

CURRICULUM DESIGN for PE

PE INTENT

PE at Eden Park Primary and Nursery School aims to deliver a fun, high-quality physical education curriculum that inspires all pupils to succeed and excel in a broad range of physical activities. These opportunities build character and embed school core values including teamwork, respect and independence as well as supporting children to think about their well-being by developing their understanding of a healthy lifestyle and a balanced diet.

The curriculum is thematically designed so that **all year groups** experience an annual cycle of three main elements: gymnastics, dance and athletics. The three elements progress between EYFS, key stage 1 and key stage 2. In addition, children build their skills in movement, balls and bats towards later elements of invasion, net/wall and striking/fielding. Themes deliberately mirror each other. This is to allow sports festivals to occur in every term, supported by the weekly use of visiting experts. These support competition, teamwork as well as application of learnt skills. Sports Houses aid team ethic that we wish our children to develop and aspire to.

Our PE programme ensures that all children develop the confidence, tolerance and the appreciation of their own and others' strengths and weaknesses through understanding fairness and equity of play. In delivery, staff are supported by the progression created in the GetSet4PE scheme. [Get Set 4 PE: Lesson Plans and Schemes of Work](#)

An extremely comprehensive Sports Premium document is updated annually. This sets out our clear vision to deliver improvements in the five key objectives:

1. the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles (e.g., our specifically designed curriculum teaching skills progressively)
2. the profile of PE and sport being raised across the school as a tool for whole school improvement (e.g., through dedicated weekly PE sessions and active playground opportunities)
3. increased confidence, knowledge and skills of all staff in teaching PE and sport (through weekly supporting professionals who teach sessions alongside school staff)
4. broader experience of a range of sports and activities offered to all pupils (e.g., residential and enrichment activities)
5. increased participation in competitive sport (e.g., our sports houses)

PE IMPLEMENTATION

PE at Eden Park provides challenging and enjoyable learning through a range of sporting activities: invasion games, net & wall games, striking and field games, gymnastics, dance, swimming and outdoor learning are taught as part of an extensive PE curriculum. Pupils participate in up to two high-quality PE lessons a week, covering two sporting disciplines every half term. In Year 3 & 4, children participate in swimming lessons at our local swimming pool. These sessions are run by specialists and are included as well as their usual PE lessons within school.

At the end of each term, every child in the school will participate in a fun yet competitive sporting festival 'outcome' where they will use the skills they have practiced to earn points for their inter-class sport houses. This is an all-inclusive approach which aims to encourage not only physical development but also mental well-being. These events also develop teamwork and leadership skills and are very much enjoyed by the children.

The inclusion of the wider community and local sport club links has raised the profile of PE in school. The use of sport-specific professionals ensures that all children are included and ensures they have increased confidence, knowledge and experience of PE within the school. This will also ensure that teachers feel confident and supported to deliver a high-quality PE curriculum. Currently we offer specialist gym and football teaching.

Each child will also be given an opportunity to participate in our outdoor adventure curriculum, *Wild for Learning*, which again is led by a specialist. In addition, the school runs several clubs in school and our "enrichment" programme, where children may choose to do additional sporting activity. In Key Stage Two, we also offer two residential experiences (Year 4 and Year 6)

PE IMPACT

At Eden Park, we ensure that our PE curriculum is progressive and permits children to develop fundamental skills and apply them to a variety of sports, activities and competitions. All children are provided with the necessary skills and given opportunities to demonstrate improvement to achieve, challenge and exceed their potential. Our children are physically active and are given opportunities to participate in a range of activities. This has a positive impact on their learning within the classroom. Being physically active unlocks children's ability to think abstractly and utilise metacognition. We aim for all Year 6 pupils to leave school with the skills to competently swim at least 25m and have the skills to self-rescue in the water which are key life skills, given our geographical location.

Progression of Knowledge

Our PE curriculum for KS1 and KS2 follows a series of repeated themes. Children will also have the opportunity to participate in specialist-led sport clubs, each with a specific key stage learning outcome. Children are expected to use their prior knowledge as a scaffolding to build upon during their journey through Eden Park. Children will leave Eden Park understanding the wider purposes of physical education and movement. Their understanding of their mind and bodies will be extended through our decisively mapped out curriculum.

In EYFS, physical activity is vital in children's development, building the scaffolding for them to pursue happy, healthy and active lives. In EYFS, this begins with building on the fine and gross motor skills children have developed throughout early childhood. EYFS practitioners will offer opportunities by following the EYFS GetSet4PE scheme which aims to develop children's core strength, stability, balance, spatial awareness, co-ordination and agility. This will create the foundations of prior knowledge which will be built upon as children journey through KS1 and KS2.

