sportsmanship	Personal Management
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Year 3

Flexibility, Control and Balance

Balance and Coordination	Agility	Musicality	Manipulation	Tactics	Sportsmanship	Personal Management
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Movement Patterns

Balance and Coordination	Agility	Musicality	Manipulation	Tactics	Sportsmanship	Personal Management
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Ball Skills

Balance and Coordination	Agility	Musicality	Manipulation	Tactics	Sportsmanship	Personal Management
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Invasion, Net and Racket Games

Balance and Coordination	Agility	Musicality	Manipulation	Tactics	Sportsmanship	Personal Management
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Agility and Technique

Balance and Coordination	Agility	Musicality	Manipulation	Tactics	Sportsmanship	Personal Management
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Year 4

Movement Patterns

Balance and Coordination	Agility	Musicality	Manipulation	Tactics	Sportsmanship	Personal Management
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Ball Skills

Balance and Coordination	Agility	Musicality	Manipulation	Tactics	Sportsmanship	Personal Management
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Agility and Coordination (skipping school)

Balance and Coordination	Agility	Musicality	Manipulation	Tactics	Sportsmanship	Personal Management
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Invasion, Net and Racket Games

Balance and Coordination	Agility	Musicality	Manipulation	Tactics	Sportsmanship	Personal Management
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Agility and Technique

Balance and Coordination	Agility	Musicality	Manipulation	Tactics	Sportsmanship	Personal Management
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Year 5

Flexibility, Control and Balance

Balance and Coordination	Agility	Musicality	Manipulation	Tactics	Sportsmanship	Personal Management
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Movement Patterns

Balance and Coordination	Agility	Musicality	Manipulation	Tactics	Sportsmanship	Personal Management
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Invasion, Net and Racket Games

Balance and Coordination	Agility	Musicality	Manipulation	Tactics	Sportsmanship	Personal Management
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Field Games

Balance and Coordination	Agility	Musicality	Manipulation	Tactics	Sportsmanship	Personal Management
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Agility and Technique

Balance and Coordination	Agility	Musicality	Manipulation	Tactics	Sportsmanship	Personal Management
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Year 6

Movement Patterns

Balance and Coordination	Agility	Musicality	Manipulation	Tactics	Sportsmanship	Personal Management
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Invasion, Net and Racket Games

Balance and Coordination	Agility	Musicality	Manipulation	Tactics	Sportsmanship	Personal Management
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Field Games

Balance and Coordination	Agility	Musicality	Manipulation	Tactics	Sportsmanship	Personal Management
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Outdoor and Adventurous Activity

Balance and Coordination	Agility	Musicality	Manipulation	Tactics	Sportsmanship	Personal Management
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Agility and Technique

Balance and Coordination	Agility	Musicality	Manipulation	Tactics	Sportsmanship	Personal Management
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Agility

Block	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
The Famous Five		Agility, Movement and Space	Movement Patterns	Flexibility, Control and Balance	Movement Patterns	Flexibility, Control and Balance	Movement Patterns
Designed and Built	Agility, Movement and Space	Balance and Coordination	Balance and Coordination	Movement Patterns	Ball Skills	Movement Patterns	Invasion, Net and Racket Games
Lost in a Book	Movement Patterns	Movement Patterns	Ball Skills	Ball Skills	Agility and Coordination (Skipping School)	Invasion, Net and Racket Games	Field Games
Listen	Ball Skills	Ball Skills	Agility and Coordination (Skipping School)	Invasion, Net and Racket Games	Invasion, Net and Racket Games	Field Games	Outdoor and Adventurous Activity
Change the World	Games with Rules	Games with Rules	Games with Rules	Agility and Technique	Agility and Technique	Agility and Technique	Agility and Technique

Balance and Coordination

Block	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
The Famous Five		Agility, Movement and Space	Movement Patterns	Flexibility, Control and Balance	Movement Patterns	Flexibility, Control and Balance	Movement Patterns
Designed and Built	Agility, Movement and Space	Balance and Coordination	Balance and Coordination	Movement Patterns	Ball Skills	Movement Patterns	Invasion, Net and Racket Games
Lost in a Book	Movement Patterns	Movement Patterns	Ball Skills	Ball Skills	Agility and Coordination (Skipping School)	Invasion, Net and Racket Games	Field Games
Listen	Ball Skills	Ball Skills	Agility and Coordination (Skipping School)	Invasion, Net and Racket Games	Invasion, Net and Racket Games	Field Games	Outdoor and Adventurous Activity
Change the World	Games with Rules	Games with Rules	Games with Rules	Agility and Technique	Agility and Technique	Agility and Technique	Agility and Technique

