



Athlete Curriculum 2022-23



EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>End Point - Declarative</p> <ul style="list-style-type: none"> - Agility – can change direction when prompted. -Balance – remain in control of their body while moving -Coordination – can use arms and legs together fluently -Move energetically such as running, jumping, hopping and skipping -Negotiate space and obstacles safely with increasing awareness of themselves and others. -Increasing awareness of healthy choices from limited options -Can suggest a variety of movements -Explain the reasons for rules, know right from wrong and try to behave accordingly -Explore ways to use equipment safely -Manage own clothes independently -Respond to what they hear with relevant questions, comments and actions. -Wait for what they want and control immediate impulses, begin to share sensibly with a partner. -Form positive attachments to adults and friendships with peers, begin to show sensitivity to their own and other's needs. -Show an understanding of feelings of others and begin to regulate their behaviour accordingly. -Set and work towards simple goals. 	<p>End Point - Declarative</p> <ul style="list-style-type: none"> -Can identify the correct role based on possession and can create and close space can maintain possession - Stay within an area while moving managing all body parts and objects -Change direction quickly Clear intent of direction when travelling, managing their weight -Can use arms and legs simultaneously to send and receive -Can remain in an area without colliding with others and objects -Able to identify heart beating faster and sweating -Can talk about the different types of foods -Can suggest movements that increase heart rate -Know and show the importance of sharing with others -Can follow rules given with little or no prompt -Can say what they do well with some prompting -Can collect and carry equipment sensibly -Can work well with others taking turns. -Allow others to speak and listen -Respond to instructions and do not disrupt others -Share and include others equally -Remain on task throughout the lesson 	<p>End Point - Declarative</p> <ul style="list-style-type: none"> -Can maintain possession, create and close space and react accordingly when possession is lost or gained. -Stay within an area, stopping and starting on command maintaining control of object -Change direction quickly avoiding others -Able to adjust weight to transfer into different positions -Can use arms and legs simultaneously to send, receive and intersect -Consistent in finding new spaces whilst remaining in an area and controlling an object -Able to discuss the more exercise they do the hotter they get and the need for more oxygen -Can talk about the different types of food and the importance of choosing sensibly when eating snacks or treats -Can suggest activities that increase heart rate -Share with other and include all equally -Can follow rules given without prompt -Provide a relevant example of what they can do better -Use equipment for its intended purpose and can work with others placing it back in its correct storage position -Work well with others, taking turns, sharing and helping others when needed -Allow others to speak and listen and respond to instructions from others -Respond to instructions, do not disrupt others and offer support where needed -Share, include others equally and support / encourage others -Remain on task 	<p>End Point - Declarative</p> <ul style="list-style-type: none"> -Are inventive with own movements and actions with mixed success -Suggest and action ways to gain and advantage with mixed success -Implement changes to better their performance -Can sequence a series of movements with increasing control eg dribble, then pass -Can suggest characteristics of an effective leader -Comment on different factors for well being other than healthy eating -Reference heart rate, temperature change and muscle soreness -Reference managing energy levels to last for the duration of a game -Show mutual respect for all and describe the importance of fair play -Identify relevant changes to apply to their work and others -Follow rules and activities and reinforce to others respectfully when needed -Work sensibly with who they are partnered or grouped with -Have an awareness of safety -Can keep an activity flowing -Do not allow activity results or incidents to influence their behaviour or manner to others -Remain on task -Do Not allow competition to influence participation -Remain calm when someone makes a mistake 	<p>End Point - Declarative</p> <ul style="list-style-type: none"> -Are inventive with their own movements and gain an advantage -Identify and implement changes to performance that gain an advantage over their opponent -Review and implement correct changes to better their performance without prompt or guidance -Can sequence a series of movements of consistent control -Can suggest characteristic of an effective leader and explain why it is important and how it benefits the teams -Have an awareness of the multi-dimensional elements and comment on their importance (physical, social emotional) -Reference longer term benefits of exercising such as muscle growth and improved endurance -Referencing managing energy levels according and external factors (diet, sleep, hydration) -Analyse own performance and provide relevant specific actions to improve their work -Provide specific feedback and offer technical guidance to support when prompted - Review performance and identify any strengths commenting on why they were a strength - Show increasing respect and fair play when an activity is refereed by a peer -Demonstrate enthusiasm before, during and after each lesson despite external influences (losing) -Actively encourage and motivate all in a group / team despite friendships -Keep an activity flowing with a designated referee in place -Do not allow influence such as loss or conflict to effect participation or behaviour -Keep an open mind to trying different tasks or equipment during lessons -Demonstrate respect and fair play by shaking hands and congratulating others when on the losing team -Show understanding and encouragement when someone makes a mistake 	<p>End Point - Declarative</p> <ul style="list-style-type: none"> -Take charge demonstrating respect, encouragement and effective communication skills to own team -Show noticeable progress in performing actions and decision making -Are inventive with their tactics individually and in a team with mixed success -Increasing control and consistency when sending, receiving and shooting from a static position and on the move -Can apply different skills in different sports with increasing control -Can relate to strength, flexibility and stamina and discuss show this would improve performance -Referencing managing energy levels according and external factors (diet, sleep, hydration) - Analyse own performance and provide relevant specific actions to improve their work -Provide specific feedback and offer technical guidance to support when prompted - Review performance and identify any strengths commenting on why they were a strength - Show increasing respect and fair play when an activity is refereed by a peer -Demonstrate enthusiasm before, during and after each lesson despite external influences (losing) -Actively encourage and motivate all in a group / team despite friendships -Keep an activity flowing with a designated referee in place -Do not allow influence such as loss or conflict to effect participation or behaviour -Keep an open mind to trying different tasks or equipment during lessons -Demonstrate respect and fair play by shaking hands and congratulating others when on the losing team -Show understanding and encouragement when someone makes a mistake -Can discuss and or accountability if or when behaviour does not meet expectation 	<p>End Point - Declarative</p> <ul style="list-style-type: none"> -Take charge demonstrating respect, encouragement and effective communication skills to own team and model etiquette such as hand shaking and congratulations to opposition -Show noticeable progress in performing actions and decision making reflecting on how they have improved since the start of the topic -Are inventive with their tactics individually and in a team with consistent success -Clear intent when sending, receiving and shooting with consistent control and accuracy -Consistent control and intent when performing skills in different sports -Can relate to strength flexibility and stamina and discuss how to improve these attributes -Reference managing energy levels accordingly (diet sleep hydration) -Provide specific feedback and offer technical guidance to support without prompt -Are able to apply effective strategies and tactics across different sports -Show increasing respect and fair play when an activity is refereed by a peer and promote respecting the referee -Are an active role model and inspire others to want to achieve -Actively encourage and motivate all despite friendships or ability -keep an activity flowing with a designated referee in place resolving any conflict when needed -Find the positive in every situation -Embrace and welcome change and trying new things -Offer support to opposing players if they make a mistake - Demonstrate resilience and positive attitude even if losing -Do not blame others for any incidents involving self and others

