

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>	In KS1, particular attention should be paid towards Motor Competence and Fundamental Movement Skills (FMS). FMS can be categorised as: Locomotor Skills – such as running & jumping Stability Skills – such as twisting & balancing Manipulation Skills – such as throwing & catching		By KS2, pupils should be demonstrating proficiency in FMS. Pupils should continue to progress and demonstrate proficient Motor Competence. Increased attention towards Rules, Strategies and Tactics. 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.			
<u>Sports & Games</u>	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. 1b: Participate in team games, developing simple tactics for attacking and defending. 1c: Perform dances using simple movement patterns.		2a: Use running, jumping, throwing, and catching in isolation and in combination. 2b: Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. 2c: Develop flexibility, strength, technique, control, and balance. 2d: Perform dances using a range of movement patterns. 2e: Take part in outdoor and adventurous activity challenges both individually and within a team 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.			
<u>Swimming & Water Safety</u>	All schools must provide swimming instruction either in key stage 1 or key stage 2. Pupils should be taught to: 1d: Swim competently, confidently, and proficiently over a distance of at least 25 metres. 1e: Use a range of strokes effectively. 1f: Perform safe self-rescue in different water-based situations					

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.
<i>NB: Although important in their own right, pupils need to be explicitly taught the links between both types of knowledge.</i> <i>* See our FULL PLANS for demonstration of reinforcing declarative/procedural knowledge.</i>	



	• Declarative Knowledge	• Procedural Knowledge
Year 1	- Recognise successful and unsuccessful techniques. - Show understanding of the correct running technique.	- Show good teamwork and sportsmanship when taking part in competitive throwing. - Develop the overarm throw technique, throwing accurately towards a target. - Practice the underarm throw technique, aiming towards a target showing increased control. - Show a basic level of control, coordination and consistency when running. - Explore and practice a variety of movements including running, jumping, and throwing techniques. - Experiment with different jumping techniques, showing control, coordination, and consistency throughout.
Year 2	- Understand the variety of correct running techniques. - Develop the distance running technique, understanding the difference between sprinting, and running over longer distances. - Begin to evaluate and improve own performance.	- Explore and practice a variety of athletic movements and apply athletic skills and techniques to a variety of activities. - Develop coordination and balance whilst exploring different running, jumping, and throwing techniques. - Begin to show control, coordination, and consistency when running at speed. - Develop a range of jumping techniques. - Develop the underarm and pull throw technique.
Year 3	- Recognise what they do well and what they find difficult, identifying what they need to practice to improve their performance. - Understand the pace judgement when running over an increased distance. - Describe how their bodies feel when exercising and understand the link between heart rate and breathing during exercise.	- Apply and develop a broad range of athletic skills in different ways. - Show control, coordination and consistency when running, throwing, and jumping. - Choose the appropriate running speed to meet the demand of the task. - Enjoy competing with others.
Year 4	- Understand the pace judgement when running over an increased distance, choosing the appropriate speed to meet the demand of the task. - Learn how to evaluate and recognise their own success. - Devise suitable warm-up activities for the upcoming activities. - Describe how their bodies feel when exercising and further understand the link between heart rate and breathing during exercise.	- Combine basic jump actions to form a jump combination, using a controlled jumping technique. - Perform a throwing technique with control, coordination, and consistency. - Perform competitively with others.
Year 5	- Choose the appropriate speed to run at for the distance to be covered. - Create short warm up routines that follow basic principle e.g. raise body temperature, mobilise joints and muscles. - Understand how physical activity can contribute to a healthy lifestyle and the importance of being physically fit. - Explain how their body reacts and feels when taking part in different activities and undertaking different roles and understanding how this effects the muscles.	- Run, jump, catch, and throw in isolation and combination. Combine and perform skills with control. - Communicate, collaborate, and compete with others. Working effectively as part of a team. - Demonstrate a range of throwing actions e.g. push, pull, sling, using different equipment.
Year 6	- Understand appropriate pace judgement for the running distance to be covered. - Understand the appropriate throwing and jumping technique to achieve maximum distance and height. - Share and discuss athletic techniques with others. - Compare their performance with previous ones and demonstrate improvement to achieve their personal best. - Be able to describe the importance of being physically fit. - Explain how their body reacts and feels when taking part in different activities and undertaking different roles.	- Select and apply skills that meet the needs of the situation, combining and performing each skill with control at speed. - Work effectively as part of a team. - Successfully run, jump, and throw in isolation and in combination – applying appropriate techniques to achieve personal bests.

