

Statutory Framework for KS1 & KS2 National Curriculum Programmes of Study						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>Pillars of Progression</u>	<p>In KS1, particular attention should be paid towards Motor Competence and Fundamental Movement Skills (FMS).</p> <p>FMS can be categorised as:</p> <p>Locomotor Skills – such as running &amp; jumping</p> <p>Stability Skills – such as twisting &amp; balancing</p> <p>Manipulation Skills – such as throwing &amp; catching</p>		<p>By KS2, pupils should be demonstrating proficiency in FMS. Pupils should continue to progress and demonstrate proficient Motor Competence.</p> <p>Increased attention towards Rules, Strategies and Tactics.</p> <p>Increased emphasis on Healthy Participation. Making safe long-term decisions and developing an understanding of the relationships between physical activity and its effect on the body.</p>			
<u>Sports &amp; Games</u>	<p>1a: Master basic movements including running, jumping, throwing, and catching, as well as developing balance, agility, and co-ordination, and begin to apply these in a range of activities.</p> <p>1b: Participate in team games, developing simple tactics for attacking and defending.</p> <p>1c: Perform dances using simple movement patterns.</p>		<p>2a: Use running, jumping, throwing, and catching in isolation and in combination.</p> <p>2b: Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.</p> <p>2c: Develop flexibility, strength, technique, control, and balance.</p> <p>2d: Perform dances using a range of movement patterns.</p> <p>2e: Take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>			
<u>Swimming &amp; Water Safety</u>	<p>All schools must provide swimming instruction <b>either</b> in key stage 1 or key stage 2.</p> <p>Pupils should be taught to:</p> <p>1d: Swim competently, confidently, and proficiently over a distance of at least 25 metres.</p> <p>1e: Use a range of strokes effectively.</p> <p>1f: Perform safe self-rescue in different water-based situations</p>					

Type of knowledge learnt throughout the unit	Definition
Declarative Knowledge (knowing what)	Factual knowledge concerning movement, rules, tactics, strategies, health and participation. Best practiced through spoken or written observations of a practical demonstration.
Procedural Knowledge (knowing how)	Knowing how to apply declarative facts. Best practiced through demonstration or participation.

*NB: Although important in their own right, pupils need to be explicitly taught the links between both types of knowledge.*

*\* See our FULL PLANS for demonstration of reinforcing declarative/procedural knowledge.*



	• Declarative Knowledge	• Procedural Knowledge
Year 1	<ul style="list-style-type: none"> <li>Recognise successful and unsuccessful techniques.</li> <li>Show understanding of the correct running technique.</li> </ul>	<ul style="list-style-type: none"> <li>Show good teamwork and sportsmanship when taking part in competitive throwing.</li> <li>Develop the overarm throw technique, throwing accurately towards a target.</li> <li>Practice the underarm throw technique, aiming towards a target showing increased control.</li> <li>Show a basic level of control, coordination and consistency when running.</li> <li>Explore and practice a variety of movements including running, jumping, and throwing techniques.</li> <li>Experiment with different jumping techniques, showing control, coordination, and consistency throughout.</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>Understand the variety of correct running techniques.</li> <li>Develop the distance running technique, understanding the difference between sprinting, and running over longer distances.</li> <li>Begin to evaluate and improve own performance.</li> </ul>	<ul style="list-style-type: none"> <li>Explore and practice a variety of athletic movements and apply athletic skills and techniques to a variety of activities.</li> <li>Develop coordination and balance whilst exploring different running, jumping, and throwing techniques.</li> <li>Begin to show control, coordination, and consistency when running at speed.</li> <li>Develop a range of jumping techniques.</li> <li>Develop the underarm and pull throw technique.</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>Recognise what they do well and what they find difficult, identifying what they need to practice to improve their performance.</li> <li>Understand the pace judgement when running over an increased distance.</li> <li>Describe how their bodies feel when exercising and understand the link between heart rate and breathing during exercise.</li> </ul>	<ul style="list-style-type: none"> <li>Apply and develop a broad range of athletic skills in different ways.</li> <li>Show control, coordination and consistency when running, throwing, and jumping.</li> <li>Choose the appropriate running speed to meet the demand of the task.</li> <li>Enjoy competing with others.</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>Understand the pace judgement when running over an increased distance, choosing the appropriate speed to meet the demand of the task.</li> <li>Learn how to evaluate and recognise their own success.</li> <li>Devise suitable warm-up activities for the upcoming activities.</li> <li>Describe how their bodies feel when exercising and further understand the link between heart rate and breathing during exercise.</li> </ul>	<ul style="list-style-type: none"> <li>Combine basic jump actions to form a jump combination, using a controlled jumping technique.</li> <li>Perform a throwing technique with control, coordination, and consistency.</li> <li>Perform competitively with others.</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>Choose the appropriate speed to run at for the distance to be covered.</li> <li>Create short warm up routines that follow basic principle e.g. raise body temperature, mobilise joints and muscles.</li> <li>Understand how physical activity can contribute to a healthy lifestyle and the importance of being physically fit.</li> <li>Explain how their body reacts and feels when taking part in different activities and undertaking different roles and understanding how this effects the muscles.</li> </ul>	<ul style="list-style-type: none"> <li>Run, jump, catch, and throw in isolation and combination. Combine and perform skills with control.</li> <li>Communicate, collaborate, and compete with others. Working effectively as part of a team.</li> <li>Demonstrate a range of throwing actions e.g. push, pull, sling, using different equipment.</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>Understand appropriate pace judgement for the running distance to be covered.</li> <li>Understand the appropriate throwing and jumping technique to achieve maximum distance and height.</li> <li>Share and discuss athletic techniques with others.</li> <li>Compare their performance with previous ones and demonstrate improvement to achieve their personal best.</li> <li>Be able to describe the importance of being physically fit.</li> <li>Explain how their body reacts and feels when taking part in different activities and undertaking different roles.</li> </ul>	<ul style="list-style-type: none"> <li>Select and apply skills that meet the needs of the situation, combining and performing each skill with control at speed.</li> <li>Work effectively as part of a team.</li> <li>Successfully run, jump, and throw in isolation and in combination – applying appropriate techniques to achieve personal bests.</li> </ul>

