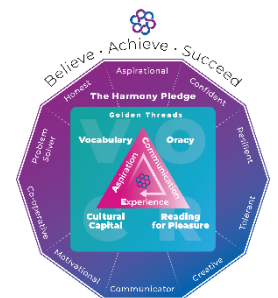
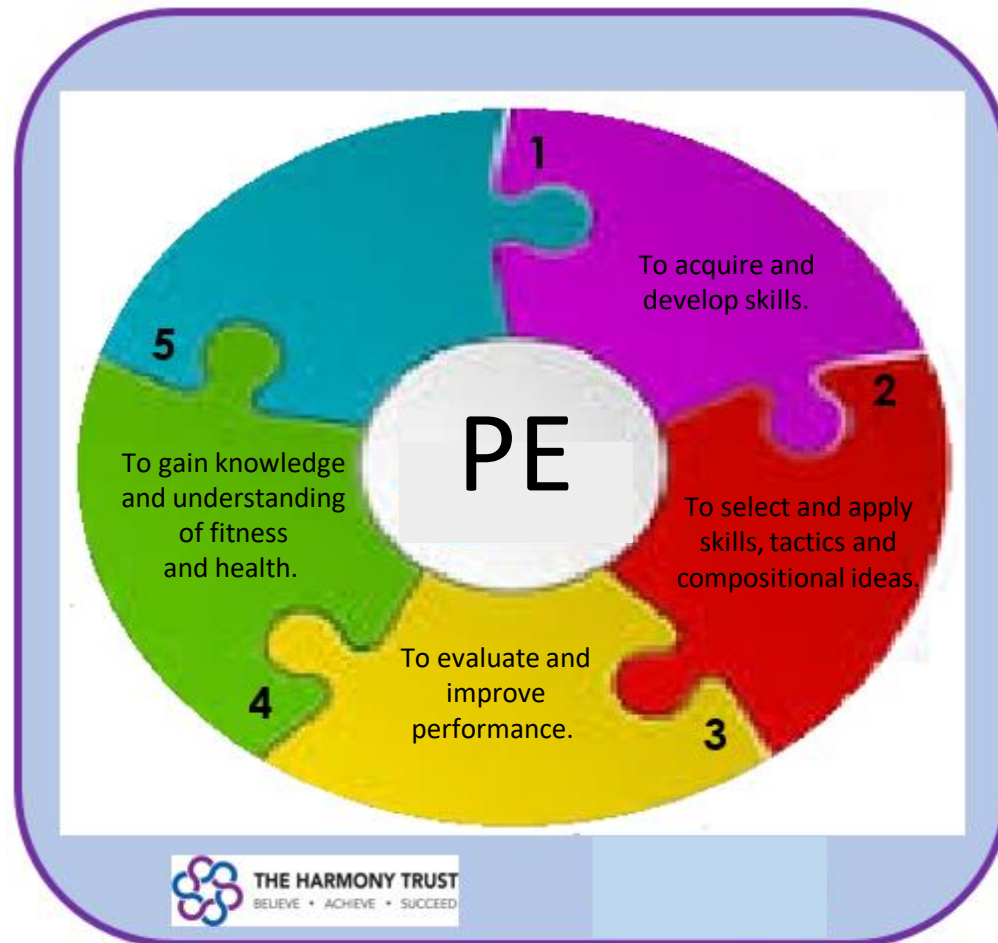




Subject Intent

Physical Education





PE Intent



Ash Croft Academy recognises the value of Physical Education (P.E). We fully adhere to the aims of the national curriculum for physical education to ensure that all children develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sports and activities and lead healthy, active lives

1. To acquire and develop skills.
2. To select and apply skills, tactics and compositional ideas.
3. To evaluate and improve performance.
4. To gain knowledge and understanding of fitness and health.



PE Implementation



P.E. is taught at Ash Croft Primary Academy as an area of learning in its own right as well as integrated where possible with other curriculum areas. It is taught at a minimum of two PE session a week.

We teach lessons so that children:

- Have fun and experience success in sport
- Have the opportunity to participate in P.E at their own level of development
- Have a secure knowledge and build on a range of skills
- Develop good sporting attitudes
- Understand basic rules
- Experience positive competition
- Learn in a safe environment
- Have a foundation for lifelong physical activity, leaving primary school as physically active.



PE Implementation



The PE programme of study for the academic year at Ash Croft Primary Academy is as follows:

	Aut 1	Aut 2	Spr 1	Spr 2	Sum1	Sum2
Foundation Stage	Fundamental Movement		Gymnastics – Rolls and Balances		Dance	Fundamental Movement
	Fundamentals	Small ball skills	Large Ball Skills	Small sided games	Athletics	Fundamentals





PE Implementation



The PE programme of study for the academic year at Ash Croft Primary Academy is as follows:

Year 1	Dance	Gymnastics	Health and Fitness	Gymnastics Apparatus	Health and Fitness	Dance
	Invasion (Football)	Striking and Fielding	Net / Wall (Tennis)	Invasion	Striking and Fielding	Athletics

Year 2	Dance	Gymnastics	Health and Fitness	Gymnastics Apparatus	Health and Fitness	Dance
	Invasion (Football)	Striking and Fielding	Net / Wall (Tennis)	Invasion	Striking and Fielding	Athletics





PE Implementation



The PE programme of study for the academic year at Ash Croft Primary Academy is as follows:

Year 3	Dance	Health and Fitness	Gymnastics	Health and Fitness	Gymnastics Apparatus	Dance
	Net / Wall (Tennis)	Invasion	Striking and Fielding	Invasion	Striking and Fielding	Athletics

Year 4	No indoor PE - Swimming					
	Striking and Fielding	Invasion	Striking and Fielding	Net / Wall (Tennis)	Invasion	Athletics





PE Implementation



The PE programme of study for the academic year at Ash Croft Primary Academy is as follows:

Year 5	Gymnastics	Dance	Health and Fitness	Dance	Gymnastics Apparatus	Health and Fitness
	Striking and Fielding	Invasion (Hockey)	Net / Wall (Basketball)	Invasion (Tag Rugby)	Outdoor and Adventurous	Athletics

Year 6	Gymnastics	Dance	Health and Fitness	Dance	Gymnastics Apparatus	Health and Fitness
	Invasion (Football)	Net / Wall (Netball)	Outdoor and Adventurous	Striking and Fielding	Invasion (Tag Rugby)	Athletics



Foundation Stage		Year 1		Year 2	
	<p>During these sessions the children will start to develop their understanding of healthy lifestyles and exercise.</p> <p>This will include:</p> <ol style="list-style-type: none"> 1. Recognising that feelings in our bodies change when we exercise. 2. Understanding about foods which are healthy. 3. Practising different exercises. 4. Developing their coordination, movement and control. 	Health and Fitness	<ol style="list-style-type: none"> 1. To develop a healthy musculoskeletal system (bones, muscles & joints) 2. To develop a healthy cardiovascular system (heart & lungs) 3. To develop a healthy neuromuscular awareness (coordination, movement & control) 4. To help maintain a healthy body weight 5. To understand more about healthy lifestyles. 	Health and Fitness	<ol style="list-style-type: none"> 1. To develop a healthy musculoskeletal system (bones, muscles & joints) 2. To develop a healthy cardiovascular system (heart & lungs) 3. To develop a healthy neuromuscular awareness (coordination, movement & control) 4. To help maintain a healthy body weight 5. To understand more about healthy lifestyles.