	Declarative Knowledge	Procedural Knowledge
Year 1	- Describe what it feels like to breathe quickly during exercise. - Describe what they have done or seen others doing. - Understand why being active and playing games is good for you.	- Respond imaginatively to a range of stimuli. - Move confidently and safely in your own and general space, using changes of speed, level and direction. - Perform movement phrases using a range of different body actions and body parts – with control and accuracy. - Create linked movements, combining different ways of travelling, with beginnings, middles and ends.
Year 2	- Describe phrases and expressive qualities. - Begin to understand the importance of warming up. - Watch and describe a performance accurately and recognise what is successful.	- Perform a range of actions and simple movement patterns with control and coordination. - Compose short dances that express and communicate mood, ideas, and feelings, varying simple compositional ideas. - Explore, remember, and repeat short dance phrases, showing greater control and spatial awareness. - Work individually and with others.
Year 3	- Describe and evaluate the effectiveness and quality of a dance. - Collaborate with others.	- Explore and create narratives in response to a stimulus. - Show control, accuracy and fluency of movement when performing actions with a partner. - Develop dance phrases using canon, unison, repetition, action/reaction, and question/answer. - Communicate what you want through your dances and perform with control. - Combine actions and maintain the quality of performance when performing at the same time as a partner.
Year 4	- Be able to describe your own dance, taking characters into account as well as identifying what they need to practice to improve their dance. - Understand the link between heart rate and breathing when exercising.	- Explore and create characters and narratives in response to a range of stimuli. - Perform dances using a range of movement patterns – accurately, fluently, consistently and with control. - Use different compositional ideas to create motifs incorporating unison, canon, action, and reaction. - 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. - Work well as part of a team.
Year 5	- Identify which aspects were performed consistently, accurately, fluently, and clearly and be able to provide feedback. - Work effectively as part of a team. - Explain how their bodies react and feel when taking part in different activities and undertaking different roles.	- Continue to develop a broader range of skills and movement patterns, exploring and practicing movement ideas inspired by a stimulus. - Use basic compositional principles when creating dances – combining movements fluently and effectively. - Perform a range of movements accurately with a sense of rhythm. - Create and structure dance motifs, phrases, and sections of dances, developing expressive qualities.
Year 6	- Share ideas in small groups, working together to create a routine incorporating different elements. - Use imagination to develop dances to music and develop expressive qualities.	- Move in a way that reflects the music. - Perform dances in both canon and unison, with clarity and confidence. - Explore and practice movement ideas inspired by a stimulus. - Explore, improvise, and combine movement ideas fluently and effectively. - Perform movements to an audience with rhythm and confidence.

	Declarative Knowledge	Procedural Knowledge
Year 1	Describe what you have done or seen others do.	- Perform basic gymnastic actions, including travelling, rolling, jumping, and staying still. - Develop fundamental movement skills, becoming increasingly confident and competent, moving safely using changes of speed, level, and direction. - Combine different ways of travelling exploring a range of movements and shapes. - Create linked movement phrases with beginning, middle and ends. - Perform movement phrases using a range of different body actions and body parts. - Develop agility, balance, and coordination.
Year 2	- Watch and describe a performance accurately. - Understand and describe changes to your heartrate when playing a game.	- Perform a range of actions with control and confidence. - Explore, remember, and repeat a range of gymnastic actions with control, precision, and coordination. - Form simple sequences of different actions, using the floor and a variety of apparatus. - Develop fundamental movement skills, combining travelling, balancing and stiffness using both floor and apparatus; and moving smoothly from one position of stiffness to another. - Continue to develop agility, balance, and coordination.
Year 3	- Learn how to evaluate and recognise your own success and areas for improvement, as well as the effectiveness and quality of a performance. - Describe how your body feels when exercising.	- Perform a range of actions, agilities and skills with consistency, fluency, and clarity of movement. - 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. - Create gymnastic sequences that meet a theme or set of conditions, showing a clear, beginning, middle and end. - Create, perform, and repeat sequences that include changes of dynamic e.g. changes of level, speed, or direction. - Develop flexibility, strength, control, technique, and balance.
Year 4	Recognise and explain a good performance.	- Find different ways of using a shape, balance, or travel, and link them to make actions and sequences of movement. - Show control, accuracy and fluency of movement when performing actions on your own and with a partner. - Devise and perform a gymnastic sequence, showing a clear beginning, middle and end. - 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. - Collaborate with others.
Year 5	- Develop your own gymnastic sequences by understanding, choosing, and applying a range of compositional principles. - Identify which aspects of a performance were performed consistently, accurately, fluently, and clearly; being able to provide constructive feedback.	- Perform movements accurately with a sense of rhythm. - Explore, improvise, and combine movement ideas fluently and effectively. - Make up longer sequences and perform them with fluency and clarity of movement, choosing skills that meet the needs of the situation. - Develop flexibility, strength, control, technique, and balance.
Year 6	- Work effectively as part of a team, recognising success, and give constructive feedback. - Create short warm up routines that follow important principles.	- Explore, improvise, and combine movement ideas fluently and effectively. Use skills in different ways, performing confidently, with clarity and a sense of rhythm. - Combine and perform gymnastic actions, shapes, and balances more fluently and effectively. - Use combinations of dynamics using the space effectively. - 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.