Musicality

Block	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
The Famous Five		Agility, Movement and Space	Movement Patterns	Flexibility, Control and Balance	Movement Patterns	Flexibility, Control and Balance	Movement Patterns
Designed and Built	Agility, Movement and Space	Balance and Coordination	Balance and Coordination	Movement Patterns	Ball Skills	Movement Patterns	Invasion, Net and Racket Games
Lost in a Book	Movement Patterns	Movement Patterns	Ball Skills	Ball Skills	Agility and Coordination (Skipping School)	Invasion, Net and Racket Games	Field Games
Listen	Ball Skills	Ball Skills	Agility and Coordination (Skipping School)	Invasion, Net and Racket Games	Invasion, Net and Racket Games	Field Games	Outdoor and Adventurous Activity
Change the World	Games with Rules	Games with Rules	Games with Rules	Agility and Technique	Agility and Technique	Agility and Technique	Agility and Technique

Manipulation

Block	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
The Famous Five		Agility, Movement and Space	Movement Patterns	Flexibility, Control and Balance	Movement Patterns	Flexibility, Control and Balance	Movement Patterns
Designed and Built	Agility, Movement and Space	Balance and Coordination	Balance and Coordination	Movement Patterns	Ball Skills	Movement Patterns	Invasion, Net and Racket Games
Lost in a Book	Movement Patterns	Movement Patterns	Ball Skills	Ball Skills	Agility and Coordination (Skipping School)	Invasion, Net and Racket Games	Field Games
Listen	Ball Skills	Ball Skills	Agility and Coordination (Skipping School)	Invasion, Net and Racket Games	Invasion, Net and Racket Games	Field Games	Outdoor and Adventurous Activity
Change the World	Games with Rules	Games with Rules	Games with Rules	Agility and Technique	Agility and Technique	Agility and Technique	Agility and Technique

Tactics

Block	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
The Famous Five		Agility, Movement and Space	Movement Patterns	Flexibility, Control and Balance	Movement Patterns	Flexibility, Control and Balance	Movement Patterns
Designed and Built	Agility, Movement and Space	Balance and Coordination	Balance and Coordination	Movement Patterns	Ball Skills	Movement Patterns	Invasion, Net and Racket Games
Lost in a Book	Movement Patterns	Movement Patterns	Ball Skills	Ball Skills	Agility and Coordination (Skipping School)	Invasion, Net and Racket Games	Field Games
Listen	Ball Skills	Ball Skills	Agility and Coordination (Skipping School)	Invasion, Net and Racket Games	Invasion, Net and Racket Games	Field Games	Outdoor and Adventurous Activity
Change the World	Games with Rules	Games with Rules	Games with Rules	Agility and Technique	Agility and Technique	Agility and Technique	Agility and Technique

Sportsmanship

Block	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
The Famous Five		Agility, Movement and Space	Movement Patterns	Flexibility, Control and Balance	Movement Patterns	Flexibility, Control and Balance	Movement Patterns
Designed and Built	Agility, Movement and Space	Balance and Coordination	Balance and Coordination	Movement Patterns	Ball Skills	Movement Patterns	Invasion, Net and Racket Games
Lost in a Book	Movement Patterns	Movement Patterns	Ball Skills	Ball Skills	Agility and Coordination (Skipping School)	Invasion, Net and Racket Games	Field Games
Listen	Ball Skills	Ball Skills	Agility and Coordination (Skipping School)	Invasion, Net and Racket Games	Invasion, Net and Racket Games	Field Games	Outdoor and Adventurous Activity
Change the World	Games with Rules	Games with Rules	Games with Rules	Agility and Technique	Agility and Technique	Agility and Technique	Agility and Technique

