



## RFS- Planning & Progression: Physical Education

### Curriculum Intent – Physical Education

At Redcastle Family School our Physical Education Curriculum allows all children to develop a rich understanding of a range of sports; Invasion Games (Football, Tag-Rugby, Basketball, Handball, Netball, Hockey), Gymnastics & Dance, Orienteering, Cross Country, World Net Sports, Cricket, Rounders’ and Athletics. Every year we use a space for a new unit to come into our curriculum and teach the children about the sporting world, such as; women’s sporting diversity, Winter Olympics, Commonwealth Games, etc.

We ensure that every PE lesson teaches the children the correct knowledge, skills, techniques in order to be successful at developing their personal skills and ability to participate in each sport that is taught. The PE Premium is carefully planned out each year, to ensure that the children are able to access a range of resources and have opportunities to access a diverse range of sports.

At Redcastle, we are spoilt with the size of our grounds for Physical Education. We have a sports hall, two fields, three playgrounds and a large forestry space. The curriculum offered at Redcastle meets and exceeds the National Curriculum throughout EYFS, KS1 and KS2. Each year at Redcastle allows the children to master upon prior learning and develop new skills throughout the lessons. For example, in Year 3 children will be taught how to attack and defend in individual and team sports. The PE curriculum has been structured so that by the time the children leave Redcastle in Year 6, they will have mastered the required skillset for each of the sports that have been taught throughout their time at the school, in order to successfully compete both in and outside of school.

At Redcastle Family School we understand the importance for our children’s need to continuously build on prior knowledge by developing their fundamental movement skills, physical techniques and understanding of each sport. In each year at Redcastle, we break each sport down and look into the knowledge and skills that require them to have mastered the sport by year 6. Every sport is complex, containing techniques, rules and understanding on how to be competitive. This is the reason why we focus on different levels in each year for each sport, for example; Year 1 Tag-Rugby focuses on the rule of passing, to year 6, passing should come second nature and the children can develop new techniques to achieve marginal gains in a competitive match.

We ensure that our PE units are cross-curricular to ensure that the children have the opportunity to apply their learning towards other subjects in the National Curriculum, such as: Geography with map reading from orienteering and Drama with performing dance routines with musical theatre.

In addition to this, we recognise the important role that Physical Education plays in preparing our children with skills that are transferable to other curriculum areas. We acknowledge that throughout the pandemic, there has been an impact on all children’s health: mentally and physically, which highlights the importance for us to deliver a curriculum that goes beyond the National Curriculum and provides children with the opportunities to succeed.

### RFS Curriculum

<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<u>Autumn Term</u>	<u>Autumn Term</u>	<u>Autumn Term</u>	<u>Autumn Term</u>	<u>Autumn Term</u>	<u>Autumn Term</u>	<u>Autumn Term</u>
<p><b><u>Why do we teach this:</u></b> All knowledge and skills taught in EYFS in the autumn term require to master basic fundamental movement/motor skills and basic physical techniques, such as; balance, agility and co-ordination. Our autumn term unit (invasion games) focuses on physical techniques and our second unit of the term (Gymnastics &amp; Dance) focuses on fundamental movement/motor skills. With these being taught, we can ensure that the children will feel confident in KS1</p>	<p><b><u>Why do we teach this:</u></b> All knowledge and skills taught in Year 1 in the autumn term are focused on developing a range of fundamental movement skills, becoming increasingly competent and confident around equipment, environments and accessing a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive and co-operative physical activities (in a Team or individual) that will increasingly challenge the mindset in any type of sporting situation. Pupils should be taught to: develop and master basic movements including running, jumping, throwing, catching, striking, attacking and defending, as well as developing balance, agility and co-ordination and be able to use all in different types of Invasion games. Our second unit (G&amp;D) delivers the correct learning to be able to perform dances using simple movement patterns and develop a good understanding of how our body moves and works pre and pro exercise.</p>	<p><b><u>Why do we teach this:</u></b> All knowledge and skills taught in Year 2 in the autumn term are focused on developing and mastering a range of fundamental movement skills, becoming increasingly competent and confident around equipment, environments and accessing a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage and develop in competitive and co-operative physical activities (in a Team or individual) that will increasingly challenge the mindset in any type of sporting situation. Pupils should be taught to: master basic movements including running, jumping, throwing, catching, striking, attacking and defending, as well as mastering balance, agility and co-ordination and be able to use all in different types of Invasion games. Our second unit (G&amp;D) delivers the correct learning to be able to perform dances using simple movement patterns, core techniques (Jumps, balances, body shapes, travelling and turning) and develop a</p>	<p><b><u>Why do we teach this:</u></b> All knowledge and skills taught in Year 3 in the autumn term are focused 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 so children can enjoy communicating, collaborating and competing with each other. With the learning, children develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success in Invasion Games and Gymnastics &amp; Dance.</p> <p><b><u>How does it build upon prior learning:</u></b> In Year 2 we focus on the KS1 curriculum and mastering each aspect by assessing the knowledge and skills taught throughout our autumn units. However, in Year 3 we use our prior knowledge, but introduce a foundation level of KS2 knowledge and skill so children can steadily increase engagement, development and be competitive in a range of sporting opportunities.</p>	<p><b><u>Why do we teach this:</u></b> All knowledge and skills taught in Year 4 in the autumn term are focused 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 so children can enjoy communicating, collaborating and competing with each other. With the learning, children develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success in Invasion Games and Gymnastics &amp; Dance.</p> <p><b><u>How does it build upon prior learning:</u></b> In Year 3 we use our prior knowledge, but introduce a foundation level of KS2 knowledge and skill so children can steadily increase engagement, development and be competitive in a range of sporting opportunities. However, in Year 4 we consistently develop and master the foundation level of KS2 knowledge and skills. The foundation level should be mastered at the end of Year 4 ready for</p>	<p><b><u>Why do we teach this:</u></b> All knowledge and skills taught in Year 5 in the autumn term are focused 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 so children can enjoy communicating, collaborating and competing with each other. With the learning, children develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success in Invasion Games and Gymnastics &amp; Dance.</p> <p><b><u>How does it build upon prior learning:</u></b> In Year 4 we consistently develop and master the foundation level of KS2 knowledge and skills. The foundation level should be mastered at the end of year 4 ready for a competitive (more challenging) range of techniques in year 5. However, in year 5 we introduce a competitive level of KS2 knowledge and skills. We consistently assess skills that have been taught in prior learning, so we can</p>	<p><b><u>Why do we teach this:</u></b> All knowledge and skills taught in Year 6 in the autumn term are focused 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 so children can enjoy communicating, collaborating and competing with each other. With the learning, children develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success in Invasion Games and Gymnastics &amp; Dance.</p> <p><b><u>How does it build upon prior learning:</u></b> In Year 5 we introduce a competitive level of KS2 knowledge and skills. However, in Year 6 we master competitive knowledge and skills ready for secondary learning. We consistently assess skills that have been taught in prior learning, so we can view if they are mastered or not. However, the knowledge and skills taught in year 6 Invasion Games and Gymnastics and dance should be</p>