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	- Understand the concept of moving to get in line with the ball to receive it. - Describe why being active and playing games is good for you. - Describe what it feels like to breath quickly during exercise. - Have simple plans that you know you can make work, e.g. where to stand to make it difficult for an opponent. - Identify what skills you need to practice. - Can describe what you have done or seen others do. - Recognise space in games and use it to your advantage. - Understand why being active and playing games is good for you. - Understand how to play in a safe way. - Describe why running and playing games is good for you. - Watch, copy and describe others play. - Understand who the attackers and who the defenders are. - Decide when to pass and when to run.	- Explore different ways to use, move and send the ball. - Develop skills such as sending an object to a target, catching, receiving, rolling, pushing, throwing and basic ball control. - Demonstrate a basic underarm throwing action with control and accuracy. - Show control of a ball with basic actions. - Send/ pass a ball and successfully catch/stop a ball. - Develop fundamental movement skills, becoming increasingly confident and competent. - Use skills in different ways when playing games. - Recognise space in games and use it to your advantage. - Move fluently, changing direction and speed easily and avoiding collisions. - Show control of the ball with basic actions – including sending a ball/equipment to a target. - Can shoot successfully at a goal or target. - Play in a safe way. - Move to defend a goal. - Throw and catch a ball to themselves and others. - Improve movement skills whilst moving with the ball in two hands. (<i>tag rugby</i>) - Play simple games understanding the rules of the game. - Learn how to tag. (<i>tag rugby</i>)
Year 2	- React to situations to make it difficult for opponents – using simple tactics. - Understand and describe changes to your heart rate when playing a game. - Recognise what is successful. - Use actions and ideas you have seen to improve your own skills. - Understand and describe changes to your heart rate when playing a game. - Choose and use simple tactics to suit different situations and apply these in small sided games. - Begin to understand some rules of the game. - Begin to understand the importance of preparing safely and carefully for exercise – warming up. - Understand and follow the rules of the game. - Watch and describe a performance accurately. - Copy actions and ideas and use the information to improve their skills. - Begin to understand and develop correct technique of passing the ball. - Develop understanding of invasion games and participate in small games. - Use simple tactics in game situations.	- 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). - Show good awareness of others when playing games. - Participate in team games. - Pass a ball with control. - Show control when moving, changing speed and direction, both with and without a ball. - Develop fundamental movement skills, becoming increasingly confident and competent. - Perform a variety of skills keeping the ball under control. - 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). - Know and show how to defend between ball and target. - Decide when and where to run, showing good awareness of surroundings. - Pass a ball with control and increasing accuracy and consistency. - Move fluently, changing direction and speed – with and without a ball. - Choose and use simple tactics to suit different situations in small sided games. - React to situations in ways that make it difficult for opponents. - Develop control and accuracy when throwing and catching a ball. - Successfully beat a defender. - Begin tagging players in game situations. (<i>tag rugby</i>)

invasion games

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

	Declarative Knowledge	Procedural Knowledge
Year 3	- Employ simple tactics in game situations. - Recognise and explain good performances. - Understand the link between heart rate and breathing when exercising. - Recognise good performance and be able to identify what you need to practice to improve your own performance. - Recognise players who play well in games and give reasons why. - Identify what you do best and what you find difficult. - 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. - Learn how to recognise your own success. - Describe how your body feels when exercising. - Describe what happens to your heart rate and breathing when playing games and begin to understand why you get hotter. - Identify what you do best and what you find most difficult and recognise this in others performance. - Improve decision making skills and choose the right skills that meet the needs of the situation. - Play simple invasion games with an understanding of the basic rules. - To follow the rules of the game.	- Move with a ball keeping it under close control. - Keep possession of a ball as part of a team. - Receive a ball successfully. - Take up spaces/positions that make it difficult for opponents. - Perform basic skills needed for games with control and accuracy. - Pass/send a ball with increasing accuracy and at different speeds. - Shoot/ score with some success. - Use a range of skills to keep possession of the ball. - Keep the ball under control, passing and receiving with increasing accuracy. - Choose space/ positions where you can receive a pass or to support a teammate. - Develop control and technique both in movements and manipulation. - Apply basic principles for attacking and defending – finding space (attacking), challenge a player in possession (defending). - Pass and receive the ball with control. - Select passes that keep possession. - Move to support teammates once you have passed the ball and explain how to keep possession. - Know how to tag another player. (<i>tag rugby</i>) - Develop attacking and defending skills within tag rugby. - To be able to pass the ball backwards to a teammate. (<i>tag rugby</i>)
Year 4	- Explain and apply basic attacking and defending principles. - Identify what you need to practice to improve your performance. - Employ and explain simple tactics in game situations. - Learn to recognise your own success. - Describe how your body feels when exercising and understand the link between heart rate and breathing when exercising. - Know, keep, and follow the rules of the game. - Develop the understanding of the importance of speed and stamina when playing invasion games. - Explain simple tactics in game situations. - Recognise what you do well and what you find difficult. - Devise suitable warm up activities for the upcoming activity. - Identify and describe the skills needed to improve your game.	- Pass in different ways e.g. high, low, fast, slow. - Find and use space in game situations and work well as part of a team. - Explain simple tactics in game situations. - Move the ball keeping it under control whilst changing direction. - Apply basic attacking and defending principles such as finding and using space in game situations. - Pass, shoot and receive a ball with increasing accuracy, control and success. - Challenge a player in possession of the ball. - Pass the ball using different techniques. - Develop set moves that can be used in attacking play. - Show growing control and consistency during games. - Choose and adapt techniques and tactics to keep possession of the ball and give you a chance to shoot or score. - Collaborate with others and use tactics to keep possession. - Get into good positions to pass, receive, and shoot the ball. - Pass the ball using different techniques. - Shoot and score with increasing accuracy. - Use a range of tactics, including finding and using space, to keep possession of the ball to shoot/score. - Move in different directions learning to move away from your opponent and keep control of the ball when running. - Learn how to pass, catching successfully and improving skills whilst on the move. - Move forward to attack as part of a team – running in a line. (<i>tag rugby</i>) - To work as part of a team when defending, keeping in a line, and spreading out. (<i>tag rugby</i>) - Successfully score. - Develop physical characteristics needed for the game, e.g. speed, fitness, agility.

