



CRIGGLESTONE ST. JAMES CE PRIMARY ACADEMY

# Physical Education

'Ready for the Future'

2022-2023



CRIGGLESTONE ST. JAMES CE PRIMARY ACADEMY

# Physical Education Progression Grid

(Progression of skills, knowledge and vocabulary)

‘Ready for the Future’

2022-2024



# Intent:

At Crigglestone St James Academy, we have taken the National Curriculum for PE and created an enhanced version which inspires learners to develop a love for PE, physical activity and sport to enable them to live healthy lifestyles and perform as talented sports people.

The opportunities we provide throughout our PE curriculum develops the holistic sports person. We understand the importance of physical education and activity and we also develop children's ability to coach, utilise their skills during lessons, organise team activities and referee.

We recognise that physical education is important to pupils' physical, mental, social and emotional development and health. Children at St James are encouraged to reach their full potential in an inclusive and engaging environment which supports and challenges all children. Our aim is for physical education to help children be "Ready for the Future" in all aspects of their life through developing creativity, curiosity and resilience, experiencing leadership and forming social relationships.

We have used the National Curriculum to create a coherent and sequential progression model that outlines skills, knowledge and vocabulary needed in each key stage. This builds towards learners being able to apply their knowledge, skills and understanding across physical activity and sport. The subject leaders ensure that progression maps and long term plans are meaningful and that lesson plans are of a detailed level with clear sequencing of content being taught across each unit with key questions and statements linked to the progression grids.

The five key indicators at the heart of our provision and sports funding is used to enhance opportunities within the curriculum, lunchtime provision and extra curricular activities. The indicators also help us to be active in the community, signposting additional activities for children to continue to learn and develop their skills.



# Implementation:

At Crigglestone St James PE is led by experienced subject experts who have a passion for physical education, physical activity and sport and ensuring that all children can access the curriculum. They offer support to all staff to help them implement the curriculum and provide detailed lesson plans to support this.

Our PE curriculum and lessons follow Rosenshine's Principles. Learners have the opportunity to revisit and build upon prior learning. Learners have the opportunity to learn new skills, practise these skills and then apply their knowledge and skills through a wider range of activities and with a range of equipment.

Our lessons begin with some information about the key athlete linked to the sport they're learning, understanding our Sporting Values, a review of previous learning, introduce and revisit tier 2 and 3 vocabulary and an introduction to the lesson objective. Learners then have a purposeful warm up which is linked to the sport they're doing before learning a skill and applying it. To end our lessons there is a cool down and an opportunity for learners and teachers to evaluate the lesson.

Throughout lessons we offer high quality modelling (which ensures all children are able to access the lesson), opportunities for learners to problem solve and provide opportunities for them to demonstrate their understanding and develop learning through effective questioning.

Learners are given the opportunity to experience competition. This is provided during lessons, in intra house festivals, inter school festivals and wider festivals offered through The School Games Organisation. Our lunchtime provision supports our PE curriculum providing further competition in provision zones, opportunities to achieve a personal best and also The Daily Mile.



## Sporting Values:



These sporting values are embedded in our PE, physical activity and sport lessons to ensure that learners have a knowledge of the foundations a sports person needs alongside their physical ability.



# Curriculum Overview:

Physical Education Overview												
	Autumn 1A	Autumn 2A	Spring 1A	Spring 2A	Summer 1A	Summer 2A	Autumn 1B	Autumn 2B	Spring 1B	Spring 2B	Summer 1B	Summer 2B
EYFS	Body Management	Manipulation & Coordination	Gymnastics	Cooperate & Solve Problems	Dance	Speed Agility & Travel	Body Management	Manipulation & Coordination	Gymnastics	Cooperate & Solve Problems	Dance	Speed Agility & Travel
KS1	Foundations	Attack, Defend & Shoot	Gymnastics	Send & Return	Dance	Run, Jump & Throw	Attack, Defend & Shoot	Pilates	Attack, Defend & Shoot	Send & Return	Orienteering	Hit, Catch & Run
LKS2	Football	Foundations	Tennis	Gymnastics	Athletics	Dance	Pilates	Tag Rugby	Volleyball	Netball	Cricket	Orienteering
UK2	Football	Foundations	Badminton	Gymnastics	Athletics	Dance	Pilates	Tag Rugby	Volleyball	Netball	Rounders	Orienteering



