
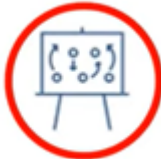



Woodthorpe Primary School

Curriculum

Becoming a competent participant		
		
Motor Competence	Rules, Strategies and Tactics	Healthy Participation
Know what (declarative) safe and successful movements look like in specific activities / sports.	Know what (declarative) the rules, conventions, regulations, strategies and tactics are for participation in specific activities / sports.	Know what (declarative) health and fitness mean in context, including what to do to improve and factors affecting participation
Know how (procedural) to 'perform' safe and effective movement	Know how (procedural) to 'perform' the rules, conventions, strategies and tactics in an activity / sport	Know how (procedural) to 'participate' in activity / sport

Athletics				
		Declarative knowledge Core declarative knowledge: what should pupils know?	Procedural knowledge Core procedural knowledge: what should pupils be able to do?	Vocabulary
Nursery	Speed, agility, travel	To begin to travel with some control and coordination Change direction at speed through both choice and instructions To begin to stop, start, pause, prepare for and anticipate movement in a variety of situations		Pause, prepare, freeze, high, low, switch, agility, music, beat.
Reception		To use agility-based activities moving and controlling objects Recognise different actions such as: moving softly, quietly, quickly, powerfully Relate body movements to music and percussion		Reach, stretch, hold, carry, touch, crawl, jump, roll, hands, feet, weight, softly, quietly, quickly, powerful, music, beat.
Year 1	Run, jump, throw	Know the quickest way to move an object from one place to another. Know how to change speed when running. Know how the arms can increase the speed of running. Know how to perform a two-footed jump. Know how to overarm throw for distance. Know the importance of balance, agility and coordination in athletics.	Be able to start and stop when moving at speed. Be able to use arms when running at different speeds. Be able to take off on two feet to jump for distance. Be able to use the correct technique to throw different objects for distance. Be able to show improvement in throwing. Be able to take part in a competition using running, jumping and throwing skills.	Backwards, distance, far, fast, forwards, furthest, high, hop, link, medium, fastest.
Year 2		Know why it is important to be aware of other people when running at speed. Know how to generate power to start a running or jumping action. Know a range of techniques to negotiate obstacles. Know when to use different types of throws. Knowing how quick feet help sprinting speed. Know the difference between static and dynamic balances.	Be able to move quickly whilst being aware of others around. Be able to create power with their legs to turn at speed. Be able to move through an obstacle course with speed and control. Be able to choose the best throw for different situations. Be able to use quick feet whilst sprinting. Be able to perform static and dynamic balances.	Run, throw, handle, power, quick, burpee, obstacle, control, stamina, static, dynamic, collect.
Year 3	Athletics	Know what a good approach and taking off for a jump is. Know the importance of changing pace when running. Know key techniques to hurdle obstacles while maintaining pace. Know how to use the pull-throw technique in javelin. Know links between athletics and real-life skills (javelin/hunting). Know different skipping techniques. Know how to compete in athletic activities.	Be able to perform jumping and hopping sequences. Be able to run at different speeds. Be able to approach and jump hurdles. Be able to throw a javelin using the pull-throw technique. Be able to perform a variety of skipping techniques. Be able to keep score accurately over a range of events	Run, jump, throw, agility, power, speed, track, force, distance, curve, accelerate, hurdles, pull, record, pace, approach, combine.
Year 4**		Know how to select the most appropriate technique for the best performance when running, jumping or throwing. Know how to use a run-up to increase the distance. Know what a sling throw is used for. Know how to measure a throw accurately.	Be able to challenge ourselves in running, jumping and throwing tasks Be able to accelerate over short distances. Be able to run and jump using one-footed take-off. Be able to use a sling action to throw a discus. Be able to run on a curve and exchange a baton in a team	Track, force, distance, curve, accelerate, hurdles, foam javelins, vortex howler, bounce, target, take off, sling, exchange, accuracy.

		Know when and how to perform a relay baton exchange. Know how to measure and track scores in competitive running, throwing and jumping events.	Be able to apply the skills developed in a competitive way	
Year 5		Know what a leg of a relay race is. Know how to pace a run over longer distances. Know how to mark out a run-up for the long jump. Know which event(s) a push throw is used in. Know where to perform a baton exchange in a relay race. Know how to use the STEP principle to adapt a task	Be able to run for speed & distance individually & as part of a team. Be able to pace a run over longer distances. Be able to perform different jumping styles and explore which ones they can jump further with. Be able to use the push-throw technique. Be able to exchange a baton within a restricted area. Be able to design an activity for others using the STEP principle.	Bounce, relay, baton, safety, rules, targets, record, set, take over, pass, sustain, push, receive, hop – step – jump.
Year 6		Know why a crouch start to a sprint creates power. Know how to combine the phases correctly for a triple jump. Know when you would use a heave throw. Know what a parlauff is. Know which throwing event they perform best at. Know why being active for a sustained period improves fitness.	Be able to use the sprint start technique to increase running speed. Be able to perform the three phases of the triple jump. Be able to perform the heave throw technique Be able to assess their own ability to play their role in parlauff. Be able to perform the scissor jump technique Be able to record and relay results over a range of track and field events.	Safety, rules, targets, record, set, take over, pass, strength, judge, trajectory, sprint, shuttle, assess.