	• Declarative Knowledge	• Procedural Knowledge
Year 5	- Explain how your body reacts and feels when taking part in different activities and undertaking different roles. - Explain why a performance is good. - Understand how physical activity can contribute to a healthy lifestyle. - Learn how to evaluate and recognise success. - Choose different formations to suit the needs of the game. - Find ways to get the ball towards your opponent's goal, knowing when to pass, when to dribble or travel with the ball. - Watch and evaluate the success of a game, whilst recognising parts of a performance that could be improved and identifying practices that will help. - Suggest ideas for warming up and explain your choices. - Understand how the muscles work – work by getting shorter, relax by getting longer. - Understand the importance of being physically fit. - Know the difference between attacking and defending skills. - Know how to mark and defend your goal. - Identify strengths and weaknesses of your own and other performances and explain your reasoning. - Begin to understand the importance of lines in tag rugby – both for attack and defence. (<i>tag rugby</i>) - Understand the defensive duties in tag rugby and the process of tagging.	- Perform skills (e.g. passing) with accuracy, confidence and control, and increasing speed. - Work effectively as part of a team and keep possession of the ball when faced with opponents. - Apply basic principle for attacking – Using skills to keep possession of the ball. - Begin to apply defending principles in games; Communicating well as a team to regain possession of the ball. - Apply basic principles for defending - Defend by marking, covering, and tracking opponents as appropriate. - Participate in competitive games, modified where appropriate. - Develop technique of important skills – such as passing. - Keep possession of the ball when faced with opponents. - Apply basic principle for attacking – Use a variety of tactics to keep possession of the ball. - Change speed and direction to get away from a defender. - Use a variety of tactics, like use of space and positions to keep the ball. - Use simple tactics in games to achieve success as a team. - Apply basic principle for attacking – choosing when to pass or dribble to keep possession of a ball. - Use a variety of skills to keep the ball, thinking about moving towards goal, different positions and the use of space. - Increase accuracy and confidence of passing and shooting skills. - Increase accuracy and control when passing and catching whilst moving at speed. - Participate in competitive games, following the rules and playing fair. - Continue to improve different ways to pass – fast, slow, high, low.
Year 6	- Create short warm up routines that follow the basic principles e.g. raising body temperature, mobilise joints and muscles. - Learn how to evaluate your own success, as well as recognise part of a performance that could be improved and why. - Understand how to improve in different physical activities and sport. - Understand there are different ways to defend. - Understand there are different ways to attack as a team. - Know how invasion sports helps your fitness and health. - Give feedback to individual, teams and your own performance, describing the best points, suggesting how to improve, and commenting on techniques and tactics. - Know what makes a good warm down e.g. it calms the body, prevents stiffness, settles the mind. - Identify and evaluate parts of your own game and others, providing feedback. - Understand how physical activity can contribute to a healthy lifestyle. - Understand how muscles work. - Adapt games and activities making sure everyone has a role to play. - Create short warm up routines that follow the basic principles e.g. raising body temperature, mobilise joints and muscles. - Understand how to improve in different physical activities and sport. - To understand the rules of the game and participate in full games. Understand the importance of keeping in a line in both attacking and defending plays. (<i>tag rugby</i>)	- Apply basic principles for attacking and defending, choosing different formations to suit the need of the game. - Develop control whilst performing skills at speed. - 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. - Use the defending principles in game situations, including marking, tracking and covering, to gain possession. - Combine and perform skills with control, adapting them to meet the needs of the situation. - Choose and apply a range of tactics and strategies when both attacking and defending. - Use different skills to keep possession of a ball as part of a team. - Change speed and direction to get away from a defender. - Choose different formations to suit the needs of the game and choose skills that meet the need of the situation. - Work effectively as a team. - Use a variety of tactics to keep possession of the ball, applying the principles of attacking. - Use the defending principles in game situations, including marking, tracking, and covering, to gain possession. - Incorporate the rules of the game into small sided games such as passing backwards in tag rugby. - To pass and catch the ball whilst running at different speeds. - Keep control of the ball when running and passing, ensuring passing is accurate. - Carefully consider the best way to score and win the game, remembering to find and use space when running. - Successfully remove tags in accordance with the rules. (<i>tag rugby</i>)

