



P.E Curriculum and Purpose of Study

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thrive

Here at St Matthews, we are proud to provide excellent care and outstanding education for children. Our Christian vision is at the heart of all we do, and we endeavour to provide a personalised curriculum to each child.

We take care to ensure that we know every child's starting points and we adapt our teaching to meet their needs, meaning every pupil is experiencing challenge and success.

Our PE curriculum is mapped out to ensure breadth and depth of PE skills, knowledge and applications for every child. This document provides a guide for all of our teachers and classes; however we ensure that each class receives a programme that is bespoke to the needs of the children, supports them developing fundamental movement skills and showing good sportsmanship, developing an awareness of what being healthy means, both mentally and physically.

Our PE sessions are carefully designed to ensure that the children are given the opportunity to master skill, whilst ensuring that they can participate in competitive, meaningful sporting activity.

It also enables them to make good decisions to develop teamwork skills and unpack future health and wellbeing, providing opportunities for them to learn about the past, how things have changed and how it relates to the world they live in today. It also allows them to experience enjoyment and success in playing competitive sport.

Sessions that explicitly support Mental Health and Wellbeing incorporate sport are designed to take children out of their comfort zone, in a way that they still feel safe, allowing them to problem solve and develop solutions and strategies to deal with day-to-day life and the negative emotions that they may encounter along the way.



Inspiration

When individuals are mentally healthy, they are able to realize their own abilities, cope with the normal stresses of life, work productively, and make positive contributions to their community (World Health Organization, 2004).

When individuals experience poor mental health, they may start to withdraw and can experience debilitating symptoms such as depression and anxiety. Poor mental health can also affect physical health, as individuals might react by neglecting their physical health through inconsistent eating habits, poor hygiene, and general malaise (Ohrnberger et al., 2017).

Sport participation and exercise practice are considered to be beneficial for mental status, yielding an improved mood and better quality of life. On the other hand, good mental fitness is thought to lead to better physical status and sport performance. (C.Fossati, 2021)

"You owe it to yourself to be the best you can possibly be - in baseball and in life."

- Pete Rose (Baseball Great)

We are very aware of the importance of physical wellbeing and see Physical Education as a key component of primary education. We believe that a high-quality physical education is a vital part of a broad and balanced curriculum which inspires all children to succeed and excel in competitive sport and other physically demanding activities. Through the delivery of a range of sports and wellbeing exercises, we enable the children to explore their capabilities and develop resilience, as well as provide opportunities for children to become physically confident in a way which supports their health and fitness.

Our wellbeing sessions and the link to sport encourages children to develop resilience and to confidently attack any challenge that is thrown in their direction.

"Difficulties in life are intended to make us better, not bitter." Dan Reeves (Former NFL athlete and head coach)

Intent

We believe that physical education and sport should develop pupils into physically confident, skilful and healthy individuals. Therefore, we aim to provide high-quality physical education that inspires all children to succeed, be confident to participate in sport and understand the importance of their health and fitness through a broad and balanced P.E curriculum, specifically designed to support the needs of pupils (and teachers).

Everyone involved in PE, School Sport and Wellbeing are able to develop a love of learning new skills and knowledge and are physically active for a sustained period of time. Teachers ensure that reasonable adjustments are made so that all children in school with SEND can access our high-quality curriculum offer.

We are guided by and statutorily bound to deliver the National Curriculum 2014 for P.E. The national curriculum for physical education aims to ensure that all children:

- Develop competence to excel in a broad range of physical activities
- Are physically active for sustained periods of time
- Engage in competitive sports and activities
- Lead healthy, active lives

We also aim to provide all children with opportunities to represent their school in extra-curricular activities, promoting healthy competition and enabling them to build values such as teamwork, fairness and respect. Our core values are central to what we do in PE; within our lessons, we focus on building children's perseverance and friendships.

Implementation

We ensure that children receive two hours of high-quality PE each week. We encourage ongoing development of teaching staff who receive training that is tailored to their needs. CPD Sessions are facilitated by Mr Aspinall (Thrive) who shows examples of model sessions, co-delivers sessions with teachers and encourages independent delivery of PE. Mr Aspinall also provides feedback to staff and will provide formal action plans as appropriate along with providing planning for sustainable improvements in PE.

We also have Mr Thompson (Thrive) to provide expert delivery of PE through class cover to ensure that children are receiving high quality PE and School Sport throughout their time at school.

Lessons are delivered in line with the National Curriculum expectations and are carefully planned to ensure skill progression and a balance of activities as children advance through the school. Different skills are recapped throughout and across the years, each time they are being built upon: allowing children to know more and remember more. Children are also given the opportunity to practice skills in a variety of ways and each lesson builds upon the previous skills, allowing the children time to embed them.

At St Matthews we also subscribe to the Amaven Healthy Schools Software. This supports the planning of activities and also contributes to a more active curriculum by providing ideas such as 'Movement of the Day,' 'Dance Activities,' 'Mini Yo' and Wellbeing sessions. The Amaven Healthy Schools Software also encourages children to be active at home, providing parents and children with their own login details so they can access Physical Literacy Home Activities

During PE lessons we provide our pupils with the opportunity to become physically confident in a way which supports their health and fitness. They are given the opportunity to develop fundamental skills and apply them when engaging in competitive activities. Our curriculum encourages children to develop competences to excel in a broad range of physical activities across dance, gymnastics and games.

Children in Key Stage 2 receive swimming lessons that provide them with the best opportunity to meet the swimming requirements where they learn, practice and apply the skills needed

Well-resourced and well-maintained equipment is used in each school. This ensures every child has access to what they need to develop skills in each lesson. Resources are reviewed each year and kept up to date by sourcing new equipment as required.

Competition is an important part of PE and sport and we hold a membership to local partnership WASSP. This provides regular opportunities for children to attend sporting competitions throughout the year, including Athletics, Football, Netball and Cricket.

Intra-school competitions happen at the end of each unit of work within PE to compound learning and to also provide children access to competition and meaningful PE. This also allows children access to competitions in sports that they may not normally participate in.

We believe that there is a distinct relationship between participation in physical activity and positive mental health and well-being. Through the delivery of the Mini Medics Mental Health programme, pupils across the school are provided with a basic understanding of mental health, including what mental health means, how it is linked to physical health, what to do if they have a worry and the various ways in which they can look after their mental health. They are also given tools and coping strategies. Mini Medics is embedded in our PE lessons throughout the school, however for children in Year 6, they undertake lessons to be taught to be Mental Health Champions as part of their Mini Medics lessons. This ensures that they are equipped to support the mental health and well-being of younger children in the school, and are aware of how physical activity can be used as a tool to promote positive mental health and well-being of both themselves and others. This develops leadership skills in our older pupils and aids the fitness, mental health and well-being of our younger pupils.

Impact

The impact of our vision for PE, our curriculum and how it is implemented will ensure that children

- Develop a positive attitude towards PE and sport across the school.
- Transfer values from the PE curriculum to their behaviour in other areas of the curriculum.
- Collaborate with their peers, developing them into respectful and resilient sportspeople who set themselves aspirational challenges.
- Develop an understanding of mental health and well-being and are taught strategies to look after their own mental health and well-being and that of those around them.
- Have the opportunity to participate in PE at their own level of development and are challenged appropriately.
- Secure and build on a range of skills.
- Develop good sporting attitudes.
- Understand basic rules.

- Experience positive competition.
- Have a foundation for lifelong physical activity, leaving St Matthew's as physically literate, motivated and have a good all round well-being.
- Experience success in sport.
- Understand strengths and areas to improve.
- To take ownership of their own learning through the Amaven Healthy Schools Software.