Gymnastics				
	Declarative knowledge Core declarative knowledge: what should pupils know?	Procedural knowledge Core procedural knowledge: what should pupils be able to do?	Vocabulary	
Nursery	To start to develop confidence in fundamental movements To experience jumping, sliding, rolling, moving over, under and on apparatus To begin to develop coordination and gross motor skills		Balance, control, fast, high, jump, link, low, stretch, pattern.	
Reception	To develop confidence in fundamental movements To learn and refine a variety of shapes, jumps, balances and rolls To link simple balance, jump and travel actions		Pattern, shape, sequence, pattern, movement, timing, pathway, direction.	
Year 1	Know some of the fundamental gymnastic shapes. Know the risks of working on low apparatus. Know the difference between large and small body parts. Know how to take off, jump and land with a run-up. Know a variety of ways to travel on their feet. Know actions that can be performed at different levels. Know how to create a short gymnastics sequence.	Be able to perform 'like' actions in a sequence. Be able to carry and set up apparatus safely. Be able to perform shapes on large and small body parts. Be able to take off and land and use shape in our jumps. Be able to travel on our feet, showing good body tension. Be able to create different levels in their performance.	Balance, body tension, tensed, relaxed, shape, stretched, curled, carry, control, extension, fast, hang, high, jump, like, link, low, safety.	
Year 2	Know and can name several point and patch balances/shapes. Know how to inject power into a range of jumps. Know why taking weight on hands is a fundamental skill for gymnastics. Know that they can do 'scaled' versions of a skill e.g. glute bridge instead of full bridge. Know what to straddle means.	Be able to combine 4 elements into a floor sequence. Be able to create power in a variety of different jumps. Be able to take weight on our hands and move in different ways. Be able to use our flexibility in a bridge and japana gymnastic shape. Be able to perform the point balance arabesque. Be able to perform a teddy/dolly roll.	Balance, shape, bridge, jump power, weight-on, point, patch, teddy, dolly, front-straddle, cup, puck, v-sit, japana, arabesque.	
Year 3	Know what contrast means in a gymnastics context. Know what it means to show extension in a shape. Know ways to move in and out of shapes with fluency. Know how to use rolls effectively in a sequence. Know how to exert power in a jump. Know how to use unison effectively with a partner and group.	Be able to show full extension during a balance. Be able to move in and out of contrasting shapes with fluency. Be able to perform a sequence using different types of rolls. Be able to perform powerful jumps from low apparatus. Be able to perform in unison with a partner. Be able to create a group performance using contrasting actions.	Fluency, contrasting, unison, low, combinations, full turn, half-turn, flexibility, compositional ideas, healthy active lifestyle.	
Year 4	Know what the word composition means in relation to gymnastics. Know what the STEP principle is. Know several actions that require gymnasts to take their weight on their hands. Know 5 compositional ideas. Know what cooperation is in a PE context. Know how to judge a basic gymnastic sequence.	Be able to perform a 6-element sequence that uses changes in speed and direction. Be able to use the STEP principle to create a partner sequence. Be able to take weight on hands, showing control. Be able to develop a sequence using compositional ideas, e.g. changing speed. Be able to cooperate as a group to refine a short sequence. Be able to compare and judge sequences.	Mats, hoops, cones, wall bars, bean bags, low apparatus, skipping ropes, ropes, action cards.	
Year 5	Know why a round-off is a more complex skill to perform. Know a range of ways to bring symmetry to partner work. Know a range of ways to bring asymmetry to individual work.	Be able to perform a version a round-off. Be able to create and perform a partner sequence using symmetry Be able to create and perform a partner sequence using asymmetry	Symmetry, asymmetry, sequences, combinations, direction, speed,	

	Know what counterbalance means in the context of gymnastics Know how to use existing knowledge of compositional ideas with balance work. Know how to give thoughtful and constructive feedback.	Be able to perform a counterbalance with a partner Be able to perform smooth transitions between counterbalances using different levels Be able to evaluate each other's work and suggest improvements	partner, asymmetrical, symmetrical, aesthetics, counterbalance.
Year 6	Know real-life scenarios where they can use their jumping skills Know what the word dismount means in a gymnastics context. Know how to adapt knowledge and understanding of canon to a more complex flight sequence. Know the equipment types used in rhythmic gymnastics. Know how to identify better work and use this knowledge to improve. Know how to confidently select and apply their strongest skills for the best performance.	Be able to use controlled flight onto high apparatus. Be able to dismount from high apparatus. Be able to develop a sequence using flight in canon formation. Be able to use equipment such as hoops and balls in a group sequence. Be able to create a paired flight sequence using both canon and unison. Be able to create and perform a 6-element sequence to music.	Flight, consistent, vault, vaulting sequences, combinations, direction, dismount.