	Declarative Knowledge	Procedural Knowledge
Year 1	<ul style="list-style-type: none"> <li>Describe what it feels like to breathe quickly during exercise.</li> <li>Describe what they have done or seen others doing.</li> <li>Understand why being active and playing games is good for you.</li> </ul>	<ul style="list-style-type: none"> <li>Respond imaginatively to a range of stimuli.</li> <li>Move confidently and safely in your own and general space, using changes of speed, level and direction.</li> <li>Perform movement phrases using a range of different body actions and body parts – with control and accuracy.</li> <li>Create linked movements, combining different ways of travelling, with beginnings, middles and ends.</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>Describe phrases and expressive qualities.</li> <li>Begin to understand the importance of warming up.</li> <li>Watch and describe a performance accurately and recognise what is successful.</li> </ul>	<ul style="list-style-type: none"> <li>Perform a range of actions and simple movement patterns with control and coordination.</li> <li>Compose short dances that express and communicate mood, ideas, and feelings, varying simple compositional ideas.</li> <li>Explore, remember, and repeat short dance phrases, showing greater control and spatial awareness.</li> <li>Work individually and with others.</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>Describe and evaluate the effectiveness and quality of a dance.</li> <li>Collaborate with others.</li> </ul>	<ul style="list-style-type: none"> <li>Explore and create narratives in response to a stimulus.</li> <li>Show control, accuracy and fluency of movement when performing actions with a partner.</li> <li>Develop dance phrases using canon, unison, repetition, action/reaction, and question/answer.</li> <li>Communicate what you want through your dances and perform with control.</li> <li>Combine actions and maintain the quality of performance when performing at the same time as a partner.</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>Be able to describe your own dance, taking characters into account as well as Identifying what they need to practice to improve their dance.</li> <li>Understand the link between heart rate and breathing when exercising.</li> </ul>	<ul style="list-style-type: none"> <li>Explore and create characters and narratives in response to a range of stimuli.</li> <li>Perform dances using a range of movement patterns – accurately, fluently, consistently and with control.</li> <li>Use different compositional ideas to create motifs incorporating unison, canon, action, and reaction.</li> <li>Experiment with a wide range of actions, varying and combining spatial patterns, speed, tension, and continuity when working with a partner and in a group.</li> <li>Work well as part of a team.</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>Identify which aspects were performed consistently, accurately, fluently, and clearly and be able to provide feedback.</li> <li>Work effectively as part of a team.</li> <li>Explain how their bodies reacts and feels when taking part in different activities and undertaking different roles.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to develop a broader range of skills and movement patterns, exploring and practicing movement ideas inspired by a stimulus.</li> <li>Use basic compositional principles when creating dances – combining movements fluently and effectively.</li> <li>Perform a range of movements accurately with a sense of rhythm.</li> <li>Create and structure dance motifs, phrases, and sections of dances, developing expressive qualities.</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>Share ideas in small groups, working together to create a routine incorporating different elements.</li> <li>Use imagination to develop dances to music and develop expressive qualities.</li> </ul>	<ul style="list-style-type: none"> <li>Move in a way that reflects the music.</li> <li>Perform dances in both canon and unison, with clarity and confidence.</li> <li>Explore and practice movement ideas inspired by a stimulus.</li> <li>Explore, improvise, and combine movement ideas fluently and effectively.</li> <li>Perform movements to an audience with rhythm and confidence.</li> </ul>

	Declarative Knowledge	Procedural Knowledge
Year 1	<ul style="list-style-type: none"> <li>Describe what you have done or seen others do.</li> </ul>	<ul style="list-style-type: none"> <li>Perform basic gymnastic actions, including travelling, rolling, jumping, and staying still.</li> <li>Develop fundamental movement skills, becoming increasingly confident and competent, moving safely using changes of speed, level, and direction.</li> <li>Combine different ways of travelling exploring a range of movements and shapes.</li> <li>Create linked movement phrases with beginning, middle and ends.</li> <li>Perform movement phrases using a range of different body actions and body parts.</li> <li>Develop agility, balance, and coordination.</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>Watch and describe a performance accurately.</li> <li>Understand and describe changes to your heartrate when playing a game.</li> </ul>	<ul style="list-style-type: none"> <li>Perform a range of actions with control and confidence.</li> <li>Explore, remember, and repeat a range of gymnastic actions with control, precision, and coordination.</li> <li>Form simple sequences of different actions, using the floor and a variety of apparatus.</li> <li>Develop fundamental movement skills, combining travelling, balancing and stiffness using both floor and apparatus; and moving smoothly from one position of stiffness to another.</li> <li>Continue to develop agility, balance, and coordination.</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>Learn how to evaluate and recognise your own success and areas for improvement, as well as the effectiveness and quality of a performance.</li> <li>Describe how your body feels when exercising.</li> </ul>	<ul style="list-style-type: none"> <li>Perform a range of actions, agilities and skills with consistency, fluency, and clarity of movement.</li> <li>Experiment with a wide range of actions, varying and combining spatial patterns, speed, tension, and continuity when working with a partner and in a group.</li> <li>Create gymnastic sequences that meet a theme or set of conditions, showing a clear, beginning, middle and end.</li> <li>Create, perform, and repeat sequences that include changes of dynamic e.g. changes of level, speed, or direction.</li> <li>Develop flexibility, strength, control, technique, and balance.</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>Recognise and explain a good performance.</li> </ul>	<ul style="list-style-type: none"> <li>Find different ways of using a shape, balance, or travel, and link them to make actions and sequences of movement.</li> <li>Show control, accuracy and fluency of movement when performing actions on your own and with a partner.</li> <li>Devise and perform a gymnastic sequence, showing a clear beginning, middle and end.</li> <li>Create, perform, and repeat a combination of actions that include changes of dynamic e.g. changes of level, speed and direction, and clarity of shape.</li> <li>Collaborate with others.</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>Develop your own gymnastic sequences by understanding, choosing, and applying a range of compositional principles.</li> <li>Identify which aspects of a performance were performed consistently, accurately, fluently, and clearly; being able to provide constructive feedback.</li> </ul>	<ul style="list-style-type: none"> <li>Perform movements accurately with a sense of rhythm.</li> <li>Explore, improvise, and combine movement ideas fluently and effectively.</li> <li>Make up longer sequences and perform them with fluency and clarity of movement, choosing skills that meet the needs of the situation.</li> <li>Develop flexibility, strength, control, technique, and balance.</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>Work effectively as part of a team, recognising success, and give constructive feedback.</li> <li>Create short warm up routines that follow important principles.</li> </ul>	<ul style="list-style-type: none"> <li>Explore, improvise, and combine movement ideas fluently and effectively. Use skills in different ways, performing confidently, with clarity and a sense of rhythm.</li> <li>Combine and perform gymnastic actions, shapes, and balances more fluently and effectively.</li> <li>Use combinations of dynamics using the space effectively.</li> <li>Develop your own gymnastic sequences by understanding, choosing, and applying a range of compositional principles; varying direction, level, and pathways to improve the look of a sequence.</li> </ul>

Football (Y1 – Y6)      Hockey (Y1 – Y6)  
Netball (Y2 - Y6)      Tag rugby (Y2 – Y6)      Handball (Y2 – Y6)      Basketball (Y2 – Y6)

