PE National Curriculum

EYFS 30-50 Months- Physical Development	EYFS 40-60 Months- Physical Development
•Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. •Mounts stairs, steps or climbing equipment using alternate feet; •Walks downstairs, two feet to each step while carrying a small object. •Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. •Stands momentarily on one foot when shown. •Catches a large ball. •Draws lines and circles using gross motor movements.	•Experiments with different ways of moving. •Jumps off an object and lands appropriately. •Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. •Travels with confidence and skill around, under, over and through balancing and climbing equipment. •Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. •Handles tools, objects, construction and malleable materials safely and with increasing control. •Shows a preference for a dominant hand.
Key Stage 1	**Key Stage 2**
Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. **They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.** **Pupils should be taught to:** • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities; • participate in team games, developing simple tactics for attacking and defending; • perform dances using simple movement patterns.	**Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.** **Pupils should be taught to:** • use running, jumping, throwing and catching in isolation and in combination; • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending; • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]; • perform dances using a range of movement patterns; • take part in outdoor and adventurous activity challenges both individually and within a team; • compare their performances with previous ones and demonstrate improvement to achieve their personal best.
Swimming and Water Safety	
All schools must provide swimming instruction either in Key Stage 1 or Key Stage 2. In particular, pupils should be taught to: •swim competently, confidently and proficiently over a distance of at least 25 metres; •use a range of strokes effectively (front crawl, backstroke and breaststroke); •perform safe self-rescue in different water-based situations.	

The Six Westgarth

Personal

This area of PE is all about developing the child's personal skills and teaching them about beating their personal bests no matter the margin they gain on themselves.

Social

This area of PE is all about developing the child's social skills to work alongside others and being able to use them in and out of the physical education environment.

Creative

This area of PE is all about developing the child's creative skills and being able to transfer these in a variety of areas and situations.

Core

Applying Physical

This area of PE is all about developing the child's physical skills and applying them in a variety of areas and situations.

PE Skill

Health and Fitness

This area of PE is all about developing the child's understanding of what fitness does to their health/body and being able to join in with physical education safely in and out of school.

Principles

Cognitive

This area of PE is all about developing the child's thinking skills and being able to use them instinctively in a variety of areas and situations.

Skills progression 2023- 2024 Subject Area: PE Subject Leaders: Andrew Duncan and Jennifer Waddington		
	EYFS- 30-50 Months	**EYFS- 40-60 Months**
Personal Me	Tell adults when they are hungry or tired or when they want to rest or play. Welcome and values praise for what they have done. Show confidence in asking adults for help.	Practice some appropriate safety measures without direct supervision. Describe self in positive terms and talk about abilities. Dress with support. Understand their own needs hunger/toilet/personal hygiene.
Social Me	Enjoy joining in with dancing, ring games and other activities with others. Starting to be more outgoing towards unfamiliar people and more confident in new social situations.	Play with others, take turns, and shares with help in different situations.
Creative Me	Imitate movement in response to music. Make up rhythms. Use movement to express feelings.	Experiment with different ways of moving.

	EYFS- 30-50 Months	EYFS- 40-60 Months
Physical Me	Move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping; skipping, sliding and hopping. Mount stairs, steps or climbing equipment using alternate feet. Stand momentarily on one foot when shown. Beginning to move rhythmically. Run skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. Draws lines and circles using gross motor movements. Catch a large ball.	Jump off an object and land appropriately. Negotiate space successfully when playing racing and chasing games with others, adjusting speed/ changing direction to avoid obstacles. Travel with confidence and skill around, under, over and through balancing and climbing equipment. Show increasing control over an object in pushing, patting, throwing, catching or kicking it. Stand on one foot. Start to catch different sized balls/objects. Two-channelled attention – can listen and do for short span.
Healthy Me	Show understanding of how to transport and store equipment safely. Practice some appropriate safety measures without direct supervision. Observe the effects of activity on their bodies.	Eat a healthy range of foodstuffs and understand the need for variety in food. Show understanding of how to transport and store equipment safely. Show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.
Thinking Me	Start to think about a dominant hand and foot. Start to follow simple instructions.	Show a dominant hand and foot. Follow simple instructions. Show understanding of the need for safety when tackling new challenges, and considers and manages some risks

Skills progression 2023 - 2024
Subject Area: PE
Subject Leaders: Andrew Duncan and Jennifer Waddington

	FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Personal Me 	Enjoy working on simple tasks with help. Understand eating, play and hygiene habits.	Follow instructions, practise safely and work on simple tasks by themselves. Try several times if at first they don't succeed and ask for help when appropriate.		Know where they are with their learning and begin to challenge themselves.		Cope well and react positively when things become difficult. Persevere with a task and improve their performance through regular practice.	
						Ambitious Endpoints See all new challenges as opportunities to learn and develop. Recognise their strengths and weaknesses and can set themselves appropriate targets. Create their own learning plan and revise that plan when necessary. Accept critical feedback and make changes.	