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Term 1 – Multi Skills

<p><u>Procedural Knowledge</u> Physical development Develop core strength, stability, balance, spatial awareness, co-ordination, and agility.</p> <p><u>Communication and language</u> Commenting on what they are interested in or doing (Activity Professional will echo back what they say with new vocabulary added). Offer ideas on how to improve and perform</p> <p><u>Personal, social and emotional development</u> Supported to manage emotions, develop a positive sense of self, set themselves simple goals and have confidence in their own abilities. Understand own 'superpower' Support interaction with other children</p>	<p><u>Procedural Knowledge</u> Moving the body from one position to another (changing direction) Start/stop on command, maintaining balance Balance Centre of gravity over the base of support Counterbalancing when centre of gravity is out of position Co-ordination Synchronising limbs when performing an action Generating force when sending Locomotion skills (ways to move): Run - forwards, backwards, sideways and diagonally Chase - closing space between the attacker & defender Avoid - increasing the space between the attacker & defender Jump - block, intercept, receive object off target/on the move Stabilisation skills (maintaining physical stability): Turn - looking for spaces, chasing/avoiding Twist - when sending/receiving Stretch - when sending/receiving Ball manipulation skills (ways to use an object): Send - throw/kick a ball, push an object with a hockey stick Receive - catch with hands, softly cradle with feet/stick Dribble - continuously with hand(s), using feet to move- a ball, pushing an object with a stick Pick up - static or moving object Carry - run with an object in hands Bounce - bounce-catch/bounce pass Kick - kick ball into area/at a target Invasion Games Principles: Attack - create space to get through defence and score Defend - prevent opposition from scoring by closing space and retaining possession Dribble - continuously with hand(s), using feet to move a ball, pushing an object with a stick</p>	<p><u>Procedural Knowledge</u> Agility Moving the body from one position to another (changing direction) Start/stop on command, maintaining balance Balance Centre of gravity over the base of support Counterbalancing when centre of gravity is out of position Co-ordination Synchronising limbs when performing an action Generating force when sending Locomotion skills (ways to move): Run - forwards, backwards, sideways and diagonally Chase - closing space between the attacker & defender Avoid - increasing the space between the attacker & defender Jump - 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monitoring opposition and moving accordingly to remain in space and maintain possession Jump - block, intercept, receive object off target/on the move Ball manipulation skills Send - from a static position and on the move, into a space for a teammate to run on to and receive Receive - from a static position and on the move, transitioning into an immediate pass when received (quick pass) Dribble - varying movements to outwit opponent Pick up - loose ball followed by an immediate pass or shot Carry - controlling the ball on the move, disguise pass or shot Shoot - kick, throw or strike/push a ball with intent into a goal or net</p>	<p><u>Procedural Knowledge</u> Locomotion skills Run - identifying space to move into to receive the ball Avoid - monitoring opposition and moving accordingly to remain in space and maintain possession Jump - block, intercept, receive object off target/on the move Ball manipulation skills Send - from a static position and on the move, into a space for a teammate to run on to and receive Receive - 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<p><u>Vocabulary</u> Super-Power Core strength Space Taking turns</p>	<p><u>Vocabulary</u> Space Block Intersect Tactics</p>	<p><u>Vocabulary</u> Strategy Tactic Shooting Marking</p>	<p><u>Vocabulary</u> Non verbal communication Patterns of play Zonal marking</p>
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Term 2 – Invasion Games (Football)