	Declarative Knowledge	Procedural Knowledge
Year 1	<ul style="list-style-type: none"> <li>Understand the concept of moving to get in line with the ball to receive it.</li> <li>Describe why being active and playing games is good for you.</li> <li>Describe what it feels like to breath quickly during exercise.</li> <li>Have simple plans that you know you can make work, e.g. where to stand to make it difficult for an opponent.</li> <li>Identify what skills you need to practice.</li> <li>Can describe what you have done or seen others do.</li> <li>Recognise space in games and use it to your advantage.</li> <li>Understand why being active and playing games is good for you.</li> <li>Understand how to play in a safe way.</li> <li>Describe why running and playing games is good for you.</li> <li>Watch, copy and describe others play.</li> <li>Understand who the attackers and who the defenders are.</li> <li>Decide when to pass and when to run.</li> </ul>	<ul style="list-style-type: none"> <li>Explore different ways to use, move and send the ball.</li> <li>Develop skills such as sending an object to a target, catching, receiving, rolling, pushing, throwing and basic ball control.</li> <li>Demonstrate a basic underarm throwing action with control and accuracy.</li> <li>Show control of a ball with basic actions.</li> <li>Send/ pass a ball and successfully catch/stop a ball.</li> <li>Develop fundamental movement skills, becoming increasingly confident and competent.</li> <li>Use skills in different ways when playing games.</li> <li>Recognise space in games and use it to your advantage.</li> <li>Move fluently, changing direction and speed easily and avoiding collisions.</li> <li>Show control of the ball with basic actions – including sending a ball/equipment to a target.</li> <li>Can shoot successfully at a goal or target.</li> <li>Play in a safe way.</li> <li>Move to defend a goal.</li> <li>Throw and catch a ball to themselves and others.</li> <li>Improve movement skills whilst moving with the ball in two hands. (<i>tag rugby</i>)</li> <li>Play simple games understanding the rules of the game.</li> <li>Learn how to tag. (<i>tag rugby</i>)</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>React to situations to make it difficult for opponents – using simple tactics.</li> <li>Understand and describe changes to your heart rate when playing a game.</li> <li>Recognise what is successful.</li> <li>Use actions and ideas you have seen to improve your own skills.</li> <li>Understand and describe changes to your heart rate when playing a game.</li> <li>Choose and use simple tactics to suit different situations and apply these in small sided games.</li> <li>Begin to understand some rules of the game.</li> <li>Begin to understand the importance of preparing safely and carefully for exercise – warming up.</li> <li>Understand and follow the rules of the game.</li> <li>Watch and describe a performance accurately.</li> <li>Copy actions and ideas and use the information to improve their skills.</li> <li>Begin to understand and develop correct technique of passing the ball.</li> <li>Develop understanding of invasion games and participate in small games.</li> <li>Use simple tactics in game situations.</li> </ul>	<ul style="list-style-type: none"> <li>Throw and catch the ball with increasing control, and throw the ball in different ways e.g. fast, slow, high, low (mastering basic throwing technique).</li> <li>Show good awareness of others when playing games.</li> <li>Participate in team games.</li> <li>Pass a ball with control.</li> <li>Show control when moving, changing speed and direction, both with and without a ball.</li> <li>Develop fundamental movement skills, becoming increasingly confident and competent.</li> <li>Perform a variety of skills keeping the ball under control.</li> <li>Perform a range of actions with control of the ball, including throwing, catching, gathering, keeping possession, and throwing in different ways (fast, slow, high, low).</li> <li>Know and show how to defend between ball and target.</li> <li>Decide when and where to run, showing good awareness of surroundings.</li> <li>Pass a ball with control and increasing accuracy and consistency.</li> <li>Move fluently, changing direction and speed – with and without a ball.</li> <li>Choose and use simple tactics to suit different situations in small sided games.</li> <li>React to situations in ways that make it difficult for opponents.</li> <li>Develop control and accuracy when throwing and catching a ball.</li> <li>Successfully beat a defender.</li> <li>Begin tagging players in game situations. (<i>tag rugby</i>)</li> </ul>

## Invasion games

basketball/ football/ handball/ hockey/ netball/ tag rugby

	• Declarative Knowledge	• Procedural Knowledge
Year 3	<ul style="list-style-type: none"> <li>Employ simple tactics in game situations.</li> <li>Recognise and explain good performances.</li> <li>Understand the link between heart rate and breathing when exercising.</li> <li>Recognise good performance and be able to identify what you need to practice to improve your own performance.</li> <li>Recognise players who play well in games and give reasons why.</li> <li>Identify what you do best and what you find difficult.</li> <li>Recognise and describe what happens to your breathing and heart rate when playing games and begin to understand why you get hotter when playing games.</li> <li>Learn how to recognise your own success.</li> <li>Describe how your body feels when exercising.</li> <li>Describe what happens to your heart rate and breathing when playing games and begin to understand why you get hotter.</li> <li>Identify what you do best and what you find most difficult and recognise this in others performance.</li> <li>Improve decision making skills and choose the right skills that meet the needs of the situation.</li> <li>Play simple invasion games with an understanding of the basic rules.</li> <li>To follow the rules of the game.</li> </ul>	<ul style="list-style-type: none"> <li>Move with a ball keeping it under close control.</li> <li>Keep possession of a ball as part of a team.</li> <li>Receive a ball successfully.</li> <li>Take up spaces/positions that make it difficult for opponents.</li> <li>Perform basic skills needed for games with control and accuracy.</li> <li>Pass/send a ball with increasing accuracy and at different speeds.</li> <li>Shoot/ score with some success.</li> <li>Use a range of skills to keep possession of the ball.</li> <li>Keep the ball under control, passing and receiving with increasing accuracy.</li> <li>Choose space/ positions where you can receive a pass or to support a teammate.</li> <li>Develop control and technique both in movements and manipulation.</li> <li>Apply basic principles for attacking and defending – finding space (attacking), challenge a player in possession (defending).</li> <li>Pass and receive the ball with control.</li> <li>Select passes that keep possession.</li> <li>Move to support teammates once you have passed the ball and explain how to keep possession.</li> <li>Know how to tag another player. (<i>tag rugby</i>)</li> <li>Develop attacking and defending skills within tag rugby.</li> <li>To be able to pass the ball backwards to a teammate. (<i>tag rugby</i>)</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>Explain and apply basic attacking and defending principles.</li> <li>Identify what you need to practice to improve your performance.</li> <li>Employ and explain simple tactics in game situations.</li> <li>Learn to recognise your own success.</li> <li>Describe how your body feels when exercising and understand the link between heart rate and breathing when exercising.</li> <li>Know, keep, and follow the rules of the game.</li> <li>Develop the understanding of the importance of speed and stamina when playing invasion games.</li> <li>Explain simple tactics in game situations.</li> <li>Recognise what you do well and what you find difficult.</li> <li>Devise suitable warm up activities for the upcoming activity.</li> <li>Identify and describe the skills needed to improve your game.</li> </ul>	<ul style="list-style-type: none"> <li>Pass in different ways e.g. high, low, fast, slow.</li> <li>Find and use space in game situations and work well as part of a team.</li> <li>Explain simple tactics in game situations.</li> <li>Move the ball keeping it under control whilst changing direction.</li> <li>Apply basic attacking and defending principles such as finding and using space in game situations.</li> <li>Pass, shoot and receive a ball with increasing accuracy, control and success.</li> <li>Challenge a player in possession of the ball.</li> <li>Pass the ball using different techniques.</li> <li>Develop set moves that can be used in attacking play.</li> <li>Show growing control and consistency during games.</li> <li>Choose and adapt techniques and tactics to keep possession of the ball and give you a chance to shoot or score.</li> <li>Collaborate with others and use tactics to keep possession.</li> <li>Get into good positions to pass, receive, and shoot the ball.</li> <li>Pass the ball using different techniques.</li> <li>Shoot and score with increasing accuracy.</li> <li>Use a range of tactics, including finding and using space, to keep possession of the ball to shoot/score.</li> <li>Move in different directions learning to move away from your opponent and keep control of the ball when running.</li> <li>Learn how to pass, catching successfully and improving skills whilst on the move.</li> <li>Move forward to attack as part of a team – running in a line. (<i>tag rugby</i>)</li> <li>To work as part of a team when defending, keeping in a line, and spreading out. (<i>tag rugby</i>)</li> <li>Successfully score.</li> <li>Develop physical characteristics needed for the game, e.g. speed, fitness, agility.</li> </ul>