Foundation Stage		Year 1		Year 2	
Fundamentals – Small and Large Ball skills	<p>During these sessions the children will develop their knowledge of the key fundamental skills used in different sports. These will include:</p> <ol style="list-style-type: none"> 1) Throwing small balls over increasing distances underarm. 2) Throwing small balls using an overarm technique 3) Catching balls of different sizes with increasing accuracy. 4) Throwing large balls over increasing distances. 5) Kicking large balls with increasing accuracy. 6) Passing large balls with feet for accuracy. 7) Kicking large balls for power. 	Invasion games	<ol style="list-style-type: none"> 1. Recap fundamental skills previously learnt. 2. To further develop passing skills. 3. Understand the importance of team-work. 4. To further develop receiving skills. 5. Identify space when playing in a game. 6. To explore how to defend against an opponent. 7. To show effective communication with team-mates. 	Invasion Games	<ol style="list-style-type: none"> 1. Recap fundamental skills previously learnt. 2. To further develop passing skills. 3. Understand the importance of team-work. 4. To further develop receiving skills. 5. Identify space when playing in a game. 6. To explore how to defend against an opponent. 7. To show effective communication with team-mates. 8. Understand the importance of dodging when trying to get free from a defender. 9. Know how to pass the ball with increasing accuracy.

Key Outcomes

Foundation Stage

Year 1

Year 2

- 1) Throwing small balls over increasing distances underarm.
- 2) Throwing small balls using an overarm technique
- 3) Catching balls of different sizes with increasing accuracy.
- 4) Hitting small balls with a range of bats and rackets.

Striking and Fielding

- 1) Re-cap on the fundamental skills of throwing and catching.
- 2) Know how to send underarm and receive a ball with control.
- 3) Know how to send a ball using an overarm throw.
- 4) To further develop a range of fielding skills.
- 5) Work together and respect team-mates.
- 6) To practise hitting the ball with a range of different bats.
- 7) To hit for distance and accuracy.
- 8) To further explore simple attacking skills.

Striking and Fielding

- 1) Re-cap on the fundamental skills of throwing and catching.
- 2) Know how to send underarm and receive a ball with control when arriving at different heights.
- 3) Know how to send a ball using an overarm throw over increasing distances.
- 4) To further develop a range of fielding skills.
- 5) To practise hitting the ball with a range of different bats.
- 6) To hit for distance and accuracy.
- 7) Work together and respect team-mates.

Foundation Stage		Year 1		Year 2	
Gymnastics	<ol style="list-style-type: none"> 1) To learn how to balance on one foot. 2) To balance on feet and hands in combination. 3) To learn how to complete a pencil roll, a circle roll and a tuck roll. 4) Begin to learn how to complete a forward roll. 5) To combine different rolls and balances in short sequences. 	Gymnastics	<ol style="list-style-type: none"> 1. To balance showing different shapes. 2. To combine balances and changing shapes. 3. To develop knowledge of rolls and balances. 4. To develop forward rolls. 5. To perform different actions using different shapes. 6. To perform different actions using three different shapes using apparatus. 7. To move on an 'L-shaped' pathway. 8. To 'contrast' partner shapes. 9. To combine matched actions with 'contrasting' shapes within a partner. 	Gymnastics	<ol style="list-style-type: none"> 1. To develop knowledge of rolls and balances. 2. To develop forward rolls. 3. To balance showing different shapes. 4. To combine balances and changing shapes with travelling actions. 5. To perform different actions using shapes. 6. To 'mirror' a partner. 7. To perform different actions showing shapes using apparatus. 8. To 'mirror' and 'match' a partner using apparatus. 9. To 'match pathways' with a partner.

Key Outcomes				
Foundation Stage		Year 1		Year 2
Dance	<p>During these sessions the children will start to develop their fundamental movement skills and they link clearly with the key gymnastics skills.</p> <ol style="list-style-type: none"> 1) To begin to create different shapes with their bodies. 2) To start to link movements with different types of music. 3) To express themselves when listening to different styles of music. 	Dance	<ol style="list-style-type: none"> 1. To perform with control using different whole body shapes. 2. To create shapes with different body parts. 3. To select and apply with appropriate characteristics for theme of dance. 4. Perform a phrase of dance showing understanding of timing and musicality. 5. To evaluate use of actions, timing and musically in own and others work. 	<ol style="list-style-type: none"> 1. To perform with control using different whole body shapes. 2. To create shapes with different body parts. 3. To select and apply with appropriate characteristics for theme of dance. 4. Perform a phrase of dance showing understanding of timing and musicality. 5. To evaluate use of actions, timing and musically in own and others work. 6. To begin to work more regularly with partners. 7. To develop dancing in unison and using mirroring.

Key Outcomes

Foundation Stage

Year 1

Year 2

- 1) Throwing small balls over increasing distances underarm.
- 2) Catching balls of different sizes with increasing accuracy.
- 3) Hitting small balls with a range of bats and rackets.
- 4) Hitting balls towards a partner.

Tennis

- 1) To practise hitting the ball with the racket.
- 2) To practise hitting the ball on both sides of the racket.
- 3) To begin to hit the ball accurately to a partner
- 4) To develop rallies.
- 5) To practice hitting the ball over a net when thrown by a partner.
- 6) To try to develop rallies over a net.

Tennis

- 1) To practise hitting the ball with the racket.
- 2) To practise hitting the ball on both sides of the racket.
- 3) To begin to hit the ball accurately to a partner
- 4) To develop rallies.
- 5) To practice hitting the ball over a net when thrown by a partner.
- 6) To try to develop rallies over a net.
- 7) To know how to send a ball using the correct power.
- 8) To use a racket with the correct technique.

Foundation Stage		Year 1		Year 2	
Athletics	<p>During these sessions the children will learn, practise and develop their fundamental athletic skills. These will include:</p> <ol style="list-style-type: none"> 1) Running for speed – sprinting 2) Hopping to develop balance and strength 3) Jumping for distance 4) Jumping for height 	Athletics	<ol style="list-style-type: none"> 1) To learn how to take off and land safely. 2) To use a variety of jumps in different games and activities. 3) To learn a variety of jumping techniques. 4) To develop sprinting technique 5) To learn different throwing techniques for balls and javelins. 	Athletics	<ol style="list-style-type: none"> 1) To develop greater fluency & coordination of movements. 2) To develop the basic skills for acceleration. 3) To sustain speed over longer durations of time or distance. 4) To develop greater fluency, efficiency & speed. 5) To throw with greater control, efficiency & accuracy. 6) To generate greater force in throwing 7) To develop a range of throwing techniques. 8) To begin to develop the use of hurdles.