Personal Management

Block	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
The Famous Five		Agility, Movement and Space	Movement Patterns	Flexibility, Control and Balance	Movement Patterns	Flexibility, Control and Balance	Movement Patterns
Designed and Built	Agility, Movement and Space	Balance and Coordination	Balance and Coordination	Movement Patterns	Ball Skills	Movement Patterns	Invasion, Net and Racket Games
Lost in a Book	Movement Patterns	Movement Patterns	Ball Skills	Ball Skills	Agility and Coordination (Skipping School)	Invasion, Net and Racket Games	Field Games
Listen	Ball Skills	Ball Skills	Agility and Coordination (Skipping School)	Invasion, Net and Racket Games	Invasion, Net and Racket Games	Field Games	Outdoor and Adventurous Activity
Change the World	Games with Rules	Games with Rules	Games with Rules	Agility and Technique	Agility and Technique	Agility and Technique	Agility and Technique

Musicality

Progression of Skills

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Explore and copy basic body actions and rhythms to music.</p> <p>To be able to use their bodies to imitate ideas from stories i.e. traditional tales and topics such as animals, trees, etc...</p> <p>To begin to respond with their bodies to different types of music.</p>	<p>Explore movement ideas and respond imaginatively to a range of stimuli.</p> <p>Begin to understand dancing to counts of 8.</p> <p>To begin to have an awareness of the expressive qualities of dance.</p> <p>Compose and link movements to make simple beginnings, middles and ends.</p> <p>Perform movement phrases using a range of body actions and body parts.</p>	<p>Explore, remember, repeat and link a range of simple actions with coordination, control</p> <p>Develop their awareness of the expressive qualities of dance.</p> <p>To use simple counts to keep in time with music.</p> <p>Explore the change of rhythm, speed, level and direction.</p> <p>Compose and perform short dances that express and communicate moods, ideas and feelings.</p>	<p>Explore, remember, repeat and link a range of more complex actions with coordination, control and awareness of the expressive qualities of dance.</p> <p>Use counts to keep in time with a group and the music.</p> <p>Create dance phrases that communicate ideas.</p> <p>Create dance phrases with a partner and in a small group.</p> <p>Repeat, remember and perform these phrases in a dance.</p> <p>Use dynamic and expressive qualities in relation to an idea.</p> <p>Recognise and talk about the movements used and the expressive qualities of dance.</p>	<p>Respond imaginatively to a range of stimuli related to character and narrative.</p> <p>Create dance phrases with a partner and in a small group using canon and unison.</p> <p>Refine, repeat and remember dance phrases and dances. Perform dances clearly and fluently.</p> <p>Describe, interpret and evaluate dance, using appropriate language.</p>	<p>Adapt and refine actions, dynamics and relationships in a dance</p> <p>Perform different styles of dance clearly and fluently.</p> <p>Use movement patterns to structure dance phrases on my own, with a partner and in a group.</p> <p>Use formation, canon and unison to develop a dance.</p> <p>Recognise and comment on dances, showing an understanding of style.</p> <p>Suggest ways to improve their own and other people's work using the two stars and a wish strategy.</p>	<p>Work creatively and imaginatively individually, with a partner and in a group to choreograph and structure simple dances.</p> <p>Adapt and refine actions, dynamics and relationships to improve a dance.</p> <p>Choreograph a dance using props.</p> <p>Perform dances fluently and with control.</p> <p>Use appropriate language to evaluate and refine their own and others' work using the two stars and a wish category.</p>