## EYFS Overview

	Summer 1 2022	Summer 2 2022	Autumn 1 2022	Autumn 2 2022	Spring 1 2023	Spring 2 2023	Summer 1 2023	Summer 2 2023
<b>Area:</b>	Dance	Speed, Agility & Travel	Body Management	Manipulation & Coordination	Gymnastics	Cooperate & Solve Problems	Dance	Speed, Agility & Travel
<b>Big Question</b>	Do you need music to be able to dance?	Is there only one type of movement?						
<b>Provocative Statement</b>	You only use your legs when dancing.	The faster person is always the best.						
<b>Subject Content from NC</b>	Develop overall body strength, coordination, balance and agility. Negotiate space safely with consideration for themselves and others	Developing speed and agility in travel and movement Develop overall body strength, balance, coordination and agility.						
<b>Vocabulary</b>	Beat Twist Turn Rhythm Stretch Link	Alternate Anticipate Roll Switch				Cooperate Retrieve Width Length Anticipate Alternate		
<b>Prior Knowledge to EYFS</b>	When an adult is talking, you need to listen to instructions You need to make sure you are looking where you are going when moving Some movements take longer to master than others Remembering sequences and patterns related to music and rhythm	Children make the decision of how they should move: crawl, run or walk. Children have started to learn how to collaborate with others				Choose the right resources to carry out their own plan Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks		
<b>Prior Skills to EYFS</b>	To respond to different music Basic movements including walking, crawling, running,	Explore a variety of rolling, sliding and slithering movements.				Coordinate similar types of objects in different ways. Differentiate ways to manoeuvre objects.		



	jumping and taking weight on hands Being able to replicate basic demonstrations and copy simple movements and shape	Jump using a variety of take offs and landings. Moving on and off low apparatus using hands and feet in a variety of combinations Participate in a variety of group activities.						
<b>Prior Vocabulary to EYFS</b>	Music Dance Movement Shape	Run Fast Slow Listen Go Stop						
<b>Inspirational Athletes</b>	<b>Triplets Ghetto Kids</b> 	<b>Mo Farah</b> 		<b>F2 Freestylers</b> 				<b>David Brown</b> 

### KS1 Overview

	Summer 1 2022	Summer 2 2022	Autumn 1 2022	Autumn 2 2022	Spring 1 2023	Spring 2 2023	Summer 1 2023	Summer 2 2023
<b>Area:</b>	Orienteering	Hit, Catch & Run	Foundations	Attack, Defend & Shoot	Gymnastics	Send & Return	Dance	Run, Jump & Throw
<b>Big Question</b>	Is it better to work as an individual or in a team?	Who has the most important role: the batter, the bowler or the fielder?						
<b>Provocative Statement</b>	You don't need to listen to instructions	The harder you try hit a ball, the better the outcome.						
<b>Subject Content from NC</b>	To participate in team games and master basic movements including: running,	Master basic movements including: running, jumping, throwing and catching.					Perform dances using simple movement patterns.	



	balance, agility and coordination	Participate in different team games developing simple tactics for attack/defence						
<b>Vocabulary</b>	Sequence Symbol Coordination Combination Compose Unison	Batter Bowler Backstop Fielder Retrieve Strike						
<b>Prior Knowledge to KS1</b>	Choose the right resources to carry out their own plan. Use thinking skills to follow multi step instructions Know some map symbols	Children have learnt to be safe when using equipment. Children look where they are going to ensure that they are safe. You don't need to have a huge swing to hit an object						
<b>Prior Skills to KS1</b>	Develop the overall body strength, co-ordination balance and agility. Take part in competitive races and work with a partner. Follow simple instructions. Recognise, remember, and match some symbols. Hold a pencil effectively and begin to show accuracy when drawing	Negotiate space and obstacles safely with consideration for themselves and others. Demonstrate strength, balance and coordination. Move energetically (running, jumping, skipping)						
<b>Prior Vocabulary to KS1</b>	Cooperate Retrieve Width Length Anticipate Alternate	Alternate Anticipate Roll Switch Powerful					Beat Twist Turn Rhythm Stretch Link	
<b>Inspirational Athletes</b>	Daniel Hubmann 	Mithali Raj 	Jake Daniels 	Eni Aluko		Bethania de La Cruz		



LKS2 Overview								
	Summer 1 2022	Summer 2 2022	Autumn 1 2022	Autumn 2 2022	Spring 1 2023	Spring 2 2023	Summer 1 2023	Summer 2 2023
<b>Area:</b>	Cricket	Orienteering	Football	Foundations	Tennis	Gymnastics	Athletics	Dance
<b>Big question</b>	What skills do you need to play cricket?	Do you need to be able to read a map?	Can a team succeed without communication?		Do you only use your hands and feet in tennis?		Can you be an athlete if you're not the best runner?	
<b>Provocative Statement</b>	The best player is the player who can hit the ball the furthest	You need to be able to use a compass to be good at orienteering	Being a goal scorer is the most important role in a team		Hitting the ball as hard as I can will always be successful		Throwing is more important than running	
<b>Subject content from NC</b>	Use running, throwing, jumping and catching in isolation/combination. Play competitive games and apply basic principles of attack/defence	To take part in outdoor and adventurous activity challenges both individually and within a team.						Perform dances using a range of movement patterns. Compare their performances with previous ones and demonstrate improvement to achieve a personal best.
<b>Vocabulary</b>	Boundary Innings Over Stance	Cardinal Points Diagrams Orienteering Scale						
<b>Prior Knowledge to LKS2</b>	When catching an object overhead, thumbs need to be together and the palms of the hands facing the object.  When catching below headline, little	Checklists will help identify what is required to be looked for on trails.  When searching for objects, investigating the area safely is important.						