	• Declarative Knowledge	• Procedural Knowledge
Year 5	<ul style="list-style-type: none"> <li>• Explain how your body reacts and feels when taking part in different activities and undertaking different roles.</li> <li>• Explain why a performance is good.</li> <li>• Understand how physical activity can contribute to a healthy lifestyle.</li> <li>• Learn how to evaluate and recognise success.</li> <li>• Choose different formations to suit the needs of the game.</li> <li>• Find ways to get the ball towards your opponent's goal, knowing when to pass, when to dribble or travel with the ball.</li> <li>• Watch and evaluate the success of a game, whilst recognising parts of a performance that could be improved and identifying practices that will help.</li> <li>• Suggest ideas for warming up and explain your choices.</li> <li>• Understand how the muscles work – work by getting shorter, relax by getting longer.</li> <li>• Understand the importance of being physically fit.</li> <li>• Know the difference between attacking and defending skills.</li> <li>• Know how to mark and defend your goal.</li> <li>• Identify strengths and weaknesses of your own and other performances and explain your reasoning.</li> <li>• Begin to understand the importance of lines in tag rugby – both for attack and defence. (<i>tag rugby</i>)</li> <li>• Understand the defensive duties in tag rugby and the process of tagging.</li> </ul>	<ul style="list-style-type: none"> <li>• Perform skills (e.g. passing) with accuracy, confidence and control, and increasing speed.</li> <li>• Work effectively as part of a team and keep possession of the ball when faced with opponents.</li> <li>• Apply basic principle for attacking – Using skills to keep possession of the ball.</li> <li>• Begin to apply defending principles in games; Communicating well as a team to regain possession of the ball.</li> <li>• Apply basic principles for defending - Defend by marking, covering, and tracking opponents as appropriate.</li> <li>• Participate in competitive games, modified where appropriate.</li> <li>• Develop technique of important skills – such as passing.</li> <li>• Keep possession of the ball when faced with opponents.</li> <li>• Apply basic principle for attacking – Use a variety of tactics to keep possession of the ball.</li> <li>• Change speed and direction to get away from a defender.</li> <li>• Use a variety of tactics, like use of space and positions to keep the ball.</li> <li>• Use simple tactics in games to achieve success as a team.</li> <li>• Apply basic principle for attacking – choosing when to pass or dribble to keep possession of a ball.</li> <li>• Use a variety of skills to keep the ball, thinking about moving towards goal, different positions and the use of space.</li> <li>• Increase accuracy and confidence of passing and shooting skills.</li> <li>• Increase accuracy and control when passing and catching whilst moving at speed.</li> <li>• Participate in competitive games, following the rules and playing fair.</li> <li>• Continue to improve different ways to pass – fast, slow, high, low.</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>• Create short warm up routines that follow the basic principles e.g. raising body temperature, mobilise joints and muscles.</li> <li>• Learn how to evaluate your own success, as well as recognise part of a performance that could be improved and why.</li> <li>• Understand how to improve in different physical activities and sport.</li> <li>• Understand there are different ways to defend.</li> <li>• Understand there are different ways to attack as a team.</li> <li>• Know how invasion sports helps your fitness and health.</li> <li>• Give feedback to individual, teams and your own performance, describing the best points, suggesting how to improve, and commenting on techniques and tactics.</li> <li>• Know what makes a good warm down e.g. it calms the body, prevents stiffness, settles the mind.</li> <li>• Identify and evaluate parts of your own game and others, providing feedback.</li> <li>• Understand how physical activity can contribute to a healthy lifestyle.</li> <li>• Understand how muscles work.</li> <li>• Adapt games and activities making sure everyone has a role to play.</li> <li>• Create short warm up routines that follow the basic principles e.g. raising body temperature, mobilise joints and muscles.</li> <li>• Understand how to improve in different physical activities and sport.</li> <li>• To understand the rules of the game and participate in full games.</li> <li>• Understand the importance of keeping in a line in both attacking and defending plays. (<i>tag rugby</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Apply basic principles for attacking and defending, choosing different formations to suit the need of the game.</li> <li>• Develop control whilst performing skills at speed.</li> <li>• Show good awareness of others in game situations and work effectively as a team, adapting games if needed so everyone has a role to play.</li> <li>• Use the defending principles in game situations, including marking, tracking and covering, to gain possession.</li> <li>• Combine and perform skills with control, adapting them to meet the needs of the situation.</li> <li>• Choose and apply a range of tactics and strategies when both attacking and defending.</li> <li>• Use different skills to keep possession of a ball as part of a team.</li> <li>• Change speed and direction to get away from a defender.</li> <li>• Choose different formations to suit the needs of the game and choose skills that meet the need of the situation.</li> <li>• Work effectively as a team.</li> <li>• Use a variety of tactics to keep possession of the ball, applying the principles of attacking.</li> <li>• Use the defending principles in game situations, including marking, tracking, and covering, to gain possession.</li> <li>• Incorporate the rules of the game into small sided games such as passing backwards in tag rugby.</li> <li>• To pass and catch the ball whilst running at different speeds.</li> <li>• Keep control of the ball when running and passing, ensuring passing is accurate.</li> <li>• Carefully consider the best way to score and win the game, remembering to find and use space when running.</li> <li>• Successfully remove tags in accordance with the rules. (<i>tag rugby</i>)</li> </ul>



	Declarative Knowledge	Procedural Knowledge
Year 1	<ul style="list-style-type: none"> <li>Can watch and copy what they see and describe why they have copied that technique.</li> <li>Understand why being active is good for you.</li> <li>Understand how to play in a safe way and why being active and playing games is good for you.</li> <li>Describe what they have done or seen others doing.</li> <li>Change the way they use skills in response to their opponent's actions.</li> <li>Understand, follow, and apply skills and tactics in simple games.</li> </ul>	<ul style="list-style-type: none"> <li>Use different skills and movements, including aiming into space to try win games.</li> <li>Can hit the shuttle varying height, speed and direction into space. (<i>badminton</i>)</li> <li>Can control and balance the shuttle with some control, with and without a racket. (<i>badminton</i>)</li> <li>Watch, track and catch a shuttle successfully, as well as throw it with control to a partner. (<i>badminton</i>)</li> <li>Move fluently, changing direction and speed.</li> <li>Engage in cooperative physical activities.</li> <li>Explore different ways to use and move with the ball – showing control with simple actions and basic control when striking an object.</li> <li>Catch/stop and send/pass a ball – developing technique of throwing and receiving.</li> <li>Understand the concept of moving to get in line with a ball/shuttle to receive it.</li> <li>Show control of a ball with basic actions and explore different ways to use and move with a ball.</li> <li>Send a ball in different ways e.g. throwing, pushing, rolling.</li> <li>Successfully receive (catch/stop) a ball.</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>Understand what a rally is and how to continue one in pairs.</li> <li>Identify good technique and justify why it is good.</li> <li>Describe how to hold and grip the racket on forehand shots.</li> <li>Understand and follow the rules of the game.</li> <li>Watch and describe a performance accurately.</li> <li>Use actions and ideas you have seen to improve your own skills.</li> <li>Begin to understand the important of preparing safely and carefully for exercise: warming up.</li> <li>Develop simple tactics for attacking.</li> <li>Gain an understanding that hitting the ball into space helps them score points.</li> <li>Begin to understand and describe changes to their heart rate when playing a game.</li> <li>Recognise what is successful.</li> <li>Use actions and ideas they have seen to improve their own skills.</li> </ul>	<ul style="list-style-type: none"> <li>Move fluently, changing direction and speed with increasing confidence.</li> <li>Watch, track and catch a shuttle successfully, and throw a shuttle relating to an overhead clear. (<i>badminton</i>)</li> <li>Improve control of the shuttle, with and without the racket, developing different movements and skills to play varied types of shot, including an accurate forehand serve. (<i>badminton</i>)</li> <li>Can hit the shuttle, when in the air, varying height, speed and direction into space and to a partner. (<i>badminton</i>)</li> <li>Engage in cooperative and competitive physical activities (both against self and against others).</li> <li>Use and move with a racket with control.</li> <li>Perform a range of actions including catching/ gathering skills and sending/passing with control and throw/hit a ball in different ways e.g. high, low, fast, slow.</li> <li>Choose and use skills and simple tactics to suit different situations – showing good awareness of others.</li> <li>Perform a range of catching and gathering skills with control.</li> <li>Master basic throwing technique.</li> <li>Throw / Hit a ball in different ways e.g. high, low, fast, slow.</li> <li>Understand and follow the rules of the game, showing good awareness of others when playing games.</li> </ul>