Dance			
	Declarative knowledge Core declarative knowledge: what should pupils know?	Procedural knowledge Core procedural knowledge: what should pupils be able to do?	Vocabulary
Nursery	To begin to recognise that actions can be reproduced in time to music; beat patterns, and different speeds Perform multiple dance actions, both similar and contrasting Copy, repeat and perform simple movement patterns		Dance, twist, turn, rhythm, step, music, beat, stretch, feet, curl, high, low, fast, slow.
Reception	Count and move to beats of 8. Copy and repeat movement patterns. Work as an individual, in partners, and as a group.		Africa, elephants, fast, feet, flow, giraffes, join, link, monkeys, rhythm, step, stretch, teamwork.
Year 1	Know how to match actions to a given setting. Know how to use still poses to tell a story. Know how to create and perform movements to show friendship. Know how to perform to beats of 8. Know what it means to perform in 'mirror'. Know how to create a dance using a clear start, middle and end. Know why repetition is used in dance.	Be able to show moods and feelings we would experience in the jungle. Be able to move as if we were living in the jungle. Be able to create and perform movements which show friendship. Be able to perform leading and following movements. Be able to perform a short dance with a clear start, middle and end. Be able to use repeated actions in dance.	Stretch, swing, mood, feeling, theme, story, static, friendship, start, middle, end.
Year 2	Know how to portray actions and feelings from a picture. Know how to show the feeling of abandonment in a dance. Know how to perform a dance that shows friendship between two performers. Know how to work solo to create a dance with changes of speed and direction. Know why a particular formation was chosen for a dance.	Be able to use penguin images to inspire their dance. Be able to show feelings of abandonment through dance. Be able to create movements that show friendship between two characters. Be able to create a solo dance with changes of direction and speed. Be able to match movements to music. Be able to choose a formation and explain why they chose it.	Direction, huddle, group, mood, feeling, penguin, musicality, respond, galloping, flying, friendship, abandonment.
Year 3	Know an example of a four-step dance style. Know what contrast means in the context of dance. Know what improvisation means in a dance context. Know what a prop is and why it would be used. Know the importance of facial expression. Know the role of a director.	Be able to perform a jazz square and use it in our dance. Be able to perform a dance showing two contrasting characters. Be able to develop movements using improvisation. Be able to use props in our dance sequence. Be able to use facial expressions to bring life and emotion to our dance. Be able to take on the role of director to help others improve their dance.	Facial expression, improvisation, rehearse, director.
Year 4	Know what a freeze frame is in the context of dance. Know why certain types of actions suit particular dance genres. Know which formations are effective and why. Know how to build on their understanding of canon to create independent ideas. Know what flow means in a dance context. Know what stage entry is.	Be able to use freeze frame in our dances. Be able to perform a slide and roll confidently. Be able to use a variety of formations when performing. Be able to extend our 'mission dance' phrases using canon. Be able to sequence our dance actions to show good flow. Be able to create a 5 action dance routine showing a good 'stage' entry.	Improvisation, rehearse, director, choreographer, slide, formation, freeze frames.
Year 5	Know what non-locomotor means in a dance context. Know what makes Bollywood dance famous. Know the reasons you would use floor patterns. Know what line dancing is and its origins. Know the names of some of the steps in line dancing. Know what a wall pattern is.	Be able to perform a non-locomotor movement. Be able to combine both non-locomotor and locomotor actions. Be able to create new and exciting group patterns. Be able to do a simple Line Dance routine. Be able to create our own 3-step line dance with a partner. Be able to work collaboratively within our group to improve our performance.	Facial expression, rehearse, choreographer, locomotion, Bangra, line dance, wall patterns.