	Declarative Knowledge	Procedural Knowledge
Year 1	- Can watch and copy what they see and describe why they have copied that technique. - Understand why being active is good for you. - Understand how to play in a safe way and why being active and playing games is good for you. - Describe what they have done or seen others doing. - Change the way they use skills in response to their opponent's actions. - Understand, follow, and apply skills and tactics in simple games.	- Use different skills and movements, including aiming into space to try win games. - Can hit the shuttle varying height, speed and direction into space. (<i>badminton</i>) - Can control and balance the shuttle with some control, with and without a racket. (<i>badminton</i>) - Watch, track and catch a shuttle successfully, as well as throw it with control to a partner. (<i>badminton</i>) - Move fluently, changing direction and speed. - Engage in cooperative physical activities. - Explore different ways to use and move with the ball – showing control with simple actions and basic control when striking an object. - Catch/stop and send/pass a ball – developing technique of throwing and receiving. - Understand the concept of moving to get in line with a ball/shuttle to receive it. - Show control of a ball with basic actions and explore different ways to use and move with a ball. - Send a ball in different ways e.g. throwing, pushing, rolling. - Successfully receive (catch/stop) a ball.
Year 2	- Understand what a rally is and how to continue one in pairs. - Identify good technique and justify why it is good. - Describe how to hold and grip the racket on forehand shots. - Understand and follow the rules of the game. - Watch and describe a performance accurately. - Use actions and ideas you have seen to improve your own skills. - Begin to understand the important of preparing safely and carefully for exercise: warming up. - Develop simple tactics for attacking. - Gain an understanding that hitting the ball into space helps them score points. - Begin to understand and describe changes to their heart rate when playing a game. - Recognise what is successful. - Use actions and ideas they have seen to improve their own skills.	- Move fluently, changing direction and speed with increasing confidence. - Watch, track and catch a shuttle successfully, and throw a shuttle relating to an overhead clear. (<i>badminton</i>) - 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>) - Can hit the shuttle, when in the air, varying height, speed and direction into space and to a partner. (<i>badminton</i>) - Engage in cooperative and competitive physical activities (both against self and against others). - Use and move with a racket with control. - 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. - Choose and use skills and simple tactics to suit different situations – showing good awareness of others. - Perform a range of catching and gathering skills with control. - Master basic throwing technique. - Throw / Hit a ball in different ways e.g. high, low, fast, slow. - Understand and follow the rules of the game, showing good awareness of others when playing games.

net & wall games
badminton/ tennis/ volleyball

	• Declarative Knowledge	• Procedural Knowledge
Year 3	- 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>) - Explain and demonstrate the chasse step and lunge in practice and games. (<i>badminton</i>) - Compete with others – Keeping and following the rules of the game. - Identify what you do well and what you find difficult. - Further understand the link between heart rate and breathing when exercising. - Employ simple tactics in game situations and explain why they have used the tactics. - Learn how to evaluate and recognise their own success. - Identify what they need to practice to improve their performance. - Describe how their bodies feel when exercising and understand the link between heart rate and breathing when exercising.	- Continue to develop control of the shuttle with and without the racket. (<i>badminton</i>) - Show a good stance and structure when throwing and hitting the shuttle. (<i>badminton</i>) - 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>) - Participate in rallies with others. - Can hit the ball/shuttle, when in the air, varying height, speed and direction into space and to a partner. - Perform basic skills needed for the games with control and accuracy, including throwing and stopping the ball. - Perform a basic forehand action. - Throw/ Send a ball using a variety of techniques. - Take up space/ positions that make it difficult for opponents. - Keep a rally going. - Choose the appropriate throwing technique to meet the demands of the task. - Send a ball into space at different speeds and heights to make it difficult for the opponent. - Intercept and stop the ball consistently.
Year 4	- Understand the different types of rallies, participating in both. - Recognise and explain good performances. - Learn how to recognise and evaluate your own success. - Describe how your body feels when exercising, further understanding the link between heart rate and breathing when exercising. - Devise suitable warm-up activities for the upcoming activities. - Identify what they need to practice to improve their performance. - Explain the tactics they have used in games.	- 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>) - Can hit the shuttle, when in the air, varying height, speed and direction into space to beat an opponent. (<i>badminton</i>) - Use different skills to try and win games. - Work together to keep a rally going, returning the ball/shuttle to a partner. - With increasing accuracy, perform a forehand and backhand serve, hitting the shuttle with confidence and control. (<i>badminton</i>) - Can move around the court with purpose. - Can demonstrate a fast-paced chasse movement in isolation and in games. (<i>badminton</i>) - Perform basic skills needed for the games with control and accuracy, including hitting a ball towards a target. - Perform a basic forehand action with control and accuracy. - Send/ hit a ball/shuttle into space, at different speeds and heights to make it difficult for your opponent. - Begin to apply basic movements in a range of activities and in combination. - Apply basic principles for attacking including finding and using space in game situations. - Keep a rally going using a range of shots. - Apply basic principles suitable for attacking and defending. - Choose the appropriate hitting and throwing technique to meet the demands of the task. - Adopt a good 'ready position' to move and catch a ball. - Intercept and stop the ball consistently.