net & wall games  
badminton/tennis/volleyball

	• Declarative Knowledge	• Procedural Knowledge
Year 3	<ul style="list-style-type: none"> <li>• Can perform a forehand serve accurately to a partner, and familiarize themselves with the backhand serve, being able to describe correct grip and technique. (<i>badminton</i>)</li> <li>• Explain and demonstrate the chasse step and lunge in practice and games. (<i>badminton</i>)</li> <li>• Compete with others – Keeping and following the rules of the game.</li> <li>• Identify what you do well and what you find difficult.</li> <li>• Further understand the link between heart rate and breathing when exercising.</li> <li>• Employ simple tactics in game situations and explain why they have used the tactics.</li> <li>• Learn how to evaluate and recognise their own success.</li> <li>• Identify what they need to practice to improve their performance.</li> <li>• Describe how their bodies feel when exercising and understand the link between heart rate and breathing when exercising.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to develop control of the shuttle with and without the racket. (<i>badminton</i>)</li> <li>• Show a good stance and structure when throwing and hitting the shuttle. (<i>badminton</i>)</li> <li>• Improve control of the shuttle, with and without the racket, developing different movements and skills to play varied types of shot including a forehand and a lift. (<i>badminton</i>)</li> <li>• Participate in rallies with others.</li> <li>• Can hit the ball/shuttle, when in the air, varying height, speed and direction into space and to a partner.</li> <li>• Perform basic skills needed for the games with control and accuracy, including throwing and stopping the ball.</li> <li>• Perform a basic forehand action.</li> <li>• Throw/ Send a ball using a variety of techniques.</li> <li>• Take up space/ positions that make it difficult for opponents.</li> <li>• Keep a rally going.</li> <li>• Choose the appropriate throwing technique to meet the demands of the task.</li> <li>• Send a ball into space at different speeds and heights to make it difficult for the opponent.</li> <li>• Intercept and stop the ball consistently.</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>• Understand the different types of rallies, participating in both.</li> <li>• Recognise and explain good performances.</li> <li>• Learn how to recognise and evaluate your own success.</li> <li>• Describe how your body feels when exercising, further understanding the link between heart rate and breathing when exercising.</li> <li>• Devise suitable warm-up activities for the upcoming activities.</li> <li>• Identify what they need to practice to improve their performance.</li> <li>• Explain the tactics they have used in games.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to improve control of the shuttle, with and without the racket, developing different movements and skills to play varied types of shot including a forehand and a lift. (<i>badminton</i>)</li> <li>• Can hit the shuttle, when in the air, varying height, speed and direction into space to beat an opponent. (<i>badminton</i>)</li> <li>• Use different skills to try and win games.</li> <li>• Work together to keep a rally going, returning the ball/shuttle to a partner.</li> <li>• With increasing accuracy, perform a forehand and backhand serve, hitting the shuttle with confidence and control. (<i>badminton</i>)</li> <li>• Can move around the court with purpose.</li> <li>• Can demonstrate a fast-paced chasse movement in isolation and in games. (<i>badminton</i>)</li> <li>• Perform basic skills needed for the games with control and accuracy, including hitting a ball towards a target.</li> <li>• Perform a basic forehand action with control and accuracy.</li> <li>• Send/ hit a ball/shuttle into space, at different speeds and heights to make it difficult for your opponent.</li> <li>• Begin to apply basic movements in a range of activities and in combination.</li> <li>• Apply basic principles for attacking including finding and using space in game situations.</li> <li>• Keep a rally going using a range of shots.</li> <li>• Apply basic principles suitable for attacking and defending.</li> <li>• Choose the appropriate hitting and throwing technique to meet the demands of the task.</li> <li>• Adopt a good 'ready position' to move and catch a ball.</li> <li>• Intercept and stop the ball consistently.</li> </ul>

	<ul style="list-style-type: none"> <li><b>Declarative Knowledge</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Procedural Knowledge</b></li> </ul>
<p><b>Year 5</b></p>	<ul style="list-style-type: none"> <li>Understand tactics in net games, such as aiming into space to beat an opponent. Use these tactics to try win games.</li> <li>Identify spaces and understand the tactic of hitting into gaps.</li> <li>Watch and evaluate the success of games.</li> <li>Able to explain why a performance is good, and what part of a performance could be improved and why.</li> <li>Create short warm up routines that follow basic principle e.g. raise body temperature, mobilise joints and muscles.</li> <li>Understand how the muscles work e.g. work by getting shorter, relax by getting longer.</li> <li>Develop an understanding of how to improve in different physical activities and sports.</li> <li>Recognise part of a performance that could be improved and explain how.</li> <li>Learn how to evaluate and recognise their own success.</li> </ul>	<ul style="list-style-type: none"> <li>Able to hit a shuttle with good stance and grip on both forehand and backhand side, varying shot selection; height, speed and depth. (<i>badminton</i>)</li> <li>Improve consistency of shots, noticing longer rallies.</li> <li>Use different racket skills and types of movement during a competitive or cooperative rally.</li> <li>To participate in rallies with and without a racket.</li> <li>Demonstrate skills learnt during the unit when competing against others, including serving, returning a serve, and shot accuracy when moving at a quick pace.</li> <li>Can demonstrate fast paced movements, fluently changing direction and speed.</li> <li>Hit the ball with purpose.</li> <li>Play shots on the forehand and backhand side of your body.</li> <li>Direct the ball towards the opponent's court or target area.</li> <li>Participate in competitive games, modified where appropriate.</li> <li>Use good footwork that allows the ball to be hit with good technique.</li> <li>Adopt a good ready position and show good position on court.</li> <li>Show good awareness of others in game situations.</li> <li>Apply basic principles suitable for attacking and defending. Identify spaces and understand the tactic of hitting into gaps.</li> </ul>
<p><b>Year 6</b></p>	<ul style="list-style-type: none"> <li>Describe good technique of the forehand, backhand, and overhead clear.</li> <li>Explain how your body reacts and feels when taking part in different activities and undertaking different roles.</li> <li>Evaluate your own success and areas of improvement, as well as others.</li> <li>Create short warm up routines that follow basic principles e.g. raise body temperature, mobilise joints and muscles.</li> <li>Recognise part of a performance that could be improved and explain how.</li> <li>Continue to evaluate and recognise their own success.</li> <li>Understand the importance of being physically fit and how physical activity can contribute to a healthy lifestyle.</li> </ul>	<ul style="list-style-type: none"> <li>Experiment with the racket using different skills.</li> <li>Play shots at different heights, direction, and speed, and improve hitting the ball/shuttle whilst moving.</li> <li>Use different skills and tactics learnt to try win games.</li> <li>Improve consistency of shots, directing them to help win competitions.</li> <li>Be continuous within a rally and regularly play consistent shots.</li> <li>Use tactical serves to deceive opponent.</li> <li>Demonstrate fast paced movements, including the chasse step and lunge whilst increasing shuttle accuracy. (<i>badminton</i>)</li> <li>Hit the ball with purpose, varying speed, height, and direction.</li> <li>Direct the ball towards the opponent's court or target area. Perform skills such as forehand and backhand shots with control and confidence.</li> <li>Apply the principles of attacking.</li> <li>Adopt a good ready position with purpose and show good position on court.</li> <li>Participate in competitive games, modified, and adapted where appropriate.</li> <li>Apply basic principles suitable for defending.</li> <li>Apply basic principles suitable for attacking.</li> <li>Identify spaces and understand the tactic of hitting into gaps.</li> <li>Use good footwork that allows the ball to be hit with good technique.</li> </ul>