In KS1, children will begin to explore their bodies and minds by responding to rhythm, creating movement sequences and introducing 'wide' and 'narrow' during dance and gymnastics. They will explore running, using language such as 'speed' and 'acceleration' and they will apply running to games where changes of speed are necessary to gain a tactical advantage. Children will be taught to develop bouncing, aiming with accuracy and controlling and moving a ball with their hands and feet.

In KS2, children will build on their prior knowledge and extend movement sequences, develop characterisation within dance, introduce symmetry and asymmetry and apply their learning to different apparatus in gymnastics. They will begin to explore previously learned skills and apply them to specific sports such as basketball, netball, rugby and football during invasion/ball games and rounders, cricket and tennis in ball games and striking/fielding sports.

PE Themes						
Key stage 1	Gymnastics Ball Skills	Movement Fundamentals Invasion	Net/Wall Target Games	Team Building Fitness	Striking and Fielding Yoga	Athletics Dance
Key stage 2	Gymnastics Ball Skills Swimming	Invasion Fundamental Skills	Netball/Basketball Yoga	Handball Fitness	Strike/Field Dance	Athletics Tennis
End points:	By the end of Key Stage 1, children will: <ul style="list-style-type: none"> ✓ Develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. ✓ Be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. ✓ Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities ✓ Participate in team games, developing simple tactics for attacking and defending ✓ Perform dances using simple movement patterns 		By the end of Key Stage 2, children will build on their prior knowledge of the past and extend this further. Children will: <ul style="list-style-type: none"> ✓ 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. ✓ Enjoy communicating, collaborating and competing with each other. ✓ Develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. ✓ Use running, jumping, throwing and catching in isolation and in combination ✓ play competitive games, modified where appropriate (for example, basketball, cricket, football, hockey, netball, rounders and tennis), and apply basic principles suitable for attacking and defending. ✓ Develop flexibility, strength, technique, control and balance (for example, through athletics and gymnastics) ✓ perform dances using a range of movement patterns ✓ take part in outdoor and adventurous activity challenges both individually and within a team 			

		✓ compare their performances with previous ones and demonstrate improvement to achieve their personal best
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Woven through our PE curriculum are our progressive 'Voices'. It is our intention that the voices are used, where appropriate, during PE teaching. Children will therefore encounter these 'Voices' repeatedly throughout their time at Eden Park. They will use their prior knowledge of a specific 'voice', such as "Teamwork and Independence" **and** build upon these.

The Voices of Physical Education (Disciplinary Knowledge)

Physically active	Skills & Techniques (Sporting competence)	Understanding mental and physical wellbeing	Engagement in competitive sports	Teamwork and Independence
<p>EYFS</p> <ul style="list-style-type: none"> ✓ Children can demonstrate strength, balance and coordination when playing and move energetically, such as running, jumping, dancing, hopping, skipping and 	<p>EYFS</p> <ul style="list-style-type: none"> ✓ Children can move with agility and grace and combine movements with fluency. 	<p>EYFS</p> <ul style="list-style-type: none"> ✓ Children can negotiate space and obstacles safely, with consideration for themselves and others. ✓ Can talk about the different factors that support health and wellbeing for example, healthy eating, toothbrushing, being a safe pedestrian 	<p>EYFS</p> <ul style="list-style-type: none"> ✓ Can demonstrate strength, balance and coordination when playing and competing 	<p>EYFS</p> <ul style="list-style-type: none"> ✓ In movements which the children have already acquired, they should become experts.
<p>KS1</p> <ul style="list-style-type: none"> ✓ I can develop fundamental movements ✓ I will participate in a wide range of sporting activities led by specialist subject leaders ✓ I can begin to master basic movements including running, jumping, throwing and catching 	<p>KS1</p> <ul style="list-style-type: none"> ✓ I am developing confidence and awareness of my body ✓ I can show awareness of myself and the space around me to develop my agility, balance and coordination ✓ I can show competence and confidence when trying new activities ✓ I can be reflective and identify my own and other's improvements throughout a sequence 	<p>KS1</p> <ul style="list-style-type: none"> ✓ I am beginning to understand the importance of a warmup. ✓ I am aware of the changes my body goes through when I participate in activity ✓ I am starting to link my physical wellbeing and my mental wellbeing ✓ I can focus on my body during gymnastics, understanding the rhythm of my breath and tuning into my inner peace ✓ I can understand that I am not yet a master; I must persevere to get better; I must enjoy the challenge of becoming better ✓ I allow myself to be inspired 	<p>KS1</p> <ul style="list-style-type: none"> ✓ I can participate as part of a team in competitive activities against other classes ✓ I try to lose well and win graciously ✓ I can contribute to part of a team ✓ I am aware of our 4 PE houses and understand their differences. 	<p>KS1</p> <ul style="list-style-type: none"> ✓ I can be kind and supportive to others who are learning a new skill ✓ I can show resilience and challenge myself ✓ I can work as part of a team
<p>Y3/4</p> <ul style="list-style-type: none"> ✓ I can use running, jumping, throwing and catching in isolation and in combination ✓ I can make links between movements ✓ I will participate in a wide range of sporting activities led by specialist subject leaders ✓ I am aware of the importance of being physically active 	<p>Y3/4</p> <ul style="list-style-type: none"> ✓ I am beginning to develop flexibility, strength, technique, control and balance ✓ I can develop my hand-eye-coordination both individually (bouncing) and as part of a team (catching) ✓ I am becoming dexterous with my hands and feet ✓ I am able to pass/ receive with accuracy and control 	<p>Y3/4</p> <ul style="list-style-type: none"> ✓ Understand the importance of warming up and cooling down ✓ I am beginning to understand my body as a working mechanism; I understand that as I grow, my movements may change ✓ I am beginning to understand the intellectual challenges of sport 	<p>Y3/4</p> <ul style="list-style-type: none"> ✓ I can participate as part of a mixed-ability team and understand that participation and enjoyment is equally as important as winning ✓ I am beginning to understand courteous winning. ✓ I am becoming aware that disabilities may not restrict our ability to play as part of a team, or our ability to accept someone into our team 	<p>Y3/4</p> <ul style="list-style-type: none"> ✓ I can begin use tactics to help my team win ✓ I am positive and encouraging regardless of the situation ✓ I can understand my strengths and weaknesses and use this to guide and help my team