	• Declarative Knowledge	• Procedural Knowledge
Year 5	- Understand tactics in net games, such as aiming into space to beat an opponent. Use these tactics to try win games. - Identify spaces and understand the tactic of hitting into gaps. - Watch and evaluate the success of games. - Able to explain why a performance is good, and what part of a performance could be improved and why. - Create short warm up routines that follow basic principle e.g. raise body temperature, mobilise joints and muscles. - Understand how the muscles work e.g. work by getting shorter, relax by getting longer. - Develop an understanding of how to improve in different physical activities and sports. - Recognise part of a performance that could be improved and explain how. - Learn how to evaluate and recognise their own success.	- 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>) - Improve consistency of shots, noticing longer rallies. - Use different racket skills and types of movement during a competitive or cooperative rally. - To participate in rallies with and without a racket. - Demonstrate skills learnt during the unit when competing against others, including serving, returning a serve, and shot accuracy when moving at a quick pace. - Can demonstrate fast paced movements, fluently changing direction and speed. - Hit the ball with purpose. - Play shots on the forehand and backhand side of your body. - Direct the ball towards the opponent's court or target area. - Participate in competitive games, modified where appropriate. - Use good footwork that allows the ball to be hit with good technique. - Adopt a good ready position and show good position on court. - Show good awareness of others in game situations. - Apply basic principles suitable for attacking and defending. Identify spaces and understand the tactic of hitting into gaps.
Year 6	- Describe good technique of the forehand, backhand, and overhead clear. - Explain how your body reacts and feels when taking part in different activities and undertaking different roles. - Evaluate your own success and areas of improvement, as well as others. - Create short warm up routines that follow basic principles e.g. raise body temperature, mobilise joints and muscles. - Recognise part of a performance that could be improved and explain how. - Continue to evaluate and recognise their own success. - Understand the importance of being physically fit and how physical activity can contribute to a healthy lifestyle.	- Experiment with the racket using different skills. - Play shots at different heights, direction, and speed, and improve hitting the ball/shuttle whilst moving. - Use different skills and tactics learnt to try win games. - Improve consistency of shots, directing them to help win competitions. - Be continuous within a rally and regularly play consistent shots. - Use tactical serves to deceive opponent. - Demonstrate fast paced movements, including the chasse step and lunge whilst increasing shuttle accuracy. (<i>badminton</i>) - Hit the ball with purpose, varying speed, height, and direction. - Direct the ball towards the opponent's court or target area. Perform skills such as forehand and backhand shots with control and confidence. - Apply the principles of attacking. - Adopt a good ready position with purpose and show good position on court. - Participate in competitive games, modified, and adapted where appropriate. - Apply basic principles suitable for defending. - Apply basic principles suitable for attacking. - Identify spaces and understand the tactic of hitting into gaps. - Use good footwork that allows the ball to be hit with good technique.

	• Declarative Knowledge	• Procedural Knowledge
Year 1	• Introduction to a compass and directions (N, E, S, W.) • Understand how communication can help to solve problems with others.	• Move in different directions and a variety of different ways. • Work independently, as well as cooperatively in small groups. • Participate in games following rules and playing fairly. • Begin to plan how to solve problems. • Participate in competition with others, completing a simple orienteering event.
Year 2	• Begin to problem solve with others. • Understand what a compass is used for and be able to use the direction points. • Has knowledge of safety rules and procedures for taking part in orienteering events.	• Introduction to map reading. Be able to use some basic features on a map to select and plan a route. • Work well in big groups, sharing, taking turns, and cooperating with others. • Begin to understand the competitive side of orienteering and take part in a picture orienteering event. • Meets challenges effectively working as part of a team.
Year 3	• Participate in competitive orienteering events, following instructions of the game • Recognise that activities need thinking through and planning. • Evaluate your performance and recognise what went well and what could be improved.	• Participate in team games, working cooperatively, solving problems with others. • Communicate effectively with other people and discuss plans to achieve success. • To make a map with symbols and be able to recognise where you are on a map, using basic techniques. • Move confidently in different ways, developing agility, balance, and co-ordination.
Year 4	• Have knowledge of safety rules and procedures for taking part in orienteering event. • Work as a team to plan and decide what approach to use to meet the challenges. • Explain how you could improve your performance.	• Develop a basic understanding of map reading/making and apply these skills and techniques in games. • Work cooperatively and successfully as part of a team, improving communication skills. • Recognise where you are on a map. • Demonstrate all the physical skills needed for orienteering: agility, balance, and co-ordination.
Year 5	• Understand relevant techniques to navigate to and from control points. • Identify what they have done well and adapt plans for future challenges.	• To orientate themselves and map correctly keeping track of their position with increasing accuracy. • Work within a team trusting and valuing each other. • Develop communication skills and use these skills to achieve success. • Make a map with symbols and legend and begin to understand scale. • Compete in orienteering events, problem solving with team members.
Year 6	• Understand elements and scaling confidently. • Identify what they have done well and adapt plans for future challenges. • Plan strategies to complete tasks. Choose sensible skills and approaches for the challenge.	• Build confidence during team activities. • Takes part in orienteering events, such as picture orienteering and control orienteering, with success. • Use a map to confidently orientate yourself around - Use previous knowledge to navigate and design a route to the controls. • Develop map reading and map building skills. • Develop physical fitness and be able to describe its importance in orienteering.