Balance and Coordination

Progression of Skills

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Show good control over their bodies when exploring different skills such as: rolling, crawling, walking, jumping, running, hopping, skipping, climbing, throwing, kicking and balancing.</p> <p>Combine different movements with ease and fluency.</p> <p>Copy simple movements and sequences. Make shapes with their bodies, according to commands.</p> <p>Show contrast with their bodies including tall/short, wide/thin, straight/curved)</p> <p>Use comparative language i.e. faster, longer, and be able to physically demonstrate this.</p> <p>To climb up apparatus, using alternate feet. Jump off an object and land appropriately.</p> <p>To be able to stand on one leg and hold a pose.</p> <p>To start showing an ability to work in coordination with a partner in different activities for example when rolling a ball to one another.</p>	<p>Show good control over their bodies when exploring different ways of stretching, balancing, rolling, climbing and travelling and combining different movements.</p> <p>Explore and perform gymnastic actions (pencil/straight, tuck, star, pike, dish and arch) and still shapes.</p> <p>Remember, repeat and link combinations of actions. Use their bodies and a variety of equipment with greater control and coordination.</p> <p>Copy, create and link movement phrases with beginnings, middles and ends.</p> <p>Perform movement phrases using a range of body actions and body parts. Explore making their body tense, relaxed, stretched and curled.</p> <p>Explore and throw a variety of objects with one hand. with increasing accuracy and velocity.</p> <p>Jump from different heights safely with control. with increasing accuracy and velocity.</p>	<p>Improve the way they coordinate and control their bodies in various activities.</p> <p>Use their bodies and a variety of equipment with greater control and coordination when exploring different ways of stretching, balancing, rolling, travelling and combining different movements.</p> <p>Remember, repeat and link combinations of gymnastic actions, body shapes and balances with control and precisions.</p> <p>Choose, use and vary simple compositional ideas in the sequence they create and perform, with moderate control. Create gymnastics routines which have a clear beginning and ending. Work with a partner sharing ideas and creating a simple sequence.</p> <p>To develop hand eye coordination to be able to receive and send balls using equipment if appropriate.</p> <p>Jump from different heights with control. with increasing accuracy and velocity.</p>	<p>Beginning to develop skills in flexibility, balance, coordination and strength.</p> <p>Complete actions and movements with increasing balance and control.</p> <p>Link together and create combinations of gymnastic actions, body shapes and balances with control and precisions. Choosing actions that flow well into one another.</p> <p>Choose and plan sequences of contrasting actions.</p> <p>Adapt sequences of movement to suit different types of apparatus.</p> <p>Move in unison with a partner.</p>	<p>Developing skills in flexibility, balance, coordination and strength.</p> <p>Safely perform balances individually and in synchronisation with a partner.</p> <p>Plan and perform sequences with a partner that include a change of level and shape.</p> <p>Understand how body tension can improve the control and quality of their movements.</p> <p>Adapt sequences of movement to suit different types of apparatus.</p> <p>Jump for distance and height with control and balance.</p>	<p>Increasingly developing skills in flexibility, balance, coordination and strength.</p> <p>Create and perform sequences using apparatus, individually and with a partner.</p> <p>Use canon and synchronisation, and matching and mirroring when performing with a partner or small group and say how it affects the performance.</p> <p>Use strength and flexibility to improve the quality of a performance.</p> <p>Perform a range of jumps showing some technique. Show control at take-off in jumping activities.</p> <p>Select and apply preferred skills with increasing consistency.</p>	<p>Able to demonstrate Beginning to develop skills in flexibility, balance, coordination and strength.</p> <p>Understand what counter balance and counter tension is and show examples with a partner.</p> <p>Combine and perform gymnastic actions, shapes and balances with control and fluency.</p> <p>Create and perform sequences individually. with a partner and in small groups which involve apparatus and contrasting movements.</p> <p>Perform jumps for height and distance using good techniques.</p>

Agility

Progression of Skills

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Experiment with moving in a variety of ways such as: rolling, crawling, walking, jumping, running, hopping, skipping and climbing.</p> <p>Vary speed of running based on commands given.</p> <p>Use comparative language i.e. faster, longer, and be able to physically demonstrate this.</p> <p>Move confidently and safely in their own and general space. (Negotiating space effectively – under, round, over equipment and obstacles)</p> <p>Move and stop, recognising both commands and acting upon them immediately.</p>	<p>Experiment with moving in different ways such as rolling, crawling, walking, jumping, running, hopping, skipping and climbing.</p> <p>Moving confidently and safely in their own and general space, using change of speed and direction.</p> <p>Begin to apply basic movements in a range of activities and whilst negotiating space successfully.</p> <p>Change speed and direction whilst running, with increasing accuracy and velocity.</p>	<p>Experiment with moving in different ways such as rolling, crawling, walking, jumping, running, hopping, skipping and climbing.</p> <p>Moving confidently and safely in their own and general space, using change of speed and direction with increased accuracy.</p> <p>Begin to apply a range of movements in a wide range of activities and whilst negotiating space successfully.</p> <p>Change speed and direction whilst running, with increasing accuracy and velocity.</p>	<p>Run at fast, medium and slow speeds.</p> <p>Use different take off and landings when jumping.</p> <p>Develop jumping for distance and height.</p> <p>Take part in a relay activity, remembering when to run and what to do.</p> <p>Move with a ball towards goals with increasing control.</p> <p>Move quickly during game play using a variety of movement patterns.</p> <p>To develop dodging skills and use it to lose a defender.</p>	<p>Demonstrate some good footwork and agility during game play.</p> <p>Demonstrate the difference between sprinting and running over varying distances.</p> <p>To select and maintain a running pace for different distances and to demonstrate good running technique in a competitive situation.</p> <p>To understand the relay and passing the baton.</p>	<p>Demonstrate good footwork and agility in a game situation.</p> <p>Choose the best pace for a running event.</p> <p>To use correct technique to run at speed.</p> <p>To develop the ability to run for distance.</p> <p>To identify and apply techniques of relay running.</p>	<p>Demonstrate excellent footwork and agility in a game situation</p> <p>Select and apply the best pace for a running event.</p> <p>To exchange a baton with success.</p> <p>To use correct technique to run at speed.</p> <p>To develop the ability to run for distance.</p>