<p>Y5/6</p> <ul style="list-style-type: none"> ✓ I can continue to practise and refine my technique for running, jumping, throwing and catching ✓ I can measure and record the distance of my throws ✓ I can develop flexibility, strength, technique, control and balance. ✓ I can perform basic skills with control and accuracy on the floor and apparatus 	<p>Y5/6</p> <ul style="list-style-type: none"> ✓ I can practice and refine my technique with the aim of improving my personal best ✓ I have strong control of my actions. 	<p>Y5/6</p> <ul style="list-style-type: none"> ✓ I can carry out warm-ups and cool-downs safely and effectively and can lead these. ✓ I understand my body as a working mechanism. ✓ I can develop my technique and begin to improve my own performance ✓ I know why physical activity is good for our health and well-being and the effect of exercise and rest on pulse rate. ✓ I can evaluate my own and others' techniques and suggest improvements 	<p>Y5/6</p> <ul style="list-style-type: none"> ✓ I can perform and apply a variety of skills and techniques confidently, consistently and with precision. ✓ I can take part in competitive games with a strong understanding of tactics and composition. ✓ I understand the importance of gracious winning and losing. ✓ 	<p>Y 5/6</p> <ul style="list-style-type: none"> ✓ I can begin to use a range of tactics and strategies to overcome opponents in direct competition through team and individual games
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YEAR 1						
	Autumn Term		Spring Term		Summer Term	
Theme	Ball Skills/Invasion	Gymnastics	Net and Wall	Fitness	Striking and Fielding	Athletics
NC reference	<p>To develop control and co-ordination when dribbling a ball with your hands and feet towards a goal and understand what 'being in possession' means.</p> <p>To explore accuracy when rolling a ball.</p> <p>To explore throwing with accuracy towards a target.</p> <p>To explore catching with two hands.</p> <p>To explore control and co-ordination when dribbling a ball with your feet.</p> <p>To explore tracking a ball that is coming towards me.</p> <p>To understand who to pass to and why when playing against a defender.</p> <p>To support a teammate when in possession.</p>	<p>To explore travelling movements using the space around you.</p> <p>To develop quality when performing gymnastic shapes.</p> <p>To develop stability and control when performing balances.</p> <p>To develop technique and control when performing shape jumps.</p> <p>To develop technique in the barrel, straight and forward roll.</p> <p>To link gymnastic actions to create a sequence.</p>	<p>To defend space, using the ready position.</p> <p>To play against an opponent and keep the score.</p> <p>To develop control when handling a racket.</p> <p>To develop racket and ball skills.</p> <p>To develop sending a ball using a racket.</p> <p>To develop hitting over a net.</p>	<p>To develop knowledge about how exercise can make you feel.</p> <p>To develop knowledge about how exercise can make you strong and healthy.</p> <p>To develop knowledge about how exercise relates to breathing.</p> <p>To develop my understanding of how exercise helps my brain.</p> <p>To develop my understanding of how exercise helps my muscles.</p> <p>To begin to understand the importance of daily exercise.</p>	<p>To develop underarm throwing and catching and put this into small sided games.</p> <p>To develop overarm throwing.</p> <p>To develop striking a ball with my hand and equipment.</p> <p>To retrieve a ball when fielding.</p> <p>To understand how to get a batter out.</p> <p>To develop decision making and understand how to score points.</p>	<p>To learn to move at different speeds for varying distances.</p> <p>To develop a foundation for balance and stability.</p> <p>To develop agility and co-ordination.</p> <p>To explore hopping, jumping and leaping for distance.</p> <p>To develop throwing for distance.</p> <p>To develop throwing for accuracy.</p>
<p>Specific skills taught in this unit</p> <p>(Substantive knowledge)</p>	<p>Physical: rolling</p> <p>Physical: kicking</p> <p>Physical: throwing</p> <p>Physical: catching</p> <p>Physical: bouncing</p> <p>Physical: dribbling</p> <p>Physical: tracking</p> <p>Social: co-operation</p> <p>Social: communication</p>	<p>Physical: travelling actions</p> <p>Physical: shapes</p> <p>Physical: balances</p> <p>Physical: jumps</p> <p>Physical: barrel roll</p> <p>Physical: straight roll</p> <p>Physical: forward roll</p> <p>progressions</p> <p>Social: sharing</p>	<p>Physical: throwing</p> <p>Physical: catching</p> <p>Physical: hitting a ball</p> <p>Physical: tracking a ball</p> <p>Social: respect</p> <p>Social: communication</p>	<p>Physical: running</p> <p>Physical: co-ordination</p> <p>Physical: stamina</p> <p>Physical: strength</p> <p>Physical: agility</p> <p>Physical: balance</p> <p>Social: co-operation</p> <p>Social: support</p> <p>Social: responsibility</p>	<p>Physical: throwing</p> <p>Physical: catching</p> <p>Physical: retrieving a ball</p> <p>Physical: tracking a ball</p> <p>Physical: striking a ball</p> <p>Social: communication</p> <p>Social: supporting and encouraging others</p>	<p>Physical: running at varying speeds</p> <p>Physical: agility</p> <p>Physical: balance</p> <p>Physical: jumping, hopping and leaping in combination and for distance</p> <p>Physical: throwing for distance</p> <p>Social: working safely</p>