<p>and have a solid foundation to build upon in future years so they can develop at a steady pace and achieve success in a range of sports and opportunities. We also make sure that children feel competent around the environments that we learn in PE (outside, sports hall) so the children feel safe and follow our behaviour policy.</p>	<p><b>How does it build upon prior learning:</b> In EYFS we expect children to master fundamental movement skills and physical techniques. In Year 1, we assess these skills throughout each unit as well as new skills that must be taught in KS1. We focus on new learning and development of those skills, but always lean back to prior learning to see if those physical attributes from EYFS are at the level they should be and mastered so they come second nature.</p>	<p>stronger understanding of how our body moves and works pre and pro exercise.</p> <p><b>How does it build upon prior learning:</b> In Year 1, we focus on developing knowledge and skills throughout invasion games and gymnastics. However, at the end of KS1 (Year 2), children must be developing and mastering the learning ready for KS2. All children however should be mastering the skills and knowledge that we teach throughout the autumn term so they feel confident to tackle new skills in KS2 when we revisit these units. Children should be able to be challenged in sporting games, activities or events using the prior learning that has been taught in year 1 and 2.</p>		<p>a competitive (more challenging) range of techniques in Year 5.</p>	<p>view if they are mastered or not. However, the new knowledge and skills taught in year 5 Invasion Games and Gymnastics and dance should be at a strong level that always has the room to develop so children feel confident to compete in school and out of school tournaments.</p>	<p>mastered ready to be developed for secondary learning. We want all children to physically and mentally succeed in our autumn subjects, with the feeling that they can grow and develop even more using the basic primary skills taught at KS1 and 2 when they arrive at high school.</p>
<p><b>What is PE</b> EYFS in the autumn term are introduced to physical education in a 6-week unit that will focus on fundamental movement skills, basic techniques of coordination, balance and agility. We focus on questions about our body; healthy eating, exercise and why is PE important. We find that</p>	<p><b>Invasion Games</b> <b>Objective</b> - To participate in team games, developing simple tactics for attacking and defending. To master basic movements including running, throwing and catching as well as developing balance, agility and co-ordination. <b>Knowledge</b> - Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p>	<p><b>Invasion Games</b> <b>Objective</b> - To participate in team games, developing simple tactics for attacking and defending. To master basic movements including running, throwing and catching as well as developing balance, agility and co-ordination. By the end of year 2, pupils are expected to know, apply and understand the matters, skills and processes specified in the programme of study which forms our PE curriculum. <b>Knowledge</b> - Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually</p>	<p><b>Invasion Games</b> <b>Objective</b> - To know how to play competitive matches within sports that link with attacking and defending and apply their basic principles; Hockey, Tag-Rugby, Football, Basketball, Netball and Handball. To know how to use running, throwing and catching in isolation and in combination. To know how to evaluate and analyse themselves in a range of Invasion Game Sports that teaches them to self-assess. <b>Knowledge</b> - Pupils should continue to apply and develop a broader range of skills. Pupils should enjoy communicating, collaborating and</p>	<p><b>Invasion Games</b> <b>Objective</b> - To know how to play competitive matches within sports that link with attacking and defending and apply their basic principles; Hockey, Tag-Rugby, Football, Basketball, Netball and Handball. To know how to use running, throwing and catching in isolation and in combination. To know how to evaluate and analyse themselves in a range of Invasion Game Sports that teaches them to self-assess. <b>Knowledge</b> - Pupils should continue to apply and develop a broader range of skills. Pupils should enjoy communicating, collaborating and</p>	<p><b>Invasion Games</b> <b>Objective</b> - To know how to form, play and referee competitive matches within sports that link with attacking and defending and apply their advanced principles; Hockey, Tag-Rugby, Football, Basketball, Netball and Handball. To know how to use a variety of techniques within running, throwing and catching in isolation and in combination in a broader range of Sports. To know how to evaluate and analyse individually and in groups to a range of Invasion Game Sports that teaches them to self-assess. <b>Knowledge</b> - Pupils should develop and master a broader range of skills throughout this unit; check individual sports below.</p>	<p><b>Invasion Games</b> <b>Objective</b> - To know how to form, play and referee competitive matches within sports that link with attacking and defending &amp; apply their advanced principles; Hockey, Tag-Rugby, Football, Basketball, Netball and Handball. To know how to use a variety of techniques within running, throwing and catching in isolation and in combination in a broader range of Sports. To know how to evaluate and analyse individually &amp; in groups to a range of Invasion Game Sports that teaches them to self-assess. By the end of year 6, pupils are expected to know, apply and understand the matters, skills and processes specified in the programme</p>