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><u>Procedural Knowledge</u></p> <p>Agility – can change direction when prompted Balance – remain in control of their body whilst moving Co-ordination – can use arms and legs together fluently</p> <p>Practice a range of movements with control</p> <p>Move energetically, such as running, jumping, hopping and skipping</p> <p>Safely negotiate space</p> <p>Negotiate space and obstacles safely, with increasing awareness of themselves and others</p> <p>Healthy food</p> <p>Increasing awareness of healthy choices from limited options</p> <p>Activities good for health</p> <p>Can suggest a variety of movements (at least 3)</p> <p>Actions and feelings</p> <p>Begin to express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses</p> <p>Expectations and rules</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly</p> <p>Handling equipment</p> <p>Explore ways to use equipment safely</p> <p>Preparing for PE</p> <p>Manage own clothes independently</p> <p>Listen to others and follow instruction</p> <p>Respond to what they hear with relevant questions, comments and actions</p> <p>Co-operate and taking turns</p> <p>Wait for what they want and control their immediate impulses. Begin to share sensibly with a partner</p> <p>Positive attitude</p> <p>Form positive attachments to adults and friendships with peers. Begin to show sensitivity to their own and to others' needs</p> <p>Work well with others</p> <p>Show an understanding of feelings of others and begin to regulate their behaviour accordingly</p> <p>Stay on task</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses.</p>	<p><u>Procedural Knowledge</u></p> <p>Agility Moving the body from one position to another (changing direction) Start / stop on command, maintaining balance</p> <p>Balance Centre of gravity over the base of support Counterbalancing when centre of gravity is out of position</p> <p>Co-ordination Synchronising limbs when performing an action Generating force when sending</p> <p>Locomotion Skills (ways to move) Run - forwards, backwards, sideways and diagonally Chase - closing space between the attacker and defender Avoid - increasing the space between the attacker and defender Jump - block, intercept, receive object off target / on the move</p> <p>Stabilisation skills (maintaining physical stability) Turn - looking for spaces, chasing/avoiding Twist - when sending/receiving Stretch - when blocking, intercepting, receiving</p> <p>Ball manipulation skills (ways to use an object) Send – throw/kick a ball, push an object with a hockey stick Receive – catch with hands, softly cradle with feet/stick Dribble – continuously with hand(s), using feet to move a ball, pushing an object with a stick Pick up – static or moving object Carry – run with an object in hands Bounce – bounce-catch/bounce pass Kick – kick ball into area/at a target</p> <p>Invasion Games Principles Attack – create space to get through defence and score Defend – prevent opposition from scoring by closing space and retaining possession</p>	<p><u>Procedural Knowledge</u></p> <p>Agility Moving the body from one position to another (changing direction) Start / stop on command, maintaining balance</p> <p>Balance Centre of gravity over the base of support Counterbalancing when centre of gravity is out of position</p> <p>Co-ordination Synchronising limbs when performing an action Generating force when sending</p> <p>Locomotion Skills (ways to move) Run - forwards, backwards, sideways and diagonally Chase - closing space between the attacker and defender Avoid - increasing the space between the attacker and defender Jump - block, intercept, receive object off target / on the move</p> <p>Stabilisation skills (maintaining physical stability) Turn - looking for spaces, chasing/avoiding Twist - when sending/receiving Stretch - when blocking, intercepting, receiving</p> <p>Ball manipulation skills (ways to use an object) Send – throw/kick a ball, push an object with a hockey stick Receive – catch with hands, softly cradle with feet/stick Dribble – continuously with hand(s), using feet to move a ball, pushing an object with a stick Pick up – static or moving object Carry – run with an object in hands Bounce – bounce-catch/bounce pass Kick – kick ball into area/at a target</p> <p>Invasion Games Principles Attack – create space to get through defence and score Defend – prevent opposition from scoring by closing space and retaining possession</p>	<p><u>Procedural Knowledge</u></p> <p>Invasion Games Principles</p> <p>Attack: Create space to get through defence and score Maintaining possession Varying speed and locomotion skills/agility to beat defender Create strategies and tactics to achieve desired result and outwit your opponents Understanding the importance of width and depth of playing area and positions/roles within a team – apply game principles Shooting methods and importance of accuracy to increase chances of success Decision making on when to shoot/distance from goal/net</p> <p>Decision making on when to shoot/distance from goal/net</p> <p>Defend Prevent opposition from scoring by closing space Regaining possession Create strategies and tactics to achieve desired result Understanding the importance of width and depth of playing area and positions/roles within a team Awareness of own goal/net and managing the defence of this</p> <p>Locomotion skills (Attack) Run – identifying space to move into to receive the ball Avoid – monitoring opposition and moving accordingly to remain in space and maintain possession</p> <p>Locomotion skills (Defend) Run – closing space not allowing any gaps Chase – marking a specific player as part of a strategy Jump – block, intercept, receive object off target/on the move Ball manipulation skills (Attack) – apply game principles/rules Send – from a static position and on the move, into a space for a teammate to run on to and receive Receive – from a static position and on the move, transitioning into an immediate pass when received (quick pass) Dribble – varying movements to outwit opponent Pick up – loose ball followed by an immediate pass or shot Carry – controlling the ball on the move, disguise pass or shot Shoot – kick, throw or strike/push a ball with intent into a goal or net</p>	<p><u>Procedural Knowledge</u></p> <p>Invasion Games Principles</p> <p>Attack: Create space to get through defence and score Maintaining possession Varying speed and locomotion skills/agility to beat defender Create strategies and tactics to achieve desired result and outwit your opponents Understanding the importance of width and depth of playing area and positions/roles within a team – apply game principles Shooting methods and importance of accuracy to increase chances of success Decision making on when to shoot/distance from goal/net</p> <p>Decision making on when to shoot/distance from goal/net</p> <p>Defend Prevent opposition from scoring by closing space Regaining possession Create strategies and tactics to achieve desired result Understanding the importance of width and depth of playing area and positions/roles within a team Awareness of own goal/net and managing the defence of this</p> <p>Locomotion skills (Attack) Run – identifying space to move into to receive the ball Avoid – monitoring opposition and moving accordingly to remain in space and maintain possession</p> <p>Locomotion skills (Defend) Run – closing space not allowing any gaps Chase – marking a specific player as part of a strategy Jump – block, intercept, receive object off target/on the move Ball manipulation skills (Attack) – apply game principles/rules Send – from a static position and on the move, into a space for a teammate to run on to and receive Receive – from a static position and on the move, transitioning into an immediate pass when received (quick pass) Dribble – varying movements to outwit opponent Pick up – loose ball followed by an immediate pass or shot Carry – controlling the ball on the move, disguise pass or shot Shoot – kick, throw or strike/push a ball with intent into a goal or net</p>	<p><u>Procedural Knowledge</u></p> <p>Disguise a form of shot or pass Identifying weakness in defence/organisation of defence and taking advantage of this Communication skills - verbal and non-verbal Identifying patterns of play Movement off the ball to open space for teammates Game management</p> <p>Defend Anticipation of attacker's next move or action Identifying strengths of opposition and reducing/stopping this Communication skills - verbal and non-verbal Identifying patterns of play, zonal marking and awareness of pitch width and depth Game management - scenario cards</p> <p>Locomotion skills (Attack) Run - varying speeds and direction to outwit defence</p> <p>Locomotion skills (Defend) Run - varying speeds and direction to manage space between attack and goal</p> <p>Ball manipulation skills (Attack) Send - from a static position and on the move, into a space for a teammate to run on to and receive Receive - from a static position and on the move, transitioning into an immediate pass when received (quick pass) Dribble - disguising a form of shot/pass Pick up - loose ball followed by an immediate pass or shot Carry - controlling the ball on the move, disguise pass or shot Shoot - kick, throw or strike/push a ball with intent into a goal or net</p>	<p><u>Procedural Knowledge</u></p> <p>Attack Disguise a form of shot or pass Identifying weakness in defence/organisation of defence and taking advantage of this Communication skills - verbal and non-verbal Identifying patterns of play Movement off the ball to open space for teammates Game management</p> <p>Defend Anticipation of attacker's next move or action Identifying strengths of opposition and reducing/stopping this Communication skills - verbal and non-verbal Identifying patterns of play, zonal marking and awareness of pitch width and depth Game management - scenario cards</p> <p>Locomotion skills (Attack) Run - varying speeds and direction to outwit defence</p> <p>Locomotion skills (Defend) Run - varying speeds and direction to manage space between attack and goal</p> <p>Ball manipulation skills (Attack) Send - from a static position and on the move, into a space for a teammate to run on to and receive Receive - 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Vocabulary