The Amaven Healthy Schools Software also provides each child, each class and the school with an overall impact score, allowing us to clearly measure and display this impact.

Assessment

We believe in tracking the development of our children in PE with the same diligence as we would in any other subject, this allows our assessment to inform our planning, ensuring that each PE lesson is designed to meet the needs of individual children.

Half Termly Formative Assessment:

Each half term, we review the learning and performance of the children during PE lessons. Reviewing how the children have performed against key Learning Objectives and success criteria that is outlined in our Progression of Skills Documents. Children are assessed based on teacher observations and are categorised as either, Emerging, Expected or Excelling.

Children that are classed as Emerging will receive extra support through interventions or specific support from Teaching Assistants during PE lessons.

All children are encouraged to improve throughout the year and strengths and areas to develop are discussed with the children, often allowing them to lead the conversation so that we can gather their thoughts.

As we subscribe to the Amaven Healthy Schools Portal, we also assess fundamental movement skills through termly challenge days.

Amaven Termly Assessment:

Each term, we conduct a challenge activity using the following challenges.

EYFS:

- 5:10:5 Agility Run
- Standing Broad Jump
- Bounce and Catch

KS1:

- 5:10:5 Agility Run
- Standing Broad Jump
- Throw and Catch

KS2:

- 5:10:5 Agility Run
- Standing Broad Jump
- Throw and Catch
- Left leg Hop Strength Challenge
- Right leg Hop Strength Challenge

- Sit and Reach Flexibility Challenge

These challenges are taken as they map across the curriculum requirements and allow the teachers to measure development throughout the time that children are at school, but also give clear indication to children about their strengths and areas to develop. These assessments allow us to inform planning for the term and allow children to take ownership of their learning.

Physical Education Progression of Skills, Competencies and Knowledge

	Year 1		
Fundamental Movement Skills	Children in Year 1 should develop fundamental movement skills, becoming increasingly more confident and competent in a range of gross movement skills such as Running, Jumping, Throwing, Catching, Bouncing, Kicking and Striking.		
Running All children in Year 1 should be taught to; • Run at different speeds • Move along basic pathways, e.g. Straight Line, in a curve etc. • Move safely and in space. Most of the children should be able to;	Jumping All children in Year 1 should be taught to; • Begin to use the correct technique for jumping as high and as far as they can • Explore different types of jumps • Land Safely • Make a simple sequence of jumps Most of the children should be able to;	Throwing All children in Year 1 should be taught to; • Roll a ball • Use a simple underarm throw • Move along basic pathways, e.g. Straight Line, in a curve etc. Most of the children should be able to; • Use a simple overarm throw	

• Run at different speeds, recognising the difference between walking, jogging and sprinting. • Move along a range of different pathways Some children will be able to; • Run at different speeds selecting the appropriate speed for that activity • Move along a wide range of pathways at different speeds and will be able to think of their own pathways	• Jump as high and as far as possible using the correct techniques • Use different ways of jumping • Land safely, with control • Create a sequence of jumps and show it to a partner. Some children will be able to; • Use the correct technique for jumping for height and distance improving their performance • Jump from a standing position with accuracy and control • Land safely with control and technique • Create and improve a sequence of jumps, acting on feedback.	• Use an underarm sling • Throw a ball into a hoop Some children will be able to; • Roll a ball or a quoit along a line to a target with speed and control • Use an extended arm overarm throw • Use a sideways quoit throw • Throw a ball at, or over a target
Catching All children in Year 1 should be taught to; • Roll a ball and pick it up as it slows down • Catch a ball with two hands Most of the children should be able to; • Roll a ball along a line or to a target and pick it up as it slows down. • Catch a ball thrown by a partner, with two hands Some children will be able to; • Roll a ball or a quoit along a line or to a target with speed and control, then track it and stop it with two hands • Catch a ball with one hand.		Bouncing All children in Year 1 should be taught to; • Drop and catch a ball with two hands • Push or pat the ball in a downwards motion Most of the children should be able to; • Catch the ball with two hands consistently after dropping the ball. • Show repetition in bouncing • Bounce along a pathway Some children will be able to; • Bounce using 1 hand • Bounce the ball to a partner with accuracy.

• Clap, or turn before catching a ball.	
Kicking All children in Year 1 should be taught to; • Use different parts of the foot to control and move with the ball • Propel the ball forwards using a simple technique • Move along basic pathways, e.g. Straight Line, in a curve etc. whilst dribbling the ball. Most of the children should be able to; • Use a simple technique to kick the ball forwards • Use simple dribbling techniques to travel with the ball • Kick a ball into a goal or target Some children will be able to; • Kick a ball along a line to a target with speed and control • Use a simple (toe poke) and more complete (side of foot) technique to kick the ball • Kick a ball at, or into a target with increasing consistency	Striking All children in Year 1 should be taught to; • Roll a ball and stop it with a bat or racquet as it slows down • Balance a ball on a bat or racquet whilst standing still Most of the children should be able to; • Roll a ball along a line or to a target hit it with a bat or racquet as it slows down • Balance a ball on a bat or racquet whilst following a pathway Some children will be able to; • Roll a ball or a quoit along a line or to a target with speed and control, then hit it with confidence • Hit a ball that is sitting on top of a tee. • Hit a moving ball, passed by a partner
Children develop Agility, Balance and Coordination and start to use these in a range of activities.	** should be incorporated in all activities ** Agility: "The bodies ability to change direction quickly whilst remaining in control and balanced" e.g. Running whilst changing direction (5:10:5 agility challenge in school assessment protocol) Balance: "An even distribution of weight enabling someone or something to remain upright and steady" e.g. Landing with control (Broad Jump challenge in school assessment protocol) Coordination: "the ability to move two or more body parts under control, smoothly and efficiently" e.g. developed in every activity.

Play in competitive team sports, developing attacking and defending principles	All children in Year 1 should be taught to; • Travel in at least two different ways e.g. running and side stepping. • Stop travelling to change direction • Begin to travel with a ball • Pass a ball to another player over a short distance. Most of the children should be able to; • Travel forwards, backwards and sideways • Change direction when travelling • Travel with a ball using their feet and hands • Change direction while travelling with a ball • Use their feet to pass to another player • Pass the ball quickly whilst in a game situation • Travel with and pass a ball to another player to score points in a game. Some children will be able to; • Travel in different ways with control in order to get a useful space. • Select the most appropriate way of travelling for the context of the game • Keep good control of a ball while travelling with it. • Pass the ball quickly and accurately to another player • Make quick decisions about which player to pass to.
Dance with simple movement patterns	All children in Year 1 should be taught to; • Move freely to music • Dance in the wider space • Move fast or slow • Move high or low • Move an object • Make different shapes, at different levels

- Copy Movements
- Work on their own
- Use expressions to communicate feelings.

Most of the children should be able to;

- Make a shape hold it and move about it in that shape
- Dance in their personal space and the wider space
- Dance (or pretend to dance) with an object to communicate an idea
- Move to the rhythm of the music
- Perform basic actions like turning, rolling, jumping, travelling, making a shape and holding it.
- Mirror movements
- Perform a Canon
- Perform in unison
- Change between fast and slow movements
- Remember simple movement patterns

Some children will be able to;

- With a partner Dance (or pretend to dance) with an object to communicate an idea
- Move at high, medium and low levels
- Move at fast, slow and intermediate speeds.
- Reverse their pathway
- Improvise different ideas
- Lead a group in movement in response to stimuli
- Move smoothly between basic actions and movement patterns.