	<p>fingers need to be together to make a cup and the object is brought into the chest.</p> <p>When fielding, throwing overarm is the better option when throwing from a distance and underarm is better for a shorter distance throw.</p>	<p>Following instructions, listening to others, communicating with kind words and turn taking will help achieve a goal.</p>						
<b>Prior Skills to LKS2</b>	<p>Able to hit objects with hands and a variety of bats. Hit and run to score points in games Develop feeding/bowling skills, sending and receiving skills to benefit fielding as a team. Track and retrieve a rolling ball. Throw and catch a variety of balls and objects. Distinguish between the roles of batters and fielders. Introduce the concept of simple tactics to work on a variety of ways to score runs and to field. Begin to play the role of wicketkeeper or backstop.</p>	<p>Use thinking skills to follow multi step instructions. Solve more challenging problems as an individual. Comprehend that one thing can represent another. Take part in activities with increasing challenge to build confidence. Use searching skills to find given items from clues and pictures. To begin to work as a pair to navigate space. Use and explore unusual equipment to develop coordination, problem-solving and motor skills.</p>						
<b>Prior Vocabulary to LKS2</b>	<p>Sequence Symbol Coordination Combination Compose Unison</p>	<p>Sequence Symbol Coordination Combination Compose Unison</p>						
<b>Inspirational Athletes</b>	Jimmy Anderson	Thierry Gueorgiou	Christian Eriksen	Mal O'Brien	Rafael Nadal		Sha'carri Richardson	



## UKS2 Overview

	Summer 1 2022	Summer 2 2022	Autumn 1 2022	Autumn 2 2022	Spring 1 2023	Spring 2 2023	Summer 1 2023	Summer 2 2023
<b>Area:</b>	Rounders	Orienteering	Football	Foundations	Badminton	Gymnastics	Athletics	Dance
<b>Big Question</b>	Can you win a game without tactics?	Is there more than one way in which we can communicate	Should you take a risk when playing football?		Is there only one shot in badminton?		Does your body shape affect how well you can perform?	
<b>Provocative Statement</b>	Being offensive is better than being defensive	Speaking is always the best form of communication	You don't need to play as a team to achieve a result		There are no other sports like badminton		Winning as an individual is better than winning as a team	
<b>Subject Content from NC</b>	Use running, throwing, jumping and catching in isolation/combination.  Play competitive games and apply basic principles of attack/defence	To take part in outdoor and adventurous activity challenges both individually and within a team						Perform dances using a range of movement patterns. Compare their performances with previous ones and demonstrate improvement to achieve a personal best.
<b>Vocabulary</b>	Half Rounder Rounder Offensive Defensive	Orient Morse Code Decipher Knot						
<b>Prior Knowledge to UKS2</b>	When looking to score points/runs in a game, it is important to look for a space in the field.	Challenges can be accomplished with different strategies.  Using the key on maps will help						



	To find the space in the field when batting, footwork and body position need to be adapted.	interpret what is on a map.  A compass can be used to find the direction which is needed for travel.  Using teammates strengths will help achieve the desired outcome.						
<b>Prior Skills to UKS2</b>	To strike a bowled ball with intent and use decision making attempt which direction it will go. To develop the range of striking and fielding skills which can be applied in a competitive context. To be able to adhere to some of the basic rules of cricket. To develop a range of skills to use in isolation and a competitive context. Work cooperatively with others to complete fielding tasks. Choose and use a range of simple tactics in isolation and in a game context. Consolidate existing skills and apply with consistency.	Identify the relevance of and use maps, compass and symbols. Work well in a team or group within defined and understood roles. Plan and refine strategies to solve problems. Work with others to solve problems. Describe their work and use different strategies to solve problems. Lead others and be led in a range of activities. Differentiate between when a task is competitive and when it is collaborative. Identify what they do well and suggest what they could do to improve.						
<b>Prior Vocabulary to UKS2</b>	Boundary Innings Over Stance	Cardinal Points Diagrams Orienteering Scale						
<b>Inspirational Athletes</b>	Daisy Shepherdson	Grace Molloy	Rio Ferdinand	Alec Smith 	Chan Ho-Yuen	Becky Downie 	Anna Nicolson	