Year 6	<p>Know what a stag leap and rebound jumps are.</p> <p>Know what a lift is and how it shows relationships.</p> <p>Know the origins of the Haka dance.</p> <p>Know what it means to face/dance off against your opposition.</p> <p>Know how to replicate freeze frame images.</p> <p>Know the names of some street dance steps.</p>	<p>Be able to show the technique of the stag leap and rebound jump.</p> <p>Be able to explore relationships and perform partner lifts.</p> <p>Be able to compose a dance phrase based on the Haka.</p> <p>Be able to choose and use suitable dynamics for the Haka.</p> <p>Be able to link freeze frames to street dance style to create a short movement phrase.</p> <p>Be able to perform a Top Rock and Slide Step and perform confidently with a partner</p>	<p>Motif, street dance, Haka, composition, collaborate, stag leap, rebound, expression.</p>
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Invasion Games				
		Declarative knowledge Core declarative knowledge: what should pupils know?	Procedural knowledge Core procedural knowledge: what should pupils be able to do?	Vocabulary
Nursery	Body Management*	Explore balance and managing own body, including manipulating small objects. Able to stretch, reach, extend in some different ways and positions. Able to begin to control the body and perform some movements on command.		Climb, step, feet, alternate, one foot, balance, stand, stop, reach, stretch, hold, carry, touch, crawl, jump, roll.
Reception		Explore a variety of rolling, sliding and slithering. Jump using a variety of take offs and landings, moving on and off low apparatus using hands and feet Participate in a variety of small group cooperative activities.		Beanbags, mats, cones, quoits, hoops, box tops, balls, bibs, benches, apparatus, music player, music, percussion instruments.
Year 1	Attack, Defend and Shoot	Know different ways to send a ball/object to a target. Know what a defensive stance or position is. Know what it means to send a ball/object accurately. Know the key steps to send a ball accurately. Know what the principle of attacking and defending in a game refers to. Know some of the reasons why games have rules.	Be able to hit a target. Be able to defend a target. Be able to roll and slide balls and beanbags. Be able to shoot in a game to get points. Be able to work with a partner to score points. Be able to use our attacking and defending skills in a game.	Attack, catch, compete, defend, over-arm, play against, receive, roll, rolling, send, throw, under-arm.
Year 2		Know how to kick a ball using the inside of the foot. Know sports that use feet to control the ball. Know what It means to dribble with control and a range of sports in which dribbling is used. Know how to use a bounce throw to send a ball. Know techniques to dribble the ball with their hands. Know why sending the ball forward to a teammate increases the team's chances of scoring.	Be able to kick the ball over long and short distances. Be able to stop a ball with control using the foot. Be able to work as a team to keep the ball. Be able to bounce a ball with a partner. Be able to bounce the ball while moving (dribbling). Be able to pass the ball forward in a game	Aim, attack, compete, control, cooperate, receive, restart, sideline.
Year 3	Football	Know when to send the ball with the inside of the foot. Know when you would use the trap to stop a ball. Know why ball possession is essential in a game. Know why players move into space to receive a pass. Know how to dribble a football using the outside of the foot. Know the key steps to cushioning a ball when receiving a pass.	To use the inside of the foot to pass the ball. To trap a ball that is moving along the ground with control. To pass the ball accurately into space over short distances. To identify and move into space to receive the ball. To use the outside of the foot to control the ball and dribble. To cushion the ball when receiving.	Teamwork, score, shoot, intercept, foot, inside of the foot, touch, possession, accuracy, dribble.
Year 4		Know what it means to 'run onto the ball'. Know how to use both front-side and goal-side marking. Know how to use the standing tackle technique. Know why close control is essential for forward dribbling. Know how to pass accurately over a longer distance. Know why passing on the move is important in football.	Be able to run onto the ball to receive it. Be able to explore front and goal-side marking techniques. Be able to perform a standing tackle to dispossess an attacker. Be able to dribble, showing good control to progress forward. Be able to pass and receive the ball over longer distances. Be able to perform passing and moving with a teammate.	Control, use space, defend, defensive, attack, dribble, pass, tactics, direction, tackle.
Year 5	Netball	Know some recognised netball passes. Know why it is important to find space in a game. Know how to get free of a defender in a game. Know why dodging is a crucial skill in netball. Know why quick turns/pivots help to build an attack. Know why reaction time is important in netball.	Be able to choose the appropriate pass for different scenarios. Be able to find space to receive in a game. Be able to use different dodging techniques to outwit a defender and get free. Be able to practise and perform pivoting and quick turns. Be able to get into closer shooting positions. Be able to react and move quickly in isolation and games.	Score, shoot, possession, react, foul, umpire, quick turns, dodge, pivot, stationary, shooting circle/semi-circle.
Year 6		Know why coordination is important in netball. Know how to mark a ball when defending. Know why positioning is important when attacking around the semi-circle. Know how to rebound a missed shot. Know how to be active as a defender to intercept a pass. Know what it means to be onside.	Be able to improve our coordination. Be able to mark the pass or the shot. Be able to organise themselves in and around the semi-circle. Be able to compete to win the rebounding ball. Be able to stay active to intercept a pass. Be able to stay onside in games depending on the position being played.	Tactics, gameplay, blocking, free, metre, organisation, rebounds, prone, thirds, area, offside, intercepting.