Skills progression 2023 - 2024
Subject Area: PE
Subject Leaders: Andrew Duncan and Jennifer Waddington

Skill	FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Social Me	Play with others and take turns and share with help. Be more confident around unfamiliar people.	Work sensibly with others, taking turns and sharing. Help, praise and encourage others in their learning.		Show patience and support others, listening carefully to them about our work. Be happy to show and tell their peers about their ideas.		Cooperate well with others and give helpful feedback. Help organise roles and responsibilities and guide a small group through a task.	
						Ambitious Endpoints Give and receive sensitive feedback to improve themselves and others. Negotiate and collaborate appropriately. Involve others and motivate those around me to perform better.	

Skills progression 2023 - 2024
Subject Area: PE
Subject Leaders: Andrew Duncan and Jennifer Waddington

	FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Creative Me	Observe and copy others. Experiment in different ways.	Explore and describe different movements. Begin to compare their movements and skills with those of others. Select and link movements together to fit a theme.		Make up their own rules and versions of activities. Respond differently to a variety of tasks or music and recognise similarities and differences in movements and expression. .		Link actions and develop sequences of movements that express their own ideas. Change tactics, rules or tasks to make activities more fun or challenging.	
						Ambitious Endpoints Respond imaginatively to different situations, adapting and adjusting their skills, movements or tactics so they are different from or in contrast to others. Effectively disguise what they are about to do next. Use variety and creativity to engage an audience.	

Skills progression 2023 - 2024
Subject Area: PE
Subject Leaders: Andrew Duncan and Jennifer Waddington

Skill	FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Physical Me	Move confidently in different ways. Start to catch objects of varying size.	Perform a single skill or movement with some control. Perform a small range of skills and link two movements together. Perform a range of skills with some control and consistency. Perform a sequence of movements with some changes in level, direction or speed.		Perform and repeat longer sequences with clear shapes and controlled movement. Select and apply a range of skills with good control and consistency.		Perform a variety of movements and skills with good body tension. Link actions together so that they flow in running, jumping and throwing activities.	
						Ambitious Endpoints Use combinations of skills confidently in sport specific contexts. Perform a range of skills fluently and accurately in practice situations. Effectively transfer skills and movements across a range of activities and sports. Perform a variety of skills consistently and effectively in challenging or competitive situations.	

Skills progression 2023 - 2024
Subject Area: PE
Subject Leaders: Andrew Duncan and Jennifer Waddington

Skill	FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Healthy Me 	Be aware of the changes to the way they feel when they exercise. Understand the safety of handling equipment. Eat a healthy range of foods	Be aware of why exercise is important for good health. Say how their body feels before, during and after exercise. Know what food they eat, where it comes from. Know what the different food categories are called and what they do to the body. Use equipment appropriately and move and land safely.		Describe how and why their body changes during and after exercise; Explain why they need to warm up and cool down. Know what carbohydrates and proteins are, what they do for the body and where they get them from.		Describe the basic fitness components and explain how often and how long they should exercise to be healthy. Record and monitor how hard they are working. **Ambitious Endpoints** Self-select and perform appropriate warm up and cool down activities. Identify possible dangers when planning an activity. Explain how individuals need different types and levels of fitness to be more effective in their activity/role/event. Plan and follow my own basic fitness programme. Know what fats and sugars are, what they do to and for the body and where they get them from.	

Skills progression 2023 - 2024
Subject Area: PE
Subject Leaders: Andrew Duncan and Jennifer Waddington

Skill	FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Thinking Me	Follow simple instructions. Think about and develop a dominant hand and foot.	Understand and follow simple rules. Name some things that they are good at. Begin to order instructions, movements and skills. With help, recognise similarities and differences in performance and explain why someone is working or performing well.		Understand the simple tactics of attacking and defending. Explain what they are doing well and begin to identify areas for improvement.		Understand ways to judge performance and identify specific parts to continue to work upon. Use their awareness of space and others to make good decisions. **Ambitious Endpoints** Have a clear idea of how to develop their own and others' work. Recognise and suggest patterns of play which will increase chances of success and develop methods to outwit opponents. Review, analyse and evaluate their own and others' strengths and weaknesses and read and react to different game situations as they develop.	