	Social: leadership Social: supporting others Emotional: honesty Emotional: perseverance Emotional: challenging myself Thinking: using tactics Thinking: exploring actions Thinking: comprehension	Social: working safely Emotional: confidence Thinking: observing and providing feedback Thinking: selecting and applying actions	Emotional: honesty and fair play Emotional: determination Thinking: decision making Thinking: using simple tactics Thinking: recalling information Thinking: comprehension	Emotional: kindness Emotional: perseverance Emotional: honesty Emotional: independence Thinking: comprehension Thinking: creativity Thinking: problem solving Thinking: reflection	Social: consideration of others Emotional: perseverance Emotional: honesty and fair play Thinking: using tactics Thinking: selecting and applying skills Thinking: decision making	Social: collaborating with others Emotional: working independently Emotional: honesty and playing to the rules Emotional: determination Thinking: exploring ideas
Outcome (End of each term)	Gymnastics Festival		Ball Games Festival		Athletics Festival	

YEAR 2						
	Autumn Term		Spring Term		Summer Term	
Theme	Ball Skills/Invasion	Gymnastics	Net and Wall	Fitness	Striking and Fielding	Athletics
NC reference	To be able to roll a ball to hit a target. To develop co-ordination and be able to stop a rolling ball. To develop technique and control when dribbling a ball with your feet. To develop control and technique when kicking a ball. To develop co-ordination and technique when throwing and catching. To develop control and co-ordination when dribbling a ball with your hands. To understand what being in possession means and support a teammate to do this. To use a variety of skills to score goals. To develop stopping goals. To learn how to gain possession of the ball. To develop an understanding of marking an opponent. To learn to apply simple tactics for attacking and defending.	To perform gymnastic shapes and link them together. To be able to use shapes to create balances. To be able to link travelling actions and balances using apparatus. To demonstrate different shapes, take off and landings when performing jumps. To develop rolling and sequence building. To develop sequence work on apparatus.	To develop racket familiarisation. To develop placing an object. To use the ready position to defend space on court. To develop returning a ball with hands. To develop returning a ball using a racket. To move an opponent to win a point.	To understand how to run for longer periods of time without stopping. To develop co-ordination and timing when jumping in a long rope. To develop individual skipping. To take part in a circuit to develop stamina and agility. To explore exercises that use your own body weight. To develop 'ABC,' agility, balance and co-ordination.	To be able to track a rolling ball and collect it. LESSON 2 To develop accuracy in underarm throwing and consistency in catching when fielding a ball. LESSON 3 To develop accuracy with overarm throwing to send a ball over a greater distance and limit a batter's score. LESSON 4 To develop striking for distance and accuracy. LESSON 5 To develop decision making to get a batter out. LESSON 6 To develop decision making when under pressure.	To develop the sprinting action. To develop jumping for distance. To develop technique when jumping for height. To develop throwing for distance. To develop throwing for accuracy. To develop technique when taking part in an athletics carousel