Year 3		Year 4		Year 5		Year 6	
Invasion Games	<ol style="list-style-type: none"> 1. Recap on fundamental skills previously learnt 2. Explore ways to keep possession of the ball. 3. Develop passing skills. 4. Understand the importance of team-work. 5. Develop receiving skills. 6. Identify space when playing in a game. 7. Explore how to get free from an opponent. 8. To show effective communication with team-mates. 	Invasion games	<ol style="list-style-type: none"> 1. Rap on fundamental skills previously learnt. 2. To further explore ways to keep possession of the ball. 3. To further develop passing skills. 4. Understand the importance of team-work. 5. To further develop receiving skills. 6. Identify space when playing in a game. 7. To further explore how to get free from an opponent. 8. To show effective communication with team-mates. 	Invasion Games - Tag Rugby	<ol style="list-style-type: none"> 1. Understand the importance of dodging when trying to get free from a defender. 2. Know how to pass the ball with accuracy. 3. Learn to work as a team when attacking. 4. Pass with accuracy when under pressure. 5. Apply a range of tactics when playing in defense. 6. Evaluate others work and make suggestions to improve. 7. Understand the pass back rule. 8. Perform a back pass with accuracy. 	Invasion Games - Tag Rugby	<ol style="list-style-type: none"> 1. Apply a range of tactics when playing in defence. 2. Evaluate others work and make suggestions to improve. 3. Develop passing techniques. 4. Recognise how to adapt tactics. 5. Use a range of tactics in attack and defence. 6. Enjoy competing with each other. 7. Play in a tournament. 8. Work effectively in a team. 9. Umpire games.

Year 3		Year 4		Year 5		Year 6	
Invasion games	<ol style="list-style-type: none"> 1. Explore different ways to defend 2. Demonstrate spatial awareness when moving. 3. Improve ability to choose and use simple tactics. 4. Know when to mark the player and when to mark the space. 5. Evaluate others work using simple criteria. 6. Improve all fundamental movement skills. 7. Play in a tournament 8. Work effectively as a team. 9. To help umpire games 	Invasion Games	<ol style="list-style-type: none"> 1. To further explore different ways to defend 2. Demonstrate spatial awareness when moving. 3. To further improve ability to choose and use simple tactics. 4. Know when to mark the player and when to mark the space. 5. Evaluate others work using simple criteria. 6. To further improve all fundamental movement skills. 7. Play in a tournament 8. To work effectively as a team. 9. To umpire games 	Invasion Games - Hockey	<ol style="list-style-type: none"> 1. Know the different types of passes used in netball. 2. Explore the areas of a netball court. 3. Understand the footwork rule when playing netball. 4. Identify and develop fundamental movement skills used in netball. 5. Know the positions of a high five netball team. 6. Understand the roles of the different positions. 7. Know different ways of dodging. 8. Understand the importance of being able to dodge effectively. 	Invasion Games - Football	<ol style="list-style-type: none"> 1. Identify the fundamental movement skills used when attacking. 2. Apply attacking skills to keep possession of the ball. 3. Apply the range of tactics when defending. 4. Evaluate others work. 5. Use a range of tactics in attack and defence. 6. Enjoy competing with each other.

Year 3		Year 4		Year 5		Year 6	
Striking and Fielding	1) Re-cap on the fundamental movement skills.	Striking and Fielding	1) Re-cap on the fundamental movement skills.	Striking and Fielding	1. Identify the fundamental movement skills used in cricket.	Striking and fielding	1. Understand how to differentiate bowling.
	2) To understand how to send underarm and receive a ball with control.		2) Know how to send underarm and receive a ball with control.		2. Explore a range of techniques when throwing.		2. Know when to apply this knowledge in a game.
	3) To understand how to send a ball using an overarm throw.		3) Know how to send a ball using an overarm throw.		3. Learn the correct batting stance.		3. Learn a variety of fielding techniques.
	4) Develop fundamental movement skills.		4) To further develop fundamental movement skills.		4. Know how to strike a stationary ball with control and direction.		4. Improve batting skills.
	5) Develop a range of fielding skills.		5) To further develop a range of fielding skills.		5. Learn how to strike a drop fed ball.		5. Use a range of tactics when batting and fielding.
	6) Work together and respect team-mates.		6) Work together and respect team-mates.		6. Recognise own strengths and weaknesses when batting.		6. Evaluate and recognise own success.
	7) Explore simple attacking skills.		7) To further explore simple attacking skills.		7. Know how to bowl using the correct technique.		7. Play in a tournament.
	8) To begin to choose simple tactics when playing in a game.		8) To choose a range of simple tactics when playing in a game.		8. Perform this technique with some accuracy.		8. Work effectively in a team.
							9. Umpire games.

Year 3		Year 4		Year 5		Year 6	
Striking and Fielding	<ol style="list-style-type: none"> 1) To be able to aim to strike a ball. 2) To begin to devise own rules and scoring system. 3) Refine throwing and catching skills. 4) To begin to evaluate strengths and weaknesses when playing as a team. 5) To begin to play a range of roles in a fielding team. 6) To begin to strike accurately when playing in a game. 7) To begin to show awareness of space. 8) To begin to choose a range of skills that suit the needs of the game. 	Striking and Fielding	<ol style="list-style-type: none"> 1. Aim to strike a ball accurately. 2. Devise own rules and scoring system. 3. To further refine throwing and catching skills. 4. Evaluate strengths and weaknesses when playing as a team. 5. Play a range of roles in a fielding team. 6. Strike accurately when playing in a game. 7. Show awareness of space. 8. To select a range of skills that suit the needs of the game. 	Striking and fielding	<ol style="list-style-type: none"> 1. Identify the fundamental movement skills used in rounders. 2. Develop throwing and catching skills. 3. Identify the fundamental movement skills used in rounders. 4. Develop throwing and catching skills. 5. Aim to hit a ball using different equipment. 6. Learn areas of a rounders pitch. 7. Learn how to hit a ball in different directions. 8. Develop a range of fielding skills. 	Striking and Fielding	<ol style="list-style-type: none"> 1. Learn different ways of stopping the ball. 2. Evaluate strengths and weaknesses when fielding. 3. Refine throwing and catching skills. 4. Learn simple rounders rules. 5. Use a range of tactics when batting and fielding. 6. Evaluate and recognise own success. 7. Play in tournament. 8. Work effectively in a team. 9. Umpire games.