	• Declarative Knowledge	• Procedural Knowledge
Year 1	- Apply skills and tactics in simple games, including recognizing space and using it to your advantage. - Understand why being active and playing games is good for you. - Describe what you have done, or seen others doing. - Describe what it is like to breath quickly during exercise.	- Move fluently, changing direction and speed, - Show basic control of the ball, including when striking a ball. - Successfully receive (catch/stop) a ball, understanding the concept of moving to get in line with the ball to receive it. - Understand and follow simple rules for games and compete in physical activities both against self and against others. - Apply skills and tactics in simple games, including recognizing space and using it to your advantage.
Year 2	- React to situations in ways that make it difficult for opponents. - Understand simple tactics like hitting the ball into space to help score more points. - Begin to understand the importance of preparing safely for exercise – warming up. - Recognise what is successful.	- Show good awareness of others when playing games. - Develop fundamental movement skills, becoming increasingly confident and competent. - Perform a range of actions with control including catching, gathering, and hitting a ball with increasing accuracy. - Throw/hit a ball in different ways e.g. high, low, fast, slow.
Year 3	- Identify what you need to practice to improve your performance. - Understand the link between heart rate and breathing when exercising. - Describe how your body feels when exercising and understand the link between heart rate and breathing when exercising. - Employ simple tactics in games. - Devise suitable warm up activities for upcoming activities.	- Apply and develop a broader range of skills, whilst ensuring basic skills are performed with control and accuracy. - Throw a ball increasing distances. - Catch a ball with increasing consistency. - Hit a ball with correct technique. - Intercept and stop the ball consistently. - Employ simple tactics, particularly when fielding to make it harder for the batter. - Work well as part of a team, particularly when fielding to make it harder for the batter.
Year 4	- Explain the tactics you have used in games. - Communicate, collaborate, and compete with others, following the rules of the game. - Choose fielding skills which make it difficult for your opponent. - Recognise what you do well and what you find difficult and explain good performances.	- Show control, coordination and consistency when throwing and catching a ball. - Hit a ball with increasing control from a tee and progress to without a tee. - Take up spaces/positions that make it difficult for the opposition. - Hit a ball with increasing control, accurately towards a target. - Communicate, collaborate, and compete with others, following the rules of the game. - Chose fielding skills which make it difficult for your opponent.
Year 5	- Watch and evaluate the success of games and good performance. - Understand how physical activity can contribute to a healthy lifestyle and explain how your body reacts and feels when taking part in physical activity. - Create short warm up routines that follow basic principles e.g. raising body temperature, mobilise joints and muscles. - Choose skills and tactics to meet the needs of the situation. (i.e. to outwit opponents when fielding). - Explain why a performance is good.	- Show good awareness of others in game situations. - Adapt games and activities making sure everyone has a role to play. - Develop control and technique whilst performing skills at speed. - Hit the ball with purpose, varying speed height and direction, as well as thinking of tactics needed to score more runs. - Work as part of a team, communicating well with others. - Begin to bowl at different speeds.
Year 6	- Learn how to evaluate and recognise your own success and areas for improvement. - Develop an understanding of how to improve in different physical activities and sports. - Create short warm up routines that follow basic principles e.g. raise body temperature, mobilise joints and muscles.	- Perform skills, including retrieve, intercept and stop a ball, with accuracy, confidence, and control. - Bowl using an overarm technique, beginning to vary speed and length of delivery. - Use skills and tactics to outwit opponents when fielding, bowling, and batting. - Work as part of a team that covers the areas to make it hard for the batter to score runs. - Use tactics that involve bowlers and fielders working together. - Perform skills with accuracy, confidence, and control. - Participate in competitive games, modified where appropriate. - Retrieve, intercept, and stop a ball when fielding.

	Declarative Knowledge	Procedural Knowledge
Year 1	- Understand and describe changes to their heart rate when playing a game. - Talk about and develop movement skills needed in games. - Understand the importance of rules and follow instructions to complete a task.	- Show control of a ball with basic actions. - Develop and practise ball handling skills. - Move the ball in different ways, practising throwing using overarm and underarm techniques. - Roll a ball with some accuracy. - Recognise what is successful. - Develop fundamental movement skills, becoming increasingly confident. - Explore different ways of moving, with and without a ball, developing movement and coordination. - Show increasing control when pushing, patting, throwing, and catching a ball. - Send objects towards a target with increasing accuracy.
Year 2	- Begin to understand the importance of preparing safely for exercise – warming up. - Describe what you have done, or seen others doing.	- Develop movement skills relevant to games i.e. dodging. (<i>dodgeball</i>) - Develop catching and striking skills. - Pass/send a ball, with increasing control, at different speeds – fast/slow. - Engage in competitive physical games, employing simple tactics. (<i>dodgeball</i>) - Develop problem solving and decision-making strategies. - Explore different ways of moving, changing speed and direction fluently. - Push/ roll/ putt a ball towards a target with control. - Develop technique when using the golf putter, becoming increasingly accurate.
Year 3	- Understand how finding space can help in game situations. - Begin to understand why you get hotter when you exercise and play games. - Identify what you do best and what you find difficult. - Explain what success you have seen in games, and how individuals and teams achieved it.	- Improve consistency when catching a ball at different heights. - Show control when moving at speed. - Move the ball in different ways, with increasing accuracy and control. - Use a range of skills and tactics to win games. - Show control and control to make accurate shots. - Demonstrate good teamwork skills.