Superpower
A standout skill or attribute
Core strength
Group of muscles that stabilise and control the pelvis and spine
Space
An area which is free of others
Taking turns
Sharing and understanding when someone else is contributing

Vocabulary

Space
An area which is free of others
Block
An obstacle to the normal process (e.g. stop a ball hitting the target)
Intercept
When a defending player catches the ball and gains possession for their team
Possession
The team or person with the ball
Tactics
An action planned to achieve a specific end

Vocabulary

Strategy
A plan of action to achieve a long term goal (i.e. overall result)
Tactic
An action planned to achieve a specific end (i.e. in play)
Shooting
The action in which a player kicks, strikes or throws the ball into the opposition's net/goal
Accuracy
The ability to send a ball to the desired target (e.g. a teammate, a space or a goal/net)
Marking
A strategy where defensive players identify attacking players they are responsible for reducing space to receive

Vocabulary

Non-verbal communication
Transmission of messages or signals such as eye contact, thumbs up or pointing to an area you wish to receive the ball
Patterns of play
Sequences that a team repeat over and over again
Zonal marking
Defenders cover an area of the pitch/court rather than a specific opponent

Term 3 – Gymnastics

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><u>Procedural Knowledge</u></p> <p>Fundamentals Agility – can change direction when prompted Balance – remain in control of their body whilst moving Co-ordination – can use arms and legs together fluently Practice a range of movements with control Move energetically, such as running, jumping, hopping and skipping Safely negotiate space Negotiate space and obstacles safely, with increasing awareness of themselves and others Healthy food Increasing awareness of healthy choices from limited options Activities good for health Can suggest a variety of movements Actions and feelings Begin to express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses Expectations and rule Explain the reasons for rules, know right from wrong and try to behave accordingly Handling equipment Explore ways to use equipment safely Preparing for PE Manage own clothes independently Listen to others and follow instruction Respond to what they hear with relevant questions, comments and actions Co-operate and taking turns Wait for what they want and control their immediate impulses. Begin to share sensibly with a partner Positive attitude Form positive attachments to adults and friendships with peers. Begin to show sensitivity to their own and to others' needs</p>	<p><u>Procedural Knowledge</u></p> <p>Brainstorm ideas for movements and language. Control Stay within an area whilst moving, managing all body parts in isolation. Balance Clear intent of direction when travelling, managing their weight. Brainstorm ideas for movements and language. Using a picture stimulus to bring movements to life. Control Stay within an area whilst moving, managing all body parts in isolation. Balance Clear intent of direction when travelling, managing their weight. Co-ordination Can use arms and legs simultaneously. Range of movements Use a variety of level, direction including jumps and rolls Changes to the body Able to identify heart beating faster and sweating Able to discuss the more exercise they do, the hotter they get and the need for more air Can talk about the different types of foods Activity types Can suggest movements that increase heart rate Actions and feelings Share with others and include all involved equally Rules and expectations Can follow rules given without prompt Make judgements to improve Provide a relevant example of what they can do better Handling equipment Use for its intended purpose and can work with others to collect and carry sensibly, placing it back in its correct storage position Co-operate Work well with others, taking turns, sharing and helping others when needed Listen to others Allow others to speak and listen and respond to instructions from others</p>	<p><u>Procedural Knowledge</u></p> <p>Respond to simple stimuli Using a picture stimulus to bring movements to life. Control Control movements to represent direct opposites. Balance Able to adjust weight to transfer into different positions using different body parts. Co-ordination Can use arms and legs simultaneously in different directions. Range of movements Use a variety of level, direction including jumps, rolls and spins Changes to the body Able to discuss the more exercise they do, the hotter they get and the need for more air Can talk about the different types of foods and the importance of choosing sensibly when eating snacks or treats Activity types Can suggest activities that increase heart rate Actions and feelings Share with others and include all involved equally Rules and expectations Can follow rules given without prompt Make judgements to improve Provide a relevant example of what they can do better Handling equipment Use for its intended purpose and can work with others to collect and carry sensibly, placing it back in its correct storage position Co-operate Work well with others, taking turns, sharing and helping others when needed Listen to others Allow others to speak and listen and respond to instructions from others</p>	<p><u>Procedural Knowledge</u></p> <p>Respond to wider range of stimuli Are inventive with their own movements and actions with mixed success. Perform actions with control Transition seamlessly from one movement to another. Develop themes and ideas Implement changes to better their performance, suggested by self or AP. Improvements to their work Can sequence a series of movements with inc Leadership qualities Can suggest characteristics of an effective leader re Health and wellbeing Comment on different factors for wellbeing, other than healthy eating sing control. Changes to the body Reference heart rate, temperature change and muscle soreness/growth. Remain active Reference managing energy levels to last for the duration of a game Actions and feelings Show a mutual respect for all and describe the importance of fair play Rules and expectations Follow rules in activities and reinforce to others respectfully when needed Can keep an activity flowing without stoppages and adult supervision Positive attitude and respect Do not allow activity results or incidents influence their behaviour or manner to others Stay on task Do not allow competition or incidents influence their participation Kindness to others Remain calm when someone makes a mistake</p>	<p><u>Procedural Knowledge</u></p> <p>Respond to wider range of stimuli Are inventive with their own movements and actions to create brand new ideas and sequences Perform actions with control Can sequence a series of movements with consistent control. Develop themes and ideas Review and implement changes to better their performance without prompt or guidance. Improvements to their work Identify and implement changes to performance that make it more interesting to watch Leadership qualities Can suggest characteristics of an effective leader and explain why it is important and how it benefits the group. Health and wellbeing Have an awareness of the multi-dimensional elements (physical, social, emotional) and comment on their importance Changes to the body Reference longer term benefits of exercising, such as muscle growth and improved endurance Remain active Reference managing energy levels accordingly and external factors such as diet, sleep and hydration Actions and feelings Rules and expectations Follow rules in activities and reinforce to others. Begin to manage own activities with little guidance Keep an activity flowing and resolve any conflict, without adult supervision Positive attitude and respect Do not allow own preferences on activity choice, activity results or incidents influence their behaviour or manner to others Stay on task</p>	<p><u>Procedural Knowledge</u></p> <p>Agility Moving the body from one position to another (changing direction). Balance Centre of gravity over the base of support. Counterbalancing with another person or group. Co-ordination Synchronising limbs when performing an action. Locomotion: Pathways – forwards, backwards, sideways and diagonally. Turn – change direction: quarter, half, full Shape – movement of the body to create a shape (pike, straddle, star, straight, tuck). Leap – jump from one foot to another foot. Level - change height (high, mid, and low). Rotation: Roll – backwards roll Jump – on, off, over apparatus, linked jumps Cartwheel – rotate over hands Sequencing Connecting Movements– thinking about level and direction Transition - move from one movement to another seamlessly. Evaluation – consistent checking and adaptation of movements. Style – adapting own personal creativity to a sequence. Apparatus: Small – using objects when moving and balancing Large – Balance and move on, over and under apparatus Working together: Mirroring, Matching and Linking – Creating movements together Canon – one child moving followed by another and another like a</p>	<p><u>Procedural Knowledge</u></p> <p>Agility Moving the body from one position to another (changing direction). Balance Centre of gravity over the base of support. Counterbalancing with another person or group. Co-ordination Synchronising limbs when performing an action. Locomotion: Pathways – forwards, backwards, sideways and diagonally. Turn – change direction: quarter, half, full Shape – movement of the body to create a shape (pike, straddle, star, straight, tuck). Leap – jump from one foot to another foot. Level - change height (high, mid, and low). Rotation: Roll – backwards roll Jump – on, off, over apparatus, linked jumps Cartwheel – rotate over hands Sequencing Connecting Movements– thinking about level and direction Transition - move from one movement to another seamlessly. Evaluation – consistent checking and adaptation of movements. Style – adapting own personal creativity to a sequence. Apparatus: Small – using objects when moving and balancing Large – Balance and move on, over and under apparatus Working together: Mirroring, Matching and Linking – Creating movements together Canon – one child moving followed by another and another like a Mexican wave.</p>