Year 3		Year 4		Year 5		Year 6	
Gymnastics	1) To balance on 2 points.			Gymnastics	1. To balance showing 'twisted' shapes.	Gymnastics	1. To 'move out' different balances using different actions.
	2) To combine 2 point balances with a travelling action.				2. To combine balances and changing shapes with travelling actions.		2. To perform a variety of actions using 'symmetrical' and 'asymmetrical' body shapes.
	3) On apparatus, to balance on 2 points.				3. To perform different actions using 'twisted' shapes.		3. To combine actions showing contrasting body shapes.
	4) Combine a 2 point balance with travelling actions 'towards' and 'away from' apparatus.				4. To 'mirror' a partner.		4. To perform a variety of actions using 'symmetrical' and 'asymmetrical' body shapes using apparatus.
	5) To travel in different ways 'towards' and away from' a partner.				5. To perform different actions showing 'twisted' shapes using apparatus.		5. To combine actions showing contrasting body shapes using apparatus.
	6) To combine balances and actions within a partner sequence.				6. To 'mirror' and 'match' a partner using apparatus.		6. To perform a variety of actions showing '¼ and ¾ turns' on the 'vertical axis'.
	7) To match partner balances.				7. To 'match pathways' with a partner.		7. To combine '¼ and ¾' turns.
	8) To combine balances and travelling actions with a partner using apparatus.				8. To perform set actions on a 'matching pathway'.		
	9) To 'spin' on different body parts.				9. To perform 'swinging gestures'.		
	10)To combine 'spinning' with suitable ways of travelling.						

Year 3		Year 4		Year 5		Year 6	
Dance	<ol style="list-style-type: none"> 1) To perform with control, different whole body shapes. 2) To create shapes with different body parts. 3) To identify shapes made with different body parts. 4) To perform the phrase of dance with control and accuracy. 5) To know and understand how size is used in dance. 6) To demonstrate the use of size in dance. 7) To know and understand points of balance. 8) To demonstrate use of control and shape within balance. 9) To know and understand the term dynamics in dance. 10) To demonstrate a range of dynamics. 	Dance	<ol style="list-style-type: none"> 1. To perform with control, different whole body shapes. 2. To create shapes with different body parts. 3. To select and apply with appropriate characteristics for theme of dance. 4. Perform a phrase of dance showing understanding of timing and musicality. 5. To evaluate use of actions, timing and musically in own and others work. 6. To know and understand the term mirroring. 7. To demonstrate use of varied pathways. 8. To select and apply a simple pathway. 	Dance	<ol style="list-style-type: none"> 1. To perform with control, different whole body shapes. 2. To know and understand the terms: accuracy, control and timing. 3. To demonstrate accuracy, control and timing. 4. To know and understand the term repetition. 5. To select actions and apply repetition. 6. To know and understand the term pathway. 7. To demonstrate use of varied pathways. 8. To select and apply a simple pathway. 9. To know and understand the term dynamics. 10. To demonstrate the use of varied dynamics. 	Dance	<ol style="list-style-type: none"> 1. To perform with control, different whole body shapes. 2. To create shapes with different body parts. 3. To explore trust within partner work in dance. 4. To perform lifts and support safely. 5. To remember and perform with accuracy a phrase of dance. 6. To know and understand the term pathways. 7. To identify different pathways used. 8. To demonstrate use of pathways. 9. To develop a phrase of dance using changes of direction.

Year 3		Year 4		Year 5		Year 6	
Net / Wall (Tennis)	<ol style="list-style-type: none"> 1) To know what the ready position looks like. 2) To develop control of sending over a distance. 3) To identify the fundamental skills used in the lesson. 4) To develop control of equipment. 5) To learn the importance of feeding the ball accurately. 6) To maintain control during a rally with a partner. 7) To know how to change the speed of the ball when playing in a game. 8) Suggest ideas to improve performance. 	Net / Wall (Tennis)	<ol style="list-style-type: none"> 1. To explore the volley shot. 2. To know when to use the volley shot when rallying with a partner. 3. To learn how to use knowledge of attacking and defending skills. 4. To choose a range of simple tactics to use in a game. 5. To evaluate others work using simple criteria. 6. To improve all fundamental movement skills. 7. To create a net/wall game. 8. To choose a range of skills that will suit the game. 	Net / Wall (Basketball)	<ol style="list-style-type: none"> 1. To explore different types of passes. 2. To know when to use the different passes during a game. 3. To learn how to use knowledge of attacking and defending skills. 4. To choose a range of simple tactics to use in a game. 5. To evaluate others work using simple criteria. 6. To improve all fundamental movement skills. 7. To create a small sided basketball game. 8. To choose a range of skills that will suit the game. 9. To learn about dribbling the basketball. 10. To understand basic basketball rules. 	Net / Wall (Netball)	<ol style="list-style-type: none"> 1. To explore different types of passes. 2. To know when to use the different passes during a game. 3. To learn how to use knowledge of attacking and defending skills. 4. To choose a range of simple tactics to use in a game. 5. To evaluate others work using simple criteria. 6. To improve all fundamental movement skills. 7. To create a small sided netball game. 8. To choose a range of skills that will suit the game. 9. To learn about not moving both feet when in possession. 10. To understand basic netball skills.

Year 3		Year 4		Year 5		Year 6	
Athletics	1) To develop awareness of time, distance and speed.	Athletics	1. To learn how to take off and land in a fluent and coordinated way.	Athletics	1. To develop greater fluency & coordination of movements.	Athletics	1. To throw with greater control, efficiency & accuracy.
	2) To develop fluency and coordination in running for speed.		2. To develop body position in flight.		2. To develop the basic skills for acceleration.		2. To generate greater force in throwing.
	3) To learn how to accelerate quickly from a stationary position.		3. To use a variety of jumps in different games and activities.		3. To sustain speed over longer durations of time or distance.		3. To develop a range of throwing techniques.
	4) To develop fluency and rhythm in their movements.		4. To learn a variety of jumping techniques.		4. To develop greater fluency, efficiency & speed.		4. To develop power, control & consistency.
	5) To develop spatial awareness, judge height and distance.		5. Learning to jump with coordination and control.		5. To develop a three-stride pattern over hurdles.		5. To develop the approach, take off, flight & landing.
	6) To choose and apply appropriate stride patterns.		6. Exploring different body positions in flight.		6. To develop hurdling technique.		6. To develop a range of jumping techniques.
	7) To develop fluency in walking and running activities.		7. Explore different combination of jumps.		7. To sustain pace over longer distances.		7. To develop fluency & efficiency in running as a relay team.
	8) To understand what happens to our bodies when we exercise.		8. To develop fluency and control in putting together jumps.		8. To run at different tempos for longer durations.		To develop changeover skills.
	9) To learn how to send an object with force.		9. To work together as a team.		9. To throw with greater control, efficiency & accuracy.		8. To work together in teams & taking turns a different roles.
			10. To Pass and receive the baton.		10. To generate greater force in throwing .		9. To learn to measure & record performance
			11. To use changeovers in different relay games.				

Key Outcomes							
Year 3		Year 4		Year 5		Year 6	
		Swimming	1) swim competently, confidently and proficiently over a distance of at least 25 metres				
			2) use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]				
			3) perform safe self-rescue in different water-based situations.				