Specific skills taught in this unit (Substantive knowledge)	Physical: rolling Physical: kicking Physical: throwing Physical: catching Physical: bouncing Physical: dribbling Social: co-operation Social: communication Social: leadership Social: supporting others Emotional: honesty Emotional: perseverance Emotional: challenging myself Thinking: using tactics Thinking: exploring actions	Physical: shapes Physical: balances Physical: shape jumps Physical: travelling movements Physical: barrel roll Physical: straight roll Physical: forwards roll Social: sharing Social: working safely Emotional: confidence Emotional: independence Thinking: observing and providing feedback Thinking: selecting and applying actions	Physical: throwing Physical: catching Physical: racket skills Physical: ready position Physical: hitting a ball Social: support Social: co-operation Social: respect Social: communication Emotional: perseverance Emotional: honesty Thinking: decision making Thinking: reflection Thinking: comprehension Thinking: selecting and applying	Physical: agility Physical: balance Physical: co-ordination Physical: speed/ stamina Physical: skipping Social: taking turns Social: encouraging and supporting others Emotional: determination Emotional: perseverance Emotional: challenging myself Thinking: identifying strengths and areas for improvement Thinking: observing and providing feedback	Physical: throwing and catching Physical: tracking a ball Physical: bowling Physical: batting Social: communication Social: collaboration Emotional: honesty Emotional: acceptance Emotional: controlling emotions Thinking: select and apply Thinking: using tactics Thinking: decision making	Physical: running at different speeds Physical: jumping for distance Physical: throwing for distance Social: working safely Social: collaborating with others Emotional: working independently Emotional: determination Thinking: observing and providing feedback/ exploring ideas
Outcome (End of each term)	Gymnastics Festival		Ball Games Festival		Athletics Festival	

Year 3

	Autumn Term		Spring Term		Summer Term	
Theme	Gymnastics	Ball Skills/ Football	Netball	Handball	Cricket	Athletics
NC reference	<p>To be able to create interesting point and patch balances.</p> <p>To develop stepping into shape jumps with control.</p> <p>To develop the straight, barrel, and forward roll.</p> <p>To be able to transition smoothly into and out of balances.</p> <p>To create a sequence with matching and contrasting actions and shapes.</p> <p>To create a partner sequence incorporating equipment.</p>	<p>To develop confidence and accuracy when tracking a ball.</p> <p>To develop confidence and accuracy when tracking a ball.</p> <p>To explore and develop a variety of throwing techniques.</p> <p>To develop catching skills using one and two hands.</p> <p>To develop dribbling a ball with hands.</p> <p>To use tracking, sending and dribbling skills with feet.</p> <p>To develop controlling the ball and dribbling under pressure.</p> <p>To develop passing to a teammate.</p> <p>To be able to control the ball with different parts of the body.</p> <p>To develop changing direction with the ball using an inside and outside hook.</p> <p>To be able to apply the rules and tactics you have learnt to play in a tournament.</p>	<p>To develop passing and moving and play within the footwork rule.</p> <p>To develop passing and moving towards a goal.</p> <p>To develop movement skills to lose a defender.</p> <p>To be able to defend an opponent and try to win the ball.</p> <p>To develop the shooting action.</p> <p>To develop playing using netball rules.</p>	<p>To begin to throw and catch while on the move.</p> <p>To learn how to move towards goal or away from a defender.</p> <p>To develop accuracy when shooting.</p> <p>To be able to apply individual and team defending skills</p> <p>To use a change of direction and speed to lose a defender and move into space.</p> <p>To maintain possession when in attack.</p>	<p>To develop overarm throwing and catching.</p> <p>To develop underarm bowling.</p> <p>To learn how to grip the bat and develop batting technique.</p> <p>To be able to field a ball using a two-handed pick up and a short barrier.</p> <p>To develop overarm bowling technique.</p> <p>To play apply skills learnt to mini cricket.</p>	<p>To develop the sprinting technique and improve on your personal best.</p> <p>To develop changeover in relay events.</p> <p>To develop jumping technique in a range of approaches and take off positions.</p> <p>To develop throwing for distance and accuracy.</p> <p>To develop throwing for distance in a pull throw.</p> <p>To develop officiating and performing skills.</p>
Specific skills taught in this unit (Substantive knowledge)	Physical: individual point and patch balances Physical: straight roll Physical: barrel roll Physical: forward roll Physical: straight jump Physical: tuck jump Physical: star jump Physical: rhythmic gymnastics Social: collaboration Social: communication Social: respect Emotional: confidence Thinking: observing and providing feedback Thinking: selecting and applying actions Thinking: evaluating and improving	Physical: tracking a ball Physical: throwing Physical: catching Physical: dribbling Social: supporting others Social: co-operation Social: communication Social: managing games Emotional: perseverance Emotional: honesty Emotional: respect Emotional: challenging self Thinking: decision making Thinking: developing tactics Thinking: creativity	Physical: passing Physical: catching Physical: footwork Physical: intercepting Physical: shooting Social: working safely Social: communication Social: collaboration Emotional: honesty and fair play Emotional: perseverance Thinking: planning strategies and using tactics Thinking: observing and providing feedback	Physical: ball control Physical: throwing and catching Physical: moving with the ball Physical: dribbling Physical: shooting Social: working safely Social: communication Social: respect Emotional: honesty and fair play Emotional: perseverance Thinking: planning strategies Thinking: observing and providing feedback	Physical: underarm and overarm throwing Physical: catching Physical: over and underarm bowling Physical: fielding and tracking a ball Physical: batting Social: collaboration and communication Social: respect Emotional: perseverance Emotional: honesty Thinking: observing and providing feedback Thinking: applying strategies	Physical: sprinting Physical: jumping for distance Physical: push and pull throwing for distance Social: working collaboratively Social: working safely Emotional: perseverance Emotional: determination Thinking: observing and providing feedback
Outcome (End of each term)	Gymnastics Festival		Ball Games Festival		Athletics Festival	