	Declarative Knowledge	Procedural Knowledge
Year 4	- Describe how your body feels when you are warming up and playing games. - Evaluate your own performance and describe skills you need to improve your play. - Find and use space in game situations and explain the importance in this tactic.	- Get in good positions to throw and receive the ball. - Send a ball with accuracy, control, and consistency, whilst moving at different speeds. - Practice and improve the underarm throw and side shot throw. <i>(dodgeball)</i> - Participate in games using skills learnt in previous lessons, including striking, dodging and ball handling skills. <i>(dodgeball)</i> - Demonstrate good teamwork and communication skills.
Year 5	- Understand the importance of quick reactions in dodgeball. - Develop an understanding of how to improve when playing games. - Understand how the muscles work.	- Participate in games fairly, following the rules. - Show good teamwork. - Apply appropriate skills and tactics in game situations. - Move quickly (dodge) with good control. <i>(dodgeball)</i> - Improve control when moving at speed. <i>(dodgeball)</i> - Increase accuracy and consistency of throws, including a side shot throw, towards a moving target. <i>(dodgeball)</i> - Show control and control to make accurate shots.
Year 6	- Explain how physical activity can help contribute to a healthy lifestyle. - Evaluate a performance, Providing constructive feedback. - Compare and evaluate other performances.	- Successfully catch a ball at different heights. - Demonstrate a variety of different throwing techniques with good accuracy, pace, and consistency. <i>(dodgeball)</i> - Take part in competitive games, playing fairly and working cooperatively as part of a team. - Use different ways to dodge the ball (jump, gallop, jockey.) <i>(dodgeball)</i> - Use appropriate tactics in games and discuss and apply strategies needed to win. - Determine how much speed and power is required when working to a target. - Compete with other in modified games.

	Health, Fitness & Wellbeing	Body Awareness	Warm up & Cool down	Safety
Year 1	Understand why being active and playing games is good for you.	- Describe what it feels like to breathe quickly during exercise. - Understand some changes to the body when playing a game.	Understand that warming up is an important part of a PE lesson to prepare safely for exercise.	- Understand how to play in a safe way. - Demonstrate an appreciation of safety when using apparatus and equipment.
Year 2	Describe why running is good for you.	Understand and describe changes to your heartrate when playing a game.	Begin to understand the importance of warming up and cooling down.	- Understand the need for preparing safely for activity. - Has knowledge of safety rules and procedures for taking part in orienteering events.
Year 3	Develop an understanding of the importance of speed and stamina when playing invasion games.	- Describe how their bodies feel when exercising. - Understand the link between heart rate and breathing during exercise. - Begin to understand why you get hotter when playing games.	Begin to create simple warm ups.	Demonstrate an appreciation of safety when lifting, moving and placing apparatus and equipment.
Year 4	Improve physical fitness.	- Describe how their bodies feel when exercising and further understand the link between heart rate and breathing during exercise. - Communicate what you want through your dances.	Devise suitable warm-up activities for the upcoming activities.	Understand and follow safety procedures.
Year 5	- Understand how physical activity can contribute to a healthy lifestyle. - Understand the importance of being physically fit. - Develop physical fitness. - Recognise exercise and activities that help strength, speed and stamina.	- Explain how their body reacts and feels when taking part in different activities and undertaking different roles. - Understand how the muscles work – work by getting shorter, relax by getting longer. - Move in a way that reflects the music.	- Create short warm up routines that follow basic principle e.g. raise body temperature, mobilise joints and muscles. - Suggest ideas for warming up and explain your choices.	Coordinate lifting and moving apparatus in a safe and sensible way.
Year 6	- Be able to describe the importance of being physically fit. Further understand how physical activity can contribute to a healthy lifestyle. - Know how invasion sports help your fitness and health. Develop physical characteristics needed for sport.	- Explain how their body reacts and feels when taking part in different activities and undertaking different roles. - Understand how muscles work.	- Create short warm up routines that follow important principles. - Know what makes a good warm down e.g. it calms the body, prevents stiffness, settles the mind.	Coordinate lifting and moving apparatus in a safe and sensible way.

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	- Negotiate space and obstacles safely, with consideration for themselves and others. - Demonstrate strength, balance and coordination when playing. - Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.
		Fine motor skills	- Use a range of small tools, including scissors, paint brushes and cutlery.
Personal, Social & Emotional Development	Self-regulation		- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. - 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.
	Managing self		- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. - Explain the reasons for rules, know right from wrong and try to behave accordingly. - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
	Building relationships		- Work and play cooperatively and take turns with others. - Form positive attachments to adults and friendships with peers. - Show sensitivity to their own and to others' needs.

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

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

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