Manipulation

Progression of Skills

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Throw underarm with a range of appropriate equipment for example a ball, hoop or beanbag.</p> <p>Catch a large ball.</p> <p>Develop a range of ball skills including: rolling, throwing, catching, kicking, passing and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve equipment.</p>	<p>Further develop and refine a range of ball skills including: rolling, throwing, catching, kicking, passing and aiming.</p> <p>Explore throwing and catching in different ways using a variety of equipment.</p> <p>Throw a ball accurately underarm to a target using increasing control.</p> <p>Hit a ball with control using an appropriate object.</p>	<p>Catch and control a ball in movement working with a partner or in a small group.</p> <p>Be able to pass and stop a ball to a teammate accurately.</p> <p>To develop hand eye coordination to be able to receive and send balls using equipment if appropriate.</p> <p>To be able to hit a ball accurately using a piece of equipment.</p> <p>Explore and throw a variety of objects with one hand. with increasing accuracy and velocity.</p>	<p>Use a range of overarm and underarm throwing, and catching skills i.e chest pass, under arm throw, shoulder pass.</p> <p>Throw a variety of objects, changing their action for accuracy and distance.</p> <p>Use basic racket skills. Play a range of basic shots and return a ball to a partner.</p> <p>Begin to strike a bowled ball after a bounce.</p> <p>Bowl a ball towards a target.</p> <p>Move with a ball towards goals with increasing control.</p>	<p>Use a range of overarm and underarm throwing, and catching skills i.e chest pass, under arm throw, shoulder pass. with increasing accuracy. To choose which of these will be best to use in different situations during game play.</p> <p>Throw with some accuracy and power into a target area.</p> <p>Demonstrate different throwing techniques.</p> <p>Strike a bowl and ball after a bounce. Bowl a ball with some accuracy and consistency.</p> <p>To play a continuous game. Use a range of basic racket skills and a variety of shots including an underarm serve in different areas of the court.</p>	<p>Use a range of overarm and underarm throwing, and catching skills i.e chest pass, under arm throw, shoulder pass. accurately. To choose which of these will be best to use in different situations during game play.</p> <p>Pass, receive and shoot the ball with some control under pressure.</p> <p>To sometimes strike a bowled ball. Begin to develop a wider range of skills and use these under some pressure.</p> <p>Show accuracy and good technique when throwing for distance. .</p>	<p>Use a range of overarm and underarm throwing, and catching skills i.e chest pass, under arm throw, shoulder pass. accurately. To choose which of these will be best to use in different situations during game play</p> <p>Pass, receive and shoot the ball with increasing control under pressure.</p> <p>Select the appropriate action for the situation.</p> <p>Strike a bowled ball with increasing consistency. Select the appropriate action for the situation.</p> <p>Show accuracy and good technique when throwing for distance.</p>