Curriculum Objectives:	**EYFS: ^Catches a large ball. *Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. ^Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.** **KS1: ^Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. ^Participate in team games, developing simple tactics for attacking and defending.** **KS2: ^Use running, jumping, throwing and catching in isolation and in combination. ^ Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. ^^ Compare their performances with previous ones and demonstrate improvement to achieve their personal best.**
PE Area:	**Ball Control/Attack v Defense/Game Invasion**

EYFS	Year 1	Year 2
Skills (Ball Hands 1) -Explore pushing. -Explore rolling. -Explore bouncing. -Explore bouncing into space. -Combine pushing and rolling. -Combine rolling, pushing and bouncing. ***Skills (Ball Feet 1)*** -Explore moving with a ball using our feet. -Develop moving with a ball using our feet. -Understand dribbling. -Develop dribbling against an opponent.	**Skills (Ball Hands 1)** -Introduce sending (bouncing) with control. -Introduce aiming with accuracy. -Introduce power and speed when sending a ball. -Introduce/develop stopping, combining sending skills. -Combine sending and receiving skills. ***Skills (Ball Feet 1)*** -Develop moving the ball using the feet. -Apply dribbling into games. -Consolidate dribbling. -Explore kicking (passing). -Apply kicking (passing) to score a point	**Skills (Ball Hands 1)** -Develop dribbling/ passing and receiving. -Combine dribbling, passing and receiving, keeping possession. -Develop dribbling/passing and receiving to score a point. -Combine dribbling, passing and receiving to score a point. ***Skills (Ball Feet 1)*** -Introduce throwing with accuracy. -Apply throwing with accuracy in a team. -Introduce stopping a ball. -Develop sending (rolling) skills to score a point. -Consolidate sending and stopping to win a game
Knowledge (Control, Defender and Space) -How to push and roll a ball using our hands. -How to bounce a ball using our hands. -Why it is important to keep the ball close to us when pushing, rolling or bouncing the ball. -How to bounce a ball into space using our hands. -When, where and why we bounce a ball into space in order to avoid a defender. -What controls means. ***Knowledge (Control, Opponent and Space)*** -How to control a ball using our feet. -How to dribble the ball using our feet. -Why it is important to keep the ball close to us when moving with the ball. -How to stop the ball using our feet. -What controls means. -When, where and why we dribble a ball into space in order to avoid a defender.	**Knowledge (Passing and Dribbling, and Accuracy** -How to dribble the ball using both our hands. -Why we need to keep our head up when we are dribbling. -Why we need to pass a ball using different power and speed. -Why we need to be accurate when passing a ball. -What the consequences are if we do not dribble our ball into space or pass the ball accurately towards our partners hands (target). -How to use our hands to stop and catch the ball. (To be ready to catch the ball we need to have our hands out in front of us, creating a target. Our hands should be in the shape of a 'W' with our thumbs touching.) ***Knowledge (Attacker and Defender, Passing and Dribbling)*** -Why we need to keep our head up when we are dribbling. -How to dribble the ball using the inside and outside of our feet. -Why we need to be accurate when kicking (passing) a ball. -What the consequences are if we do not dribble into space or pass the ball accurately towards our target. -How we pass the ball using the inside of our foot. (We place our non-kicking foot beside the ball, with our toes pointing in the direction of our target. We then swing our kicking foot towards the ball and make contact using the inside of the foot, with our kicking foot following through towards our target.)	**Knowledge (Intercept and Opponent)** -Why we need communicate when passing. -Why we need to be ready to receive the ball when it is passed to us. -Why we need to look at our partner / team member when passing. -When to dribble or when to pass in order to keep possession of the ball. -What the consequences are in a game if our passes are inaccurate, intercepted by a defender or we lose possession of the ball. ***Knowledge (Possession and Intercept)*** -Why we need communicate when passing. -Why we need to be ready to receive the ball when it is passed to us. -How to control a ball that is passed to us using our feet. -When to dribble or when to pass in order to keep possession of the ball. -What the consequences are in a game if our passes are inaccurate, intercepted by a defender or we lose possession of the ball.