Net/Wall Games				
		Declarative knowledge Core declarative knowledge: what should pupils know?	Procedural knowledge Core procedural knowledge: what should pupils be able to do?	Vocabulary
Nursery	Manipulation and Coordination*	Send and receive objects with some different body parts. Work with others to begin to control objects in space. Coordinate body parts such as hand-eye, foot-eye over a variety of activities and in different ways.		Carry, crawl, feet, freeze, grip, hands, high, hold, hop, jump, low, music, one foot, pause, prepare, eyes.
Reception		Coordinate similar objects in a variety of ways. Use different ways to manoeuvre objects. Skip in isolation and with rope.		Weight, spin, slide, apparatus, anticipate, freeze, high, low, switch, beat, hop, jump, step, grip, opposition, baton.
Year 1	Send and Return	Know how to hit a ball accurately in different ways. Know how to track, stop and return a beanbag or ball. Know how to work with a partner to collect a ball. Know techniques to send a ball or object accurately to a partner.	Be able to slide a beanbag to a target. Be able to hit a ball in different ways with their hands. Be able to move towards a ball to return it. Be able to work with a partner to stop and return a beanbag. Be able to rally with a partner. Be able to send a ball into space to make it harder for our opponent.	Hit, send, collect, stop, net, throw, roll, strike, catch, bowl, feed, pick up, batter, hitter, forehand, backhand, court.
Year 2		Know which is their dominant and non-dominant side. Know why and when you would need to change direction quickly in a game. Know the basic principle of court boundaries. Know why improving your agility would improve your game.	Be able to stay on their toes to move quickly to the ball. Be able to identify which hand is dominant in a game. Be able to use basic rules of serving to a partner. Be able to develop agility and use it in a game. Be able to use the correct grip to hit a self-fed ball. Be able to use the ready position in a rally.	Serve, bounce, drop, badminton, tennis, volleyball, squash, shuttlecock, racquet.
Year 3	Tennis	Know how to keep score in a game of tennis. Know how to describe different styles of shots in tennis. Know what the Ready Position is in tennis. Know how to play over a net. Know how to start a point in tennis.	Be able to use the ready position to return a ball. Be able to hit the ball to different parts of the court using a forehand hit. Be able to perform an underarm serve to start a rally. Be able to move towards a ball to return it over the net. Be able to play cooperatively with a partner to keep the ball moving over the net. Be able to perform forehand hits to score points in a competition.	Hit, return, court, forehand, backhand, bounce, points, score, net, tactics, underarm, overarm.
Year 4		Know where the middle of the court is. Know how to play a backhand shot. Know how to force an opponent to make a mistake. Know some differences between singles and doubles court markings. Know two ways of positioning yourself in doubles play.	Be able to return to the middle of the court after playing a shot. Be able to use the forehand in game situations accurately. Be able to play a backhand shot with some control. Be able to combine ready position and court movement to return the serve consistently. Be able to work with a partner to score points in a game. Be able to use forehand and backhand shots to score points in a competitive situation.	Hit, return, court, forehand, backhand, bounce, points, score, net, tactics, underarm, overarm, position, ready.
Year 5		Know why you hit the ball before the second bounce. Know when you might play an overhead shot. Know what a volley is and when you would use it. Know different doubles formations and when to use them. Know some of the service rules of tennis. Know how to umpire using some basic rules of the game.	Be able to perform a range of different shots with control. Be able to move quickly to the ball to perform a volley. Be able to play an overhead shot. Be able to use different court formations during doubles play. Be able to refine movement to hit the ball before the second bounce. Be able to perform a diagonal serve to begin a game.	Service rules, volley, overhead, singles, doubles.
Year 6		Know what is meant by a powerful shot. Know how to work collaboratively with a doubles partner. Know what a lob shot is. Know what it means to cover space as a doubles partner. Know how to score a game.	Be able to communicate clearly with a partner to score points. Be able to attempt a two-handed backhand shot with control. Be able to perform a lob shot. Be able to apply the correct rules and scoring system in games. Be able to play in different doubles formations and work with our partner to improve. Be able to successfully apply a range of tactics in doubles play.	Lob shot, positioning, footwork, listening skill, dispute, peers, attacking, defensive, improvement.

Striking and Fielding Games				
		Declarative knowledge Core declarative knowledge: what should pupils know?	Procedural knowledge Core procedural knowledge: what should pupils be able to do?	Vocabulary
Nursery	Cooperate and Solve Problems*	Organise and match various items, images, colours and symbols. Work with a partner to listen, share ideas and choose. Move confidently and cooperatively in space.		Cooperate, team, individual, partner, pair, work, choose, collect, suits, deck, cards, trail, body shape, number.