Tactics

Progression of Skills

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Take part in competitive games with rules where there is an opposition.</p>	<p>Participate in team games, developing simple tactics for attacking and defending.</p> <p>Understand role of attacker and defender</p> <p>Choose, explore and use skills, actions and ideas individually and in combination to suit the game that is being played.</p>	<p>Participate in team games, developing simple tactics for attacking and defending.</p> <p>Develop basic tactics in simple team games and use them appropriately.</p> <p>Choose use and vary simple tactics.</p> <p>Understand the role of attacker and defender.</p> <p>To move into space showing an awareness of defenders and to develop dodging and use it to lose a defender</p> <p>Understand how to intercept a moving ball.</p>	<p>Demonstrate their understanding of their role as an attacker and as a defender.</p> <p>Move into space to help support a team.</p> <p>Defend an opponent, stay with a player when defending and try to win the ball.</p> <p>To develop dodging skills and use it to lose a defender.</p> <p>Develop an understanding of tactics and begin to use them in game situations.</p> <p>Develop basic tactics within a team during game play and use them appropriately.</p>	<p>Work as part of a team to keep possession and score goals when attacking.</p> <p>Defend one on one and know when and how to win the ball.</p> <p>Use simple tactics to help a team score or gain possession</p> <p>Choose and use simple tactics for different situations.</p>	<p>Understand there are different skills for different situations and begin to use these.</p> <p>Move into space to help a team.</p> <p>Play in a range of positions and know how to contribute when attacking and defending.</p> <p>Understand the need for tactics and make decisions as part of a team about when best to use them.</p> <p>Use tactics effectively in a competitive situation.</p> <p>Use critical thinking to approach a task.</p>	<p>Create and use a variety of tactics to help a team.</p> <p>Create and use space to help a team.</p> <p>Select and apply different movement skills to lose a defender.</p> <p>Use marking, and/or interception to improve defending.</p> <p>Demonstrate good decision making when making shots within a game. Identify and use a variety of tactics.</p> <p>Pool ideas within a group, selecting and applying the best method to solve a problem.</p>

Sportsmanship Progression of Skills

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Work individually as well as cooperatively with others in partnerships and small groups. For example in throwing and catching games.</p> <p>Engage in cooperative physical activities.</p> <p>Participate in team games and begin to show humility and resilience when faced with a win/loss.</p>	<p>Work individually as well as cooperatively with others in partnerships and small groups. For example in throwing and catching games.</p> <p>Engage in cooperative physical activities.</p> <p>Participate in team games and continue to develop the attributes of good sportsmanship with adult support such as:</p> <ul style="list-style-type: none"> - Respect your teammates - Play Fairly - Respect Decisions and Follow Directions - Respect the other team - Encourage teammates. - End with a handshake or high five. 	<p>Engage in competitive physical activities (both against self and against others).</p> <p>Work with a partner or small group to create and share ideas</p> <p>Participate in team games and continue to develop the attributes of good sportsmanship with adult support such as:</p> <ul style="list-style-type: none"> - Respect your teammates - Play Fairly - Respect Decisions and Follow Directions - Respect the other team - Encourage teammates. - End with a handshake or high five. 	<p>Work as part of a team.</p> <p>Become familiar with basic rules of games and begin to apply them in a range of situations.</p> <p>Understand and demonstrate the attributes of good sportsmanship. such as:</p> <ul style="list-style-type: none"> - Respect your teammates - Play Fairly - Respect Decisions and Follow Directions - Respect the other team - Encourage teammates. - End with a handshake or high five. <p>They can give examples of when they could demonstrate them during a game situation and are beginning to do this without adult support.</p> <p>Work effectively with a partner and in a small group.</p>	<p>To become familiar with rules of games and begin to apply them in a range of situations.</p> <p>Understand and demonstrate the attributes of good sportsmanship. such as:</p> <ul style="list-style-type: none"> - Respect your teammates - Play Fairly - Respect Decisions and Follow Directions - Respect the other team - Encourage teammates. - End with a handshake or high five. <p>They can give examples of when they could demonstrate them during a game situation and are beginning to do this without adult support</p> <p>Accurately follow and give instructions. Work effectively within smaller and larger groups.</p>	<p>Pupils are able to show a good understanding of a variety of games. They can adapt the rules of a game for an intended purpose.</p> <p>Pupils consistently demonstrate the the attributes of good sportsmanship in a range of games situations such as:</p> <ul style="list-style-type: none"> - Respect your teammates - Play Fairly - Respect Decisions and Follow Directions - Respect the other team - Encourage teammates. - End with a handshake or high five. <p>They can give examples of when they could demonstrate them during a game situation and are beginning to do this without adult support</p> <p>Accurately follow and give instructions. Work effectively within groups of varying sizes.</p>	<p>Pupils are able to show a good understanding of a variety of games. They can adapt the rules of a game for an intended purpose.</p> <p>Pupils consistently demonstrate the the attributes of good sportsmanship in a range of games situations such as:</p> <ul style="list-style-type: none"> - Respect your teammates - Play Fairly - Respect Decisions and Follow Directions - Respect the other team - Encourage teammates. - End with a handshake or high five. <p>They can give examples of when they could demonstrate them during a game situation and are beginning to do this without adult support</p> <p>Accurately follow and give instructions. Work effectively within groups of varying sizes.</p>