Vocabulary (Ball Hands 1) -Space -Control -Defender -Bouncing -Rolling -Pushing * **Vocabulary (Ball Feet 1)*** -Attacker -Defender -Space -Opponent -Dribbling -Control	**Vocabulary (Ball Hands 1)** -Possession -Space -Control -Attacker -Dribbling -Accuracy -Power ***Vocabulary (Ball Feet 1)*** -Attacker -Defender -Space -Passing -Dribbling -Control	**Vocabulary (Ball Hands 1)** -Attacker -Defender -Opponent -Team -Dribbling -Chest Pass ***Vocabulary (Ball Feet 1)*** -Attacker -Defender -Space -Opponent -Dribbling -Possession -Passing	
Year 6	**Year 5**	**Year 4**	**Year 3**
Skills (Tag Rugby) -Consolidate passing and moving -Consolidate defending -Create, understand and apply attacking/defending tactics in game situations -Consolidate attacking and defending in mini games ***Skills (Netball)*** -Consolidate keeping possession, develop officiating. -Consolidate defending. -Create, understand and apply attacking/defending tactics in game situations.	**Skills (Basketball)** -Refine passing and receiving. -Apply passing, footwork and shooting into mini games, introduce officiating. -Introduce defending. -Explore the function of other passing styles.	**Skills (Hockey)** -Refine dribbling and passing. -Combine passing and dribbling to create shooting opportunities. -Develop passing and dribbling creating space for attacking opportunities. -Introduce defending; blocking and tackling.	**Skills (Dodgeball)** -Developing changing direction. -Introduce throwing with accuracy. -Introduce catching. -Develop moving, changing direction at speed.
Knowledge (Officiate and Tactics) -When and why to apply different attacking tactics in game situations. -Why we need to reduce the space when we are defending and to apply pressure to the attackers to prevent them from scoring. -How to position ourselves as a team defensively to prevent an attack. ***Knowledge (Officiate and Tactics) *** -How to organise our team, selecting who to play in each position and understanding why. -How to create and apply attacking tactics during a game to create attacking opportunities. -How to regain possession if we lose possession of the ball. -How to create and apply defensive tactics during a game to prevent attacking opportunities. -How to apply the basic rules of netball and will be able to take responsibility for officiating and managing our own games.	**Knowledge (Double Dribbling and Travelling, Marking)** -How 'marking,' is used during a game and when this is applied. -How to move the ball up the court, creating an attack that results in a successful shooting opportunity. -Who we are marking during a game and why. -When, where and why we apply different methods of defending in order to prevent the attackers from scoring. Including: marking, intercepting a pass and applying pressure. What the terms, 'double dribble', and 'travelling' means and the consequences if this happens.	**Knowledge (Shooting, Blocking and Tackling)** -Where is a good place to shoot from and why. -When, where and why we shoot from in order to increase their chances of scoring. Why (and how) we need to tackle safely. -When to pass the ball to a team member who is close to us (short pass) or when to pass the ball to a team member who is further away (long pass). -What the differences are between, intercepting, blocking and tackling and when, where and why these are used in a game.	**Knowledge (Attacking and Defending, Possession)** -When, where and why we need to dodge during a game. -Why we need to be on the balls of our feet ready to dodge. -What the consequences are of being hit by the ball. -Why it is important to catch the ball during a game of dodgeball. -Why we need to throw with power, aiming low when throwing. We should aim low when throwing to avoid the defender catching the ball. -How to apply the correct technique when throwing. When throwing we should throw the ball with our arm high above our shoulder, stepping forwards into the throw.
Vocabulary (Tag Rugby) -Tactics -Transition -Offside -Formations -Knock On -Advantage ***Vocabulary (Netball)*** -Tactics -Transition -Umpire -Netball Positions -Marking	**Vocabulary (Basketball)** -Tactics -Transition -Marking -Rebound -Travelling -Double Dribble	**Vocabulary (Hockey)** -Attacker -Defender -Dribbling -Marking -Tackling -Blocking -Free Hit	**Vocabulary (Dodgeball)** -Attacker -Defender -Possession -Dodge -Throwing -Catching

Beyond KS2 pupils will know:	-Pupils will continue to develop their knowledge of how to implement a broad range of skills. -Pupils will continue to understand why they are implementing a broad range of skills. -Pupils will continue to develop their character and personal skills.

Skills and Knowledge Progression 2023 -24
Subject Area: PE
Subject Leaders: Andrew Duncan and Jennifer Waddington

Curriculum Objectives:	**EYFS: ^Catches a large ball. *Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. ^Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.** **KS1: ^Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. ^Participate in team games, developing simple tactics for attacking and defending.** **KS2: ^Use running, jumping, throwing and catching in isolation and in combination. ^ Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. ^ Compare their performances with previous ones and demonstrate improvement to achieve their personal best.**
PE Area:	**Games for Understanding/Game Sense**