# Gymnastics

## Skills

Strand	EYFS	KS1	LKS2	UKS2
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	<p>To develop confidence in fundamental movements • To experience jumping, sliding, rolling, moving over, under and on apparatus • To develop coordination and gross motor skills</p> <p>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</p>	<p>Identify and use simple gymnastics actions and shapes.</p> <ul style="list-style-type: none"> <li>• Apply basic strength to a range of gymnastics actions.</li> <li>• Begin to carry simple apparatus such as mats and benches.</li> <li>• To recognise 'like' actions and link them.</li> <li>• To perform a variety of basic gymnastics actions showing control.</li> <li>• To introduce turn, twist, spin, rock and roll and link these into movement patterns.</li> <li>• To perform longer movement phrases and link with confidence.</li> </ul> <p>Describe and explain how performers can transition and link gymnastic elements.</p> <ul style="list-style-type: none"> <li>• Perform with control and consistency basic actions at different speeds and on different levels.</li> <li>• Challenge themselves to develop strength and flexibility.</li> <li>• Create and perform a simple sequence that is judged using simple gymnastic scoring.</li> <li>• Develop body management through a range of floor exercises.</li> <li>• Use core strength to link recognised gymnastics elements, e.g., back support and half twist.</li> <li>• Attempt to use rhythm while perform</li> </ul>	<p>Modify actions independently using different pathways, directions and shapes.</p> <ul style="list-style-type: none"> <li>• Consolidate and improve the quality of movements and gymnastics actions.</li> <li>• Relate strength and flexibility to the actions and movements they are performing.</li> <li>• To use basic compositional ideas to improve sequence work.</li> <li>• Identify similarities and differences in sequences.</li> <li>• Develop body management over a range of floor exercises.</li> <li>• Attempt to bring explosive moves into floor work through jumps and leaps.</li> <li>• Show increasing flexibility in shapes and balances.</li> </ul> <p>To become increasingly competent and confident to perform skills more consistently.</p> <ul style="list-style-type: none"> <li>• Able to perform in time with a partner and group.</li> <li>• Independently use compositional ideas in sequences such as changes in height, speed and direction.</li> <li>• Develop an increased range of body actions and shapes to include in a sequence.</li> <li>• Define muscles groups needed to support the core of their body.</li> <li>• Refine taking weight on small</li> </ul>	<ul style="list-style-type: none"> <li>• Create longer and more complex sequences and adapt performances.</li> <li>• Take the lead in a group when preparing a sequence.</li> <li>• Develop symmetry individually, as a pair and in a small group.</li> <li>• Compare performances and judge strengths and areas for improvement.</li> <li>• Select a component for improvement. For example - timing or flow.</li> <li>• Take responsibility for own warm-up including remembering and repeating a variety of stretches.</li> <li>• Perform more complex actions, shapes and balances with consistency.</li> <li>• Use information given by others to improve performance</li> </ul> <p>Lead group warm-up showing understanding of the need for strength and flexibility.</p> <ul style="list-style-type: none"> <li>• Demonstrate accuracy, consistency, and clarity of movement.</li> <li>• Work independently and in small groups to make up own sequences.</li> <li>• Arrange own apparatus to enhance work and vary compositional ideas.</li> <li>• Experience flight on and off of high apparatus.</li> <li>• Perform increasingly complex sequences.</li> <li>• Combine own</li> </ul>
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			and large body parts, for example, hand and shoulder.	ideas with others to build sequences. • Compose and practise actions and relate to music. • Show a desire to improve across a broad range of gymnastics actions.
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# Dance

## Knowledge

EYFS	KS1	LKS2	UKS2
<p>Dancing can involve a lot of different movements with different parts of the body.</p> <p>Movements can begin to be ordered to make a simple dance pattern.</p>	<p>Dance sequences can be performed along different pathways, performed at different speeds and changes in directions.</p> <p>This can help children begin to understand emotion through movement in dance.</p>	<p>Different music has different rhythms, beats and tempo which can alter how dancers perform.</p> <p>Dance movements can be repeated on numerous to represent a character, object, theme.</p> <p>Movement patterns can be choreographed when relating to different themes and different dance genres.</p>	<p>Improvisation can enhance dance routines and can build on children's ability to choreograph emotion into a routine.</p> <p>Children will have a more fluent movement and refine/evaluate routines as an individual/pair/group.</p>

## Skills

EYFS	KS1	LKS2	UKS2
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<p>Recognise that actions can be reproduced in time to music; beat patterns and different speeds To perform a wide variety of dance actions both similar and contrasting. Copy, repeat, and perform simple movement patterns. Count and move to beats of 8. Copy and repeat movement patterns. Work as an individual, in partners, and as a group.</p>	<p>Respond to a range of stimuli and types of music. Explore space, direction, levels and speeds with control and consistency. Experiment and challenge themselves to create actions and performing movements with different body parts. Able to build simple movement patterns from given actions and transition between different shapes and balances. Compose and link actions to make simple movement phrases to create a short performance. Respond appropriately to supporting concepts such as canon and levels. To begin to use emotion and feeling in dance routines.</p>	<p>Practise using freeze frames in routines. Building stylistic qualities of different dances through repetition and applying movement to own bodies. To be able to perform a variety of different formations in dance. Building basic creative choreography skills in travelling, dynamics and partner work in different styles of dance/related to a theme. Develop a dance to perform as a group with a set starting position. To perform more confidently using facial expressions and emotions To use props whilst performing dance routines.</p>	<p>Perform different styles of dance fluently and clearly. • Refine &amp; improve dances adapting them to include the use of space rhythm &amp; expression. • Worked collaboratively in groups to compose simple dances. • Recognise and comment on dances suggesting ideas for improvement. • Developing choreography and devising skills in relation to a theme. • Exploring dynamic quality and formations to communicate character. • Concentrating on one simple theme throughout and linking all activities to the communication of this to an audience.</p> <p>• Work collaboratively to include more complex compositional ideas • Develop motifs and incorporate into self composed dances as individuals, pairs &amp; groups • Talk about different styles of dance with understanding, using appropriate language &amp; terminology • Developing group devices and greater use of teamwork. • Demonstrating narrative through contact and relationships • Showing tension through pattern and formation</p>
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# Foundations