<p>Work well with others Set and work towards simple goals, being able to wait for what they want and control their immediate impulses.</p>	<p>Can collect and carry sensibly alone, when prompted and used for its intended purpose Co-operate Can work well with others, taking turns and sharing without prompt Listen to others Allow others to speak and listen Positive attitude Respond to instructions and do not disrupt others Respect Share and include others equally Stay on task Remain on task throughout the lesson with little or no intervention from AP</p>	<p>Positive attitude Respond to instructions, do not disrupt others and offer support where needed Respect Share, include others equally and support/encourage others Stay on task Remain on task throughout the lesson with no intervention from AP</p>		<p>Do not allow own preferences on activity choice, activity results or incidents influence their participation Kindness to others Show understanding and encouragement when someone makes a mistake</p>	<p>Mexican wave. Synchronisation – moving together at the same time to create effect</p>	<p>Synchronisation – moving together at the same time to create effect</p>
<p><u>Vocabulary</u> Equipment The necessary items for a particular purpose Performance Execution of an action Team Working together with other children Space An area which is free of others</p>	<p><u>Vocabulary</u> Mirror Shapes reflected as if in a mirror Match Shapes created that are exactly the same Unison All children do the same move at the same time Link Balances created where the children are touching each other e.g. toes, hands etc Sequence Multiple shapes, balances and forms of travel linked together</p>	<p><u>Vocabulary</u> Hurdle step Take off from one foot and land on two feet Spring board A piece of apparatus with extra spring for a higher jump – used in vaulting Formation A shape created together as a group for effect -usually a starting or ending position Synchronised Together at exactly the same time</p>		<p><u>Vocabulary</u> Cartwheel Rotate over hands Handstand Balance on hands holding body weight Competition Performing under competition conditions</p>		