EYFS	**Year 1**	**Year 2**
Skills (Games for Understanding) -Taking turns/keeping the score. -Understanding and playing by the rules. -Avoiding a defender. -Preventing an attacker from scoring.	**Skills (Games for Understanding)** -Understanding the principles of attack/defence. -Applying attacking/ defending principles into a game. -Consolidate attacking/defending.	**Skills (Games for Understanding)** -Attacking/defending as a team. -Understanding the transition between defence and attack. -Create and apply attacking/ defensive tactics.
Knowledge (Control, Aiming and Space) -How to send a beanbag / ball with control. -Why we need to aim when we are sending a ball. -How we can move into space. -Why we need to aim when we are sending a ball. -Understand why we need to use our hands to catch a ball or our feet to stop a ball. -What controls means.	**Knowledge (Accuracy and, Passing and Dribbling)** -When, where and why we move into space in order to avoid a defender -Why we need to keep our head up when we are dribbling. -Why we need to pass a ball using different power and speed. -Why we need to be accurate when passing a ball. -What the consequences are if we do not pass the ball accurately towards our partners target. -How to use our hands to catch and our feet to stop the ball.	**Knowledge (Intercept and Receive)** -Why we need communicate when passing. -Why we need to be ready to receive the ball when it is passed to us. -Why we need to look at our partner/ team member when passing. -When and where to pass in order to keep possession of the ball. -What the consequences are in a game if our passes are inaccurate, intercepted by a defender or we lose possession of the ball.
Vocabulary (Games for Understanding) -Attacker -Defender -Space -Tagging or Tag -Rules -Sharing	**Vocabulary (Games for Understanding)** -Attacker -Defender -Space -Tactics -Rules -Team	**Vocabulary (Games for Understanding)** -Attacker -Defender -Space -Tactics -Transition -Team

Year 6	**Year 5**	**Year 4**	**Year 3**
Skills (Game Sense) -Consolidate attacking: Possession scenarios. -Consolidate defending: Defensive scenarios. -Application of 'powers' into game play to challenge tactical thinking.	**Skills (Game Sense)** -Consolidate dribbling and passing to maintain possession to create scoring opportunities. -Refine attacking skills. -Refine defensive skills: Transition from defence to attack.	**Skills (Game Sense)** -Develop passing and creating space. -Combine passing, moving and shooting. -Introduce dribbling: Keeping control. -Introduce defending and the concept of marking.	**Skills (Game Sense)** -Introduce passing and receiving. -Introduce passing and creating space. -Introduce scoring and the concept of shooting.

Knowledge (Game Play and Officiating)	**Knowledge (Marking and Tactics)**	**Knowledge (Shooting and Dribbling)**	**Knowledge (Possession and Attack v Defence)**
-How and when different defensive tactics can be applied during a game to prevent attacking opportunities. -How different attacking tactics can be applied during a game to create shooting opportunities. -How to take responsibility for our teams and know how to manage our own games. -How to effectively enforce the rules of the game when officiating.	-How and when to use attacking and defensive skills as possession changes. -How to move the ball quickly to create an attack that results in a successful shooting opportunity. -When and where to shoot from to increase our chances of scoring. -When and where to shoot from to increase our chances of scoring. -What our 'powers' can be used for and when to apply them in a game.	-When to shoot, where to shoot from and why. -How 'marking,' is used during a game and when this is applied. -How, when and where to dribble in order to keep possession of the ball. -Who we are marking during a game and why. -Why we must win the ball back when we lose possession. -How to effectively apply passing moving, and dribbling skills to keep possession.	-How to pass the ball keeping possession to beat an opponent. -Why we need to have our hands ready to receive a pass. -When, where and why we should pass. -How we can combine passing, moving and shooting to score points. -Why we do not stand directly behind a defender when finding a position to receive the ball. -What we mean by, the principles of attack vs defence. **-When we are attacking,** our team are in possession of the ball. The aim of the game for the attackers keep possession and score. **-When we are defending,** we are not in possession of the ball. The aim of the game for the defenders is to prevent the opposition from scoring
Vocabulary -Tactics -Transition -Counter Attack -Pressure -Player-to-Player Marking -Tackle -Referee/Umpire	**Vocabulary** -Tactics -Transition -Counter Attack -Pressure -Player-to-Player Marking -Tackle -Referee/Umpire	**Vocabulary** -Attacker -Defender -Dribbling -Space -Marking -Control	**Vocabulary** -Attacker -Defender -Space -Possession -Passing -Control -Shooting
Beyond KS2 pupils will know:	-Pupils will continue to develop their knowledge of how to implement a broad range of skills. -Pupils will continue to understand why they are implementing a broad range of skills. -Pupils will continue to develop their character and personal skills.		