	Year 2		
Fundamental Movement Skills	Children in Year 2 should develop fundamental movement skills, becoming increasingly more confident and competent in a range of gross movement skills such as Running, Jumping, Throwing, Catching, Bouncing, Kicking and Striking, developing on the skills acquired in Year 1		
Running All children in Year 2 should be taught to; - Run at different speeds - Move along basic pathways, e.g. Straight Line, in a curve etc. - Move along more complex pathways. - Move safely and in space. Most of the children should be able to; - Run at different speeds, recognising the difference between walking, jogging and sprinting - Move along a range of different pathways Some children will be able to; - Run at different speeds selecting the appropriate speed for that activity - Move along a wide range of pathways at different speeds and will be able to think of their own pathways - Run along a line	Jumping All children in Year 2 should be taught to; - Begin to use the correct technique for jumping as high and as far as they can - Explore different types of jumps - Land Safely - Make a simple sequence of jumps Most of the children should be able to; - Jump as high and as far as possible using the correct techniques - Use different ways of jumping - Land Safely, with control - Create a sequence of jumps and show it to a partner. - To be able to jump and display different, basic shapes whilst in the air. Some children will be able to; - Use the correct technique for jumping for height and distance improving their performance	Throwing All children in Year 2 should be taught to; - Roll a ball - Use a simple underarm throw - Move along basic pathways, e.g. Straight Line, in a curve etc. - Remain in balance when throwing Most of the children should be able to; - Use an opposition overarm throw - Bounce a ball when moving - Pitch a quoit sideways Some children will be able to; - Step forward into an opposition overarm throw - Throw an oval ball	

	• Jump from a standing position with accuracy and control • Land safely with control and technique • Create and improve a sequence of jumps, acting on feedback.	
Catching All children in Year 2 should be taught to; • Roll a ball and pick it up as it slows down • Catch a ball with two hands • Remain in balance when catching Most of the children should be able to; • Stop a rolling ball with two hands. • Jump to catch a ball • Get into a position to catch a ball • Catch a ball thrown by a partner, with two hands Some children will be able to; • Stop a rolling ball or quoit with one hand • Step forward as they catch a quoit sideways • Catch an oval ball	Bouncing All children in Year 2 should be taught to; • Drop and catch a ball with two hands • Push or pat the ball in a downwards motion Most of the children should be able to; • Bounce a ball when moving Some children will be able to; • Bounce using 1 hand • Bounce a ball with control, changing hands	
Kicking All children in Year 2 should be taught to; • Use different parts of the foot to control and move with the ball • Propel the ball forwards using a simple technique • Move along basic pathways, e.g. Straight Line, in a curve etc. whilst dribbling the ball.	Striking All children in Year 2 should be taught to; • Roll a ball and stop it with a bat or racquet as it slows down • Balance a ball on a bat or racquet whilst standing still Most of the children should be able to;	

Most of the children should be able to; • Use a simple technique to kick the ball forwards • Use simple dribbling techniques to travel with the ball • Kick a ball into a goal or target Some children will be able to; • Kick a ball along a line to a target with speed and control • Use a simple (toe poke) and more complete (side of foot) technique to kick the ball • Kick a ball at, or into a target with increasing consistency	• Roll a ball along a line or to a target hit it with a bat or racquet as it slows down • Balance a ball on a bat or racquet whilst following a pathway Some children will be able to; • Roll a ball or a quoit along a line or to a target with speed and control, then hit it with confidence • Hit a ball that is sitting on top of a tee. • Hit a moving ball, passed by a partner
Children develop Agility, Balance and Coordination and start to use these in a range of activities.	** should be incorporated in all activities ** Agility: Children will be able to dodge Children should be able to dodge, on one leg Balance: Children should remain in balance when throwing, catching, kicking, jumping/landing and when being pushed. Children should be able to keep their balance on one leg Children should be able to dodge, on one leg Coordination: Children should be able to walk along a line
Play in competitive team sports, developing attacking and defending principles	All children in Year 2 should be taught to; • Begin to use the terms attacking and defending • Throw and Catch a ball with a partner using different techniques • Kick a ball whilst moving • Pass a ball in different ways • Begin to use throwing, catching and kicking skills in a game with some success • Use at least one technique to attack, such as dodging to play a game with some success • Begin to choose and use the best space in a game

	• Perform learnt skills with some control • Understand the importance of rules and follow them in simple games. • Begin to work as part of a team. Most of the children should be able to; • Begin to understand the terms attacking and defending • Throw and catch a ball with a partner using different techniques and begin to choose the best pass to use in a game. • Kick a ball, using the correct techniques whilst moving with some control and fluency • Pass a ball in different ways using the correct technique in a game with increasing accuracy, confidence and success. • Begin to apply these skills in games successfully, including dodging and marking. Some children will be able to; • Explain the terms attacking and defending • Throw and Catch a ball with a partner using different techniques and demonstrate the best pass to make in a game. • Kick a ball whilst moving including changing direction and speed with control and confidence • Pass a ball in different ways over a range of distances, demonstrating control and accuracy • Confidently use throwing, catching, kicking skills in a game with control and accuracy • Perform learnt skills with good control • Consistently apply a range of attacking and defending skills in a game successfully. • Use space well to pass and receive a ball • Know how to make or deny space in a game when attacking and defending • Follow more complex rules in games and explain the importance of having them • Work effectively as part of a team.
Dance with simple movement patterns	All children in Year 2 should be taught to; • Copy and Repeat some movements to form a simple motif • Perform some actions in unison and canon • Copy the movements and body shapes to represent feelings and actions • Copy the movements of peers

- Move their body with some control
- Combine given movements to make a dance.
- Show awareness of the music by making appropriate body movements and shapes
- Copy movements and actions to tell a story
- Answer questions about their performance
- Copy the movements of others to represent different parts of a story and perform them in unison with a partner
- Perform a whole dance with prompting

Most of the children should be able to;

- Use and remember their own movements as part of a motif
- Perform a range of actions in unison and canon
- Use different movements and body shapes to represent feelings and actions
- Evaluate the performance of others giving praise and suggestions for improvement
- Work cooperatively in a group
- Perform a range of movements at different speeds or levels showing good control
- Use movements from previous learning
- Perform a range of movements in time with the music
- Create and remember suitable movements as part of a story
- Evaluate and talk about their own performance.
- Use a mixture of unison and canon to tell a story
- Remember the structure of a whole dance and perform independently

Some children will be able to;

- Create a range of suitable movements and remember to perform these in both canon and unison as part of a motif.
- Adapt their motif to include changes of level and add appropriate facial expressions
- Demonstrate a wide variety of movements and body shapes
- Give detailed evaluation of their own performance
- Suggest how their group might adapt their movements
- Create clear body shapes and controlled movements

	• Use a variety of movements to create an imaginative dance. • Perform and transition between a range of body movements and shapes showing good awareness of timing when performing to music. • Adapt and improve movements and facial expressions when appropriate • Clearly explain the structure of a whole dance and perform it confidently.
Other	• Children should also be able to explain why are bodies feel different after exercise