## Skills

Strand	EYFS	KS1	LKS2	UKS2
	<p>To explore balance and how to manage own body.</p> <p>To begin to learn how to stretch, reach and extend in a variety of ways and positions.</p> <p>To be able to control body and perform specific movements on command.</p> <p>To begin to show engagement in tasks to perform movements safely</p>	<p>To explore core strength and lower body and upper body stability.</p> <p>To develop an understanding of coordination and flexibility.</p> <p>To show more body control when learning new movements.</p> <p>To begin to understand the importance of moving slowly when learning new movements.</p>	<p>To apply knowledge of core strength and lower/upper body stability to improve technique.</p> <p>To be able to judge pace during exercises for maximum effort.</p> <p>To compare previous performances in body management skills.</p> <p>To understand the impact exercise has on strengthening the body.</p>	<p>To improve balance and control using replication.</p> <p>To understand the importance in hydration whilst exercising.</p> <p>To understand the importance of rest after exercise and the impact sleep has on the body and mind.</p> <p>To use previous knowledge to create exercises for others to participate in.</p> <p>To evaluate exercises and think of ways of improving.</p>



# Cooperate & Solve Problems

## (Cooperate & Solve Problems)

### Knowledge

EYFS	KS1	LKS2	UKS2
<p>There are different ways of travelling to get from one place to another: crawling, walking, jumping, skipping, running.</p> <p>It is important to cooperate during team activities. These can be verbal or physical.</p>	<p>Checklists will help identify what is required to be looked for on trails.</p> <p>When searching for objects, investigating the area safely is important.</p> <p>Following instructions, listening to others, communicating with kind words and turn taking will help achieve a goal.</p>	<p>Challenges can be accomplished with different strategies.</p> <p>Using the key on maps will help interpret what is on a map.</p> <p>A compass can be used to find the direction which is needed for travel.</p> <p>Using teammates strengths will help achieve the desired outcome.</p>	<p>Orienting a map is important to be able to move from one landmark to another.</p> <p>Being a team player means sharing, listening to ideas and supporting the group to achieve the shared goals.</p> <p>Evaluating tasks of what went well, what didn't go well and what can be improved is key for reflecting for future activities.</p>



# Skills

Strand	EYFS	KS1	LKS2	UKS2
<b>Preparation &amp; Organisation</b>			Work well in a team or group within defined and understood roles. Plan and refine strategies to solve problems.	Lead others and be led in a range of activities.
<b>Communication</b>			Work with others to solve problems. Describe their work and use different strategies to solve problems.	
<b>Compete &amp; Perform</b>			Differentiate between when a task is competitive and when it is collaborative. Identify what they do well and suggest what they could do to improve.	



	<p>Collect, distinguish and differentiate colours and create shapes as a team</p> <p>Move confidently and cooperatively in space</p> <p>Travel in a range of ways e.g. crawling, jogging, skipping, running, bouncing, jumping, sliding, slithering.</p>	<p>Use thinking skills to follow multi step instructions.</p> <p>Solve more challenging problems as an individual.</p> <p>Comprehend that one thing can represent another.</p> <p>Take part in activities with increasing challenge to build confidence.</p> <p>Use searching skills to find given items from clues and pictures.</p> <p>To begin to work as a pair to navigate space.</p> <p>Use and explore unusual equipment to develop coordination, problem-solving and motor skills.</p>		<p>Explore ways of communicating in a range of challenging activities.</p> <p>Navigate and solve problems from memory.</p> <p>Develop and use trust to complete the task and perform under pressure.</p> <p>Use information given by others to complete tasks and work collaboratively.</p> <p>Undertake more complex tasks.</p> <p>Take responsibility for a role in a task.</p> <p>Use knowledge of PE and physical activities to suggest design ideas &amp; amendments to games.</p>
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# Attack, Defend & Shoot

## (Manipulation & Coordination/Football)

### Knowledge

Strand	EYFS	KS1	LKS2	UKS2
<b>Manipulation &amp; Coordination</b>	When passing a ball to a partner you need to look at the target where you are throwing/kicking  When manoeuvring objects, take the weight before moving.			
<b>Football</b>			When you are receiving the ball, you need to move towards it.	