PE: key knowledge, skills and concepts

Intention 1: To acquire and develop skills

Foundation Stage	Year 1	Year 2
<ol style="list-style-type: none"> 1) Throwing small balls over increasing distances underarm. 2) Throwing small balls using an overarm technique 3) Catching balls of different sizes with increasing accuracy. 4) Throwing large balls over increasing distances. 5) Kicking large balls with increasing accuracy. 6) Passing large balls with feet for accuracy. 7) Kicking large balls for power. 8) To learn how to balance on one foot. 9) To balance on feet and hands in combination. 10) To learn how to complete a pencil roll, a circle roll and a tuck roll. 11) Begin to learn how to complete a forward roll. 12) To combine different rolls and balances in short sequences. 13) To begin to create different shapes with their bodies. 14) To start to link movements with different types of music. 15) To express themselves when listening to different styles of music. 16) Running for speed – sprinting 17) Hopping to develop balance and strength 18) Jumping for distance 19) Jumping for height 	<ol style="list-style-type: none"> 1. To further develop passing skills. 2. Understand the importance of team-work. 3. To further develop receiving skills. 4. Know how to send underarm and receive a ball with control. 5. Know how to send a ball using an overarm throw. 6. To further develop a range of fielding skills. 7. To practise hitting the ball with a range of different bats. 8. To hit for distance and accuracy. 9. To further explore simple attacking skills. 10. To balance showing different shapes. 11. To combine balances and changing shapes. 12. To develop knowledge of rolls and balances. 13. To develop forward rolls. 14. To perform different actions using different shapes. 15. To perform different actions using three different shapes using apparatus. 16. To move on an 'L-shaped' pathway. 	<ol style="list-style-type: none"> 1. To further develop passing skills. 2. To further develop receiving skills. 3. Identify space when playing in a game. 4. To explore how to defend against an opponent. 5. Understand the importance of dodging when trying to get free from a defender. 6. Know how to pass the ball with increasing accuracy. 7. Know how to send underarm and receive a ball with control when arriving at different heights. 8. Know how to send a ball using an overarm throw over increasing distances. 9. To further develop a range of fielding skills. 10. To practise hitting the ball with a range of different bats. 11. To hit for distance and accuracy. 12. To develop knowledge of rolls and balances. 13. To develop forward rolls. 14. To balance showing different shapes. 15. To combine balances and changing shapes with travelling actions. 16. To perform different actions using shapes. 17. To 'mirror' a partner. 18. To perform different actions showing shapes using apparatus.

Intention 1 (continued): To acquire and develop skills

Foundation Stage	Year 1	Year 2
	<ol style="list-style-type: none">1. To perform with control using different whole body shapes.2. To create shapes with different body parts.3. To select and apply with appropriate characteristics for theme of dance.4. Perform a phrase of dance showing understanding of timing and musicality.5. To practise hitting the ball with the racket.6. To practise hitting the ball on both sides of the racket.7. To begin to hit the ball accurately to a partner8. To develop rallies.9. To practice hitting the ball over a net when thrown by a partner.10. To try to develop rallies over a net.11. To learn how to take off and land safely.12. To use a variety of jumps in different games and activities.13. To learn a variety of jumping techniques.14. To develop sprinting technique15. To learn different throwing techniques for balls and javelins.	<ol style="list-style-type: none">1. To perform with control using different whole body shapes.2. To create shapes with different body parts.3. To select and apply with appropriate characteristics for theme of dance.4. Perform a phrase of dance showing understanding of timing and musicality.5. To develop dancing in unison and using mirroring.6. To practise hitting the ball with the racket.7. To practise hitting the ball on both sides of the racket.8. To begin to hit the ball accurately to a partner9. To develop rallies.10. To practice hitting the ball over a net when thrown by a partner.11. To try to develop rallies over a net.12. To know how to send a ball using the correct power.13. To use a racket with the correct technique.14. To develop greater fluency & coordination of movements.15. To develop the basic skills for acceleration.16. To sustain speed over longer durations of time or distance.17. To develop greater fluency, efficiency & speed.18. To throw with greater control, efficiency & accuracy.19. To generate greater force in throwing20. To develop a range of throwing techniques.21. To begin to develop the use of hurdles.

Intention 2: To select and apply skills, tactics and compositional ideas

Foundation Stage
<div><div>1. Work together with other children.</div><div>2. To know about finding space and avoiding others when moving around a space.</div><div>3. To copy body shapes made by another person.</div></div>

Year 1
<div><div>1. Work together and respect team-mates.</div><div>2. Identify space when playing in a game.</div><div>3. To explore how to defend against an opponent.</div><div>4. To 'contrast' partner shapes.</div><div>5. To combine matched actions with 'contrasting' shapes within a partner.</div></div>

Year 2
<div><div>1. To begin to work more regularly with partners.</div><div>2. To 'mirror' and 'match' a partner using apparatus.</div><div>3. To 'match pathways' with a partner.</div></div>

PE: key knowledge, skills and concepts

Intention 3: To evaluate and improve performance.

Foundation Stage	Year 1	Year 2
<ul style="list-style-type: none">To think about how well they have done an activity and how they could improve next time.	<ul style="list-style-type: none">To evaluate use of actions, timing and musically in own and others work.	<ul style="list-style-type: none">To evaluate use of actions, timing and musically in own and others work.

Intention 4: To gain knowledge and understanding of health and fitness.

Foundation Stage	Year 1	Year 2
<ol style="list-style-type: none">Recognising that feelings in our bodies change when we exercise.Understanding about foods which are healthy.Practising different exercises.Developing their coordination, movement and control.	<ol style="list-style-type: none">To develop a healthy musculoskeletal system (bones, muscles & joints)To develop a healthy cardiovascular system (heart & lungs)To develop a healthy neuromuscular awareness (coordination, movement & control)To help maintain a healthy body weightTo understand more about healthy lifestyles.	<ol style="list-style-type: none">To develop a healthy musculoskeletal system (bones, muscles & joints)To develop a healthy cardiovascular system (heart & lungs)To develop a healthy neuromuscular awareness (coordination, movement & control)To help maintain a healthy body weightTo understand more about healthy lifestyles.