Term 4 – Invasion Games (Hockey)						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><u>Procedural Knowledge</u></p>	<p><u>Procedural Knowledge</u> Agility Moving the body from one position to another (changing direction) Start / stop on command, maintaining balance Balance Centre of gravity over the base of support Counterbalancing when centre of gravity is out of position Co-ordination Synchronising limbs when performing an action Generating force when sending Locomotion Skills (ways to move) Run - forwards, backwards, sideways and diagonally Chase - closing space between the attacker and defender Avoid - increasing the space between the attacker and defender Jump - block, intercept, receive object off target / on the move Stabilisation skills (maintaining physical stability) Turn - looking for spaces, chasing/avoiding Twist - when sending/receiving Stretch - when blocking, intercepting, receiving Ball manipulation skills (ways to use an object) Send – throw/kick a ball, push an object with a hockey stick Receive – catch with hands, softly</p>	<p><u>Procedural Knowledge</u> Agility Moving the body from one position to another (changing direction) Start / stop on command, maintaining balance Balance Centre of gravity over the base of support Counterbalancing when centre of gravity is out of position Co-ordination Synchronising limbs when performing an action Generating force when sending Locomotion Skills (ways to move) Run - forwards, backwards, sideways and diagonally Chase - closing space between the attacker and defender Avoid - increasing the space between the attacker and defender Jump - block, intercept, receive object off target / on the move Stabilisation skills (maintaining physical stability) Turn - looking for spaces, chasing/avoiding Twist - when sending/receiving Stretch - when blocking, intercepting, receiving Ball manipulation skills (ways to use an object) Send – throw/kick a ball, push an object with a hockey stick Receive – catch with hands, softly</p>	<p><u>Procedural Knowledge</u> Invasion Games Principles Attack: Create space to get through defence and score Maintaining possession Varying speed and locomotion skills/agility to beat defender Create strategies and tactics to achieve desired result and outwit your opponents Understanding the importance of width and depth of playing area and positions/roles within a team – apply game principles Shooting methods and importance of accuracy to increase chances of success Decision making on when to shoot/distance from goal/net Decision making on when to shoot/distance from goal/net Defend Prevent opposition from scoring by closing space Regaining possession Create strategies and tactics to achieve desired result Understanding the importance of width and depth of playing area and positions/roles within a team Awareness of own goal/net and managing the defence of this Locomotion skills (Attack) Run – identifying space to move into to receive the ball</p>	<p><u>Procedural Knowledge</u> Invasion Games Principles Attack: Create space to get through defence and score Maintaining possession Varying speed and locomotion skills/agility to beat defender Create strategies and tactics to achieve desired result and outwit your opponents Understanding the importance of width and depth of playing area and positions/roles within a team – apply game principles Shooting methods and importance of accuracy to increase chances of success Decision making on when to shoot/distance from goal/net Decision making on when to shoot/distance from goal/net Defend Prevent opposition from scoring by closing space Regaining possession Create strategies and tactics to achieve desired result Understanding the importance of width and depth of playing area and positions/roles within a team Awareness of own goal/net and managing the defence of this Locomotion skills (Attack) Run – identifying space to move into to receive the ball</p>	<p><u>Procedural Knowledge</u> Attack Disguise a form of shot or pass Identifying weakness in defence/organisation of defence and taking advantage of this Communication skills - verbal and non-verbal Identifying patterns of play Movement off the ball to open space for teammates Game management Defend Anticipation of attacker's next move or action Identifying strengths of opposition and reducing/stopping this Communication skills - verbal and non-verbal Identifying patterns of play, zonal marking and awareness of pitch width and depth Game management - scenario cards Locomotion skills (Attack) Run - varying speeds and direction to outwit defence Locomotion skills (Defend) Run - varying speeds and direction to manage space between attack and goal Ball manipulation skills (Attack) Send - from a static position and on the move, into a space for a teammate to run on to and receive Receive - from a static position and</p>	<p><u>Procedural Knowledge</u> Attack Disguise a form of shot or pass Identifying weakness in defence/organisation of defence and taking advantage of this Communication skills - verbal and non-verbal Identifying patterns of play Movement off the ball to open space for teammates Game management Defend Anticipation of attacker's next move or action Identifying strengths of opposition and reducing/stopping this Communication skills - verbal and non-verbal Identifying patterns of play, zonal marking and awareness of pitch width and depth Game management - scenario cards Locomotion skills (Attack) Run - varying speeds and direction to outwit defence Locomotion skills (Defend) Run - varying speeds and direction to manage space between attack and goal Ball manipulation skills (Attack) Send - from a static position and on the move, into a space for a teammate to run on to and receive Receive - from a static position and</p>