<p>this way of introducing EYFS children into PE bids them time to understand the rules and areas, which can be overwhelming at times being in different areas of the school, that not being the classroom. The children learn why PE is valuable for our learning day and why we should have fun, why physical learning is important and give every child the opportunity to challenge themselves outside the classroom. Our second unit in the autumn term is Gymnastics and Dance, which keeps the</p>	<p><b>Skill</b> - Compete in a variety of activities within a Sport that will give you the right knowledge and skills for techniques and factors to help you in match play.</p> <ul style="list-style-type: none"> <li>● Hockey</li> </ul> <p><b>Objective</b> – To know how to use the equipment in a safe manner. To know how to hold equipment in the correct way and use a combination of fundamental motor skills; running, balance, agility and co-ordination while using hockey equipment.</p> <p><b>Knowledge</b> – To apply basic co-ordination, attacking and defending skills; passing, dribbling, shooting, blocking. To participate in hockey drills to develop simple tactical knowledge for team games.</p> <p><b>Skill</b> – Carry out drills and activities that focus on key techniques in hockey, for example; dribbling. The activities will give the pupil the right skills to develop their techniques to help compete in team games.</p> <ul style="list-style-type: none"> <li>● Tag-Rugby</li> </ul> <p><b>Objective</b> – To know what equipment is used in the sport and how we use it in a multiple number of games following the principles of a tag-rugby match.</p>	<p>and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p><b>Skill</b> - Compete in a variety of activities within a Sport that will give you the right knowledge and skills for techniques and factors to help you in match play.</p> <ul style="list-style-type: none"> <li>● Hockey</li> </ul> <p><b>Objective</b> – To know how to use the equipment in a safe manner. To know how to hold equipment in the correct way and use a combination of fundamental motor skills; running, balance, agility and co-ordination while using hockey equipment.</p> <p><b>Knowledge</b> – To apply basic co-ordination, attacking and defending skills; passing, dribbling, shooting, blocking. To participate in hockey drills to develop simple tactical knowledge for team games.</p> <p><b>Skill</b> - Carry out drills and activities that focus on key techniques in hockey, for example; dribbling. The activities will give the pupil the right skills to develop their techniques to help compete in team games.</p>	<p>competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p><b>Skill</b> – Compete in a variety of activities within a Sport that will give you the right knowledge and skills for techniques and factors to help you in match play. Using extracurricular activities to help with development and taking part in school/out school competitions.</p> <ul style="list-style-type: none"> <li>● Hockey</li> </ul> <p><b>Objective</b> – To know how to use the equipment in a variety of ways to get the best out of the equipment in match play. To know how to correctly use a combination of fundamental motor skills; running, balance, agility and co-ordination while using hockey equipment in a broader range of knowledge and skill based drills.</p> <p><b>Knowledge</b> - To apply and develop co-ordination, attacking and defending skills; passing, dribbling, shooting, blocking. To participate in hockey drills to develop competitive</p>	<p>competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p><b>Skill</b> - Compete in a variety of activities within a Sport that will give you the right knowledge and skills for techniques and factors to help you in match play. Using extracurricular activities to help with development and taking part in school/out school competitions.</p> <ul style="list-style-type: none"> <li>● Hockey</li> </ul> <p><b>Objective</b> – To know how to use the equipment in a variety of ways to get the best out of the equipment in match play. To know how to correctly use a combination of fundamental motor skills; running, balance, agility and co-ordination while using hockey equipment in a broader range of knowledge and skill based drills.</p> <p><b>Knowledge</b> - To apply and develop co-ordination, attacking and defending skills; passing, dribbling, shooting, blocking. To participate in hockey drills to develop competitive</p>	<p>Pupils should communicate, collaborate and compete individually and with each other at a compete level. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p><b>Skill</b> - Compete in all of the activities that are on offer within a Sport that will give you a high knowledge and skills for techniques and fundamentals to help you in match play and to understand the sport in its broader form. Using extracurricular activities to help with development and taking part in school/out school competitions.</p> <ul style="list-style-type: none"> <li>● Hockey</li> </ul> <p><b>Objective</b> – To know how to use the equipment in many advanced ways to get the best out of your competitive game play. To know how to develop Fundamental Motor skills while using equipment at an advanced level.</p> <p><b>Knowledge</b> – To apply co-ordination, attacking and defending skills (passing, dribbling, shooting, blocking) at an advanced level understanding and learning different types of</p>	<p>of study which forms our PE curriculum.</p> <p><b>Knowledge</b> - Pupils should master a broader range of skills throughout this unit; check individual sports below. Pupils should communicate, collaborate and compete individually and with each other at an advanced level. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p><b>Skill</b> - Compete in all of the activities that are on offer within a Sport that will give you a high knowledge and skills for techniques and fundamentals to help you in match play and to understand the sport in its broader form. Using extracurricular activities to help with development and taking part in school/out school competitions.</p> <ul style="list-style-type: none"> <li>● Hockey</li> </ul> <p><b>Objective</b> – To know how to use the equipment in many advanced ways to get the best out of your competitive game play and be able to show others. To know how to develop Fundamental Motor skills while using equipment at an advanced level.</p>
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<p>development of fundamental movement/ motor skills and physical techniques consistently being challenged, assessed and mastered throughout the unit. This also gives the opportunity to teach the children in EYFS the basic health and safety requirements when it comes to using the equipment and gym space.</p>	<p>To know the fundamentals of passing in rugby.  <b>Knowledge</b> – To be able to deliver the passing technique and understand why forward passing is not allowed. To be able to visually explain the rugby pitch and how to score. To be able to apply and develop the tagging fundamentals in team games and rugby drills.  <b>Skill</b> – Carry out drills and activities that focus on key techniques in Tag-Rugby, for example; passing. The activities will give the pupil the right skills to develop their techniques to help compete in team games.  <ul style="list-style-type: none"> <li>● <b>Football</b></li> </ul> <b>Objective</b>            To have a good level of basic movement and coordination with equipment in games and drills. Agility and balance must be developed to begin confidence with a football.  <b>Knowledge</b>            To know the fundamentals of the sport; use your feet, what players can use hands? What happens if that ball goes out of play? What is teamwork?  <b>Skill</b>            To be able to have a basic level of techniques; dribbling, passing, shooting.</p>	<ul style="list-style-type: none"> <li>● <b>Tag-Rugby</b></li> </ul> <b>Objective</b> – To know what equipment is used in the sport and how we use it in a multiple number of games following the principles of a tag-rugby match. To have a strong understanding of the fundamentals of passing in rugby. <b>Knowledge</b> – To be able to deliver a strong understanding of the passing technique and understand why forward passing is not allowed. To be able to visually explain the rugby pitch and how to score. To be able to develop and master the tagging fundamentals in team games and rugby drills. <b>Skill</b> – Carry out drills and activities that focus on key techniques in Tag-Rugby, for example; passing. The activities will give the pupil the right skills to develop and master their techniques to help compete in team games. <ul style="list-style-type: none"> <li>● <b>Football</b></li> </ul> <b>Objective</b> To have a strong level of basic movement and coordination with equipment in games and drills. Agility and balance	<p>tactical knowledge for team games and matches.  <b>Skill</b> - Carry out and develop key techniques in a number of drills and activities in hockey, for example; shot types. The activities will give the pupil the right skills to develop their techniques to help compete in hockey matches.  <ul style="list-style-type: none"> <li>● <b>Tag-Rugby</b></li> </ul> <b>Objective</b> –            To know how to use the equipment correctly; tags, balls, pitch. The children must also have a basic knowledge of match play.  <b>Knowledge</b> –            To be able to show an understanding of Attacking and Defending in Tag-rugby Match play and drills.  <b>Skill</b> –            To be able to deliver a competitive level of passing, sprinting, movement, scoring and teamwork Techniques.  <ul style="list-style-type: none"> <li>● <b>Football</b></li> </ul> <b>Objective</b>            To combine certain fundamental movement skills individually in drills and match play, but also with equipment in games and drills.  <b>Knowledge</b>            To be able to be a part of a team in match play or drills that are focused on football techniques. Children must</p>	<p>tactical knowledge for team games and matches.  <b>Skill</b> - Carry out and develop key techniques in a number of drills and activities in hockey, for example; shot types. The activities will give the pupil the right skills to develop their techniques to help compete in hockey matches.  <ul style="list-style-type: none"> <li>● <b>Tag-Rugby</b></li> </ul> <b>Objective</b> –            To know how to use the equipment correctly and show a group of other children; tags, balls, pitch. The children must also have a basic knowledge of match play.  <b>Knowledge</b> –            To be able to show a competent level of understanding of Attacking and Defending in Tag-rugby Match play and drills.  <b>Skill</b> –            To be able to deliver and improve a competitive level of passing, sprinting, movement, scoring and teamwork Techniques.  <ul style="list-style-type: none"> <li>● <b>Football</b></li> </ul> <b>Objective</b>            To combine fundamental movement skills individually in drills and match play, but also with equipment in games and drills. Be confident to show the understanding of how to</p>	<p>techniques; (3 shooting types – slap, wrist, sweeper).            To participate in hockey drills to advance competitive tactical knowledge for matches and outside school competitions.  <b>Skill</b> - Carry out, develop and master key techniques in a number of drills and activities in hockey, for example; pass &amp; shot types. The activities will give the pupil the right skills to develop their techniques to help compete in hockey matches in every type of competition in and outside of school grounds.  <ul style="list-style-type: none"> <li>● <b>Tag-Rugby</b></li> </ul> <b>Objective</b> –            To know how to use the equipment correctly and demonstrate to the instructor and other pupils, this includes; tags, balls, pitch. The children must also have a competitive knowledge level of match play.  <b>Knowledge</b> –            To be able to show an advanced level of understanding of Attacking and Defending in Tag-rugby Match play and drills. To be able to referee a basic match.  <b>Skill</b> –</p>	<p><b>Knowledge</b> – To apply co-ordination, attacking and defending skills (passing, dribbling, shooting, blocking) at an advanced level understanding and learning different types of techniques; (3 shooting types – slap, wrist, sweeper).            To participate in hockey drills to advance competitive tactical knowledge for matches and outside school competitions.  <b>Skill</b> - Carry out, develop and master key techniques in a number of drills and activities in hockey, for example; pass &amp; shot types. The activities will give the pupil the right skills to develop their techniques to help compete in hockey matches in every type of competition in and outside of school grounds.  <ul style="list-style-type: none"> <li>● <b>Tag-Rugby</b></li> </ul> <b>Objective</b> –            To demonstrate to the instructor and other pupils how to use; tags, balls, pitch. The children must also have a strong advanced knowledge level of match play.  <b>Knowledge</b> –            To be able to show an advanced level of understanding of Attacking and Defending in Tag-rugby</p>