YEAR 4						
	Autumn Term		Spring Term		Summer Term	
Theme	Gymnastics	Tag Rugby	Basketball	Handball	Rounders	Athletics
NC reference	To develop individual and partner balances. To develop control in performing and landing rotation jumps. To develop the straight, barrel, forward and straddle roll. To develop the straight, barrel, forward and straddle roll. To develop strength in inverted movements. To be able to create a partner sequence to include apparatus.	To develop throwing, catching and running with the ball. To develop an understanding of tagging rules. To begin to use the 'forward pass' and 'offside' rule. To dodge a defender and move into space when running towards the goal. To develop defending skills and use them in a game situation. To apply the rules and skills you have learnt and play in a tag rugby tournament.	To develop the attacking skill of dribbling. To use protective dribbling against an opponent. To develop the bounce and chest pass and begin to recognise when to use them. To develop tracking and defending an opponent. To develop the technique for the set shot. To be able to apply the skills, rules and tactics you have learnt to a mini tournament.	To begin to throw and catch while on the move. To learn how to move towards goal or away from a defender. To develop accuracy when shooting. To be able to apply individual and team defending skills To use a change of direction and speed to lose a defender and move into space. To maintain possession when in attack.	To play different roles in a game and begin to think tactically about each role. To develop the bowling action and learn the rules of bowling. To run around the outside of the bases and make decisions about when to stop and when to run. To field a ball using a two-handed pick up and a short barrier. To develop batting technique and an understanding of where to hit the ball. To apply skills and rules learnt to play rounders.	To develop stamina and an understanding of speed and pace in relation to distance. To develop power and speed in the sprinting technique. To develop technique when jumping for distance. To develop power and technique when throwing for distance. To develop a pull throw for distance and accuracy. To develop officiating and performing skills.
Specific skills taught in this unit (Substantive knowledge)	Physical: individual and partner balances Physical: jumps using rotation Physical: straight roll Physical: barrel roll Physical: forward roll Physical: straddle roll Physical: bridge Physical: shoulder stand Social: responsibility Social: collaboration Social: communication Social: respect Emotional: confidence Thinking: observing and providing feedback Thinking: selecting and applying actions Thinking: evaluating and improving sequences	Physical: passing Physical: catching Physical: dodging Physical: tagging Physical: scoring Social: communication Social: collaboration Social: inclusion Emotional: honesty and fair play Emotional: perseverance Emotional: confidence Thinking: planning strategies and using tactics Thinking: observing and providing feedback	Physical: throwing and catching Physical: dribbling Physical: intercepting Physical: shooting Social: working safely Social: communication Social: collaboration Emotional: honesty and fair play Emotional: perseverance Thinking: planning strategies and using tactics Thinking: observing and providing feedback	Physical: ball control Physical: throwing and catching Physical: moving with the ball Physical: dribbling Physical: shooting Social: working safely Social: communication Social: respect Emotional: honesty and fair play Emotional: perseverance Thinking: planning strategies Thinking: observing and providing feedback	Physical: underarm and overarm throwing Physical: catching Physical: tracking a ball Physical: fielding and retrieving a ball Physical: batting Social: collaboration and communication Social: respect Social: supporting and encouraging others Emotional: honesty and fair play Emotional: confident to take risks Emotional: managing emotions Thinking: observing and providing feedback Thinking: using tactics Thinking: decision making	Physical: pacing Physical: sprinting technique Physical: jumping for distance Physical: throwing for distance Social: working collaboratively Social: working safely Emotional: perseverance Emotional: determination Thinking: observing and providing feedback Thinking: exploring ideas
Outcome (End of each term)	Gymnastics Festival		Ball Games Festival		Athletics Festival	