<p>cradle with feet/stick Dribble – continuously with hand(s), using feet to move a ball, pushing an object with a stick Pick up – static or moving object Carry – run with an object in hands Bounce – bounce-catch/bounce pass Kick – kick ball into area/at a target</p> <p>Invasion Games Principles Attack – create space to get through defence and score Defend – prevent opposition from scoring by closing space and retaining possession</p>	<p>cradle with feet/stick Dribble – continuously with hand(s), using feet to move a ball, pushing an object with a stick Pick up – static or moving object Carry – run with an object in hands Bounce – bounce-catch/bounce pass Kick – kick ball into area/at a target</p> <p>Invasion Games Principles Attack – create space to get through defence and score Defend – prevent opposition from scoring by closing space and retaining possession</p>	<p>Avoid – monitoring opposition and moving accordingly to remain in space and maintain possession Locomotion skills (Defend) Run – closing space not allowing any gaps Chase – marking a specific player as part of a strategy Jump – block, intercept, receive object off target/on the move Ball manipulation skills (Attack) – apply game principles/rules Send – from a static position and on the move, into a space for a teammate to run on to and receive Receive – from a static position and on the move, transitioning into an immediate pass when received (quick pass) Dribble – varying movements to outwit opponent Pick up – loose ball followed by an immediate pass or shot Carry – controlling the ball on the move, disguise pass or shot Shoot – kick, throw or strike/push a ball with intent into a goal or net</p>	<p>Avoid – monitoring opposition and moving accordingly to remain in space and maintain possession Locomotion skills (Defend) Run – closing space not allowing any gaps Chase – marking a specific player as part of a strategy Jump – block, intercept, receive object off target/on the move Ball manipulation skills (Attack) – apply game principles/rules Send – from a static position and on the move, into a space for a teammate to run on to and receive Receive – from a static position and on the move, transitioning into an immediate pass when received (quick pass) Dribble – varying movements to outwit opponent Pick up – loose ball followed by an immediate pass or shot Carry – controlling the ball on the move, disguise pass or shot Shoot – kick, throw or strike/push a ball with intent into a goal or net</p>	<p>on the move, transitioning into an immediate pass when received (quick pass) Dribble - disguising a form of shot/pass Pick up - loose ball followed by an immediate pass or shot Carry - controlling the ball on the move, disguise pass or shot Shoot - kick, throw or strike/push a ball with intent into a goal or net</p>	<p>the move, transitioning into an immediate pass when received (quick pass) Dribble - disguising a form of shot/pass Pick up - loose ball followed by an immediate pass or shot Carry - controlling the ball on the move, disguise pass or shot Shoot - kick, throw or strike/push a ball with intent into a goal or net</p>
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<p><u>Vocabulary</u></p>	<p><u>Vocabulary</u></p> <p>Space An area which is free of others Block An obstacle to the normal process (e.g. stop a ball hitting the target) Intercept When a defending player catches the ball and gains possession for their team Possession The team or person with the ball Tactics An action planned to achieve a specific end</p>	<p><u>Vocabulary</u></p> <p>Strategy A plan of action to achieve a long term goal (i.e. overall result) Tactic An action planned to achieve a specific end (i.e. in play) Shooting The action in which a player kicks, strikes or throws the ball into the opposition's net/goal Accuracy The ability to send a ball to the desired target (e.g. a teammate, a space or a goal/net) Marking A strategy were defensive players identify attacking players they are responsible for reducing space to receive</p>	<p><u>Vocabulary</u></p> <p>Non-verbal communication Transmission of messages or signals such as eye contact, thumbs up or pointing to an area you wish to receive the ball Patterns of play Sequences that a team repeat over and over again Zonal marking Defenders cover an area of the pitch/court rather than a specific opponent</p>
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Term 5 – Net and Wall (Tennis)						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><u>Procedural Knowledge</u></p>	<p><u>Procedural Knowledge</u></p> <p>Agility Moving the body from one position to another (changing direction) Start/stop on command, maintaining balance Balance Centre of gravity over the base of support Counterbalancing when centre of gravity is out of position Co-ordination Synchronising limbs when performing an action Generating force when sending Locomotion skills (ways to move) Run – forwards, backwards, sideways and diagonally Chase – closing space between the attacker & defender Jump – block, intercept, receive object off target/on the move</p>	<p><u>Procedural Knowledge</u></p> <p>Agility Moving the body from one position to another (changing direction) Start/stop on command, maintaining balance Balance Centre of gravity over the base of support Counterbalancing when centre of gravity is out of position Co-ordination Synchronising limbs when performing an action Generating force when sending Locomotion skills (ways to move) Run – forwards, backwards, sideways and diagonally Chase – closing space between the attacker & defender Jump – block, intercept, receive object off target/on the move</p>	<p><u>Procedural Knowledge</u></p> <p>Attack – simplified versions of games (2v1, 3v3), hitting, game scenarios Varying speed and locomotion skills/agility to beat defender Create strategies and tactics to achieve desired result and outwit your opponents Understanding the importance of width and depth of playing area and positions/roles within a team – apply game principles Shooting methods and importance of accuracy to increase chances of success Decision making on when to shoot/distance from net Defend - simplified versions of games (2v1, 3v3), game scenarios</p>	<p><u>Procedural Knowledge</u></p> <p>Attack – simplified versions of games (2v1, 3v3), hitting, game scenarios Varying speed and locomotion skills/agility to beat defender Create strategies and tactics to achieve desired result and outwit your opponents Understanding the importance of width and depth of playing area and positions/roles within a team – apply game principles Shooting methods and importance of accuracy to increase chances of success Decision making on when to shoot/distance from net Defend - simplified versions of games (2v1, 3v3), game scenarios</p>	<p><u>Procedural Knowledge</u></p> <p>Attack – simplified versions of games (2v1, 3v3), hitting, game scenarios Varying speed and locomotion skills/agility to beat defender Create strategies and tactics to achieve desired result and outwit your opponents Understanding the importance of width and depth of playing area and positions/roles within a team – apply game principles Shooting methods and importance of accuracy to increase chances of success Decision making on when to shoot/distance from net Defend - simplified versions of games (2v1, 3v3), game scenarios</p>	<p><u>Procedural Knowledge</u></p>