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<p>This will also include teamwork and communication in play.</p> <ul style="list-style-type: none"> <li>● <b>Basketball</b></li> </ul> <p><b>Objective -</b> To have a good level of basic movements including, running, throwing and catching. This will also help to develop other fundamental movement skills, such as; balance, agility and co-ordination. Children should have confidence with equipment and develop skills regularly.</p> <p><b>Knowledge –</b> To be able to participate in team games using techniques of skill. Children should be developing their knowledge about the fundamentals; dribbling.</p> <p><b>Skill –</b> To be able to have a confident ability to dribble the ball stationary and moving. To be able to know and deliver a basic level of simple passes to others and targets. Have an insight and basic level of B.E.E.F/shooting.</p>	<p>must be mastered to develop confidence with a football.</p> <p><b>Knowledge</b> To know and understand the fundamentals of the sport; use your feet, what players can use hands? What happens if that ball goes out of play? What is teamwork?</p> <p><b>Skill</b> To be able to have a strong level of techniques; dribbling, passing, shooting. This will also include teamwork and communication in play.</p> <ul style="list-style-type: none"> <li>● <b>Basketball</b></li> </ul> <p><b>Objective -</b> To have a strong level of basic movements including, running, throwing and catching. This will help to develop and master other fundamental movement skills, such as; balance, agility and co-ordination. Children should have a strong level of confidence with equipment and develop skills regularly.</p> <p><b>Knowledge –</b> To be able to participate in team games using techniques of skill that have been taught in lower KS1. Children should be developing their knowledge about the fundamentals; dribbling, passing and communication.</p>	<p>have a basic level of understanding in a match, for example; rules and regulations, attacking and defending.</p> <p><b>Skill</b> To have a competent level of skill in techniques, such as; passing, dribbling, shooting. These techniques should be developed and be mastered in competitive games and drills focused on the techniques individually and combined.</p> <ul style="list-style-type: none"> <li>● <b>Basketball</b></li> </ul> <p><b>Objective</b> To use fundamental movement skills and coordination individually and with equipment in games and drills focused on developing techniques and the understanding of attacking and defending.</p> <p><b>Knowledge</b> To know the basic rules of game play in basketball. This includes dribbling, fouls, shooting and scoring. All children should feel confident to play small games using techniques of passing, dribbling and shooting.</p> <p><b>Skill –</b> To develop and master a number of varieties of dribbling and passing to improve performance in games and drills. To have a good understanding of the</p>	<p>use equipment in different ways in drills and games.</p> <p><b>Knowledge</b> To be able to be a part of a team in match play or drills that are focused on football techniques. Children must have a competitive level of understanding in a match, for example; rules and regulations, attacking and defending. Children should be able to tell others the rules and fundamentals of equipment and match play.</p> <p><b>Skill</b> To have an advanced level of skill in techniques, such as; passing, dribbling, shooting. These techniques should be mastered in competitive games and drills focused on the techniques individually and combined.</p> <ul style="list-style-type: none"> <li>● <b>Basketball</b></li> </ul> <p><b>Objective</b> To use fundamental movement skills and coordination individually and with equipment in games and drills focused on developing and mastering techniques and the understanding of attacking and defending so competitive games can be played.</p> <p><b>Knowledge</b> To know the rules of game play in basketball including a broader view on advanced</p>	<p>To be able to deliver and master a level of passing (spin), sprinting, movement, scoring and teamwork Techniques. To be able to read the game (what’s going to happen next so I can get an advantage for my team).</p> <ul style="list-style-type: none"> <li>● <b>Football</b></li> </ul> <p><b>Objective –</b> To play a competitive game using techniques and fundamental principles of football. The children should then be able to compare performances and evaluate/analyse to work on improvement.</p> <p><b>Knowledge –</b> To know the rules of match play. Be able to referee a 5-a-side match, using the understanding you have to help others. Teamwork and confidence to be developing regularly.</p> <p><b>Skill –</b> To be able to use techniques to develop and improve the understanding of attacking and defending. This will include reading game play to gain advantages against opponents.</p> <ul style="list-style-type: none"> <li>● <b>Basketball</b></li> </ul> <p><b>Objective –</b> To be competent with equipment and their body. To be able to be a part of competitive games in small</p>	<p>Match play and drills. To be able to referee a match and build a tournament.</p> <p><b>Skill –</b> To be able to deliver and master a level of passing (spin), sprinting, movement, scoring and teamwork Techniques. To be able to read the game (what’s going to happen next so I can get an advantage for my team).</p> <ul style="list-style-type: none"> <li>● <b>Football</b></li> </ul> <p><b>Objective –</b> To play and referee a competitive game using techniques and fundamental principles of football. The children should then be able to compare performances and evaluate/analyse to work on improvement.</p> <p><b>Knowledge –</b> To know the rules of match play. Be able to create a 5-a-side tournament, using the understanding you have to build a strong platform for the games. Teamwork and confidence to be developing and mastered by the end of the year.</p> <p><b>Skill –</b> To be able to use techniques to develop and improve the understanding of attacking and defending. This will include reading game play to gain advantages against opponents. Most</p>
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<p><b>Knowledge</b> To become increasingly competent and confident around gymnastics and dance equipment. To understand the health and safety rules around the gym and lessons.</p> <p><b>Skill</b> To engage and develop key Gymnastics &amp; Dance techniques to create a performance.</p>	<p><b>Skill –</b> To be able to have a confident ability to dribble the ball stationary and moving and in different ways (4 techniques). To be able to know and deliver a strong level of passes to others and targets. Have a basic level of B.E.E.F/shooting that is developing at every shot taken.</p> <p><b>Gymnastics &amp; Dance</b></p> <p><b>Objective</b> To be able to master basic movements, as well as developing key fundamentals such as balance and simple patterns with the body.</p> <p><b>Knowledge</b> To become increasingly competent and confident around gymnastics and dance equipment. To understand the health and safety rules around the gym and lesson and to be able to tell others.</p> <p><b>Skill</b> To engage and develop key Gymnastics &amp; Dance techniques to create a performance.</p>	<p>shooting technique and have a high ratio of hitting the target. Success should be formed regularly in their skill arsenal.</p> <p>● <b>Netball</b></p> <p><b>Objective –</b> To be able to understand the fundamental rules of netball, regarding movement, passing, scoring and engage in a new sport.</p> <p><b>Knowledge</b> To understand netball 5 positions. Key skills (passing, scoring) at a basic level, developing throughout lessons.</p> <p><b>Skill</b> Apply the basic fundamentals, key skills and principles in a mini tournament. To be able to assess and improve on from previous game play.</p> <p>● <b>Handball</b></p> <p><b>Objective</b> To be able to understand the fundamental rules of handball and engage into a new sport.</p> <p><b>Knowledge</b> To understand handball positions, shooting and passing techniques and when to attack/defend in a game/activities.</p> <p><b>Skill</b> To be able to apply basic handball skills in activities and games. (passing,</p>	<p>game play, such as; time. This also will include dribbling, fouls, shooting and scoring. All children should be confident to play games using techniques of passing, dribbling and shooting.</p> <p><b>Skill –</b> To develop and master a number of varieties of dribbling and passing to improve performance in games and drills. To have a strong level of understanding of the shooting technique and have a high ratio of hitting the target. Success should be formed regularly in their skill arsenal.</p> <p>● <b>Netball</b></p> <p><b>Objective –</b> To be able to develop and understand the fundamental rules of netball, regarding movement, passing, scoring and developing in a new sport.</p> <p><b>Knowledge</b> To understand netball 5 positions. Key skills (passing, scoring) at a basic level, developing throughout lessons.</p> <p><b>Skill</b> Apply strong fundamentals, key skills and principles in a mini tournament. To be able to assess and improve</p>	<p>or large groups. To be able to visually display understanding of skills and knowledge of the sport to others.</p> <p><b>Knowledge –</b> To know a competitive level of the sport that develops game play every time a match is played. All children should be competitive playing games using techniques of passing, dribbling and shooting. Attacking and defending understanding should be focused in drills and game play to improve knowledge on how to get advantages on opponents.</p> <p><b>Skill –</b> to deliver passing, dribbling, shooting, communication, teamwork at an advanced level in drills and match play. To compare performances to previous matches so self-assessment can develop and improve the future games played.</p> <p>● <b>Netball</b></p> <p><b>Objective</b> To be able to compete in a high 5 netball tournament that develops movement, passing, scoring and reading of the game at a high level.</p> <p><b>Knowledge</b> To understand the key rules and principles of a high 5 netball match. Using this</p>	<p>techniques should be mastered and children should be able to help others to develop.</p> <p>● <b>Basketball</b></p> <p><b>Objective –</b> To be advanced with equipment and their body in the sport. Such as; blocking, dribbling in different ways, getting past defenders and thinking in different ways; what is better? To be able to visually display understanding of skills and knowledge of the sport to others.</p> <p><b>Knowledge</b> To have a strong understanding of rules and regulations so a tournament of 3 or 5 a-side can be played. Student Refereeing must be a part of this too. Can the children build the tournament themselves? Fixture list etc.</p> <p><b>Skill</b> To have a consistent improvement in all techniques. To compare performances and self-assess. Play a competitive match without stoppages in half court or full.</p> <p>● <b>Netball</b></p> <p><b>Objective</b> To be able to compete at a high level in a high 5 netball tournament that develops movement, passing, scoring</p>
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			<p>shooting, movement, attacking and defending).</p> <p><b>Gymnastics &amp; Dance</b></p> <p><b>Objective</b> To apply and develop a broader range of ways to use equipment, techniques to perform dances and compare previous learning to demonstrate improvement.</p> <p><b>Knowledge</b> To teach others regarding health and safety. To compare performances and drills with previous ones to demonstrate improvement to achieve their personal best.</p> <p><b>Skill</b> To develop key Gymnastic and Dance techniques to create a 3 minute performance that is connected to a theme and music.</p>	<p>on from previous game play.</p> <ul style="list-style-type: none"> <li>● <b>Handball</b></li> </ul> <p><b>Objective</b> To be able to understand the fundamental rules of handball and develop into a new sport.</p> <p><b>Knowledge</b> To have a good understanding of handball positions, shooting and passing techniques and when to attack/defend in a game/activities.</p> <p><b>Skill</b> To be able to apply good handball skills in activities and games. (passing, shooting, movement, attacking and defending).</p> <p><b>Gymnastics &amp; Dance</b></p> <p><b>Objective</b> To apply and develop a broader range of ways to use equipment, techniques to perform dances and compare previous learning to demonstrate improvement.</p> <p><b>Knowledge</b> To teach others regarding health and safety. To compare performances and drills with previous ones to demonstrate improvement to achieve their personal best.</p> <p><b>Skill</b> To develop key Gymnastic and Dance techniques to a</p>	<p>knowledge can you referee a match?</p> <p><b>Skill</b> To be able to use all skills (worked on in drills) to compete in every game played. To analyse strengths and weaknesses of a team's game play and develop that towards your game play.</p> <p><b>Apply</b></p> <ul style="list-style-type: none"> <li>● <b>Handball</b></li> </ul> <p><b>Objective</b> To be able to use previous learning to develop understanding and key knowledge and skills to compete in games of attacking and defending.</p> <p><b>Knowledge</b> To have a strong understanding of handball positions, attacking and defending techniques. Can you use this knowledge from previous learning to referee a game?</p> <p><b>Skill</b> To be competent in using the pitch by attacking and defending using passing, shooting and movement techniques.</p> <p><b>Gymnastics &amp; Dance</b></p> <p><b>Objective</b> To apply and develop key techniques in G&amp;D that helps the creation of a performance that is regularly evaluated and</p>	<p>and reading of the game at an advanced level.</p> <p><b>Knowledge</b> To understand the key rules and principles of a high 5 netball match. Using this knowledge can you referee a match? Can you create a tournament? Can you teach others the fundamentals of Netball?</p> <p><b>Skill</b> To be able to use all skills (worked on in drills) to compete in every game played in school and out-a-school tournaments. To analyse strengths and weaknesses of a team's game play and develop that towards your game play.</p> <ul style="list-style-type: none"> <li>● <b>Handball</b></li> </ul> <p><b>Objective</b> To use knowledge and skill from previous learning to develop and master drills and compete in a high level tournament that requires competition and a focus on teamwork/leadership.</p> <p><b>Knowledge</b> To have a competent level of understanding throughout a game. Can you use knowledge of your game play to build a tournament?</p> <p><b>Skill</b> To be competent in using the pitch by attacking and defending using passing,</p>
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				strong level that can create a 3 minute performance that is connected to a theme and music.	assessed to reach a personal best. <b>Knowledge</b> To understand the importance of Stretching and getting ready for the level of exercise. To have a strong understanding of health and safety around equipment. <b>Skill</b> To carry out a Performance using equipment showing a key development and competence of 5 core movement techniques. To be able to link different techniques with each other to improve the strength of the performance.	shooting and movement techniques. <b>Gymnastics &amp; Dance</b> <b>Objective</b> To apply and develop key techniques in G&D that helps the creation of a performance that is regularly evaluated and assessed to reach a personal best. <b>Knowledge</b> To understand the importance of Stretching and getting ready for the level of exercise. To have a strong understanding of health and safety around equipment. <b>Skill</b> To carry out a Performance using equipment showing a key development and competence of 5 core movement techniques. To be able to link different techniques with each other to improve the strength of the performance and use previous years of learning to help their development.
<u>Spring Term</u>	<u>Spring Term</u>	<u>Spring Term</u>	<u>Spring Term</u>	<u>Spring Term</u>	<u>Spring Term</u>	<u>Spring Term</u>
<b>Why do we teach this:</b> All knowledge and skills taught in EYFS in the autumn term require to master basic fundamental movement/motor	<b>Why do we teach this:</b> All knowledge and skills taught in Year 1 in the autumn term are focused on developing a range of fundamental movement skills, becoming increasingly competent and confident around equipment, environments and accessing a broad range of	<b>Why do we teach this:</b> All knowledge and skills taught in Year 2 in the autumn term are focused on developing and mastering a range of fundamental movement skills, becoming increasingly competent and confident around equipment, environments and accessing a broad	<b>Why do we teach this:</b> All knowledge and skills taught in Year 3 in the autumn term are focused 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 so children can enjoy	<b>Why do we teach this:</b> All knowledge and skills taught in Year 4 in the autumn term are focused 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 so children can enjoy	<b>Why do we teach this:</b> All knowledge and skills taught in Year 5 in the autumn term are focused 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 so children can enjoy	<b>Why do we teach this:</b> All knowledge and skills taught in Year 6 in the autumn term are focused 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 so children can enjoy