PE: key knowledge, skills and concepts

Intention 1: To acquire and develop skills

Year 3	Year 4	Year 5	Year 6
<ol style="list-style-type: none"> Explore ways to keep possession of the ball. Develop passing skills. Develop receiving skills. Explore how to get free from an opponent. Explore different ways to defend Demonstrate spatial awareness when moving. Know when to mark the player and when to mark the space. Improve all fundamental movement skills. Play in a tournament Work effectively as a team. To help umpire games To understand how to send underarm and receive a ball with control. To understand how to send a ball using an overarm throw. Develop fundamental movement skills. Develop a range of fielding skills. Work together and respect team-mates. Explore simple attacking skills. To begin to choose simple tactics when playing in a game. 	<ol style="list-style-type: none"> To further explore ways to keep possession of the ball. To further develop passing skills. Understand the importance of team-work. To further develop receiving skills. Identify space when playing in a game. To further explore how to get free from an opponent. To further explore different ways to defend Demonstrate spatial awareness when moving. To further improve ability to choose and use simple tactics. Know when to mark the player and when to mark the space. Evaluate others work using simple criteria. To further improve all fundamental movement skills. Know how to send underarm and receive a ball with control. Know how to send a ball using an overarm throw. To further develop fundamental movement skills. To further develop a range of fielding skills. 	<ol style="list-style-type: none"> Understand the importance of dodging when trying to get free from a defender. Know how to pass the ball with accuracy. Pass with accuracy when under pressure. Evaluate others work and make suggestions to improve. Understand the pass back rule. Perform a back pass with accuracy. Know the different types of passes used in netball. Explore the areas of a netball court. Understand the footwork rule when playing netball. Identify and develop fundamental movement skills used in netball. Know the positions of a high five netball team. Know different ways of dodging. Understand the importance of being able to dodge effectively. Identify the fundamental movement skills used in cricket. Explore a range of techniques when throwing. Learn the correct batting stance. Know how to strike a stationary ball with control and direction. Learn how to strike a drop fed ball. 	<ol style="list-style-type: none"> Apply a range of tactics when playing in defence. Develop passing techniques. Recognise how to adapt tactics. Use a range of tactics in attack and defence. Identify the fundamental movement skills used when attacking. Apply attacking skills to keep possession of the ball. Apply the range of tactics when defending. Understand how to differentiate bowling. Know when to apply this knowledge in a game. Learn a variety of fielding techniques. Improve batting skills. Use a range of tactics when batting and fielding. To 'move out' different balances using different actions. To perform a variety of actions using 'symmetrical' and 'asymmetrical' body shapes. To combine actions showing contrasting body shapes. To perform a variety of actions using 'symmetrical' and 'asymmetrical' body shapes using apparatus.

Intention 1: To acquire and develop skills

Year 3	Year 4	Year 5	Year 6
<ol style="list-style-type: none"> To be able to aim to strike a ball. To begin to devise own rules and scoring system. Refine throwing and catching skills. To begin to strike accurately when playing in a game. To balance on 2 points. To combine 2 point balances with a travelling action. On apparatus, to balance on 2 points. Combine a 2 point balance with travelling actions 'towards' and 'away from' apparatus. To travel in different ways 'towards' and away from' a partner. To 'spin' on different body parts. To combine 'spinning' with suitable ways of travelling. To perform with control, different whole body shapes. To create shapes with different body parts. To identify shapes made with different body parts. To perform the phrase of dance with control and accuracy. To know and understand how size is used in dance. To demonstrate the use of size in dance. To know and understand points of balance. 	<ol style="list-style-type: none"> To perform with control, different whole body shapes. To create shapes with different body parts. To select and apply with appropriate characteristics for theme of dance. Perform a phrase of dance showing understanding of timing and musicality. To explore the volley shot. To know when to use the volley shot when rallying with a partner. To learn how to use knowledge of attacking and defending skills. To learn how to take off and land in a fluent and coordinated way. To develop body position in flight. To use a variety of jumps in different games and activities. To learn a variety of jumping techniques. Learning to jump with coordination and control. Exploring different body positions in flight. Explore different combination of jumps. To develop fluency and control in putting together jumps. swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] 	<ol style="list-style-type: none"> Recognise own strengths and weaknesses when batting. Know how to bowl using the correct technique. Identify the fundamental movement skills used in rounders. Develop throwing and catching skills. Develop throwing and catching skills. Aim to hit a ball using different equipment. Learn how to hit a ball in different directions. Develop a range of fielding skills To balance showing 'twisted' shapes. To combine balances and changing shapes with travelling actions. To perform different actions using 'twisted' shapes. To 'mirror' a partner. To perform different actions showing 'twisted' shapes using apparatus. To 'mirror' and 'match' a partner using apparatus. To 'match pathways' with a partner. To perform set actions on a 'matching pathway'. To perform 'swinging gestures'. To explore a range of orienteering and problem-solving activities. To use a simple map to find points. 	<ol style="list-style-type: none"> To explore a range of orienteering and problem-solving activities. To use a simple map to find points. To allow children to explore vocabulary on assessing each other. To develop a range of problem-solving strategies. To perform with control, different whole body shapes. To create shapes with different body parts. To explore trust within partner work in dance. To perform lifts and support safely. To remember and perform with accuracy a phrase of dance. To know and understand the term pathways. To identify different pathways used. To demonstrate use of pathways. To develop a phrase of dance using changes of direction. To throw with greater control, efficiency & accuracy. To generate greater force in throwing. To develop a range of throwing techniques. To develop power, control & consistency. To develop the approach, take off, flight & landing. To develop a range of jumping techniques.

Intention 2: To select and apply skills, tactics and compositional ideas

Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none">• Show effective communication with teammates,• Identify space when playing in a game.• Explore how to get free from an opponent.• Demonstrate spacial awareness• Improve ability to choose and use simple tactics.• Know when to mark a player and when to mark space.• Play in a tournament• Work effectively as a team• Work together and respect team-mates.• Explore simple attacking skills.• To begin to choose simple tactics when playing in a game.• To be able to aim to strike a ball.• To begin to devise own rules and scoring system.• To begin to show awareness of space.• To begin to choose a range of skills that suit the needs of the game• To balance on 2 points and combine 2 point balances with a travelling action.	<ul style="list-style-type: none">• Identify space when playing in a game.• To show effective communication with team-mates.• Demonstrate spatial awareness when moving.• To further improve ability to choose and use simple tactics.• Know when to mark the player and when to mark the space.• Play in a tournament• To work effectively as a team.• Work together and respect team-mates.• To further explore simple attacking skills.• To choose a range of simple tactics when playing in a game.• Play a range of roles in a fielding team.• Show awareness of space.• To select a range of skills that suit the needs of the game.• To perform different actions using three different shapes.• To perform different actions using three different shapes using apparatus.	<ul style="list-style-type: none">• Apply a range of tactics when playing in defense.• Perform a back pass with accuracy.• Identify and develop fundamental movement skills used in netball.• Perform this technique with some accuracy.• Aim to hit a ball using different equipment.• To perform different actions using 'twisted' shapes.• To perform different actions showing 'twisted' shapes using apparatus.• To perform set actions on a 'matching pathway'.• To perform 'swinging gestures'.• To perform 'swinging gestures' and actions using apparatus.• To perform a 'straddle' shape.• To develop a range of problem-solving strategies.• To select actions and apply repetition.• To demonstrate accuracy, control and timing.• To demonstrate use of varied pathways.• To select and apply a simple pathway.• To demonstrate the use of varied dynamics.	<ul style="list-style-type: none">• Apply a range of tactics when playing in defence.• Use a range of tactics in attack and defence.• Enjoy competing with each other.• Play in a tournament.• Work effectively in a team.• Apply attacking skills to keep possession of the ball.• Apply the range of tactics when defending.• Use a range of tactics in attack and defence.• Know when to apply bowling knowledge in a game.• Use a range of tactics when batting and fielding.• Play in a tournament.• Work effectively in a team.• Use a range of tactics when batting and fielding.• To perform a variety of actions using 'symmetrical' and 'asymmetrical' body shapes.• To perform a variety of actions using 'symmetrical' and 'asymmetrical' body shapes using apparatus.