Reception		Copy and repeat various patterns and actions. Show an understanding of own feelings and others. Solve more complex tasks using skills learned. Work and play cooperatively and take turns.		Switch, agility, den, hop, step, grip, trails, over, under, through, around.
Year 1	Hit, Catch, Run	Know what tracking a ball is and how to stop the ball. Know and use a range of different throws for different situations. Know the principles of catching a ball. Know how to score points in a striking and fielding game. Understand the role of teamwork when fielding.	Be able to select a space to throw or roll a ball into. Be able to track and collect a rolling ball. Be able to catch a ball to stop an opponent from scoring. Be able to use their hands to hit a ball. Be able to run between bases to score points. Be able to work as a team to score points.	Batter, bowl, catch, collect, feed, field, hit, hitter, pick up, retrieve, roll, stop, strike, throw.
Year 2		Make choices about where to hit the ball to maximise the chances of scoring. Know the reason to defend a target when batting. Know how to hit the ball to different areas when batting. Know how to work as a team to score points in a striking and fielding game. Know which bat they would choose when playing.	Be able to hit a ball and score points running to cones. Be able to defend a target by kicking. Be able to bowl underarm with control. Be able to hit a ball using different bats and techniques. Be able to throw accurately to a base. Be able to hit a ball into space, away from fielders.	Hit, catch, runs, wicket, bats, bowl, feed, throw, catch, underarm, overarm, field, hitter, bowler, umpire, posts, stumps.
Year 3	Cricket	Know how to hit a straight drive that travels along the floor. Know how to bowl accurately underarm. Know how to move towards a delivered ball to hit it consistently. Know when to use a long barrier to stop a moving ball. Know when to use an overarm throw. Know how the wicketkeeper supports the fielding team.	Be able to hit a stationary ball into space using the straight drive Be able to bowl underarm to a batter with some consistency Be able to use the correct footwork to strike a bowled ball Be able to stop a moving ball using the long barrier technique Be able to throw longer distances overarm Be able to perform as a wicketkeeper	Batting, fielding, bowling, bat, wicket, stump, crease, boundary, run, batsman, bowler, wicketkeeper, innings, forward drive, long barrier, over.
Year 4		Know how to score single runs. Know where the crease is and its purpose in a game. Know how to deliver an overarm bowl. Know when to play a pull shot when batting. Know how to stop a bouncing ball when fielding. Know how to set up a game of French cricket independently.	Be able to hit the ball in different directions Be able to anticipate when to run to score singles Be able to intercept a moving ball with one hand Be able to attempt to bowl overarm Be able to play a pull shot and attempt it in a game Be able to field a bouncing ball effectively	Zones, directing, conditioned game, intercepting, isolation, pull shot, ground ball, overarm bowling, run singles.
Year 5	Rounders**	Know and list the rules of rounders learned so far. Know how to maximise the chance of scoring as a batter. Know what a backward hit is. Know how to be effective as a fielder to reduce scoring opportunities. Know how to work with other fielders to restrict run-scoring. Know what it means to set a field.	Be able to judge how far to run based on the distance of a hit. Be able to throw over short distances with power and accuracy to get batters out. Be able to follow the ball's path to ensure it is fielded consistently. Be able to use the backwards hit rule tactically as the backstop. Be able to hit the ball into gaps to maximise the chance of scoring. Be able to set a field in a game to limit the scoring of a batter.	Power, consistently, accuracy, stump, conditioned, fitness, miss hit, strength, encouragement, defensive, offensive.
Year 6		Know and apply modified rules of rounders. Know tactics for batting and fielding. Know how to work together when fielding. Know tactics for attacking and defensive batting. Know how to avoid getting run out by your teammate. Know how to field a long ball.	Be able to bowl tactically with an attacking ball to make it more difficult for the batter to hit. Be able to track and catch a high ball. Be able to use fast bowling to deceive your opponent. Be able to work in a pair in the field to restrict scoring. Be able to apply tactics when running around bases to avoid overtakes. Be able to apply attacking and defensive tactics in a competitive situation.	Shot, defensive, offensive, predict, place, select, tactics, stance, tracking.

*These elements are not to be viewed in isolation but form the basis of the fundamental skills required to become active participates in invasion games, striking and fielding games and net/wall games.

**These are substituted with swimming lessons as we are prioritising this skill due to our local area having issues around river safety. To be reviewed Summer 2025.

External PE enrichment

	Dance	
	Technique	Performance
Year 1	To skip confidently.	To explore space, direction, levels and speeds.
Year 2	To sideways gallop with a partner.	To begin to perform basic actions with control and consistency at different levels.

Year 3	To forwards gallop on both the right and the left leg.	To confidently perform basic actions with control and consistency at different speeds and levels.
Year 4	To learn and perform ‘step ball change’.	To practise and perform a variety of different formations in dance.
Year 5	To begin to learn and perform ‘spring ball change’.	To refine and improve dances, adapting them to include the use of space, rhythm and expression.
Year 6	To confidently perform ‘spring ball change’ with alternating arms.	To work collaboratively to include more complex, compositional ideas.