<p>skills and basic physical techniques, such as; balance, agility and co-ordination. Our autumn term unit (invasion games) focuses on physical techniques and our second unit of the term (Gymnastics &amp; Dance) focuses on fundamental movement/motor skills. With these being taught, we can ensure that the children will feel confident in KS1 and have a solid foundation to build upon in future years so they can develop at a steady pace and achieve success in a range of sports and opportunities. We also make sure that children feel competent around the environments that we learn in PE (outside, sports hall) so the children feel safe and follow our behaviour policy.</p>	<p>opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive and co-operative physical activities (in a Team or individual) that will increasingly challenge the mindset in any type of sporting situation. Pupils should be taught to: develop and master basic movements including running, jumping, throwing, catching, striking, attacking and defending, as well as developing balance, agility and co-ordination and be able to use all in different types of Invasion games. Our second unit (G&amp;D) delivers the correct learning to be able to perform dances using simple movement patterns and develop a good understanding of how our body moves and works pre and pro exercise.</p> <p><b>How does it build upon prior learning:</b> In EYFS we expect children to master fundamental movement skills and physical techniques. In Year 1, we assess these skills throughout each unit as well as new skills that must be taught in KS1. We focus on new learning and development of those skills, but always lean back to prior learning to see if those physical attributes from EYFS are at the level they should be and mastered so they come second nature.</p>	<p>range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage and develop in competitive and co-operative physical activities (in a Team or individual) that will increasingly challenge the mindset in any type of sporting situation. Pupils should be taught to: master basic movements including running, jumping, throwing, catching, striking, attacking and defending, as well as mastering balance, agility and co-ordination and be able to use all in different types of Invasion games. Our second unit (G&amp;D) delivers the correct learning to be able to perform dances using simple movement patterns, core techniques (Jumps, balances, body shapes, travelling and turning) and develop a stronger understanding of how our body moves and works pre and pro exercise.</p> <p><b>How does it build upon prior learning:</b> In Year 1 we focus on developing knowledge and skills throughout invasion games and gymnastics. However, at the end of KS1 (Year 2), children must be developing and mastering the learning ready for KS2. All children however should be mastering the skills and knowledge that we teach throughout the autumn term so they feel confident to tackle new skills in KS2 when we re-visit these units. Children should be able to be challenged in sporting games, activities or events using the prior learning that has been taught in Year 1 and 2.</p>	<p>communicating, collaborating and competing with each other. With the learning, children develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success in Invasion Games and Gymnastics &amp; Dance.</p> <p><b>How does it build upon prior learning:</b> In Year 2 we focus on the KS1 curriculum and mastering each aspect by assessing the knowledge and skills taught throughout our autumn units. However, in Year 3 we use our prior knowledge, but introduce a foundation level of KS2 knowledge and skill so children can steadily increase engagement, development and be competitive in a range of sporting opportunities.</p>	<p>communicating, collaborating and competing with each other. With the learning, children develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success in Invasion Games and Gymnastics &amp; Dance.</p> <p><b>How does it build upon prior learning:</b> In Year 3 we use our prior knowledge, but introduce a foundation level of KS2 knowledge and skill so children can steadily increase engagement, development and be competitive in a range of sporting opportunities. However, in Year 4 we consistently develop and master the foundation level of KS2 knowledge and skills. The foundation level should be mastered at the end of Year 4 ready for a competitive (more challenging) range of techniques in Year 5.</p>	<p>communicating, collaborating and competing with each other. With the learning, children develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success in Invasion Games and Gymnastics &amp; Dance.</p> <p><b>How does it build upon prior learning:</b> In Year 4 we consistently develop and master the foundation level of KS2 knowledge and skills. The foundation level should be mastered at the end of year 4 ready for a competitive (more challenging) range of techniques in year 5. However, in Year 5 we introduce a competitive level of KS2 knowledge and skills. We consistently assess skills that have been taught in prior learning, so we can view if they are mastered or not. However, the new knowledge and skills taught in Year 5 Invasion Games and Gymnastics and dance should be at a strong level that always has the room to develop so children feel confident to compete in school and out of school tournaments.</p>	<p>communicating, collaborating and competing with each other. With the learning, children develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success in Invasion Games and Gymnastics &amp; Dance.</p> <p><b>How does it build upon prior learning:</b> In Year 5 we introduce a competitive level of KS2 knowledge and skills. However, in year 6 we master competitive knowledge and skills ready for secondary learning. We consistently assess skills that have been taught in prior learning, so we can view if they are mastered or not. However, the knowledge and skills taught in Year 6 Invasion Games and Gymnastics and dance should be mastered ready to be developed for secondary learning. We want all children to physically and mentally succeed in our autumn subjects, with the feeling that they can grow and develop even more using the basic primary skills taught at KS1 and 2 when they arrive at high school.</p>
<p><b>Cross Country Objective – Knowledge – Skill –</b></p> <p><b>Objective – Knowledge – Skill –</b></p>	<p><b>Cross Country Objective –</b></p> <p>To run a cross country course with a large group understanding different types of speeds, terrain and focus on the key aspects of different types of functional movements.</p> <p><b>Knowledge –</b></p>	<p><b>Cross Country Objective –</b></p> <p>To run a cross country course with a large group understanding different types of speeds, terrain and focus on the key aspects of different types of functional movements.</p> <p><b>Knowledge –</b></p>	<p><b>Cross Country Objective –</b></p> <p>To run 2 cross country courses and complete the course before a specific time. The 3 courses will include grass, mud, woodlands, hills, flat ground and water that will focus on the development</p>	<p><b>Cross Country Objective –</b></p> <p>To run 2 cross country courses and complete the course before a specific time. The 3 courses will include grass, mud, woodlands, hills, flat ground and water that will focus on the development</p>	<p><b>Cross Country Objective –</b></p> <p>To run 3 cross country events competing to complete a course over open or rough terrain. The 3 courses will include grass, mud, woodlands, hills, flat ground and water that will focus on the</p>	<p><b>Cross Country Objective –</b></p> <p>To run 3 cross country events competing to complete a course over open or rough terrain. The 3 courses will include grass, mud, woodlands, hills, flat ground and water that will focus on the</p>