### Sport Specific Skills

Strand	EYFS	KS1	LKS2	UKS2
<b>Football</b>	Contact a ball with leg and feet.	Kick with the inside of foot and stopping the ball. Controlling a ball with feet. Begin to dribble with some control.	Using the inside and outside of the foot to trap the ball. Dribbling in different directions. Defensive tackling. Front of player and goal side marking.	Turning with the ball. Running with the ball. Keeping possession. Applying skills into games. Setting up others to shoot Deny space for attacking teams Role of a covering defender



				Close control with the ball.
<b>Netball</b>	Throw and catch hoops and other small objects.	Bounce a ball to send it. Pass and move. Intercepting in a game.	Chest, shoulder and bounce pass. Dodging to get into space. Begin to use footwork rules in a game situation and explore basic marking.	Effective use of bounce pass in a game. Greater variety of dodging skills. Pivot and pass. 2 handed shooting. Double bounce rule Marking to pass or shoot. Organisation around the D Rebounds: attackers/defenders Knocking the ball away.
<b>Tag Rugby</b>	Coordinate limbs to carry out defined movements and actions.	Pass and move. Intercepting in a game.	Ball Handling, picking up and running with the ball Running past defenders Evading taggers and tag protocol Keeping possession	Tagging opposition When to run and when to pass into space Deny space Pop pass Magic diamond formation 3 step and pass technique Set play for attacking Take the distance not time Spaces not faces
<b>Skills</b>				
<b>Body Control</b>	Work with others to control objects in space. Differentiate ways to manoeuvre objects.	Refine ways to control bodies and a range of equipment.	To show increased confidence and perform with more consistency a selection of basic skills such as dribbling, kicking, shooting throwing and catching.	Use strength, agility and coordination when defending.
<b>Movement</b>	Coordinate body parts such as hand-eye, foot-eye over a	To practice basic movements including running, jumping, throwing and catching.	Demonstrate increased speed and endurance during game play.	Become more skilful when performing movements at speed.



	variety of activities and in different ways	To experience opportunities to improve agility, balance and coordination. Recall and link combinations of skills, e.g. dribbling and passing.	Moving towards the ball to receive the pass.	Select and apply appropriate skill in a game situation. Combine and perform more complex skills at speed in games.
<b>Send &amp; Retrieve</b>	Send and receive objects with different body parts. Coordinate similar objects in a variety of ways.	Can send a ball using feet and can receive a ball using feet.	To send the ball with some accuracy to maintain possession. To show more accuracy passing over longer distance.	Increase power and strength of passes, moving the ball accurately in a variety of situations.
<b>Tactics</b>		Use and apply simple strategies for invasion games. To select and apply a small range of simple tactics. To work with others to build basic attacking play.	To build attacking/offensive play, using space efficiently.	Select and apply a range of tactics and techniques and play with consistency. To play effectively in a variety of positions and formations on the pitch. Relate a greater number of attacking and defensive tactics to gameplay. Switch effectively as a team between defence and attack. Choose and implement a wider range of strategies to play defensively and offensively.
<b>Competition</b>		To begin to engage in competitive activities. To recognise rules and apply them in competitive and cooperative games.	To be able to implement basic rules of modified games.	Play effectively as a team in defence taking individual responsibility for your role.



<b>Evaluation</b>	To begin to share what they liked about an activity and what they didn't like	Preparing for, and explaining the reasons why we enjoy exercise. Recognise good quality in self and others.	Apply and evaluate a small range of tactics in a competitive situation.	Grasp more technical aspects of the game. Observe, recognise and analyse good individual and team performances.
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# Send & Return

(Send & Return - Tennis - Badminton)

## Knowledge

Sport	EYFS	KS1	LKS2	UKS2
<b>Send &amp; Return</b>		<p>When sending to a partner, ensure you are looking at them and communicate that you're sending an object.</p> <p>When receiving with your hands, have them in a ready position to catch.</p>		
<b>Tennis</b>			<p>When you are receiving the ball you need to ensure that you're on your toes ready to react.</p> <p>When using a forehand or backhand stroke ensure that the racket is in a horizontal position.</p> <p>To add power into shots, follow through when you've hit the ball.</p>	



<p style="text-align: center;"><b>Badminton</b></p>				<p>Keep your eye on the shuttlecock and use your non-racket hand to point to the direction you want to hit it.</p> <p>When you go to smash the shuttlecock you need to hit it when it's on its descend.</p>
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## Sport Specific Skills

Sport	EYFS	KS1	LKS2	UKS2
<p style="text-align: center;"><b>Send &amp; Return</b></p>		<p>Identify dominant/non-dominant hand. To be able to self-feed a ball to a partner using a racquet/hand. Develop a ready position to return a ball.</p>		
<p style="text-align: center;"><b>Tennis</b></p>			<p>Correct position to return a ball. Consistently send forehand shots to targets and introduce backhand shots.</p>	
<p style="text-align: center;"><b>Badminton</b></p>				<p>Moving opposition around the court. Performing long/short serves. Drop and smash shots. Quick reactions for confident net play. Offensive court positioning.</p>



Defensive formations for doubles.