	<p>Stabilisation skills (maintaining physical stability) Turn – looking for spaces, chasing/avoiding Twist – when sending/receiving Stretch – when blocking, intercepting, receiving Ball manipulation skills (ways to use an object) Send – push, hit, throw a ball, with hands Receive – catch with hands Pick up – static or moving object Carry – run with an object in hands or on a racket Bounce – bounce-catch/bounce pass Net & Wall Games Principles Attack – send an object into the opponent's area making it difficult for them to return it Defend – prevent opposition from scoring by closing space and retaining possession</p>	<p>Stabilisation skills (maintaining physical stability) Turn – looking for spaces, chasing/avoiding Stretch – when blocking, intercepting, receiving Ball manipulation skills (ways to use an object) Send – push, hit, throw a ball, with hands Receive – catch with hands Pick up – static or moving object Carry – run with an object in hands or on a racket Bounce – bounce-catch/bounce pass Net & Wall Games Principles Attack – send an object into the opponent's area making it difficult for them to return it Defend – prevent opposition from scoring by closing space and retaining possession</p>	<p>Create strategies and tactics to achieve desired result Understanding the importance of width and depth of playing area and positions/roles within a team Locomotion skills (Attack) - apply game principles/rules Run – identifying space to move into to receive the ball Avoid – monitoring opposition and moving accordingly to remain in space Locomotion skills (Defend) - apply game principles/rules Jump – block, intercept, receive object off target/on the move Ball manipulation skills (Attack) – apply game principles/rules Send – from a static position and on the move, into a space for a teammate to run on to and receive Receive – from a static position and on the move, transitioning into an immediate pass when received (quick pass)</p>	<p>Create strategies and tactics to achieve desired result Understanding the importance of width and depth of playing area and positions/roles within a team Locomotion skills (Attack) - apply game principles/rules Run – identifying space to move into to receive the ball Avoid – monitoring opposition and moving accordingly to remain in space Locomotion skills (Defend) - apply game principles/rules Jump – block, intercept, receive object off target/on the move Ball manipulation skills (Attack) – apply game principles/rules Send – from a static position and on the move, into a space for a teammate to run on to and receive Receive – from a static position and on the move, transitioning into an immediate pass when received (quick pass)</p>	<p>Create strategies and tactics to achieve desired result Understanding the importance of width and depth of playing area and positions/roles within a team Locomotion skills (Attack) - apply game principles/rules Run – identifying space to move into to receive the ball Avoid – monitoring opposition and moving accordingly to remain in space Locomotion skills (Defend) - apply game principles/rules Jump – block, intercept, receive object off target/on the move Ball manipulation skills (Attack) – apply game principles/rules Send – from a static position and on the move, into a space for a teammate to run on to and receive Receive – from a static position and on the move, transitioning into an immediate pass when received (quick pass)</p>	
<u>Vocabulary</u>	<u>Vocabulary</u>		<u>Vocabulary</u>		<u>Vocabulary</u>	
	<p>Space An area which is free of others Send Passing an object towards another player Receive Catching holding or stopping an object that has been sent Court The area of play Net The central line to pass the ball over</p>		<p>Strategy A plan of action to achieve a long term goal (i.e. overall result) Tactic An action planned to achieve a specific end (i.e. in play) Ready Position The neutral position ready to receive the ball Accuracy The ability to send a ball to the desired target (e.g. a teammate, a space or a goal/net)</p>		<p>Non-verbal communication Transmission of messages or signals such as eye contact, thumbs up or pointing to an area you wish to receive the ball Patterns of play Sequences that a team repeat over and over again Zonal marking Defenders cover an area of the pitch/court rather than a specific opponent</p>	

Term 6 – Athletics						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>Procedural Knowledge</u>	<u>Procedural Knowledge</u>	<u>Procedural Knowledge</u>	<u>Procedural Knowledge</u>	<u>Procedural Knowledge</u>	<u>Procedural Knowledge</u>	<u>Procedural Knowledge</u>
<u>Vocabulary</u>	<u>Vocabulary</u>		<u>Vocabulary</u>		<u>Vocabulary</u>	

Characteristics of learners			
EYFS	Year 1 and 2	Year 3 and 4	Year 5 and 6
<p>Competent learner: Perform fundamentals of movement (ABC's) with control and confidence Practice a range of movements with control demonstrating balance & coordination</p>	<p>Competent learner: Demonstrate some understanding of simple tactics for attacking and defending Perform fundamentals of movement (ABC's) with control and confidence Safely negotiate space both indoors and outdoors Active & healthy learner: Recognise and describe how their body feels during and after activities Understand and explain the importance of good health, physical exercise and</p>	<p>Competent learner: Confidently demonstrate creativity in their work with control Demonstrate how strategies and tactics can improve their work Demonstrate improvements to their work Perform fundamental movement skills in a range of activities demonstrating balance, coordination & agility Understanding of effective leadership</p>	<p>Competent learner: Demonstrate effective leadership Demonstrate improvements to their work Demonstrate originality, imagination and creativity in techniques, tactics and choreography Perform and link skills with control and consistency Perform/complete fundamental sports skills with control</p>

<p>Safely negotiate space both indoors and outdoors</p> <p>Active & healthy learner: Understand and explain the importance of good health, physical exercise, and healthy food Understand and explain which activities are good for our health</p> <p>Reflective learner: Describe, explain and comment on their own actions and feelings Listen, respond to set tasks and sounds following expectations and rules</p> <p>Engaged learner: Communicate, select, prepare and handle appropriate resources effectively Dress and undress for PE promptly Listen to others and follow instruction Play and use a range of skills cooperatively, taking turns and working together</p> <p>Disciplined Learner: Show a positive attitude towards activities and other pupils Work well with others by showing respect Stay on task throughout the session</p>	<p>healthy food Understand and explain which activities are good for our health</p> <p>Reflective learner: Describe, explain and comment on their own and others' actions and feelings Listen, respond to set tasks and sounds following expectations and rules Make judgements to improve their work</p> <p>Engaged learner: Communicate, select, prepare and handle appropriate resources effectively Cooperate and work in small teams Dress and undress for PE promptly Listen to others and follow instruction</p> <p>Engaged learner: Show a positive attitude towards activities and other pupils Work well with others by showing respect Dress and undress for PE promptly Stay on task throughout the lesson</p>	<p>Active & healthy learner: Describe why physical activity is good for health and well being Recognise and describe how their body feels during and after activities Understand how to remain active for sustained periods of time</p> <p>Reflective learner: Make judgements to improve their and others' work Respond to set tasks following rules and expectations</p> <p>Engaged learner: Demonstrate enthusiasm for PE Effectively communicate and collaborate with each other Understand the principles and purpose of preparing effectively for PE and sport Work independently for extended periods of time without the need for guidance</p> <p>Engaged learner: Demonstrate a positive attitude to all activities and be respectful towards others Follow rules and listen well to all instructions Stay on task and be attentive in all activities Show kindness and consideration when working with others</p>	<p>Active & healthy learner: Clearly understand how personal fitness can improve performance Demonstrate sustained levels of fitness</p> <p>Reflective learner: Consistently improve their work Describe and comment on their own and others' performance with accuracy of actions Know what has made their performance effective</p> <p>Engaged learner: Compete respectfully and fairly following rules Eagerly participate in every PE/Sport lesson displaying excellent sporting attitudes Effectively communicate and collaborate with each other Work independently for extended periods of time without the need for guidance</p> <p>Engaged learner: Demonstrate self-discipline in all tasks Show a positive attitude throughout the lesson Be kind, respectful and considerate when working with others Show support for their peers Take responsibility for their own behaviour</p>
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