	Year 3	
Fundamental Movement Skills	Children in Year 3-6 should attempt to master basic fundamental movement skills, such as running, jumping throwing and catching. Children in Key Stage 2, should look to develop the skills learnt in Key Stage 1 and should also look at using these skills in differing contexts to meet the needs of different sports, games and activities.	
Mastering Running • Look where you are running/Scan for spaces if required • Use your arms to help you balance, and drive you forwards. • Keep your hands and shoulders relaxed • Check your posture, keep your back straight. • Arms move up and down, not across your body. • Run on balls of your feet When sprinting • Small quick steps to build speed • Drive your knees high • Elongate the stride to maintain speed Provide Children with lots of opportunities to practice through a wide and varied curriculum, technique of running can be developed easily during Athletic activities but		Mastering Jumping Jumping should be broken down into three successive phases: • Take off • Flight • Landing There are five basic fundamental jumping patterns young children should have frequent opportunities to practice. The patterns are: • Two-foot take-off to a one-foot landing • Two-foot take-off to a two-foot landing • One-foot take-off to a landing on the same foot (hop) • One-foot take-off to a landing on the other foot (leap) • One-foot take-off to a two-foot landing The cues for development of skill in jumping and landing (two-foot take-off to a two foot landing):

shouldn't be ignored in activities such as Football, Rugby, Hockey, Gymnastics, Cricket etc.	• Bend knees • Swing arms forward • Land both feet at the same time • Balance landing Provide Children with lots of opportunities to practice through a wide and varied curriculum, technique of jumping is most easily taught during athletic events and gymnastics. However there are lots of other opportunities that should not be missed, e.g. Jumping to save or head a ball in football. Jump shots in Basketball, dodging in dodgeball etc.
Mastering Throwing Basic Key Points for Throwing 1. Stand straight upright, ball in your throwing hand, facing your target. 2. If you are throwing with your right hand, turn sideways 90 degrees to your right (reposition your feet so you are standing sideways to your target). 3. If you are throwing with your left hand, turn sideways 90 degrees to your left (reposition your feet so you are standing sideways to your target). 4. Make sure your feet are shoulder-width apart. 5. Lift your non-throwing arm to "point" at your target and shift your weight to your back foot. 6. Lift your throwing hand so the ball is near your ear (right ear if you are throwing with your right hand, left ear if you are throwing with your left hand). 7. You are ready to throw. 8. In one motion, shift your weight to your front foot, drop your pointing arm, and twist your torso as you bring your throwing arm over your shoulder to release the ball at your target.	Mastering Catching Basic Key Points for Catching 1. Get into a position to catch, by tracking the ball. 2. Hands should be in the ready position at all times (out in front with fingers pointing at the ball). 3. Assess the height of the ball. (Fingers point high to catch a high ball (thumbs together) and low for a low ball (little fingers together)) 4. Soft Hands 5. Close your grip on the ball on contact (hands should be the same shape as the balls) 6. Secure the ball (make sure it is safe once you have caught it) Provide Children with lots of opportunities to practice through a wide and varied curriculum. Opportunities to practice catching techniques include, but are not exclusive to, Netball, Basketball, Rugby, Cricket, Rounders, and, Dodgeball.

Provide Children with lots of opportunities to practice through a wide and varied curriculum. Opportunities to practice Throwing techniques include, but are not exclusive to, Netball, Basketball, Rugby, Cricket, Rounders, Athletics and Dodgeball.		
Developing Agility Agility is the bodies' ability to change direction, at speed, whilst maintaining balance. Developing agility should be an on-going process and can be achieved by simply delivering a broad and varied curriculum to a good standard. Further Ideas on how to develop agility would include, using SAQ equipment, playing tag games, playing invasion sports, playing dodgeball etc.	Developing Balance Agility is the bodies' ability to stay upright or stay in control of body movement Developing balance should be an on-going process and can be achieved by simply delivering a broad and varied curriculum to a good standard. However developing balance can also be a focus of Gymnastics, learning to stand on one foot, learning to hold different shapes and learning to have good control of your body. (Sticking) Landing properly after a jump with good control is also a good way to develop balance.	Developing Coordination Coordination is the ability to move two or more body parts under control, smoothly and efficiently. Developing balance should be an on-going process and can be achieved by simply delivering a broad and varied curriculum to a good standard. Coordination can be developed by focussing on developing fundamental skills in isolation and in combination. Further ideas involve the use of cross lateral movements.
Develop Strength Developing strength should be an on-going process and can be achieved by simply delivering a broad and varied curriculum to a good standard. Gymnastics will support children in holding their body and body weight. Invasion sports like football will support children in making safe controlled contact with others and remaining on their feet and in control.	Develop Flexibility Developing core strength through delivering a broad and varied curriculum to a good standard will also support the development of flexibility in the Under 10's Whilst ensuring children warm up and cool down, include the use of stretching and explain to the children why this is important in later life.	Develop Control Create fluent movement patterns using precision and control through Dance
Play in competitive team sports that include attacking and defending principles where children can develop simple and	All children in Year 3 should be taught to; • Know the difference between attack and defence. • Pass, receive and travel with a ball with some control and accuracy • With guidance, begin to use basic attacking and defending skills such as marking, dodging and intercepting • Know what they and their team needs to do to keep possession and contribute to this occasionally	

tactics and strategies to help them succeed	- Follow rules in simple invasion games. Most of the children should be able to; - Know some of the basic principles of invasion games - Recognise and begin to apply basic attacking skills such as dodging, with some success. - Recognise and begin to apply basic defending skills such as marking and intercepting, with some success. - Pass, receive and travel with a ball in a variety of ways with increasing control and accuracy - Identify and use tactics to help themselves and their team keep possession of the ball - Use space well to pass and receive the ball. Some children will be able to; - Understand and consistently apply basic principles of invasion games - Use a range of attacking and defending skills during team games appropriately. - Know when to pass or dribble with the ball and use a variety of techniques with control and accuracy. - Read the game to be able to intercept effectively - Use space effectively and intentionally - Work effectively as part of a team.
Dance with a range of movement patterns	All children in Year 3 should be taught to; - Use the skill of improvisation, responding to a stimuli (such as music) - Change their movements according to different stimuli - Combine and link a small number of movement phrases and patterns - Work cooperatively with a partner and in a small group - Begin to see strength and areas to improve Most of the children should be able to; - Use movements to tell a narrative - Combine and link increasing numbers of movement phrases and patterns - Create fluent movement patterns using precision and control. - Show an awareness of others movements responding accordingly with their own movements

	Some children will be able to; • Develop dance motifs by adapting original ideas to vary the levels methods of travel, speed, repeating movements and experimenting with different dynamics • Take responsibility of their own skill progressions by suggesting ways to make activities more challenging.
Take part in Outdoor and Adventurous Activity	All children in Year 3 should be taught to; • Explain what teamwork involves and demonstrate some teamwork skills to help achieve the goal • Understand what effective communication involves and demonstrate verbal and non-verbal methods of communication with some success during team activities • Follow multistep instructions with support when necessary • With guidance, identify the problem and possible solutions to solve it. • Mostly cooperate with others to solve the problem demonstrating, demonstrating some effective teamwork skills. • Understand and sometimes use directional language to navigate others with some success. • Follow directions given to them with some support • With support, can give directions using appropriate terminology • Understand the concept of a map and use a key and symbols on a simple map with support if necessary • Orientate a map, with support if necessary • Know the meaning of some common map symbols Most of the children should be able to; • Identify and demonstrate a range of effective teamwork skills to achieve the goals • Understand, recognise and demonstrate verbal and non-verbal methods of communication effectively during team activities • Follow multi-step instructions using strategies to aid them. • Identify the problem and come up with possible solutions and a plan of action to solve them. • Demonstrate a range of effective teamwork skills to solve a range of problems • Understand and use directional language to effectively navigate others. • Follow the directions given to them with success • Give easy - to - follow directions using appropriate terminology