Skills and Knowledge Progression 2023 -24
Subject Area: PE
Subject Leaders: Andrew Duncan and Jennifer Waddington

Curriculum Objectives:	**EYFS: ^ Catches a large ball. ^ Experiments with different ways of moving. ^ Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. ^ Handles objects safely and with increasing control. ^ Shows a preference for a dominant hand.** **KS1: ^Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. ^ Participate in team games, developing simple tactics for attacking and defending.** **KS2: ^Use running, jumping, throwing and catching in isolation and in combination. ^ Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. ^ Develop flexibility, strength, technique, control and balance. ^ Compare their performances with previous ones and demonstrate improvement to achieve their personal best.**
PE Area:	**Striking and Fielding**

EYFS	**Year 1**	**Year 2**
Skills (Ball Hands 2) -Explore throwing overarm Explore throwing underarm. -Explore rolling. -Explore stopping a ball -Explore catching	**Skills (Ball Hands 2)** -Introduce throwing with accuracy. -Apply throwing with accuracy in a team. -Introduce stopping a ball. -Develop sending (rolling) skills to score a point. -Consolidate sending and stopping to win a game.	**Skills (Ball Hands 2)** -Consolidate pupils' application and understanding of underarm throwing. -Applying the underarm and overarm throw to win a game. -Applying the underarm throw to beat an opponent.
Knowledge (Throwing, Aiming and Stopping) -Why we need to aim when we are throwing. -How we can use our bodies to throw. -We are throwing. Why and when we need use our hands to stop a ball. -How to use our hands to stop a ball. -How to throw underarm. (Stepping forwards with one foot, releasing the ball from low to high using our opposite hand.) -Understand why we need to use our hands to catch an object (ball or beanbag).	**Knowledge (Catching and Accuracy)** -Why we need to throw with accuracy when throwing towards a target. -Why we need to look at the target when throwing underarm. -How to use our bodies when aiming; using our non-throwing hand, pointing towards a target. -Where we send a ball and why, so we can score points and beat an opponent. -When to use a long barrier to stop the ball. (The long barrier is a method of stopping the ball when the ball is travelling towards us on the ground. We will use our hands stop the ball, making a barrier with our legs and body to prevent the ball going past us.)	**Knowledge (Attack v Defense and Outwit)** -Why we make a target with our hands when catching. -The consequences of throwing our object away from the target that we are aiming towards. -How we can use our bodies to throw overarm for greater distance. (Stepping forwards with one foot, releasing the ball high above our head, with the opposite hand, rotating the body as we release the ball.) -What the differences are between 'batting' and 'fielding'.
Vocabulary (Ball Hands 2) -Control -Distance -Rolling -Power -Aiming -Throwing -Catching -Stopping	**Vocabulary (Ball Hands 2)** -Batter -Aiming -Fielder -Rolling -Opponent -Throwing -Catching -Accuracy	**Vocabulary (Ball Hands 2)** -Attacker -Defender -Batting -Fielder -Space -Throwing -Catching

Year 6	**Year 5**	**Year 4**	**Year 3**
Skills (Golf Based) -Refine holding a club correctly. -Add power to striking with a golf club. -Refine body posture with head down and striking through the ball. -Refine putting with accuracy. -Refine chipping with accuracy. ***Skills (Boccia Based)*** -Sending the ball: Develop our understanding why we need to be accurate -Sending the ball: Refine our sending technique and understanding of accuracy	**Skills (Cricket Based)** -Refine batting, batting and bowling tactics. -Refine fielding stopping, catching and throwing. -Combine bowling and fielding creating and applying tactics. -Introduce umpiring and scoring.	**Skills (Rounders Based)** -Develop fielding bowling with a backstop. -Introduce batting; how. -Develop batting; where and why. -Introduce and apply basic fielding tactics. ***Skills (Golf Based)*** -Introduce how to hold a club. -Introduce striking. -Develop body posture when striking.	**Skills (Cricket Based)** -Understand the concept of batting and fielding. -Introduce throwing overarm. -Introduce throwing underarm. -Introduce catching. -Striking with intent.