# Skills

Strand	EYFS	KS1	LKS2	UKS2
<b>Send &amp; Receive</b>	Send and receive objects with different body parts	To be able to send an object with increased confidence using hand or bat with some consistency.	Serve to begin a game Work to return the serve Explore and use different shots with both the forehand and backhand. Practise some trick shots in isolation.	Use different types of serves in-game and new shots learnt in games. Play with others to score and defend points in competitive games. Introduce Volley shots and Overhead shots.
<b>Coordination</b>	Coordinate body parts such as hand-eye, foot-eye over a variety of activities and in different ways Coordinate similar objects in a variety of ways Differentiate ways to manoeuvre objects	Improve agility and coordination and use in a game.		
<b>Movement</b>	Travel with some control and coordination	Be able to make it difficult for their opponent to score a point	Move towards a moving ball to return it. Track, intercept and stop a variety of objects such as balls and beanbags. Be able to track the path of a ball over a net and move towards it	Move confidently around the playing area using footwork techniques.
<b>Competition</b>		To begin to play modified net/wall games throwing, catching and sending over a net	To play competitive games, applying some rules of net games.	Play with others to score and defend points in competitive games.
<b>Tactics</b>		Work with others to control objects in space	Demonstrate different court positions in gameplay.	Develop further ways of playing with others cooperatively and in competition.



		Begin to choose specific tactics appropriate to the situation Select and apply skills to beat the opposition.		
<b>Rules</b>		Begin to follow simple rules in games.	Identify and describe some rules of net games. Play with some understanding of modified court boundaries	Further, explore Tennis service rules.

## Run, Jump & Throw

(Speed, Agility & Travel - Run, Jump & Throw - Athletics)

<b>Skills</b>				
<b>Strand</b>	<b>EYFS</b>	<b>KS1</b>	<b>LKS2</b>	<b>UKS2</b>
<b>Jumping</b>	<b>Jump for speed and distance</b>	Experience and improve on jumping for distance and height.	Jump for height and distance with control and balance. Using jumping stations, children investigate in small groups different ways of performing these activities.	
<b>Throwing</b>	Send objects with different parts of your body	Develop throwing techniques to send objects over long distances. Can throw and handle a variety of objects including quoits, beanbags, balls, hoops.	Throw with speed and power and apply appropriate force. Using a variety of equipment, ways of measuring and timing, comparing the effectiveness of different styles of throws. Using throwing stations, children investigate in small	Perform a range of jumps and throws demonstrating increasing power and accuracy. Apply strength and flexibility to a broad range of throwing activities.



			groups different ways of performing these activities.	
<b>Travelling</b>	<p>Travel with some control and coordination Change direction at speed through both choice and instructions Stop, start, pause, prepare for and anticipate movement in a variety of situations</p> <p>Perform fast and slow movements Move by inching and crawling</p>	<p>To learn and refine a range of running which includes varying pathways and speeds. Pupils will begin to link running and jumping. Can negotiate obstacles showing increased control of body and limbs.</p>	<p>Demonstrate agility and speed. Using a variety of equipment, ways of measuring and timing, comparing the effectiveness of different styles of runs. Using running, children investigate in small groups different ways of performing these activities.</p>	<p>Sustain pace over short and longer distances such as running 100m and running for 2 minutes. Able to run as part of a relay team working at their maximum speed. Apply strength and flexibility to a broad range of running activities.</p>
<b>Body Management</b>	<p>Use strength to maintain body shape Show control to stop and perform actions</p>	<p>Increase stamina and core strength needed to undertake athletics activities. Take part in a broad range of opportunities to extend strength, balance, agility and coordination. Develop power, agility, coordination and balance over a variety of activities. Improve running and jumping movements, work for sustained periods of time.</p>	<p>Control movements and body actions in response to specific instructions.</p>	
<b>Evaluation</b>		<p>Reflect on activities and make connections between a healthy active lifestyle.</p>		<p>Become confident and expert in a range of techniques and recognise their success. Work in collaboration and demonstrate improvement when working with self and others. Accurately and confidently judge across a variety of activities.</p>



# Hit, Catch & Run

(Speed, Agility & Travel - Hit, Catch & Run – Cricket - Rounders)

## Knowledge

EYFS	KS1	LKS2	UKS2
<p>There are different ways of sending an object: rolling, throwing, kicking, bouncing and patting</p> <p>When a target is close, an object doesn't need to be sent with a lot of power.</p> <p>If a target is at a further distance, more power is needed.</p>	<p>When catching an object overhead, thumbs need to be together and the palms of the hands facing the object.</p> <p>When catching below headline, little fingers need to be together to make a cup and the object is brought into the chest.</p> <p>When fielding, throwing overarm is the better option when throwing from a distance and underarm is better for a shorter distance throw.</p>	<p>When looking to score points/runs in a game, it is important to look for a space in the field.</p> <p>To find the space in the field when batting, footwork and body position need to be adapted.</p> <p>When playing cricket, the ball needs to be bowled overarm.</p>	<p>The change in speed when bowling can be used as a tactic to stop the attacking team from scoring runs.</p> <p>Different tactics can be used for different game scenarios e.g. when to be aggressive and on the offensive and when to be conservative and defend.</p>