	• Understand the concept of a map and use a key and symbols on a simple map • Orientate a map • Know the meaning of a range of common map symbols • Understand and can talk about what orienteering involves and know a range of different orienteering symbols. Some children will be able to; • Demonstrate excellent teamwork skills and be instrumental in helping their team to achieve the goals • Verbally communicate ideas clearly and concisely, show excellent listening skills and communicate skilfully using non-verbal methods • Confidently and effectively follow multistep instructions • Help others identify a problem suggesting a range of possible solutions and appropriate plan of action and be instrumental in successfully solving it. • Demonstrate an excellent understanding of directional language, using it to effectively navigate others • Confidently follow directions given with success. • Navigate others safely and effectively by giving clear and precise directions using appropriate terminology. • Confidently read and follow a range of simple maps and support others in their map reading, such as using a key • Confidently orientate a map, supporting others to do so when necessary • Know the symbols including some additional symbols not featured in lessons resource • Have a very good understanding of what orienteering involves and know a range of different orienteering symbols, including the colours.
Swim using a range of strokes at least 25m	By The End of Key Stage 2 • Swim competently, confidently and proficiently over a distance of at least 25 metres • Use a range of strokes effectively • Perform safe self-rescue in different water-based situations.
Evaluate your own performance in PE and give suggestions for improvements and highlight strengths	• Know what they and their team needs to do to keep possession and contribute to this occasionally (Through Team Games) • Begin to see strength and areas to improve

Allow all children the opportunity to take part in the leadership of sport and PE in school,	- Take responsibility of their own skill progressions by suggesting ways to make activities more challenging. - Take responsibility of their own skill progressions by suggesting ways to make activities more challenging. (Through Dance etc)
Other	- Demonstrate knowledge and understanding of the reasons for warming up and cooling down - Identify how specific activity affects their body.
	Year 4
Fundamental Movement Skills	Children in Year 3-6 should attempt to master basic fundamental movement skills, such as running, jumping throwing and catching. Children in Key Stage 2, should look to develop the skills learnt in Key Stage 1 and should also look at using these skills in differing contexts to meet the needs of different sports, games and activities.
Mastering Running - Look where you are running/Scan for spaces if required - Use your arms to help you balance, and drive you forwards. - Keep your hands and shoulders relaxed - Check your posture, keep your back straight. - Arms move up and down, not across your body. - Run on balls of your feet When sprinting - Small quick steps to build speed - Drive your knees high - Elongate the stride to maintain speed Provide Children with lots of opportunities to practice through a wide and varied curriculum, technique of running can be developed easily during Athletic activities but	Mastering Jumping Jumping should be broken down into three successive phases: - Take off - Flight - Landing There are five basic fundamental jumping patterns young children should have frequent opportunities to practice. The patterns are: - Two-foot take-off to a one-foot landing - Two-foot take off to a two-foot landing - One-foot take-off to a landing on the same foot (hop) - One-foot take off to a landing on the other foot (leap) - One-foot take-off to a two-foot landing

shouldn't be ignored in activities such as Football, Rugby, Hockey, Gymnastics, Cricket etc.	The cues for development of skill in jumping and landing (two foot take off to a two-foot landing): • Bend knees • Swing arms forward • Land both feet at the same time • Balance landing Provide Children with lots of opportunities to practice through a wide and varied curriculum, technique of jumping is most easily taught during athletic events and gymnastics. However there are lots of other opportunities that should not be missed, e.g. Jumping to save or head a ball in football. Jump shots in Basketball, dodging in dodgeball etc.
Mastering Throwing Basic Key Points for Throwing 9. Stand straight upright, ball in your throwing hand, facing your target. 10. If you are throwing with your right hand, turn sideways 90 degrees to your right (reposition your feet so you are standing sideways to your target). 11. If you are throwing with your left hand, turn sideways 90 degrees to your left (reposition your feet so you are standing sideways to your target). 12. Make sure your feet are shoulder-width apart. 13. Lift your non-throwing arm to "point" at your target and shift your weight to your back foot. 14. Lift your throwing hand so the ball is near your ear (right ear if you are throwing with your right hand, left ear if you are throwing with your left hand). 15. You are ready to throw. 16. In one motion, shift your weight to your front foot, drop your pointing arm, and twist your torso as you bring your throwing arm over your shoulder to release the ball at your target.	Mastering Catching Basic Key Points for Catching 7. Get into a position to catch, by tracking the ball. 8. Hands should be in the ready position at all times (out in front with fingers pointing at the ball). 9. Assess the height of the ball. (Fingers point high to catch a high ball (thumbs together) and low for a low ball (little fingers together)) 10. Soft Hands 11. Close your grip on the ball on contact (hands should be the same shape as the balls) 12. Secure the ball (make sure it is safe once you have caught it) Provide Children with lots of opportunities to practice through a wide and varied curriculum. Opportunities to practice catching techniques include, but are not exclusive to, Netball, Basketball, Rugby, Cricket, Rounders, and, Dodgeball.

Provide Children with lots of opportunities to practice through a wide and varied curriculum. Opportunities to practice Throwing techniques include, but are not exclusive to, Netball, Basketball, Rugby, Cricket, Rounders, Athletics, and Dodgeball.		
Developing Agility Agility is the bodies' ability to change direction, at speed, whilst maintaining balance. Developing agility should be an on-going process and can be achieved by simply delivering a broad and varied curriculum to a good standard. Further Ideas on how to develop agility would include, using SAQ equipment, playing tag games, playing invasion sports, playing dodgeball etc.	Developing Balance Balance is the bodies' ability to stay upright or stay in control of body movement Developing balance should be an on-going process and can be achieved by simply delivering a broad and varied curriculum to a good standard. However developing balance can also be a focus of Gymnastics, learning to stand on one foot, learning to hold different shapes and learning to have good control of your body. (Sticking) Landing properly after a jump with good control is also a good way to develop balance.	Developing Coordination Coordination is the ability to move two or more body parts under control, smoothly and efficiently. Developing balance should be an on-going process and can be achieved by simply delivering a broad and varied curriculum to a good standard. Coordination can be developed by focussing on developing fundamental skills in isolation and in combination. Further ideas involve the use of cross lateral movements.
Develop Strength Developing strength should be an on-going process and can be achieved by simply delivering a broad and varied curriculum to a good standard. Gymnastics will support children in holding their body and body weight. Invasion sports like football will support children in making safe controlled contact with others and remaining on their feet and in control.	Develop Flexibility Developing core strength through delivering a broad and varied curriculum to a good standard will also support the development of flexibility in the Under 10's Whilst ensuring children warm up and cool down, include the use of stretching and explain to the children why this is important in later life.	Develop Control Create fluent movement patterns using precision and control through Dance
Play in competitive team sports that include attacking and defending principles where children can develop simple and	All children in Year 4 should be taught to; • Move in multiple directions in isolation and sometimes In a game situation • Use the basic skill of dodging, including fake dodging, in isolation and sometimes in a game situation • Dribble a ball using different techniques (Hockey, Football, Basketball) and occasionally look up • Pass the ball with some control and accuracy	

tactics and strategies to help them succeed

- Receive a ball directly to them demonstrating some control
- Mark an opposition player with some success in a game
- Show understanding of what it means to intercept the ball and demonstrate they are able to get into a position to be able to intercept a pass.
- Demonstrate an understanding of the job of the goalkeeper and show some skills and strategies to prevent a goal being scored
- Occasionally contribute to the success of their team in attack and defence
- Show an understanding of what is involved in being part of a team
- Follow rules in simple invasion games
- Evaluate their own and other performance

Most of the children should be able to;

- Move in multiple directions with game situation
- Change direction quickly (dodge) and feint a move, using a low body position using a low body position and apply this with some success in a game situation
- Dribble with the ball using different techniques, demonstrating control and speed.
- Look up when dribbling while keeping good control of the ball
- Pass the ball with control and accuracy over a range of distances.
- Receive a ball that is passed to them with good control
- Make an opposition player with success in a game. Position themselves to see the player and ball at the same time.
- Anticipate where and when the ball will be passed and get into a position to be able intercept.
- Regularly contribute to their team in attack and defence