-Sending the ball: Applying accuracy in teams -Creating and applying basic tactics: Coaching and officiating Boccia games -Level 1 Competition: Pairs Boccia -Level 1 Competition: Team Boccia		-Introduce putting. -Introduce chipping.	
Knowledge (Striking tactics and Body Posture) -How to follow through with a strike. -How to swing the club to allow for curve on uneven ground. -The difference between different clubs. -Why we need to stand at a safe distance when someone else is striking. ***Knowledge (Tactics, Inclusive, Umpire and Scorer, and Adapting Tactics*** -Why we need to work with our partner and/or team when we are making decisions or create tactics. -How to create and apply simple tactics in order for our team to be successful. -How to create and apply defensive tactics to prevent our opponents from sending their ball closer to the 'Jack'. -How to create and apply attacking tactics so that we can send our ball closer to the 'Jack' than our opponents' ball. -How to create and apply attacking tactics so that we can send our ball closer to the 'Jack' than our opponents ball. -Why we might need to adapt our tactics depending on where the 'Jack' is or our opponents' balls are placed. -How to umpire and score in a game of Boccia applying the rules fairly and correct scoring system.	**Knowledge (Fielding and Batting Tactics)** -Where to strike the ball when we are batting depending on where the fielders are standing in order to score runs. -How to create and apply simple fielding and batting tactics in order for their team to be successful. -How and why the role as a batter may change depending on the situation of the game. -Where and how to bowl in order to prevent the batters from scoring runs. Stepping forwards with one foot, releasing the ball from low to high using their opposite hand towards the wicket (stumps).	**Knowledge (Overarm and Underarm, Bowling)** -How to catch a ball, adjusting the body and hand position when catching a high ball compared to a low ball. -Know the difference between batting and fielding and understand what our roles are when we are playing a small sided game. -How to throw a ball overarm using the correct technique. Side on, opposite arm to opposite foot, arm up, elbow bent above the shoulder. -How and why to throw a ball overarm with power and distance. -How to bowl underarm, ensuring the bowl is a 'good' bowl. -Why we need to return the ball quickly and accurately to the player on base 1. ***Knowledge (Striking and Holding)**** -How to hold a club. -How to stand when putting and how to stand when chipping. -The difference between different clubs. -Why we need to stand at a safe distance when someone else is striking.	**Knowledge (Striking and Batting, and Fielding)** -Where to stand when we are fielding and have a clear understanding why we have chosen that particular position. -How and why to throw a ball overarm with power and distance. -How to catch a ball, adjusting the body and hand position when catching a high ball compared to a low ball. -How to throw a ball overarm using the correct technique. Side on, opposite arm to opposite foot, arm up, elbow bent above the shoulder. -How to outwit the fielding team by varying the speed and direction we strike the ball.
Vocabulary (Golf Based) -Strike -Putting -Club Face -Back Swing -Position -Direction -Timing **Vocabulary (Boccia Based)** -Tactics -Attacker -Defender -Block -Jack -Ramp -End	**Vocabulary (Cricket Based)** -Tactics -Bowling -Run Out -Wicket-keeper -No Ball -Wide -Bye	**Vocabulary (Rounders Based)** -Tactics -Bowling -Batting -Catching -Backstop -1/2 a Rounder -Catching **Vocabulary (Golf Based)** -Power -Putting -Club -Stance -Position -Direction	**Vocabulary (Cricket Based)** -Throwing -Catching -Outwit -Strike -Batting -Fielder -Out
Beyond KS2 pupils will know:	-Pupils will continue to develop their knowledge of how to implement a broad range of skills. -Pupils will continue to understand why they are implementing a broad range of skills. -Pupils will continue to develop their character and personal skills.		

Skills and Knowledge Progression 2023 -24
Subject Area: PE
Subject Leaders: Andrew Duncan and Jennifer Waddington

Curriculum Objectives:	**EYFS: ^ Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. ^ Moves freely and with pleasure and confidence in a range of ways walking, running, jumping, skipping and sliding. ^ Experiments with different ways of moving. ^ Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. ^ Handles objects safely and with increasing control. ^Shows a preference for a dominant hand.** **KS1: ^Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. ^ Participate in team games, developing simple tactics for attacking and defending.** **KS2: ^Use running, jumping, throwing and catching in isolation and in combination. ^ Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. ^ Develop flexibility, strength, technique, control and balance. ^ Compare their performances with previous ones and demonstrate improvement to achieve their personal best.**
PE Area:	**Net/Wall Games**