<p>Winter Olympics Equality (The Sporting world)</p> <p><b>Objective -</b> <b>Knowledge -</b> <b>Skills -</b></p>	<p>To be able to remember mentally and visually the course. Being able to use labelled signs and symbols to help run the direction of the course.</p> <p><b>Skill –</b> Master basic movements; running different speeds, jumping, throwing and catching throughout different terrains and outside environments.</p> <p><b>Objective –</b> To be able to use directions and teamwork to problem solve and evaluate.</p> <p><b>Knowledge –</b> To use previous learning and outside social skills to solve problems and puzzles.</p> <p><b>Skill –</b> Use a simple picture map to move around the school; solving puzzles, literacy and mathematical problems.</p> <p>Winter Olympics Equality (The Sporting World)</p> <p><b>Objective –</b> To have the opportunity to engage in a range of winter Olympic sports.</p> <p><b>Knowledge –</b> To know the humanities of the winter Olympics and have a good level of certain</p>	<p>To be able to remember mentally and visually the course. Being able to use labelled signs and symbols to help run the direction of the course.</p> <p><b>Skill –</b> Master basic movements; running different speeds, jumping, throwing and catching throughout different terrains and outside environments.</p> <p><b>Objective –</b> To be able to use directions and teamwork to problem solve and evaluate.</p> <p><b>Knowledge –</b> To use previous learning and outside social skills to solve problems and puzzles.</p> <p><b>Skill –</b> Follow a route on a map, using a plan view by solving puzzles, literacy and mathematical problems.</p> <p>Winter Olympics Equality (The Sporting world)</p> <p><b>Objective –</b> To have the opportunity to engage in a range of winter Olympic sports.</p> <p><b>Knowledge –</b> To know the humanities of the winter Olympics and have a good level of certain</p>	<p>of agility and other key skills.</p> <p><b>Knowledge –</b> To use the map for both courses and understand where to run, but also know what terrain is coming up. Children must challenge themselves to make the choices of speeds and know what breathing technique to use when running.</p> <p><b>Skill –</b> To be able to maintain a steady speed that helps the development when timing a personal best time in the run.</p> <p><b>Objective –</b> To be able to use directions and teamwork to problem solve and evaluate.</p> <p><b>Knowledge –</b> To use previous learning and outside social skills to solve problems and puzzles.</p> <p><b>Skill –</b> locate areas on a detailed map with just certain factors. Follow the route on a map with some accuracy. solving puzzles, literacy and mathematical problems. Using metrics</p> <p>Winter Olympics Equality (The Sporting world)</p>	<p>of agility and other key skills.</p> <p><b>Knowledge –</b> To use the map for both courses and understand where to run, but also know what terrain is coming up. Children must challenge themselves to make the choices of speeds and know what breathing technique to use when running.</p> <p><b>Skill –</b> To be able to maintain a steady speed that helps the development when timing a personal best time in the run.</p> <p><b>Objective –</b> To be able to use directions and teamwork to problem solve and evaluate.</p> <p><b>Knowledge –</b> To use previous learning and outside social skills to solve problems and puzzles.</p> <p><b>Skill –</b> locate areas on a detailed map with just certain factors. Follow the route on a map with some accuracy. solving puzzles, literacy and mathematical problems. Using metrics</p> <p>Winter Olympics</p>	<p>development of agility and other key skills.</p> <p><b>Knowledge –</b> To use the map and understand the different types of terrain around the course. Evaluate where and when to run/sprint/jog and how to maintain a strong breathing technique. How can I achieve a marginal gain?</p> <p><b>Skill –</b> To be able to maintain excellent breathing techniques to help improve a personal best time in the run.</p> <p><b>Objective –</b> To be able to use directions and teamwork to problem solve and evaluate.</p> <p><b>Knowledge –</b> To use previous learning and outside social skills to solve problems and puzzles.</p> <p><b>Skill –</b> Locate areas on 3 types of detached maps (labels, co-ordinates, cardinal points) follow the route on the maps solving puzzles, cross-curricular problems. Using metrics</p> <p>Winter Olympics</p>	<p>development of agility and other key skills.</p> <p><b>Knowledge –</b> To use the map and understand the different types of terrain around the course. Evaluate where and when to run/sprint/jog and how to maintain a strong breathing technique. How can I achieve a marginal gain?</p> <p><b>Skill –</b> To be able to maintain excellent breathing techniques to help improve a personal best time in the run.</p> <p><b>Objective –</b> To be able to use directions and teamwork to problem solve and evaluate.</p> <p><b>Knowledge –</b> To use previous learning and outside social skills to solve problems and puzzles.</p> <p><b>Skill –</b> Locate areas on 3 types of detached maps (labels, co-ordinates, cardinal points) follow the route on the maps solving puzzles, cross-curricular problems. Using metrics</p> <p>Winter Olympics Equality (The Sporting world)</p>
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	<p>sports that are played and the rules of them too.</p> <p><b>Skill –</b> To be able to use basic movement techniques and develop new skills, such as; pushing and pulling equipment.</p>	<p>sports that are played and the rules of them too.</p> <p><b>Skill –</b> To be able to use basic movement techniques and develop new skills, such as; pushing and pulling equipment.</p>	<p><b>Objective –</b> To have a good level of engagement, development and competition in a range of winter Olympic sports that enquire interest for future learning.</p> <p><b>Knowledge –</b> To know a good level of information regarding the winter Olympics using cross curricular subjects and use the knowledge to complete an individual sporting project.</p> <p><b>Skill –</b> To be able to compete in activities that challenge and develop the children in a range of Olympic sports, such as; Curling.</p>	<p><b>Equality (The Sporting world)</b></p> <p><b>Objective –</b> To have a good level of engagement, development and competition in a range of winter Olympic sports that enquire interest for future learning.</p> <p><b>Knowledge –</b> To know a good level of information regarding the winter Olympics using cross curricular subjects and use the knowledge to complete an individual sporting project.</p> <p><b>Skill –</b> To be able to compete in activities that challenge and develop the children in a range of Olympic sports, such as; Curling.</p>	<p><b>Equality (The Sporting world)</b></p> <p><b>Objective –</b> To have a strong level of engagement, development and competition in a range of winter Olympic sports. Use the level of EDC to be able to create a winter Olympic tournament for the class.</p> <p><b>Knowledge –</b> To know a strong level of information regarding the winter Olympics using cross curricular subjects and use the knowledge to complete an individual sporting project.</p> <p><b>Skill –</b> To be able to compete in activities that challenge and develop the children in a range of Olympic sports, such as; Curling. Can you use these skills to compete in out-of-school competitions?</p>	<p><b>Objective –</b> To have a strong level of engagement, development and competition in a range of winter Olympic sports. Use the level of EDC to be able to create a winter Olympic tournament for the class.</p> <p><b>Knowledge –</b> To know a strong level of information regarding the winter Olympics using cross curricular subjects and use the knowledge to complete an individual sporting project.</p> <p><b>Skill –</b> To be able to compete in activities that challenge and develop the children in a range of Olympic sports, such as; Curling. Can you use these skills to compete in out-of-school competitions?</p>
<u>Summer Term</u>	<u>Summer Term</u>	<u>Summer Term</u>	<u>Summer Term</u>	<u>Summer Term</u>	<u>Summer Term</u>	<u>Summer Term</u>
<p><b>Why do we teach this:</b> All knowledge and skills taught in EYFS in the spring term require to master basic fundamental movement/motor skills and basic physical techniques, such as; balance, agility and co-ordination.</p>	<p><b>Why do we teach this:</b> All knowledge and skills taught in Year 1 in the spring term are focused on developing a range of fundamental movement skills, becoming increasingly competent and confident around equipment, environments and accessing a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive and co-operative physical</p>	<p><b>Why do we teach this:</b> All knowledge and skills taught in Year 2 in the spring term are focused on developing and mastering a range of fundamental movement skills, becoming increasingly competent and confident around equipment, environments and accessing a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage and develop in competitive and co-</p>	<p><b>Why do we teach this:</b> All knowledge and skills taught in Year 3 in the spring term are focused 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 so children can enjoy communicating, collaborating and competing with each other. With the learning, children develop an understanding of how to improve in different physical activities and sports</p>	<p><b>Why do we teach this:</b> All knowledge and skills taught in Year 4 in the spring term are focused 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 so children can enjoy communicating, collaborating and competing with each other. With the learning, children develop an understanding of how to improve in different physical activities and sports</p>	<p><b>Why do we teach this:</b> All knowledge and skills taught in Year 5 in the spring term are focused 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 so children can enjoy communicating, collaborating and competing with each other. With the learning, children develop an understanding of how to improve in different physical activities and sports</p>	<p><b>Why do we teach this:</b> All knowledge and skills taught in Year 6 in the spring term are focused 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 so children can enjoy communicating, collaborating and competing with each other. With the learning, children develop an understanding of how to improve in different physical activities and sports</p>