Some children will be able to;

- Move with agility and speed and apply it effectively in a game situation.
- Feint and dodge, using good footwork and the correct body position and apply the skill effectively in a game situation.
- Confidently dribble with the ball using a range of techniques demonstrating control, fluency and speed.
- Look up and change speed and direction whilst keeping good control of the ball.
- Use both feet to pass the ball with control and accuracy and vary the weight of the pass according to distance.
- Take two touches to receive and pass the ball with excellent control and accuracy

	• Mark an opposition player so they cannot contribute in the game effectively. • Read the game to make interceptions. • List and perform more complex Goalkeeping skills such as, ready position, good reactions, quick feet etc. • Demonstrate excellent teamwork and sportsmanship
Dance with a range of movement patterns	All children in Year 4 should be taught to; • Use the skill of improvisation, responding to a stimuli (such as music) • Change their movements according to different stimuli • Combine and link a small number of movement phrases and patterns • Work cooperatively with a partner and in a small group Most of the children should be able to; • Demonstrate a range of dance techniques, such as unison, canon repetition • Combine and link an increasing number of movements and patterns • Respond and react accordingly to their partners/group members dance movements Some children will be able to; • Incorporate a range of dance techniques into a dance motif. • Develop dance motifs by adapting original ideas to vary the levels methods of travel, speed, repeating movements and experimenting with different dynamics • Take responsibility of their own skill progressions by suggesting ways to make activities more challenging.
Take part in Outdoor and Adventurous Activity	All children in Year 4 should be taught to; • Follow a map with a degree of confidence • Work well in a team • Know what equipment they need for their activities Most of the children should be able to; • Begin to follow a map within a familiar space • Work well with a team and begin to show leadership qualities • Be aware of how the conditions may affect the courses they are completing.

	Some children will be able to; • Follow a map to move around a less familiar space. • Follow a map with increasing accuracy and confidence, within a set time limit • Be able to bring the correct equipment for the activity. • Show leadership skills with growing confidence • Be aware of dangers presented by weather conditions and be able to explain what they do with different situations.
Swim using a range of strokes at least 25m	By The End of Key Stage 2 • Swim competently, confidently and proficiently over a distance of at least 25 metres • Use a range of strokes effectively • Perform safe self-rescue in different water-based situations.
Evaluate your own performance in PE and give suggestions for improvements and highlight strengths	• Know what they and their team needs to do to keep possession and contribute to this occasionally (Through Team Games) • Begin to see strength and areas to improve
Allow all children the opportunity to take part in the leadership of sport and PE in school,	• Take responsibility of their own skill progressions by suggesting ways to make activities more challenging. • Take responsibility of their own skill progressions by suggesting ways to make activities more challenging. (Through Dance etc) • Be able to bring the correct equipment for the activity.
Other	• Demonstrate knowledge and understanding of the reasons for warming up and cooling down • Explain why exercise is good for their health

	Year 5
Fundamental Movement Skills	Children in Year 3-6 should attempt to master basic fundamental movement skills, such as running, jumping throwing and catching. Children in Key Stage 2, should look to develop the skills learnt in Key Stage 1 and should also look at using these skills in differing contexts to meet the needs of different sports, games and activities.
Mastering Running - Look where you are running/Scan for spaces if required - Use your arms to help you balance, and drive you forwards. - Keep your hands and shoulders relaxed - Check your posture, keep your back straight. - Arms move up and down, not across your body. - Run on balls of your feet When sprinting - Small quick steps to build speed - Drive your knees high - Elongate the stride to maintain speed Provide Children with lots of opportunities to practice through a wide and varied curriculum, technique of running can be developed easily during Athletic activities but shouldn't be ignored in activities such as Football, Rugby, Hockey, Gymnastics, Cricket etc.	Mastering Jumping Jumping should be broken down into three successive phases: - Take off - Flight - Landing There are five basic fundamental jumping patterns young children should have frequent opportunities to practice. The patterns are: - Two-foot take-off to a one-foot landing - Two-foot take-off to a two-foot landing - One-foot take-off to a landing on the same foot (hop) - One-foot take-off to a landing on the other foot (leap) - One-foot take-off to a two-foot landing The cues for development of skill in jumping and landing (two foot take-off to a two foot landing): - Bend knees - Swing arms forward - Land both feet at the same time - Balance landing Provide Children with lots of opportunities to practice through a wide and varied curriculum, technique of jumping is most easily taught during athletic events and gymnastics. However there are lots of other opportunities that should not be missed, e.g.

			Jumping to save or head a ball in football. Jump shots in Basketball, dodging in dodgeball etc.
Mastering Throwing Basic Key Points for Throwing - Stand straight upright, ball in your throwing hand, facing your target. - If you are throwing with your right hand, turn sideways 90 degrees to your right (reposition your feet so you are standing sideways to your target). - If you are throwing with your left hand, turn sideways 90 degrees to your left (reposition your feet so you are standing sideways to your target). - Make sure your feet are shoulder-width apart. - Lift your non-throwing arm to "point" at your target and shift your weight to your back foot. - Lift your throwing hand so the ball is near your ear (right ear if you are throwing with your right hand, left ear if you are throwing with your left hand). - You are ready to throw. - In one motion, shift your weight to your front foot, drop your pointing arm, and twist your torso as you bring your throwing arm over your shoulder to release the ball at your target. Provide Children with lots of opportunities to practice through a wide and varied curriculum. Opportunities to practice Throwing techniques include, but are not exclusive to, Netball, Basketball, Rugby, Cricket, Rounders, Athletics, and Dodgeball.			Mastering Catching Basic Key Points for Catching - Get into a position to catch, by tracking the ball. - Hands should be in the ready position at all times (out in front with fingers pointing at the ball). - Assess the height of the ball. (Fingers point high to catch a high ball (thumbs together) and low for a low ball (little fingers together)) - Soft Hands - Close your grip on the ball on contact (hands should be the same shape as the balls) - Secure the ball (make sure it is safe once you have caught it) Provide Children with lots of opportunities to practice through a wide and varied curriculum. Opportunities to practice catching techniques include, but are not exclusive to, Netball, Basketball, Rugby, Cricket, Rounders, and, Dodgeball.
Developing Agility Agility is the bodies ability to change direction, at speed, whilst maintaining balance.	Developing Balance Balance is the bodies ability to stay upright or stay in control of body movement	Developing Coordination Coordination is the ability to move two or more body parts under control, smoothly and efficiently.	

Developing agility should be an on-going process and can be achieved by simply delivering a broad and varied curriculum to a good standard. Further Ideas on how to develop agility would include, using SAQ equipment, playing tag games, playing invasion sports, playing dodgeball etc.	Developing balance should be an on-going process and can be achieved by simply delivering a broad and varied curriculum to a good standard. However developing balance can also be a focus of Gymnastics, learning to stand on one foot, learning to hold different shapes and learning to have good control of your body. (Sticking) Landing properly after a jump with good control is also a good way to develop balance.	Developing balance should be an on-going process and can be achieved by simply delivering a broad and varied curriculum to a good standard. Coordination can be developed by focussing on developing fundamental skills in isolation and in combination. Further ideas involve the use of cross lateral movements.
Develop Strength Developing strength should be an on-going process and can be achieved by simply delivering a broad and varied curriculum to a good standard. Gymnastics will support children in holding their body and body weight. Invasion sports like football will support children in making safe controlled contact with others and remaining on their feet and in control.	Develop Flexibility Developing core strength through delivering a broad and varied curriculum to a good standard will also support the development of flexibility in the Under 10's Whilst ensuring children warm up and cool down, include the use of stretching and explain to the children why this is important in later life.	Develop Control Create fluent movement patterns using precision and control through Dance
Play in competitive team sports that include attacking and defending principles where children can develop simple and tactics and strategies to help them succeed	All children in Year 5 should be taught to; • Pass receive and dribble in different ways with some control and accuracy • Begin to find space in a game • Apply a few skills and techniques with some consistency • Know about some tactics for attacking with support and apply them. E.g. when to pass and when to dribble. • Know about some tactics for defending e.g. when to mark and delay and when to tackle • Know what needs to be done to keep possession Most of the children should be able to; • Pass receive and dribble in different ways with some control and accuracy, show two touch passing in Football • Use space well to receive a ball • Apply skills and techniques with some consistency to more than one type of invasion game.	