YEAR 5						
	Autumn Term		Spring Term		Summer Term	
Theme	Gymnastics	Football	Netball	Handball	Cricket	Athletics
NC reference	<p>To be able to perform symmetrical and asymmetrical balances.</p> <p>To develop the straight, forward, straddle and backward roll.</p> <p>To be able to explore different methods of travelling, linking actions in both canon and synchronisation.</p> <p>To be able to perform progressions of inverted movements.</p> <p>To explore matching and mirroring using actions both on the floor and on apparatus.</p> <p>To be able to create a partner sequence using apparatus.</p>	<p>To be able to dribble the ball under pressure.</p> <p>To pass the ball accurately to help to maintain possession.</p> <p>To use different turns to keep the ball away from defenders.</p> <p>To develop defending skills to gain possession.</p> <p>To develop goalkeeping skills to stop the opposition from scoring.</p> <p>To be able to apply the rules and tactics you have learnt to play in a football tournament.</p>	<p>To develop passing and moving.</p> <p>To be able to use the attacking principle of creating and using space.</p> <p>To be able to change direction and lose a defender.</p> <p>To be able to defend ball side and know when to go for interceptions.</p> <p>To develop the shooting action.</p> <p>To use and apply skills and tactics to small sided games.</p>	<p>To develop a variety of passes and know when to use each to help to maintain possession.</p> <p>To use stepping, dribbling and passing skills to create space, move towards goal and away from defenders.</p> <p>To use defending skills to stop an opponent from scoring.</p> <p>To select and apply the appropriate skill to score goals.</p> <p>To use defensive skills to gain possession.</p> <p>To maintain possession under pressure.</p>	<p>To develop throwing accuracy and catching skills.</p> <p>To develop batting accuracy and directional batting.</p> <p>To develop catching skills (close/deep catching and wicket keeping).</p> <p>To develop overarm bowling technique and accuracy.</p> <p>To develop a variety of fielding techniques and to use them within a game.</p> <p>To develop long and short barriers and apply them to a game situation.</p>	<p>To be able to apply different speeds over varying distances.</p> <p>To develop fluency and co-ordination when running for speed.</p> <p>To develop technique in relay changeovers.</p> <p>To develop technique and co-ordination in the triple jump.</p> <p>To develop throwing with force for longer distances.</p> <p>To develop throwing with greater control and technique.</p>
Specific skills taught in this unit (Substantive knowledge)	Physical: symmetrical and asymmetrical balances Physical: straight roll Physical: forward roll Physical: straddle roll Physical: backward roll Physical: cartwheel Physical: bridge Physical: shoulder stand Social: responsibility Social: collaboration Social: communication Social: respect Emotional: confidence Thinking: observing and providing feedback Thinking: selecting and applying actions Thinking: evaluating and improving sequences	Physical: dribbling Physical: passing Physical: ball control Physical: tracking / jockeying Physical: turning Physical: goalkeeping Physical: receiving Social: communication Social: collaboration Social: cooperation Social: respect Emotional: honesty Emotional: perseverance Thinking: selecting and applying tactics Thinking: decision making	Physical: passing Physical: catching Physical: footwork Physical: intercepting Physical: shooting Physical: dodging Social: communication Social: collaboration Emotional: perseverance Emotional: honesty and fair play Thinking: planning strategies and using tactics Thinking: selecting and applying skills Thinking: decision making	Physical: throwing and catching Physical: moving with the ball Physical: dribbling Physical: intercepting Physical: shooting Social: collaboration Social: communication Emotional: honesty and fair play Emotional: perseverance Thinking: planning strategies and using tactics Thinking: observing and provide feedback	Physical: underarm and overarm throwing Physical: catching Physical: over and underarm bowling Physical: long and short barrier Physical: batting Social: collaboration and communication Social: respect Emotional: honesty Thinking: observing and providing feedback Thinking: selecting and applying strategies	Physical: pacing Physical: sprinting technique Physical: relay changeovers Physical: jumping for distance Physical: push and pull throwing for distance Social: collaborating with others Social: supporting others Emotional: perseverance Emotional: determination Thinking: observing and providing feedback
Outcome (End of term)	Gymnastics Festival		Ball Games Festival		Athletics Festival	