Adventurous Activities (Forest School)								
	OAA (Navigation)	Teamwork	Woodcraft and Tool Use	Fire	Cooking	Pioneering/Shelter	Rope	Nature
Nursery	To follow simple positional language (under, over, on top, behind) to locate objects during a scavenger hunt.	Taking turns and listening to others	To use wool and natural materials to make a decoration with adult assistance	To safely sit around a campfire and toast a marshmallow with assistance.	Marshmallows on a stick	To recognise that shelters provide refuge from rain. To use a group shelter, constructed by adults.		To notice differences between 'found' items in nature - e.g. 'the conker is smooth, the thistle is spikey'
Reception	To draw information from a simple map using different movements to complete a trail.	Taking turns and listening to others	To use wool and natural materials to make a decoration with minimal assistance	To move safely around a campfire and approach and toast a marshmallow safely and independently	Marshmallows on a stick	To create a small home for a toy.	To wind wool around a stick to create a wand	To handle small minibeasts carefully
Year 1	To give and use simple instructions (walk forward 5 steps) to locate an object.	Work in pairs	To use wool and natural materials to make a decoration independently	To understand different cooking methods on an open fire.	Waffles or teacake toasted on a grill on the campfire	To create a small shelter for a toy, using a range of materials for a purpose.	To secure wool around a cone or other natural material to create an object	To identify at least 6 animals from at least two animal classes.
Year 2	To give and use directional instruction (left, right, forwards, backwards) to complete a trail.	Play games, taking turns	To use hammers to create art	To safely approach and remain around a campfire to cook a light snack.	Toast - toasted in a handheld campfire rack, with butter and jam	To create a habitat for an animal which meets a single pre-set requirement (e.g. dry)	One type of stopper knot - Overhand knot	To classify animals into groups
Year 3	To identify basic symbols (buildings, trees, fences) on a map.	Work in small groups with direction	To use a potato peeler to whittle a stick to use as a tool	To light a fire with a fire steel	Damper bread on a freshly cut, prepared stick	To create a shelter which meets at least two pre-set requirements (e.g. warm, dry, windproof)	One type of stopper knot and one bend - Figure of 8 knot & reef knot	To identify at least 6 birds using a simple identification key
Year 4	To recognise compass points.	Work in small groups with minimal direction	To use hand drills and hammers safely and independently to make an object	To use varying cooking methods on an open fire.	Either - baked apples or apple crumble over the campfire.	To create an object for survival following instructions and using at least one knot (e.g. Shaduf)	Rope braiding - either Nordic slinging or twist	To identify six different types of trees using a dichotomous key
Year 5	To use control points to complete a trail with a map.	Work in small groups to determine group outcome. Resolve any group conflict with minimal assistance	To use a saw and drill independently to create an object.	To safely prepare, light and use portable camping stoves to cook a simple meal.	Pancakes cooked on a Trangia stove	To use a simple lashing to construct a frame (e.g. forest school TV, picture frames)	Simple lashing	To identify animals from their remains (e.g. tracks, skeletons, faeces)

Year 6	To successfully orient and follow a map.	Independently work in groups, resolving conflict to achieve a group outcome.	To safely use a knife to whittle an object	To safely build and light a fire using a fire steel which will burn for at least 5 minutes.	Herbal teas designed and prepared on a Trangia stove	To construct a survival shelter for a human or group using tarpaulins and ropes	To use a range of knots to complete an activity	To identify a range of plants and animals independently
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	Swimming
Beginner	Swim short distances unaided between 5 & 20 metres using one consistent stroke. Propel themselves over longer distances with the assistance of swimming aids. Move with more confidence in the water, including submerging themselves fully. Enter and exit the water independently.
Intermediate	Swim over greater distances, between 10 & 20 metres, with confidence in shallow water. Begin to use basic swimming techniques, including correct arm and leg action. Explore and use basic breathing patterns. Enter and exit the water in a variety of ways. Take part in problem-solving activities such as group floats and team challenges.
Expected (KS2 National Curriculum Swimming and Water Safety)	Swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively. Perform safe, self-rescue in different water-based situations.

Skills Progression - Physical Activity

Purpose: Our physical activity strand of the PE curriculum is to encourage the **promotion of lifelong participation in a healthy lifestyle**. Children are exposed to a variety of different activities which equip them with the knowledge of why being active is important, therefore reducing the risk of the consequences of an inactive lifestyle.

Fitness Circuit					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Warm-up: Teacher choice Things to discuss at the beginning of every fitness lesson - remember to use previous year(s) too. Display in KS2 hall will help support discussions.					
Out of breath Heart beating faster Feel tired- name body parts. Muscles: heart	Heart rate increases Muscles: biceps and triceps, abdominals	Counting heart beats per minute before and after exercise Muscles: calves, obliques, upper and lower abdominals.	Why does heart rate increase after exercise (blood pumped to muscles) Muscles: hamstrings, gluteal muscles	Heart pumps oxygen to working muscles Muscles: quadriceps, deltoids, pectorals	Circulatory system- heart and lungs. Muscles: trapezius, latissimus dorsi
Key questions:					
What instantly happens to your body when you exercise? (your body becomes tired, you sweat, you breath heavier, you need to rehydrate) What happens to your body when you exercise over time? (over time you become stronger, healthier and are less likely to get injured, this means that you can carry on exercising for your whole life) Why do you take part in fitness? (fitness works lots of different muscles (name some) which makes you stronger)					
Progressive skills:					
Jumping on the spot (two footed) Running on the spot Toe touches Arm circles forwards	Jumping on the spot (one footed) Shuttle runs Sitting toe touches Arm circles forwards & backwards	Star jumps Treadmill Rowing Floor tap in sit up position	Ski jumps (progress to across) Heel flicks Sit ups Shoulder taps on knees	Tuck jumps High knees Vertical leg crunches Plank	Burpee Sprints Arm and leg extension crunches Push ups