	• Explain the effect that using a particular skill or technique has had on their performance • Begin to choose the best techniques for the correct situations in attack and defence • Begin to use criteria to evaluate performance of themselves and others. Some children will be able to; • Use space effectively and intentionally to keep possession of the ball • Select and apply a range of skills for attacking and defending consistently and with success over a range of invasion games • Explain why they have used a particular skill and how it has impacted on the game.
Dance with a range of movement patterns	All children in Year 5 should be taught to; • Copy and perform a simple dance phrase • Change their movements according to different stimuli • Combine and link a small number of movement phrases and patterns Most of the children should be able to; • Demonstrate a range of dance techniques, such as unison, canon repetition • Combine and link an increasing number of movement phrases and patterns • Respond and react accordingly to their partners/group members dance movements • Use movement to create a narrative Some children will be able to; • Incorporate a range of dance techniques to create a topic themed phrase. • Develop dance motifs by adapting original ideas to vary the levels methods of travel, speed, repeating movements and experimenting with different dynamics • Take responsibility of their own skill progressions by suggesting ways to make activities more challenging.

Take part in Outdoor and Adventurous Activity	All children in Year 5 should be taught to; • Show increased water competence when performing and developing basic survival skills • Plan and organise a simple orienteering trail using a variety of map reading and compass skills • Make more complex route choices • Develop skills in unfamiliar and varying terrain • Apply the skills and safety requirements for survival in an outdoor environment Most of the children should be able to; • Devise appropriate responses to challenges and tasks and adapt to changing circumstances • Accept responsibility for personal and group safety Some children will be able to; • Make informed judgements about their own and others performances and use this to improve the quality and variety of their own work using an increasingly wider range of subject vocabulary. • Record, view and evaluate their own performances independently
Swim using a range of strokes at least 25m	By The End of Key Stage 2 • Swim competently, confidently and proficiently over a distance of at least 25 metres • Use a range of strokes effectively • Perform safe self-rescue in different water-based situations.
Evaluate your own performance in PE and give suggestions for improvements and highlight strengths	• Know what they and their team needs to do to keep possession and contribute to this occasionally (Through Team Games) • Begin to see strength and areas to improve

Allow all children the opportunity to take part in the leadership of sport and PE in school,	- Take responsibility of their own skill progressions by suggesting ways to make activities more challenging. - Take responsibility of their own skill progressions by suggesting ways to make activities more challenging. (Through Dance etc)
Other	Demonstrate knowledge and understanding of the reasons for warming up and cooling down
	Year 6
Fundamental Movement Skills	Children in Year 3-6 should attempt to master basic fundamental movement skills, such as running, jumping throwing and catching. Children in Key Stage 2, should look to develop the skills learnt in Key Stage 1 and should also look at using these skills in differing contexts to meet the needs of different sports, games and activities.
Mastering Running - Look where you are running/Scan for spaces if required - Use your arms to help you balance, and drive you forwards. - Keep your hands and shoulders relaxed - Check your posture, keep your back straight. - Arms move up and down, not across your body. - Run on balls of your feet When sprinting - Small quick steps to build speed - Drive your knees high - Elongate the stride to maintain speed Provide Children with lots of opportunities to practice through a wide and varied curriculum, technique of running can be developed easily during Athletic activities but	Mastering Jumping Jumping should be broken down into three successive phases: - Take off - Flight - Landing There are five basic fundamental jumping patterns young children should have frequent opportunities to practice. The patterns are: - Two-foot take-off to a one-foot landing - Two-foot take-off to a two-foot landing - One-foot take-off to a landing on the same foot (hop) - One-foot take-off to a landing on the other foot (leap) - One-foot take-off to a two-foot landing

shouldn't be ignored in activities such as Football, Rugby, Hockey, Gymnastics, Cricket etc.	The cues for development of skill in jumping and landing (two foot take-off to a two foot landing): • Bend knees • Swing arms forward • Land both feet at the same time • Balance landing Provide Children with lots of opportunities to practice through a wide and varied curriculum, technique of jumping is most easily taught during athletic events and gymnastics. However there are lots of other opportunities that should not be missed, e.g. Jumping to save or head a ball in football. Jump shots in Basketball, dodging in dodgeball etc.
Mastering Throwing Basic Key Points for Throwing 25. Stand straight upright, ball in your throwing hand, facing your target. 26. If you are throwing with your right hand, turn sideways 90 degrees to your right (reposition your feet so you are standing sideways to your target). 27. If you are throwing with your left hand, turn sideways 90 degrees to your left (reposition your feet so you are standing sideways to your target). 28. Make sure your feet are shoulder-width apart. 29. Lift your non-throwing arm to "point" at your target and shift your weight to your back foot. 30. Lift your throwing hand so the ball is near your ear (right ear if you are throwing with your right hand, left ear if you are throwing with your left hand). 31. You are ready to throw. 32. In one motion, shift your weight to your front foot, drop your pointing arm, and twist your torso as you bring your throwing arm over your shoulder to release the ball at your target.	Mastering Catching Basic Key Points for Catching 19. Get into a position to catch, by tracking the ball. 20. Hands should be in the ready position at all times (out in front with fingers pointing at the ball). 21. Assess the height of the ball. (Fingers point high to catch a high ball (thumbs together) and low for a low ball (little fingers together)) 22. Soft Hands 23. Close your grip on the ball on contact (hands should be the same shape as the balls) 24. Secure the ball (make sure it is safe once you have caught it) Provide Children with lots of opportunities to practice through a wide and varied curriculum. Opportunities to practice catching techniques include, but are not exclusive to, Netball, Basketball, Rugby, Cricket, Rounders, and, Dodgeball.

Provide Children with lots of opportunities to practice through a wide and varied curriculum. Opportunities to practice Throwing techniques include, but are not exclusive to, Netball, Basketball, Rugby, Cricket, Rounders, Athletics and Dodgeball.		
Developing Agility Agility is the bodies ability to change direction, at speed, whilst maintaining balance. Developing agility should be an on-going process and can be achieved by simply delivering a broad and varied curriculum to a good standard. Further Ideas on how to develop agility would include, using SAQ equipment, playing tag games, playing invasion sports, playing dodgeball etc.	Developing Balance Balance is the bodies ability to stay upright or stay in control of body movement Developing balance should be an on-going process and can be achieved by simply delivering a broad and varied curriculum to a good standard. However developing balance can also be a focus of Gymnastics, learning to stand on one foot, learning to hold different shapes and learning to have good control of your body. (Sticking) Landing properly after a jump with good control is also a good way to develop balance.	Developing Coordination Coordination is the ability to move two or more body parts under control, smoothly and efficiently. Developing balance should be an on-going process and can be achieved by simply delivering a broad and varied curriculum to a good standard. Coordination can be developed by focussing on developing fundamental skills in isolation and in combination. Further ideas involve the use of cross lateral movements.
Develop Strength Developing strength should be an on-going process and can be achieved by simply delivering a broad and varied curriculum to a good standard. Gymnastics will support children in holding their body and body weight. Invasion sports like football will support children in making safe controlled contact with others and remaining on their feet and in control.	Develop Flexibility Developing core strength through delivering a broad and varied curriculum to a good standard will also support the development of flexibility in the Under 10's Whilst ensuring children warm up and cool down, include the use of stretching and explain to the children why this is important in later life.	Develop Control Create fluent movement patterns using precision and control through Dance
Play in competitive team sports that include attacking and defending principles where children can develop simple and	All children in Year 6 should be taught to; • Move with the ball using the correct technique in on or more invasion games with increasing speed and control including changing direction. • Pass and receive the ball using the correct technique in on or more invasion games with increasing speed and control and accuracy • Begin linking together different skills in a game with some fluency and success. • Begin demonstrating awareness of speed in a game	