<p>Our spring term unit (orienteering and cross country) focuses on physical techniques and fundamental movement/motor skills. With these being taught, we can ensure that the children will feel confident in KS1 and have a solid foundation to build upon in future years so they can develop at a steady pace and achieve success in a range of sports and opportunities. We also make sure that children feel competent around the environments that we learn in PE (outside, sports hall) so the children feel safe and follow our behaviour policy.</p>	<p>activities (in a Team or individual) that will increasingly challenge the mindset in any type of sporting situation. Pupils should be taught to: develop and master basic movements including running, jumping, throwing, catching, striking, attacking and defending, as well as developing balance, agility and co-ordination and be able to use them in both our units throughout the term.</p> <p><b>How does it build upon prior learning:</b> In EYFS we expect children to master fundamental movement skills and physical techniques. In Year 1, we assess these skills throughout each unit as well as new skills that must be taught in KS1. We focus on new learning and development of those skills, but always lean back to prior learning to see if those physical attributes from EYFS are at the level they should be and mastered so they come second nature.</p>	<p>operative physical activities (in a Team or individual) that will increasingly challenge the mindset in any type of sporting situation. Pupils should be taught to: master basic movements including running, jumping, throwing, catching, striking, attacking and defending, as well as mastering balance, agility and co-ordination and be able to use them in both our units throughout the term.</p> <p><b>How does it build upon prior learning:</b> In Year 1 we focus on developing knowledge and skills throughout the spring term. However, at the end of KS1 (Year 2), children must be developing and mastering the learning ready for KS2. All children however should be mastering the skills and knowledge that we teach throughout the term so they feel confident to tackle new skills in KS2 when we revisit these units. Children should be able to be challenged in sporting games, activities or events using the prior learning that has been taught in Year 1 and 2.</p>	<p>and learn how to evaluate and recognise their own success in orienteering, cross country and winter Olympics.</p> <p><b>How does it build upon prior learning:</b> In Year 2 we focus on the KS1 curriculum and mastering each aspect by assessing the knowledge and skills taught throughout our spring units. However, in Year 3 we use our prior knowledge, but introduce a foundation level of KS2 knowledge and skill so children can steadily increase engagement, development and be competitive in a range of sporting opportunities.</p>	<p>and learn how to evaluate and recognise their own success in orienteering, cross country and winter Olympics.</p> <p><b>How does it build upon prior learning:</b> In Year 3 we use our prior knowledge, but introduce a foundation level of KS2 knowledge and skill so children can steadily increase engagement, development and be competitive in a range of sporting opportunities. However, in Year 4 we consistently develop and master the foundation level of KS2 knowledge and skills. The foundation level should be mastered at the end of Year 4 ready for a competitive (more challenging) range of techniques in Year 5.</p>	<p>and learn how to evaluate and recognise their own success in orienteering, cross country and winter Olympics.</p> <p><b>How does it build upon prior learning:</b> In Year 4 we consistently develop and master the foundation level of KS2 knowledge and skills. The foundation level should be mastered at the end of Year 4 ready for a competitive (more challenging) range of techniques in Year 5. However, in Year 5 we introduce a competitive level of KS2 knowledge and skills. We consistently assess skills that have been taught in prior learning, so we can view if they are mastered or not. However, the new knowledge and skills taught in Year 5 orienteering, cross country and winter Olympics should be at a strong level that always has the room to develop so children feel confident to compete in school and out of school tournaments.</p>	<p>and learn how to evaluate and recognise their own success in orienteering, cross country and winter Olympics.</p> <p><b>How does it build upon prior learning:</b> In Year 5 we introduce a competitive level of KS2 knowledge and skills. However, in Year 6 we master competitive knowledge and skills ready for secondary learning. We consistently assess skills that have been taught in prior learning, so we can view if they are mastered or not. However, the knowledge and skills taught in Year 6 orienteering, cross country and winter Olympics should be mastered ready to be developed for secondary learning. We want all children to physically and mentally succeed in our spring subjects, with the feeling that they can grow and develop even more using the basic primary skills taught at KS1 and 2 when they arrive at high school.</p>
<p><b>Net sports</b> <b>Objective –</b> <b>Knowledge –</b> <b>Skill –</b></p> <p><b>Bat and ball</b> <b>Objective –</b> <b>Knowledge –</b> <b>Skill –</b></p> <p><b>Athletics</b> <b>Objective –</b> <b>Knowledge –</b> <b>Skill –</b></p>	<p><b>Net Sports</b> <b>Objective –</b> To participate in individual and team net games that engage, but also develop and master the basic techniques of co-ordination, movement, agility, balance, attacking and defending. <b>Knowledge –</b> To be able to understand how to use a range of equipment in the correct way. <b>Skills –</b> To use co-ordination, balance and agility to develop the combination</p>	<p><b>Net Sports</b> <b>Objective –</b> To participate in individual and team net games that engage, but also develop and master the basic techniques of co-ordination, movement, agility, balance, attacking and defending. <b>Knowledge –</b> To be able to understand and develop how to use a range of equipment in the correct way. <b>Skills –</b> To use co-ordination, balance and agility to develop the combination</p>	<p><b>Net Sports</b> <b>Objective –</b> To participate and compete in individual and team net games that engage, but also develop and master basic techniques of co-ordination, movement, agility, balance, attacking and defending. <b>Knowledge –</b> To be able to feel comfortable using a range of net sport equipment how to use it to get advantages in games and activities. To understand the basic rules of game play for each net sport.</p>	<p><b>Net Sports</b> <b>Objective –</b> To participate and compete in individual and team net games that develop and master basic techniques of co-ordination, movement, agility, balance, attacking and defending. Children must be able to play competitive sets and legs of each sport being able to assess skills and game play. <b>Knowledge –</b> To be able to feel comfortable using a range of net sport equipment how to use it to get advantages</p>	<p><b>Net Sports</b> <b>Objective –</b> To play competitive games in individual and team net games and apply basic principles suitable for attacking and defending. <b>Knowledge –</b> To be able to understand all basic and moderate rules of each sport so each child can referee and complete a result and fixture table. <b>Skills –</b> To be able to use a combination of techniques; movement, throwing, catching, hitting, control,</p>	<p><b>Net Sports</b> <b>Objective –</b> To play competitive games in individual and team net games and apply basic principles suitable for attacking and defending. <b>Knowledge –</b> To be able to understand all moderate rules of each sport so each child can have the confidence to referee and complete a result and fixture table. <b>Skills –</b> To be able to use a range of techniques to develop and master competition. To be</p>