	• <b>Declarative Knowledge</b>	• <b>Procedural Knowledge</b>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>• Introduction to a compass and directions (N, E, S, W.)</li> <li>• Understand how communication can help to solve problems with others.</li> </ul>	<ul style="list-style-type: none"> <li>• Move in different directions and a variety of different ways.</li> <li>• Work independently, as well as cooperatively in small groups.</li> <li>• Participate in games following rules and playing fairly.</li> <li>• Begin to plan how to solve problems.</li> <li>• Participate in competition with others, completing a simple orienteering event.</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>• Begin to problem solve with others.</li> <li>• Understand what a compass is used for and be able to use the direction points.</li> <li>• Has knowledge of safety rules and procedures for taking part in orienteering events.</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to map reading. Be able to use some basic features on a map to select and plan a route.</li> <li>• Work well in big groups, sharing, taking turns, and cooperating with others.</li> <li>• Begin to understand the competitive side of orienteering and take part in a picture orienteering event.</li> <li>• Meets challenges effectively working as part of a team.</li> </ul>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>• Participate in competitive orienteering events, following instructions of the game</li> <li>• Recognise that activities need thinking through and planning.</li> <li>• Evaluate your performance and recognise what went well and what could be improved.</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in team games, working cooperatively, solving problems with others.</li> <li>• Communicate effectively with other people and discuss plans to achieve success.</li> <li>• To make a map with symbols and be able to recognise where you are on a map, using basic techniques.</li> <li>• Move confidently in different ways, developing agility, balance, and co-ordination.</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>• Have knowledge of safety rules and procedures for taking part in orienteering event.</li> <li>• Work as a team to plan and decide what approach to use to meet the challenges.</li> <li>• Explain how you could improve your performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a basic understanding of map reading/making and apply these skills and techniques in games.</li> <li>• Work cooperatively and successfully as part of a team, improving communication skills.</li> <li>• Recognise where you are on a map.</li> <li>• Demonstrate all the physical skills needed for orienteering: agility, balance, and co-ordination.</li> </ul>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>• Understand relevant techniques to navigate to and from control points.</li> <li>• Identify what they have done well and adapt plans for future challenges.</li> </ul>	<ul style="list-style-type: none"> <li>• To orientate themselves and map correctly keeping track of their position with increasing accuracy.</li> <li>• Work within a team trusting and valuing each other.</li> <li>• Develop communication skills and use these skills to achieve success.</li> <li>• Make a map with symbols and legend and begin to understand scale.</li> <li>• Compete in orienteering events, problem solving with team members.</li> </ul>
<b>Year 6</b>	<ul style="list-style-type: none"> <li>• Understand elements and scaling confidently.</li> <li>• Identify what they have done well and adapt plans for future challenges.</li> <li>• Plan strategies to complete tasks. Choose sensible skills and approaches for the challenge.</li> </ul>	<ul style="list-style-type: none"> <li>• Build confidence during team activities.</li> <li>• Takes part in orienteering events, such as picture orienteering and control orienteering, with success.</li> <li>• Use a map to confidently orientate yourself around - Use previous knowledge to navigate and design a route to the controls.</li> <li>• Develop map reading and map building skills.</li> <li>• Develop physical fitness and be able to describe its importance in orienteering.</li> </ul>

	• <b>Declarative Knowledge</b>	• <b>Procedural Knowledge</b>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>Apply skills and tactics in simple games, including recognizing space and using it to your advantage.</li> <li>Understand why being active and playing games is good for you.</li> <li>Describe what you have done, or seen others doing.</li> <li>Describe what it is like to breath quickly during exercise.</li> </ul>	<ul style="list-style-type: none"> <li>Move fluently, changing direction and speed,</li> <li>Show basic control of the ball, including when striking a ball.</li> <li>Successfully receive (catch/stop) a ball, understanding the concept of moving to get in line with the ball to receive it.</li> <li>Understand and follow simple rules for games and compete in physical activities both against self and against others.</li> <li>Apply skills and tactics in simple games, including recognizing space and using it to your advantage.</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>React to situations in ways that make it difficult for opponents.</li> <li>Understand simple tactics like hitting the ball into space to help score more points.</li> <li>Begin to understand the importance of preparing safely for exercise – warming up.</li> <li>Recognise what is successful.</li> </ul>	<ul style="list-style-type: none"> <li>Show good awareness of others when playing games.</li> <li>Develop fundamental movement skills, becoming increasingly confident and competent.</li> <li>Perform a range of actions with control including catching, gathering, and hitting a ball with increasing accuracy.</li> <li>Throw/hit a ball in different ways e.g. high, low, fast, slow.</li> </ul>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>Identify what you need to practice to improve your performance.</li> <li>Understand the link between heart rate and breathing when exercising.</li> <li>Describe how your body feels when exercising and understand the link between heart rate and breathing when exercising.</li> <li>Employ simple tactics in games.</li> <li>Devise suitable warm up activities for upcoming activities.</li> </ul>	<ul style="list-style-type: none"> <li>Apply and develop a broader range of skills, whilst ensuring basic skills are performed with control and accuracy.</li> <li>Throw a ball increasing distances.</li> <li>Catch a ball with increasing consistency.</li> <li>Hit a ball with correct technique.</li> <li>Intercept and stop the ball consistently.</li> <li>Employ simple tactics, particularly when fielding to make it harder for the batter.</li> <li>Work well as part of a team, particularly when fielding to make it harder for the batter.</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>Explain the tactics you have used in games.</li> <li>Communicate, collaborate, and compete with others, following the rules of the game.</li> <li>Choose fielding skills which make it difficult for your opponent.</li> <li>Recognise what you do well and what you find difficult and explain good performances.</li> </ul>	<ul style="list-style-type: none"> <li>Show control, coordination and consistency when throwing and catching a ball.</li> <li>Hit a ball with increasing control from a tee and progress to without a tee.</li> <li>Take up spaces/positions that make it difficult for the opposition.</li> <li>Hit a ball with increasing control, accurately towards a target.</li> <li>Communicate, collaborate, and compete with others, following the rules of the game.</li> <li>Chose fielding skills which make it difficult for your opponent.</li> </ul>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>Watch and evaluate the success of games and good performance.</li> <li>Understand how physical activity can contribute to a healthy lifestyle and explain how your body reacts and feels when taking part in physical activity.</li> <li>Create short warm up routines that follow basic principles e.g. raising body temperature, mobilise joints and muscles.</li> <li>Choose skills and tactics to meet the needs of the situation. (i.e. to outwit opponents when fielding).</li> <li>Explain why a performance is good.</li> </ul>	<ul style="list-style-type: none"> <li>Show good awareness of others in game situations.</li> <li>Adapt games and activities making sure everyone has a role to play.</li> <li>Develop control and technique whilst performing skills at speed.</li> <li>Hit the ball with purpose, varying speed height and direction, as well as thinking of tactics needed to score more runs.</li> <li>Work as part of a team, communicating well with others.</li> <li>Begin to bowl at different speeds.</li> </ul>
<b>Year 6</b>	<ul style="list-style-type: none"> <li>Learn how to evaluate and recognise your own success and areas for improvement.</li> <li>Develop an understanding of how to improve in different physical activities and sports.</li> <li>Create short warm up routines that follow basic principles e.g. raise body temperature, mobilise joints and muscles.</li> </ul>	<ul style="list-style-type: none"> <li>Perform skills, including retrieve, intercept and stop a ball, with accuracy, confidence, and control.</li> <li>Bowl using an overarm technique, beginning to vary speed and length of delivery.</li> <li>Use skills and tactics to outwit opponents when fielding, bowling, and batting.</li> <li>Work as part of a team that covers the areas to make it hard for the batter to score runs.</li> <li>Use tactics that involve bowlers and fielders working together.</li> <li>Perform skills with accuracy, confidence, and control.</li> <li>Participate in competitive games, modified where appropriate.</li> <li>Retrieve, intercept, and stop a ball when fielding.</li> </ul>