PE: key knowledge, skills and concepts

Intention 3: To evaluate and improve performance.

Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Understand importance of team work. • Evaluate others work using simple criteria. • To help umpire games. • To begin to evaluate strengths and weaknesses when playing as a team. • To match a partner's shape whilst performing the same or a different action. • To use a simple map to find points. • To allow children to explore vocabulary on assessing each other. • To evaluate own performance. • To set targets for next dance unit. • Suggest ideas to improve performance 	<ul style="list-style-type: none"> • Evaluate others work using simple criteria. • To umpire games • Devise own rules and scoring system. • Evaluate strengths and weaknesses when playing as a team. • To evaluate use of actions, timing and musically in own and others work. • To evaluate own use of mirroring. • To evaluate own and peers' accuracy of timing, musically and character. • To identify targets for next dance unit. • To evaluate others work using simple criteria. • To try and improve personal performance 	<ul style="list-style-type: none"> • Evaluate others work and make suggestions to improve. • Recognise own strengths and weaknesses when batting. • To identify targets for next dance unit. 	<ul style="list-style-type: none"> • Evaluate others work and make suggestions to improve. • Umpire games. • Evaluate others work. • Evaluate and recognise own success. • Evaluate strengths and weaknesses when fielding. • Evaluate own and peers' performance. • To evaluate own and groups' choreography and performance, writing valuable targets for the following unit. • To evaluate and recognise own successes • To work effectively in a team. • To umpire a game. • To set personal challenges & improving performances

Intention 4: To gain knowledge and understanding of health and fitness.

Year 3	Year 4	Year 5	Year 6
<ol style="list-style-type: none">1. To develop a healthy musculoskeletal system (bones, muscles & joints)2. To develop a healthy cardiovascular system (heart & lungs)3. To develop a healthy neuromuscular awareness (coordination, movement & control)4. To help maintain a healthy body weight5. To understand more about healthy lifestyles.	<ol style="list-style-type: none">1. To develop a healthy musculoskeletal system (bones, muscles & joints)2. To develop a healthy cardiovascular system (heart & lungs)3. To develop a healthy neuromuscular awareness (coordination, movement & control)4. To help maintain a healthy body weight5. To understand more about healthy lifestyles.	<ol style="list-style-type: none">1. To develop a healthy musculoskeletal system (bones, muscles & joints)2. To develop a healthy cardiovascular system (heart & lungs)3. To develop a healthy neuromuscular awareness (coordination, movement & control)4. To help maintain a healthy body weight5. To understand more about healthy lifestyles.	<ol style="list-style-type: none">1. To develop a healthy musculoskeletal system (bones, muscles & joints)2. To develop a healthy cardiovascular system (heart & lungs)3. To develop a healthy neuromuscular awareness (coordination, movement & control)4. To help maintain a healthy body weight5. To understand more about healthy lifestyles.



PE Implementation

A great **Foundation Stage sportsperson** *will:*

Skilled

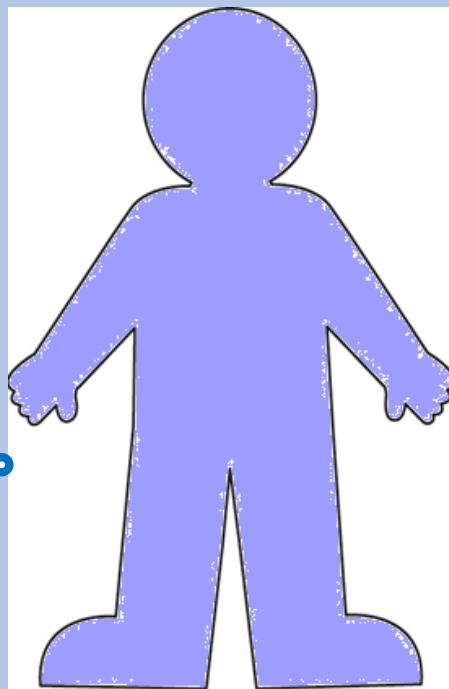
Pupils learn fundamental skills. They develop balance and coordination.

Resilient

The children keep trying even when they find new skills challenging.

Reflective

They look at other people's performances and can say what they like about them.



Knowledgeable

They learn new skills and begin to use these in small games.

Creative

They use different skills, actions and ideas and link these in different ways.



THE HARMONY TRUST

BELIEVE • ACHIEVE • SUCCEED



PE Implementation

A great Year 1 sportsperson will:

Skilled

Pupils acquire simple skills and use these in simple games. They practise simple actions with control.

Resilient

The children keep trying even when they find new skills challenging

Reflective

They look at their own and other people's performances and can say what they like about them.



Knowledgeable

They continue to develop skills and begin to use these in a wider range of small games.

Creative

They use different skills, actions and ideas and link these in different ways depending on the activity.



THE HARMONY TRUST

BELIEVE • ACHIEVE • SUCCEED



PE Implementation

A great Year 2 sportsperson will:

Skilled

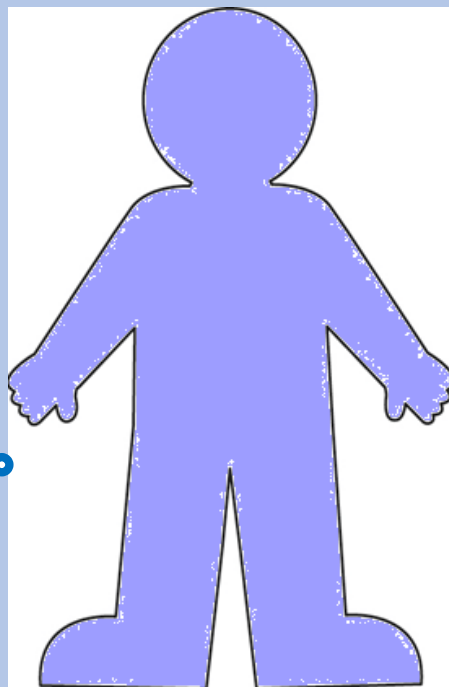
Pupils explore simple skills.
They copy, remember, repeat and
explore simple actions with control
and coordination.

Resilient

The children keep trying even
when they find new skills
challenging

Reflective

They look at their own and
other people's performances
and can say what they like about
them and how they can be
improved.



Knowledgeable

They continue to develop their
skills and begin to use these in a
wider range of games.