Personal Management

Progression of Skills

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Awareness of body changes during exercise (heart rate, heavy breath, hot, sweaty).</p> <p>Has an awareness for the need of a warm up/cool down.</p> <p>An understanding of the need for PE uniform (changing, safety).</p> <p>Beginning to be able to dress and undress independently (may still need adult support with buttons, socks etc.)</p> <p>Awareness of how exercise is important for a healthy lifestyle and mind.</p> <p>To talk about themselves in positive terms</p> <p>Shows an understanding of how to use and transport equipment safely.</p>	<p>Is able to describe body changes during exercise (heart rate, heavy breath, hot, sweaty).</p> <p>Shows an understanding of why a warm up/cool down is important.</p> <p>To talk about themselves and others in positive terms.</p> <p>To be confident and keep themselves safe in the space in which an activity/game is being played.</p> <p>Is able to use and transport equipment safely.</p> <p>Able to dress and undress independently (may still need adult support with more difficult skills such as, laces etc.)</p>	<p>Is able to describe body changes during exercise (heart rate, heavy breath, hot, sweaty).</p> <p>Is able to talk about why a warm up/cool down is important.</p> <p>To talk about themselves and others in positive terms and is able to reflect on and develop skills to improve (two stars and a wish).</p> <p>To be confident and keep themselves safe in the space in which an activity/game is being played.</p> <p>Is able to use and transport equipment safely.</p> <p>Begin to lead others in a simple team game.</p>	<p>Is able to reflect on what they have done well and with help, recognise how performances could be improved (two stars and a wish).</p> <p>Records distances, numbers and times in relation to performance and strives to beat their own personal best.</p> <p>Developing leadership skills when leading others in a simple team game.</p> <p>Use a greater number of their own ideas in response to a task.</p> <p>Demonstrates an understanding of the changes in the body before, during and after exercise.</p> <p>Is able to talk about how exercise is important for a healthy body and lifestyle and has an awareness of how exercise can help support our mental wellbeing.</p>	<p>Is able to reflect on what they have done well and recognise how performances could be improved (two stars and a wish).</p> <p>Records distances, numbers and times in relation to performance and strives to beat their own personal best.</p> <p>Leads others in a simple team game.</p> <p>Use a greater number of their own ideas in response to a task.</p> <p>Demonstrates an understanding of the changes in the body before, during and after exercise.</p> <p>Is able to talk about how exercise is important for a healthy body and lifestyle and has an awareness of how exercise can help support our mental wellbeing.</p>	<p>Use set criteria to assess their own performance and the performance of others. Identifying areas of strength and areas for development (two stars and a wish).</p> <p>Is beginning to be able to use constructive feedback to improve performance.</p> <p>Reflect on when and how they were successful at solving challenges, and alter methods in order to improve.</p> <p>Lead a partner or small group through a short warm-up routine.</p> <p>Demonstrates an understanding of the changes in the body before, during and after exercise.</p> <p>Is able to talk about how exercise is important for a healthy body and lifestyle and has an awareness of how exercise can help support our mental wellbeing.</p>	<p>Able to assess their own performance and the performance of others. Identifying areas of strength and areas for development (two stars and a wish).</p> <p>Uses feedback to improve performance..</p> <p>Reflect on why and how they are successful at solving challenges and adapt methods in order to improve.</p> <p>Lead a small group through a short warm-up routine.</p> <p>Demonstrates an understanding of the changes in the body before, during and after exercise.</p> <p>Is able to talk about how exercise is important for a healthy body and lifestyle and has an awareness of how exercise can help support our mental wellbeing.</p>

Swimming

A programme of swimming study delivered by local swimming coaches. An opportunity for all pupils to develop water confidence through a range of exercises, games and drills. Pupils will be taught about water safety and safe self-rescue. They will develop kicking, arm pull and breathing techniques as well as correct body position to improve buoyancy and stroke efficiency. Targets: swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] and perform safe self-rescue in different water-based situations.