	• Declarative Knowledge	• Procedural Knowledge
Year 1	<ul style="list-style-type: none"> <li>Understand and describe changes to their heart rate when playing a game.</li> <li>Talk about and develop movement skills needed in games.</li> <li>Understand the importance of rules and follow instructions to complete a task.</li> </ul>	<ul style="list-style-type: none"> <li>Show control of a ball with basic actions.</li> <li>Develop and practise ball handling skills.</li> <li>Move the ball in different ways, practising throwing using overarm and underarm techniques.</li> <li>Roll a ball with some accuracy.</li> <li>Recognise what is successful.</li> <li>Develop fundamental movement skills, becoming increasingly confident.</li> <li>Explore different ways of moving, with and without a ball, developing movement and coordination.</li> <li>Show increasing control when pushing, patting, throwing, and catching a ball.</li> <li>Send objects towards a target with increasing accuracy.</li> <li></li> </ul>
Year 2	<ul style="list-style-type: none"> <li>Begin to understand the importance of preparing safely for exercise – warming up.</li> <li>Describe what you have done, or seen others doing.</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Develop movement skills relevant to games i.e. dodging. (<i>dodgeball</i>)</li> <li>Develop catching and striking skills.</li> <li>Pass/send a ball, with increasing control, at different speeds – fast/slow.</li> <li>Engage in competitive physical games, employing simple tactics. (<i>dodgeball</i>)</li> <li>Develop problem solving and decision-making strategies.</li> <li>Explore different ways of moving, changing speed and direction fluently.</li> <li>Push/ roll/ putt a ball towards a target with control.</li> <li>Develop technique when using the golf putter, becoming increasingly accurate.</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>Understand how finding space can help in game situations.</li> <li>Begin to understand why you get hotter when you exercise and play games.</li> <li>Identify what you do best and what you find difficult.</li> <li>Explain what success you have seen in games, and how individuals and teams achieved it.</li> </ul>	<ul style="list-style-type: none"> <li>Improve consistency when catching a ball at different heights.</li> <li>Show control when moving at speed.</li> <li>Move the ball in different ways, with increasing accuracy and control.</li> <li>Use a range of skills and tactics to win games.</li> <li>Show control and control to make accurate shots.</li> <li>Demonstrate good teamwork skills.</li> </ul>



	• <b>Declarative Knowledge</b>	• <b>Procedural Knowledge</b>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>Describe how your body feels when you are warming up and playing games.</li> <li>Evaluate your own performance and describe skills you need to improve your play.</li> <li>Find and use space in game situations and explain the importance in this tactic.</li> </ul>	<ul style="list-style-type: none"> <li>Get in good positions to throw and receive the ball.</li> <li>Send a ball with accuracy, control, and consistency, whilst moving at different speeds.</li> <li>Practice and improve the underarm throw and side shot throw. (<i>dodgeball</i>)</li> <li>Participate in games using skills learnt in previous lessons, including striking, dodging and ball handling skills. (<i>dodgeball</i>)</li> <li>Demonstrate good teamwork and communication skills.</li> </ul>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>Understand the importance of quick reactions in dodgeball.</li> <li>Develop an understanding of how to improve when playing games.</li> <li>Understand how the muscles work.</li> </ul>	<ul style="list-style-type: none"> <li>Participate in games fairly, following the rules.</li> <li>Show good teamwork.</li> <li>Apply appropriate skills and tactics in game situations.</li> <li>Move quickly (dodge) with good control. (<i>dodgeball</i>)</li> <li>Improve control when moving at speed. (<i>dodgeball</i>)</li> <li>Increase accuracy and consistency of throws, including a side shot throw, towards a moving target. (<i>dodgeball</i>)</li> <li>Show control and control to make accurate shots.</li> <li></li> </ul>
<b>Year 6</b>	<ul style="list-style-type: none"> <li>Explain how physical activity can help contribute to a healthy lifestyle.</li> <li>Evaluate a performance, Providing constructive feedback.</li> <li>Compare and evaluate other performances.</li> </ul>	<ul style="list-style-type: none"> <li>Successfully catch a ball at different heights.</li> <li>Demonstrate a variety of different throwing techniques with good accuracy, pace, and consistency. (<i>dodgeball</i>)</li> <li>Take part in competitive games, playing fairly and working cooperatively as part of a team.</li> <li>Use different ways to dodge the ball (jump, gallop, jockey.) (<i>dodgeball</i>)</li> <li>Use appropriate tactics in games and discuss and apply strategies needed to win.</li> <li>Determine how much speed and power is required when working to a target.</li> <li>Compete with other in modified games.</li> </ul>