YEAR 6						
	Autumn Term		Spring Term		Summer Term	
Theme	Gymnastics	Tag Rugby	Basketball	Handball	Rounders	Athletics
NC reference	<p>To be able to develop the straddle, forward and backward roll.</p> <p>To develop counterbalance and counter tension.</p> <p>To be able to perform inverted movements with control.</p> <p>To be able to perform the progressions of a headstand and a cartwheel.</p> <p>To be able to use flight from hands to travel over apparatus.</p> <p>To be able to create a group sequence using formations and apparatus.</p>	<p>To develop attacking principles, understanding when to run and when to pass.</p> <p>To be able to use the 'forward pass' and 'offside' rules.</p> <p>To be able to play games using tagging rules.</p> <p>To develop dodging skills to lose a defender.</p> <p>To develop drawing defence and understanding when to pass.</p> <p>To be able to apply the rules and tactics you have learnt to play in a tag rugby tournament.</p>	<p>To develop protective dribbling against an opponent.</p> <p>To be able to move into space to support a teammate.</p> <p>To choose when to pass and when to dribble.</p> <p>To be able to track an opponent and use defensive techniques to win the ball.</p> <p>To be able to perform a set shot and a jump shot.</p> <p>To be able to apply the rules and tactics you have learnt to play in a basketball tournament.</p>	<p>To develop a variety of passes and know when to use each to help to maintain possession.</p> <p>To use stepping, dribbling and passing skills to create space, move towards goal and away from defenders.</p> <p>To use defending skills to stop an opponent from scoring.</p> <p>To select and apply the appropriate skill to score goals.</p> <p>To use defensive skills to gain possession.</p> <p>To maintain possession under pressure.</p>	<p>To develop the bowling action and understand the role of the bowler.</p> <p>To develop batting technique.</p> <p>To make decisions about where and when to send the ball to stump a batter out.</p> <p>To develop a variety of fielding techniques and when to use them in a game.</p> <p>To develop long and short barriers in fielding and understand when to use them.</p> <p>To apply the rules and skills you have learnt to play in a rounders tournament.</p>	<p>To work collaboratively with a partner to set a steady pace.</p> <p>To develop your own and others sprinting technique.</p> <p>To develop power, control and technique for the triple jump.</p> <p>To develop power, control and technique when throwing for distance.</p> <p>To develop throwing with force and accuracy for longer distances.</p> <p>To work collaboratively in a team to develop the officiating skills of measuring, timing and recording.</p>
Specific skills taught in this unit (Substantive knowledge)	Physical: straddle roll Physical: forward roll Physical: backward roll Physical: counterbalance Physical: counter tension Physical: bridge Physical: shoulder stand Physical: handstand Physical: cartwheel Physical: headstand Physical: vault Social: responsibility Social: collaboration Social: communication	Physical: throwing Physical: catching Physical: running Physical: dodging Physical: scoring Social: communication Social: collaboration Emotional: perseverance Emotional: confidence Emotional: honesty and fair play Thinking: planning strategies and using tactics Thinking: observing and providing feedback	Physical: throwing and catching Physical: dribbling Physical: intercepting Physical: shooting Social: communication Social: collaboration Emotional: perseverance Emotional: honesty and fair play Thinking: planning strategies and using tactics	Physical: throwing and catching Physical: moving with the ball Physical: dribbling Physical: intercepting Physical: shooting Social: collaboration Social: communication Emotional: honesty and fair play Emotional: perseverance	Physical: throwing & catching Physical: bowling Physical: tracking, fielding & retrieving a ball Physical: batting Social: organising & self-managing a game Social: respect Social: supporting & encouraging others Social: communicating ideas & reflecting with others Emotional: honesty & fair play	Physical: pacing Physical: sprinting Physical: jumping for distance Physical: push throwing for distance Physical: fling throwing for distance Social: negotiating Social: collaborating with others Emotional: perseverance Emotional: determination

	Social: respect Emotional: confidence Thinking: observing and providing feedback Thinking: selecting and applying actions Thinking: evaluating and improving sequences	Thinking: selecting and applying skills	Thinking: observing and providing feedback	Thinking: planning strategies and using tactics Thinking: observing and provide feedback	Emotional: confident to take risks Emotional: managing emotion Thinking: decision making Thinking: using tactics Thinking: identifying how to improve Thinking: selecting skills	Thinking: observing and providing feedback
Outcome (End of each term)	Gymnastics Festival		Ball Games Festival		Athletics Festival	