<p>and isolation of skills such as; running, throwing, catching, hitting and simple tactics of attacking and defending.</p> <p><b>Cricket &amp; Rounders'</b></p> <p><b>Objective –</b> To be able to participate in small games and activities that develop and master knowledge and skills regarding catching, throwing, striking and communication.</p> <p><b>Knowledge –</b> To understand the fundamental rule and importance of catching, throwing, hitting and teamwork in cricket and rounders' (bat and ball sport).</p> <p><b>Skills –</b> To be able to develop and master catching, throwing, striking, running and agility using a range of cricket/bat &amp; ball equipment.</p> <p><b>Athletics</b></p> <p><b>Objective –</b> To master basic flexibility, strength, technique, control and balance throughout a range of events that stand in the categories of; track and field.</p> <p><b>Knowledge –</b> To know positioning, technique, timing and how to assess each event. What</p>	<p>and isolation of skills such as; running, throwing, catching, hitting and simple tactics of attacking and defending.</p> <p><b>Cricket &amp; Rounders'</b></p> <p><b>Objective –</b> To be able to participate in small games and activities that develop and master knowledge and skills regarding catching, throwing, striking and communication.</p> <p><b>Knowledge –</b> To understand the fundamental rule and importance of catching, throwing, hitting and teamwork in cricket and rounders' (bat and ball sport).</p> <p><b>Skills –</b> To be able to develop and master catching, throwing, striking, running and agility using a range of cricket/bat &amp; ball equipment.</p> <p><b>Athletics</b></p> <p><b>Objective –</b> To master basic flexibility, strength, technique, control and balance throughout a range of events that stand in the categories of; track and field.</p> <p><b>Knowledge –</b> To know positioning, technique, timing and how to assess each event. What</p>	<p><b>Skills –</b> To use co-ordination, balance and agility to develop and master the combination and isolation of skills such as; running, throwing, catching, hitting and simple tactics of attacking and defending in games, activities, tournaments in and outside of school.</p> <p><b>Cricket &amp; Rounders'</b></p> <p><b>Objective –</b> To be able to participate and compete in games and activities that master cricket and Rounders' techniques. to be able to also apply suitable principles for attacking and defending when in a team.</p> <p><b>Knowledge –</b> To understand the basic rules of Qwick cricket and a Rounders' match to be able to compete in games and tournaments. Can the child tell others about the rules and reasons for why we strike the ball like this? Or bowl like this?</p> <p><b>Skills –</b> To be able to bowl overarm and underarm, use a variety of fielding techniques and strike in different positions in activities and drills that can lead to competing in a competitive in or outside school games. To be able to</p>	<p>in games and activities. To understand the basic rules of game play for each net sport.</p> <p><b>Skills –</b> To use co-ordination, balance and agility to develop and master the combination and isolation of skills such as; running, throwing, catching, hitting and simple tactics of attacking and defending in games, activities, tournaments in and outside of school.</p> <p><b>Cricket &amp; Rounders'</b></p> <p><b>Objective –</b> To be able to participate and compete in games and activities that master cricket and rounders' techniques. To be able to also apply suitable principles for attacking and defending when in a team.</p> <p><b>Knowledge –</b> To understand the basic rules of Qwick cricket and a Rounders' match to be able to compete in games and tournaments. Can the child tell others about the rules and reasons for why we strike the ball like this? Or bowl like this?</p> <p><b>Skills –</b> To be able to bowl overarm and underarm, use a variety of fielding techniques and strike in different positions</p>	<p>balance, strength and co-ordination to compete in a multiple of net sports in and out of school competitions.</p> <p><b>Cricket &amp; Rounders'</b></p> <p><b>Objective –</b> To be able to use the equipment in many advanced ways (throwing, catching, striking) to get the best out of your competitive game play and to develop all skills in drills and activities to maximise the skill in game/ tournament play.</p> <p><b>Knowledge –</b> To apply co-ordination, attacking and defending skills at an advanced level and understanding different types of striking techniques. To participate in cricket and Rounders' matches and drills to advance competitive tactical knowledge for matches and outside school competitions.</p> <p><b>Skill -</b> Carry out, develop and master key techniques in a number of drills and activities in cricket and Rounders', for example; fielding &amp; striking types.</p> <p><b>Athletics</b></p> <p><b>Objective –</b> To be able to master techniques throughout the events of track and field. To</p>	<p>able to compare performances in games and activities and analysis, but also demonstrate improvement to achieve success.</p> <p><b>Cricket &amp; Rounders'</b></p> <p><b>Objective –</b> To be able to use the equipment in many advanced ways (throwing, catching, striking) to get the best out of your competitive game play and to develop all skills in drills and activities to maximise the skill in game/ tournament play.</p> <p><b>Knowledge –</b> To apply co-ordination, attacking and defending skills at an advanced level and understanding different types of striking techniques. To participate in cricket and Rounders' matches and drills to advance competitive tactical knowledge for matches and outside school competitions.</p> <p><b>Skill -</b> Carry out, develop and master key techniques in a number of drills and activities in cricket and Rounders', for example; fielding &amp; striking types.</p> <p><b>Athletics</b></p> <p><b>Objective –</b></p>
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	<p>can I do to make my performance achieve a personal best?</p> <p><b>Skills –</b> To have the confidence to use all equipment throughout the athletics events throughout track and field, but also be developing the skill to a good/strong level.</p>	<p>can I do to make my performance achieve a personal best?</p> <p><b>Skills –</b> To have the confidence and competitive nature to use all equipment throughout the athletics events throughout track and field, but also be developing the skill to a good/strong level.</p>	<p>apply attacking and defending tactics towards opponents when working in a team.</p> <p><b>Athletics</b> <b>Objective –</b> To develop and master strong levels of flexibility, strength, technique, control and balance throughout a range of events that stand in the categories of; track and field. <b>Knowledge –</b> To know positioning, technique, timing and how to assess each event. By having the knowledge of this learning, can you teach others? The children will learn in lower KS2 small advantages/gains for each event to maximise the best personal score in a puzzle. (each marginal gain will be a piece of the full puzzle; being the full technique). This develops the technique gradually so they can focus on a piece of the technique puzzle at a time. <b>Skills –</b> To be able to be competitive in each track and field event. To be able to work out the average of your score and work towards improving by demonstrating development and evaluation.</p>	<p>in activities and drills that can lead to competing in a competitive in or outside school games. To be able to apply attacking and defending tactics towards opponents when working in a team.</p> <p><b>Athletics</b> <b>Objective –</b> To develop and master strong levels of flexibility, strength, technique, control and balance throughout a range of events that stand in the categories of; track and field. <b>Knowledge –</b> To know positioning, technique, timing and how to assess each event. By having the knowledge of this learning, can you teach others? The children will learn in lower KS2 small advantages/gains for each event to maximise the best personal score in a puzzle. (each marginal gain will be a piece of the full puzzle; being the full technique). This develops the technique gradually so they can focus on a piece of the technique puzzle at a time. <b>Skills –</b> To be able to be competitive in each track and field event. To be able to work out the average of your score and work</p>	<p>be able to participate in new track and field events by understanding simple principles to compete at a strong level. <b>Knowledge –</b> To be able to feel confident in showing visually how to participate in each event. Can you Carry out technique and rules so someone else can learn from your teaching? Do you know the health and safety requirements when we are carrying out a demonstration? <b>Skills –</b> To be able to be competitive in each track and field event. To be able to work out the average of your score and work towards improving by demonstrating development and assessing how can I improve my display?</p> <p><b>Swimming Lessons</b> <b>Objective –</b> Swim competently, confidently and proficiently over a distance of 25 metres. <b>Knowledge –</b> Perform safe self-rescue in different water based situations. <b>Skill –</b> Use a range of strokes effectively (for example,</p>	<p>To be able to master techniques throughout the events of track and field. To be able to participate in new track and field events by understanding simple principles to compete at a strong level. <b>Knowledge –</b> To be able to feel confident in showing visually how to participate in each event. Can you Carry out technique and rules so someone else can learn from your teaching? Do you know the health and safety requirements when we are carrying out a demonstration? <b>Skills –</b> To be able to be competitive in each track and field event. To be able to work out the average of your score and work towards improving by demonstrating development and assessing how can I improve my display?</p> <p><b>Swimming Lessons</b> <b>Objective –</b> Swim competently, confidently and proficiently over a distance of 25 metres. <b>Knowledge –</b> Perform safe self-rescue in different water based situations.</p>
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			<p><b>Swimming Lessons</b></p> <p><b>Objective –</b> Swim competently, confidently and proficiently over a distance of 25 metres.</p> <p><b>Knowledge –</b> Perform safe self-rescue in different water based situations.</p> <p><b>Skill –</b> Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke).</p>	<p>towards improving by demonstrating development and evaluation.</p> <p><b>Swimming Lessons</b></p> <p><b>Objective –</b> Swim competently, confidently and proficiently over a distance of 25 metres.</p> <p><b>Knowledge –</b> Perform safe self-rescue in different water based situations.</p> <p><b>Skill –</b> Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke).</p>	<p>front crawl, backstroke and breaststroke).</p>	<p><b>Skill –</b> Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke).</p> <p>56% of children in class should achieve 25 metres or more.</p>