Yoga					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Warm-up: Teacher choice How to begin each yoga lesson:					
<ul style="list-style-type: none"> Breathing techniques (resources here, finish a session with this too)- 5 minutes at the start and end. Golden posture (see video here) 					
Key questions:					
What benefits are there to yoga? (posture, flexibility, balance, core strength, mental health) How does it help our mental health? (focus on breathing, relaxation and calming) Why is it important to work on our flexibility and balance? (prevent injury in the future)					
Progressive skills:					
Mountain pose Relaxation pose Lion pose	Elephant pose Cobra pose Happy baby pose	Chair pose Rainbow pose Three legged dog pose	Cat cow pose Child's pose Crescent moon pose Downward dog pose	Frog pose Bear pose Warrior II pose	Tree pose Butterfly pose Bow pose

Boxercise					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Warm-up: Teacher choice Things to discuss at the beginning of every fitness lesson- remember to use previous year(s) too.					
Out of breath Heart beating faster Feel tired- name body parts. Muscles: heart	Heart rate increases Muscles: biceps and triceps, abdominals	Counting heart beats per minute before and after exercise Muscles: calves, obliques, upper and lower abdominals.	Why does heart rate increase after exercise (blood pumped to muscles) Muscles: hamstrings, gluteal muscles	Heart pumps oxygen to working muscles Muscles: quadriceps, deltoids, pectorals	Circulatory system- heart and lungs. Muscles: trapezius, latissimus dorsi
Key questions:					
What instantly happens to your body when you exercise? (your body becomes tired, you sweat, you breath heavier, you need to rehydrate) What happens to your body when you exercise over time? (over time you become stronger, healthier and are less likely to get injured, this means that you can carry on exercising for your whole life) Why do you take part in boxercise? (link to mental health, release of energy)					
Progressive skills:					
Jab	Jab Cross	Jab Cross Hook	Combinations jab, cross, hook	Combinations jab, cross, hook with fitness element	Combinations jab, cross, hook in fitness circuit

Adventure Trail					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Warm up (15 minutes) Stretches (hold for between 6-10 seconds):					
Calf stretch Quadriceps stretch Hamstring stretch 1 Arm rotations Neck stretch	Calf stretch Quadriceps stretch Hamstring stretch 2 Arm rotations Shoulder stretch 2	Calf stretch Quadriceps stretch Hamstring stretch 3 Arm rotations Shoulder stretch 1	Calf stretch The Sumo Arm rotations Upper back stretch	Calf stretch The Sumo Hip & Thigh stretch Arm rotations Chest stretch	Calf stretch The Sumo The lunge Arm rotations Gluteal stretch
Key questions:					
Why do we stretch? (Stretching helps prepare your body for exercise. Stretching properly can reduce injuries and give you better flexibility, range of movement, posture and coordination. If your muscles are not warmed up properly, it can lead to injury.) Which parts of our body do we use during adventure trail sessions? Range of body parts, encourage children to use proper names for muscles. What is agility? Why is it important? The ability to move quickly and easily, especially when faced with an obstacle.					
Progressive Skills:					
KS2 playground line marks	KS2 playground line marks KS2 Outdoor gym	KS2 playground line marks KS2 Outdoor gym Hurdles	KS2 playground line marks KS2 Outdoor gym Hurdles Sprints	KS2 playground line marks KS2 Outdoor gym Hurdles Sprints Hoops	KS2 playground line marks KS2 Outdoor gym Hurdles Sprints Hoops Cargo nets

Running Games					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Warm up (15 minutes) Stretches (hold for between 6-10 seconds):					
Calf stretch	Calf stretch	Calf stretch	Calf stretch	Calf stretch	Calf stretch

Quadiceps stretch Hamstring stretch 1	Quadiceps stretch Hamstring stretch 2	Quadiceps stretch Hamstring stretch 3	The Sumo	The Sumo Hip & Thigh stretch	The Sumo The lunge
Arm rotations Neck stretch	Arm rotations Shoulder stretch 2	Arm rotations Shoulder stretch 1	Arm rotations Upper back stretch	Arm rotations Chest stretch	Arm rotations Gluteal stretch
Key questions:					
Why do we stretch? (Stretching helps prepare your body for exercise. Stretching properly can reduce injuries and give you better flexibility, range of movement, posture and coordination. If your muscles are not warmed up properly, it can lead to injury.) What is the difference between long and short distance running? (Short- sprint/burst of energy/faster/more shallow breathing/panting. Long- jogging/slower/deeper/longer breaths/can go for longer.) What is coordination? Why is it important? Using more than one part of your body at the same time, smoothly and effectively. So that you can complete each activity properly and safely, stops you falling over, reduces risk of injury.					
Progressive skills:					
Stuck in the mud Farmers and rabbits Octopus tig	Line tig Shark attack Granny's footsteps	Cups and saucers Sun and ice	Wacky laps Cups, saucers and robbers	Tig with 2 rugby tags Noughts and crosses relay	Relays with batons Tig with 1 rugby tag
Run constantly for 1 min	Run constantly for 2 mins	Run constantly for 3 mins	Run constantly for 4 mins	Run constantly for 5 mins	Run constantly for 6 mins