	Health, Fitness & Wellbeing	Body Awareness	Warm up & Cool down	Safety
Year 1	<ul style="list-style-type: none"> <li>Understand why being active and playing games is good for you.</li> </ul>	<ul style="list-style-type: none"> <li>Describe what it feels like to breathe quickly during exercise.</li> <li>Understand some changes to the body when playing a game.</li> </ul>	<ul style="list-style-type: none"> <li>Understand that warming up is an important part of a PE lesson to prepare safely for exercise.</li> </ul>	<ul style="list-style-type: none"> <li>Understand how to play in a safe way.</li> <li>Demonstrate an appreciation of safety when using apparatus and equipment.</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>Describe why running is good for you.</li> </ul>	<ul style="list-style-type: none"> <li>Understand and describe changes to your heartrate when playing a game.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to understand the importance of warming up and cooling down.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the need for preparing safely for activity.</li> <li>Has knowledge of safety rules and procedures for taking part in orienteering events.</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>Develop an understanding of the importance of speed and stamina when playing invasion games.</li> </ul>	<ul style="list-style-type: none"> <li>Describe how their bodies feel when exercising.</li> <li>Understand the link between heart rate and breathing during exercise.</li> <li>Begin to understand why you get hotter when playing games.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to create simple warm ups.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate an appreciation of safety when lifting, moving and placing apparatus and equipment.</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>Improve physical fitness.</li> </ul>	<ul style="list-style-type: none"> <li>Describe how their bodies feel when exercising and further understand the link between heart rate and breathing during exercise.</li> <li>Communicate what you want through your dances.</li> </ul>	<ul style="list-style-type: none"> <li>Devise suitable warm-up activities for the upcoming activities.</li> </ul>	<ul style="list-style-type: none"> <li>Understand and follow safety procedures.</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>Understand how physical activity can contribute to a healthy lifestyle.</li> <li>Understand the importance of being physically fit.</li> <li>Develop physical fitness.</li> <li>Recognise exercise and activities that help strength, speed and stamina.</li> </ul>	<ul style="list-style-type: none"> <li>Explain how their body reacts and feels when taking part in different activities and undertaking different roles.</li> <li>Understand how the muscles work – work by getting shorter, relax by getting longer.</li> <li>Move in a way that reflects the music.</li> </ul>	<ul style="list-style-type: none"> <li>Create short warm up routines that follow basic principle e.g. raise body temperature, mobilise joints and muscles.</li> <li>Suggest ideas for warming up and explain your choices.</li> </ul>	<ul style="list-style-type: none"> <li>Coordinate lifting and moving apparatus in a safe and sensible way.</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>Be able to describe the importance of being physically fit.</li> <li><b>Further understand how physical activity can contribute to a healthy lifestyle.</b></li> <li>Know how invasion sports help your fitness and health.</li> <li><b>Develop physical characteristics needed for sport.</b></li> </ul>	<ul style="list-style-type: none"> <li>Explain how their body reacts and feels when taking part in different activities and undertaking different roles.</li> <li>Understand how muscles work.</li> </ul>	<ul style="list-style-type: none"> <li>Create short warm up routines that follow important principles.</li> <li>Know what makes a good warm down e.g. it calms the body, prevents stiffness, settles the mind.</li> </ul>	<ul style="list-style-type: none"> <li>Coordinate lifting and moving apparatus in a safe and sensible way.</li> </ul>



EYFS			
Statutory Framework for EYFS – Early Years Goals			
Reception children at the expected level of development will:			
Physical Development	Pillars of Progression: Pillar 1: Motor Competences and Fundamental Movement Skills (FMS) <i>NB: Best developed between 3 and 8 years old</i>	Gross motor skills	<ul style="list-style-type: none"> <li>- Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>- Demonstrate strength, balance and coordination when playing.</li> <li>- Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.</li> </ul>
		Fine motor skills	<ul style="list-style-type: none"> <li>- Use a range of small tools, including scissors, paint brushes and cutlery.</li> </ul>
Personal, Social & Emotional Development	Self-regulation	<ul style="list-style-type: none"> <li>- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul>	
	Managing self	<ul style="list-style-type: none"> <li>- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>- Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul>	
	Building relationships	<ul style="list-style-type: none"> <li>- Work and play cooperatively and take turns with others.</li> <li>- Form positive attachments to adults and friendships with peers.</li> <li>- Show sensitivity to their own and to others' needs.</li> </ul>	

<p><u>Ball Skills</u></p>	<p>Shows understanding of the need for safety when tackling new challenges and considers and manages some risks when using equipment.</p> <p>Can play in a group, extending and elaborating play ideas within the group.</p> <p>Begins to accept the needs of others and can take turns and share, sometimes with the support of others.</p> <p>Shows increasing control when throwing and catching a large ball.</p>
<p><u>Dance</u></p>	<p>Explore and copy basic body actions and rhythms.</p> <p>Negotiate space confidently, using appropriate strategies.</p> <p>Use their bodies to respond to stories, topics, and music.</p>
<p><u>Fitness</u></p>	<p>Improve speed, agility, balance, coordination, strength and physical fitness.</p> <p>Works well as part of a team.</p> <p>Develop and demonstrate the jumping technique safely.</p> <p>Solve challenges whilst on the move.</p> <p>Work individually and cooperatively to perform a range of balances.</p>
<p><u>Fun &amp; Games</u></p>	<p>Runs skilfully and negotiates spaces successfully, adjusting speed or direction to avoid obstacles.</p> <p>Shows understanding of the need for safety when tackling new challenges and considers and manages some risks when using equipment.</p> <p>Begins to accept the needs of others and can take turns and share, sometimes with the support of others.</p> <p>Moves freely and with pleasure and confidence in a range of skilful ways.</p> <p>Shows understanding when counting objects to 10 and beginning to count beyond 10.</p>

<p><u>Me &amp; Myself</u></p>	<p>Ability to dress themselves with support if necessary.</p> <p>Moves freely and with pleasure and confidence in a range of skilful ways.</p> <p>Engages in conversation with others.</p> <p>Runs skilfully and negotiates spaces successfully, adjusting speed or direction to avoid obstacles.</p> <p>Ability to link sounds to letters, naming and sounding the letters of the alphabet.</p>
<p><u>Movement Development</u></p>	<p>Travels with confidence and skill in a range of movements when using equipment.</p> <p>Shows understanding of the need for safety when tackling new challenges and considers and manages some risks.</p> <p>Moves freely and with pleasure and confidence in a range of skilful ways.</p> <p>Runs skilfully and negotiates spaces successfully, adjusting speed or direction to avoid obstacles.</p>
<p><u>Throwing &amp; Catching</u></p>	<p>Showing increased control when catching a ball.</p> <p>Shows increasing control over an object, pushing, passing, throwing, catching, or kicking it.</p> <p>Moves freely and with pleasure and confidence in a range of skilful ways.</p> <p>Able to respond to simple instructions, showing a good understanding of safety when using tools and equipment.</p>
<p><u>Working with Others</u></p>	<p>Can play in a group.</p> <p>Begins to accept the needs of others and can take turns and share, sometimes with the support of others.</p> <p>Keeps play going by responding to what others are saying or doing.</p> <p>Runs skilfully and negotiates spaces successfully, adjusting speed or direction to avoid obstacles.</p>

PE Life skills			
<u>Health, Fitness &amp; Wellbeing</u>	<p>Shows some understanding that good practices regarding exercise, eating, sleeping and hygiene can contribute to good health.</p> <p>Begin to understand the importance of regular exercise.</p>	<u>Feedback</u>	<p>Express their enjoyment of an activity using simple feedback techniques (e.g. thumbs up/down).</p>
<u>Body Awareness</u>	<p>Shows some understanding towards the effects of activity on their body.</p>	<u>Peer-coaching</u>	<p>Responds to ideas showing understanding, asking appropriate questions of others.</p>
<u>Safety</u>	<p>Aware of the boundaries set, and of behavioural expectations in the setting, to ensure everyone's safety.</p> <p>Know that equipment and apparatus can be harmful.</p>	<u>Leadership &amp; Teamwork</u>	<p>Can play fairly in a group.</p> <p>Work well with a partner, copying and mirroring movements.</p> <p>Shows the ability to accept the needs of others and can take turns and share resources, sometimes with support from others.</p>
<u>Evaluation</u>	<p>Watch and copy some basic movements in P.E.</p> <p>Responds to what others are saying or doing.</p>		