## Sport Specific Skills

Sport	EYFS	KS1	LKS2	UKS2
Cricket			<p>Anticipate when to score runs.</p> <p>Explore the role of a wicket keeper.</p> <p>To attempt a pull shot in games.</p>	
Rounders				<p>Play using a standard rounders pitch layout.</p>



				<p>Body position to catch a ball to stump players out.</p> <p>Apply backward hit ruling.</p> <p>Distinguish between close and deep fielding.</p> <p>Bowling a fast ball.</p> <p>Play tactically to avoid running out team mates.</p>
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## Skills

Strand	EYFS	KS1	LKS2	UKS2
<b>Batting</b>		Able to hit objects with hands and a variety of bats. Hit and run to score points in games.	To strike a bowled ball with intent and use decision making attempt which direction it will go. To develop the range of striking and fielding skills which can be applied in a competitive context.	Attempt a small range of shots in isolation and in competitive scenarios.
<b>Bowling</b>		Develop feeding/bowling skills, sending and receiving skills to benefit fielding as a team. Use underarm bowling.	Bowl overarm from a stationary position. Begin to introduce a run up for bowling.	Attempt to bowl with a range of techniques (slow ball, fast ball) Showing confidence in bowling at different lengths (short and full)
<b>Fielding</b>		Track and retrieve a rolling ball. Throw and catch a variety of balls and objects. Begin to play the role of wicketkeeper or backstop.	To use a long barrier to collect a rolling ball. Collect and return a ball using underarm and overarm throws dependent on distance. Attempt to stop a bouncing ground ball with some success.	Develop retrieving and returning the ball (using teamwork where required) Throw for accuracy over a short distance
<b>Tactics</b>		Play as part of a team. Distinguish between the roles of batters and fielders. Introduce the concept of simple tactics to work on a variety of ways to score runs and to field.	To be able to adhere to some of the basic rules of cricket. Work cooperatively with others to complete fielding tasks. Choose and use a range of simple tactics in isolation and in a game context.	Use a range of tactics for attacking and defending in the role of bowler, batter and fielder. Recognise how some aspects of fitness apply to striking and



				fielding e.g., power, flexibility, and cardiovascular endurance Apply with consistency standard rules in a variety of different styles of games.
	Agility-based activities moving and controlling objects Recognise different actions such as: moving softly, quietly, quickly, powerfully		To develop a range of skills to use in isolation and a competitive context. Consolidate existing skills and apply with consistency.	Link together a range of skills and use in combination.
<b>Tier 2 Vocabulary</b>	<b>Confidence</b> <b>Spring</b> <b>Effort</b> <b>Tumble</b> <b>Prepare</b> <b>Yank</b> <b>Coordinate</b> <b>Warm up</b> <b>Try</b> <b>Cool down</b> <b>Play</b> <b>Skills</b> <b>Move</b> <b>Stretching</b> <b>Even</b> <b>Manoeuvre</b> <b>Achieve</b> <b>Cooperate</b> <b>Athlete</b> <b>Energetic</b> <b>Exercise</b> <b>Quick</b>	<b>Flexibility</b> <b>Support</b> <b>Improve</b> <b>Agile</b> <b>Power</b> <b>Bounce</b> <b>Somersault</b> <b>Posture</b> <b>Workout</b> <b>Technique</b> <b>Extend</b> <b>Combination</b> <b>Fine Motor Skills</b> <b>Stability</b> <b>Gross Motor Skills</b> <b>Encourage</b> <b>Participation</b> <b>Tactic</b> <b>Routine</b> <b>Active</b> <b>Improve</b> <b>Agility</b> <b>Communication</b> <b>Determination</b>	<b>Accelerate</b> <b>Prevention</b> <b>Repetition</b> <b>Sprain</b> <b>Muscles</b> <b>Strain</b> <b>Ability</b> <b>Strenuous</b> <b>Improve</b> <b>Fitness</b> <b>Practise</b> <b>Form</b> <b>Collaborate</b> <b>Frequency</b> <b>Implement</b> <b>Hydration</b> <b>Force</b> <b>Pressure</b> <b>Endurance</b> <b>Goal</b> <b>Victory</b> <b>Overcome</b> <b>Gruelling</b> <b>Physical</b>	<b>Evaluate</b> <b>Obesity</b> <b>Stamina</b> <b>Program</b> <b>Fatigue</b> <b>Cardiovascular</b> <b>Accuracy</b> <b>Range of Motion</b> <b>Adrenaline</b> <b>Contort</b> <b>Controversy</b> <b>Exhaustion</b> <b>Physicality</b> <b>Feat</b> <b>Anticipate</b> <b>Consistent</b> <b>Track</b> <b>Replication</b> <b>Efficiently</b> <b>Performance</b> <b>Stationary</b> <b>Demand</b> <b>Effectiveness</b> <b>Adaptability</b> <b>Assess FGB</b>