Creative

They use different skills, actions
and ideas and link these in
different ways depending on the
activity.



THE HARMONY TRUST

BELIEVE • ACHIEVE • SUCCEED



PE Implementation

A great Year 3 sportsperson will:

Skilled

Pupils explore simple skills.

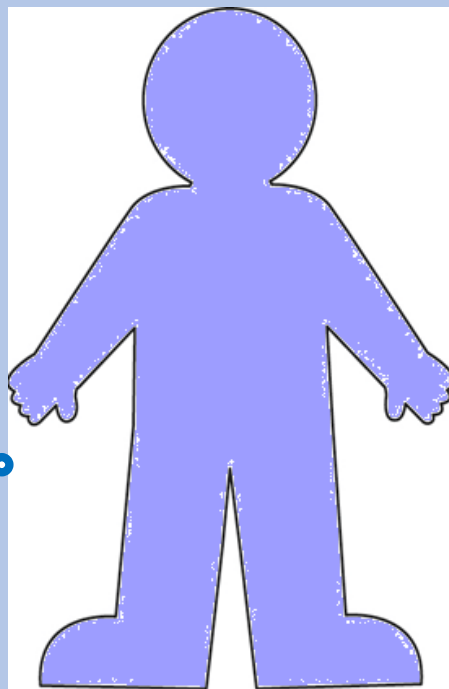
They copy, remember, repeat and explore simple actions with control and coordination.

Resilient

Practise techniques and skills to ensure success.

Reflective

They talk about differences between their own and others' performance and suggest improvements.



Knowledgeable

They begin to show some understanding of simple tactics and basic compositional ideas. They understand how to exercise safely, and describe how their bodies feel during different activities.

Creative

They vary skills, actions and ideas and link these in ways that suit the activities.



THE HARMONY TRUST

BELIEVE • ACHIEVE • SUCCEED



PE Implementation

A great Year 4 sportsperson will:

Skilled

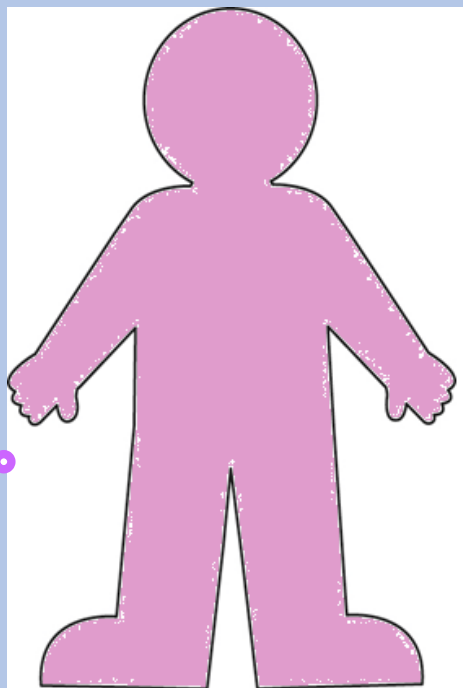
Pupils select and use skills, actions and ideas appropriately, applying them with coordination and control.

Resilient

Practise techniques and skills to ensure success.

Reflective

They can see how their work is similar to and different from others' work, and use this understanding to improve their own performance.



Knowledgeable

They show that they understand tactics and composition by starting to vary how they respond.

They give reasons why warming up before an activity is important, and why physical activity is good for their health.

Creative

They vary skills, actions and ideas and link these in ways that suit the activities.



THE HARMONY TRUST

BELIEVE • ACHIEVE • SUCCEED



PE Implementation

A great Year 5 sportsperson will:

Skilled

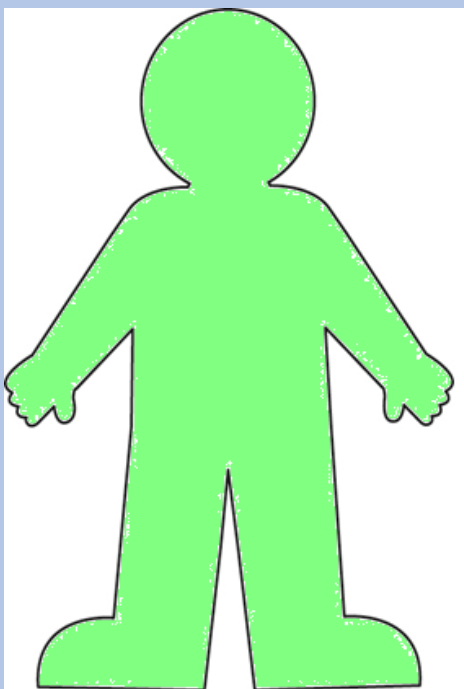
Pupils link skills, techniques and ideas and apply them accurately and appropriately.

Resilient

Practise techniques and skills to ensure success.

Reflective

They compare and comment on skills, techniques and ideas used in their own and others' work, and use this understanding to improve their performance.



Knowledgeable

They explain and apply basic safety principles in preparing for exercise. They describe what effects exercise has on their bodies, and how it is valuable to their fitness and health.

Creative

Their performance shows precision, control and fluency, and that they understand tactics and composition.



THE HARMONY TRUST

BELIEVE • ACHIEVE • SUCCEED



PE Implementation

A great Year 6 sportsperson will:

Skilled

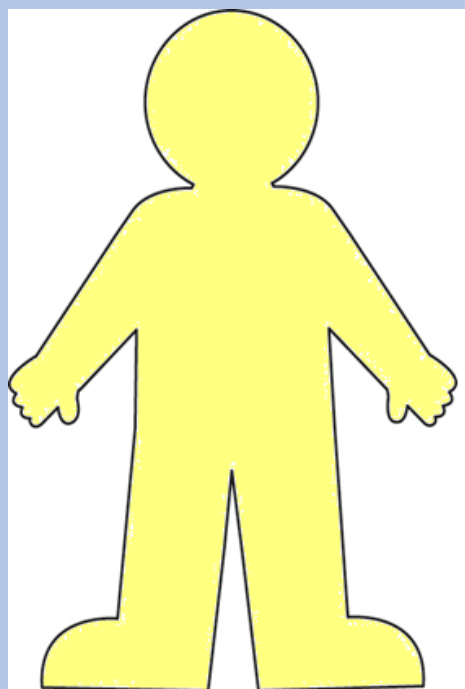
Pupils select and combine their skills, techniques and ideas and apply them accurately and appropriately, consistently showing precision, control and fluency.

Resilient

They modify and refine skills and techniques to improve their performance.

Reflective

They analyse and comment on skills and techniques and how these are applied in their own and others' work.



Knowledgeable

They explain how the body reacts during different types of exercise, and warm up and cool down in ways that suit the activity. They explain why regular, safe exercise is good for their fitness and health.

Creative

When performing, they draw on what they know about strategy, tactics and composition.



THE HARMONY TRUST

BELIEVE • ACHIEVE • SUCCEED