tactics and strategies to help them succeed	• Create rules to play a new game successfully • Demonstrate knowledge of attacking and defending principles, different skills and techniques and use them with some success. Most of the children should be able to; • Move with the ball using the correct technique in at least two invasion games with increasing speed and control including changing direction. • Pass and receive the ball using the correct technique in at least two invasion games with increasing speed and control and accuracy • Link together different skills in a game with some fluency and success. • Use space well to pass and receive a ball • Create a new game following criteria and explain it to others • Begin to choose and apply appropriate skills and techniques when attacking and defending Some children will be able to; • Show confidence when moving with the ball using the correct technique in at least two invasion games with increasing speed and control including changing direction. • Choose the best pass to make in a game situation and execute it with accuracy and precision • Link together different skills in a game consistently and effectively, such as passing the ball on the move. • Use space effectively and intentionally to help keep possession of the ball. • Take the leading role in creating a complex invasion games and support others to do so. • Select and apply knowledge of skills and techniques for attacking and defending in a range of invasion games. • Thoroughly evaluate their own and others work suggesting thoughtful and appropriate improvements.
Dance with a range of movement patterns	All children in Year 6 should be taught to; • Copy and perform a simple dance phrase • Change their movements according to different stimuli • Combine and link a small number of movement phrases and patterns Most of the children should be able to; • Demonstrate a range of dance techniques, such as isolation, tempo & repetition • Combine and link an increasing number of movement phrases and patterns, both individually and within a pair or group

	• Create movements in response to different sounds • Respond and react accordingly to their partners/group members dance movements • Clearly create movements to represent an idea • Use movement to create a narrative Some children will be able to; • Incorporate a range of dance techniques to create a topic themed phrase. • Listen to, and respond accordingly, to advice from others as to how to improve their performance. • Develop dance motifs by adapting original ideas to vary the levels methods of travel, speed, repeating movements and experimenting with different dynamics • Take responsibility of their own skill progressions by suggesting ways to make activities more challenging.
Take part in Outdoor and Adventurous Activity	All children in Year 6 should be taught to; • Show increasing control when performing more advanced survival skills • Plan and navigate a variety of orienteering challenges using map reading and compass skills in unfamiliar settings • Plan and undertake a journey in the outdoors • Participate in the different types of orienteering courses in preparation for competition and participating in the sport of orienteering Most of the children should be able to; • Plan and respond to more complex challenges in different environments and in unfamiliar circumstances • Work with others to identify potential hazards and devise strategies to ensure that safe working practices are followed Some children will be able to; • View and appraise their own and others performances with confidence using range of appropriate language
Swim using a range of strokes at least 25m	By The End of Key Stage 2 • Swim competently, confidently and proficiently over a distance of at least 25 metres • Use a range of strokes effectively • Perform safe self-rescue in different water-based situations.

Evaluate your own performance in PE and give suggestions for improvements and highlight strengths	• Know what they and their team needs to do to keep possession and contribute to this occasionally (Through Team Games) • Begin to see strength and areas to improve
Allow all children the opportunity to take part in the leadership of sport and PE in school,	• Take responsibility of their own skill progressions by suggesting ways to make activities more challenging. • Take responsibility of their own skill progressions by suggesting ways to make activities more challenging. (Through Dance etc)
Other	• Help lead and take part in warm ups and cool downs

Long Term Plan (Swimming is to be incorporated, based on individual school requirements)

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	Running Skills Multi Skills & Games	Kicking Skills Football	Throwing Skills Indoor Athletics	Jumping Skills Gymnastics	Striking Skills Mini-Tennis	Catching Skills Athletics
2	Running Skills Multi Skills & Games	Catching Skills Netball	Throwing Skills Dodgeball	Jumping Skills Dance	Striking Skills Rounders	Bouncing Skills Athletics
3	Kicking Skills Football	Bouncing Skills Basketball	Jumping Skills Gymnastics	Running Outdoor & Adventurous	Catching Skills Cricket	Throwing Skills Athletics
4	Striking Skills Hockey (Quick Sticks)	Throwing Skills Netball	Jumping Skills Dance	Catching Skills Volleyball	Striking Skills Tennis	Running Skills Athletics
5	Throwing Skills Tag Rugby	Catching Skills Handball	Jumping Skills Gymnastics	Running Mini Medics OR Boxing	Striking Skills Rounders	Throwing Skills Athletics
6	Kicking/Striking Football and Hockey	Throwing & Catching Rugby, Netball/B'ball	Jumping Skills Street Dance	Catching Skills Dodgeball	Striking Skills Badminton	Running Skills Athletics

EYFS Physical Development Annual Plan

Autumn 1	Any Half Term	Any Half Term	Any Half Term	Any Half Term	Summer 2
Bertie Bunny & Detective Dexter Dog	Bertie Bunny & Silly Sally Snake	Bertie Bunny & Wicked Wesley Weasel	Bertie Bunny & Curious Cotton Cat	Bertie Bunny & Marvellous Marvin Monkey	Bertie Bunny & The Farmers Fall
Framework Overview. Children are given the opportunity to try as many different activities as possible.	Activities Focus on Gymnastics, Movements and Spatial Awareness	Activities Focus on Throwing and Catching Skills	Activities Focus on Running and Jumping Skills	Activities Focus on Kicking and Striking Skills	Framework Overview. Children are given the opportunity to try as many different activities as possible.
Can be used as part of baselining	Can be used during any time of the year and should be used to plug gaps in the child's learning	Can be used during any time of the year and should be used to plug gaps in the child's learning	Can be used during any time of the year and should be used to plug gaps in the child's learning	Can be used during any time of the year and should be used to plug gaps in the child's learning	Can be used as part of assessments for pass over into Year 1

Other Documentation

We want to encourage children to follow their passion and to further enhance their skills outside of school. In order for this to happen we want our children to have a voice and to lead in PE. Each term we give the children the opportunity to tell us about their thoughts on PE and School Sport. We also track activity levels outside of school and keep key records of after school clubs and competitions that have taken place.

We also keep a Physical Activity 'Heat Map' to ensure that we are providing our children with enough opportunities to be active in school, every day.

The Amaven Healthy Schools Portal, we provide children with access to their own portal which provides Physical Games and challenges to do at home, allowing children to further take ownership of their own healthy lifestyle and to encourage a culture of health across school and the wider community.

SMSC in PE at St Matthew's

	We promote spiritual development by...	We promote moral development by...	We promote social development by...	We promote cultural development by...
PE	Participating in individual activities that provide the opportunity for self reflection, awareness and challenge.	Participating in activities where children must show great sportsmanship. Encouraging children to work well together as a team to succeed. Offering support and advice to those who may need it. Treating everybody with respect.	Participating in activities that involve co-operation, teamwork, competition, rules, self-discipline and fair play.	Exploring the sports and traditions of a variety of cultures.



PE Curriculum and Purpose of Study