EYFS	**Year 1**	**Year 2**
Skills (Rackets, Bats and Balls) -Explore pushing/hitting a balloon with control. -Explore hitting a balloon with power into space. -Explore hitting/pushing (sending) a balloon with accuracy. -Explore balancing an object on a racket/bat	**Skills (Rackets, Bats and Balls)** -Develop pushing (dribbling) a ball with a racket: Introducing control. -Explore hitting and develop pushing a ball (with a racket) towards a target. -Explore hitting a ball (with a racket) with accuracy and power.	**Skills (Rackets, Bats and Balls)** -Hitting (striking) a ball (with a racket) with accuracy and power to beat an opponent. -Introduce hitting (sending/striking) a ball into a space: Where and why? -Striking the ball (with a bat) into space with intent
Knowledge (Pushing) -How we push/hit a balloon with control. -Why we have to focus on the balloon/object to keep control. -Why we have to push/hit a balloon with control. -How to balance objects on a racket/bat. -What we mean by control. (Control: means keeping the balloon close to us, preventing it from touching the floor.)	**Knowledge (Hitting and Control)** -Where and why we need to push the ball into space. -Why we need to keep the ball close to us and under control. -How to use a racket safely. -Why we need to aim at a target when sending (hitting or pushing) the ball. -Why we need to be accurate when sending (hitting or pushing) a ball using a racket towards a target.	**Knowledge (Power and Space)** -Why we need to vary our power when hitting a ball. -The consequences if we do not aim towards a target when sending (hitting) a ball. -Where to send (hit) the ball during a game in order to score a point against our opponent. -Why we need to vary the power when sending (hitting) the ball into space in order to score a point against our opponent.
Vocabulary (Rackets, Bats and Balls) -Accuracy -Space -Control -Power -Aiming -Score -Hitting -Pushing	**Vocabulary (Rackets, Bats and Balls)** -Possession -Control -Attacker -Defender -Dribbling -Accuracy -Hitting -Power	**Vocabulary (Rackets, Bats and Balls)** -Attacker -Defender -Opponent -Accuracy -Power -Batting -Fielder

Year 6	**Year 5**	**Year 4**	**Year 3**
Skills (Badminton Based) -Introduction to badminton: Outwitting an opponent. -Introduce the forehand and backhand. -Applying the forehand and backhand: -Creating space to win a point. -Controlling the game from the serve.	**Skills (Badminton Based)** -Exploring different forehand /backhand shots. -Applying different forehand/ backhand shots to win a point. -Consolidate outwitting an opponent. -Doubles: Understanding and applying tactics to win a point.	**Skills (Tennis Based)** -Developing the forehand. -Creating space to win a point using a racket. -Introduce the backhand. -Applying the forehand and backhand in game situations. -Applying the forehand and backhand creating space to win a point.	**Skills (Tennis Based)** -Introduction tennis, outwitting an opponent. -Creating space to win a point. -Consolidate how to win a game introduce rackets. -Introduce the forehand.

Knowledge (Tactics and Doubles)	**Knowledge (Serve)**	**Knowledge (Forehand and Backhand, Outwit)**	**Knowledge (Rally, Ready and Recover)**
-How to use the correct scoring system during a mini game. -How to organise, umpire and manage round robin games. -When, where and why we are selecting to play a shot (forehand, back or volley) to win a point.	-When and where we serve in a mini game. -Where we stand on the court when applying a volley shot in a mini game. -Where to serve to make it harder for our opponent to return the ball. We aim for the outside corner, forcing our opponent wide. This opens up lots of space on the court for our next shot. -How to apply our prior learning of how we can win a point whilst playing with a partner (doubles).	-What the ready position looks like. -How to use their racket to direct the ball towards a space to win a point. -How we can outwit our opponent during a mini game. -How and why we execute a basic backhand shot in a mini game. -When to apply either a forehand or backhand shot in a game situation.	-Where to throw (hit) the ball on the court. -Why we need to throw (hit) the ball into space on the court. -Why we need to control the ball when playing a shot. -Why we need to return (recover) to the middle of the court (baseline) once we have thrown (hit) the ball. -How and why we execute a basic forehand shot in a mini game. -The consequences* of throwing (hitting) the ball out of the court or letting it bounce more than once on our side of the court. *Our opponent wins a point.
Vocabulary (Badminton Based)	**Vocabulary (Badminton Based)**	**Vocabulary (Tennis Based)**	**Vocabulary (Tennis Based)**
-Tactics -Space -Drop -Outwit -Lob -Clear	-Outwit -Return -Forehand -Serve -Space -Recover -Backhand	-Outwit -Accuracy -Baseline -Backhand -Out -Space -Power -Forehand -Rally	-Outwit -Return -Baseline -Rally -Space -Recover -Forehand -Out
Beyond KS2 pupils will know:	-Pupils will continue to develop their knowledge of how to implement a broad range of skills. -Pupils will continue to understand why they are implementing a broad range of skills. -Pupils will continue to develop their character and personal skills.		

Skills and Knowledge Progression 2023 -24
Subject Area: PE
Subject Leaders: Andrew Duncan and Jennifer Waddington

Curriculum Objectives:	**EFYS: ^ Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. ^ Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. ^ Stands momentarily on one foot when shown. ^ Experiments with different ways of moving. ^ Jumps off an object and lands appropriately. ^ Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. ^** **KS1: ^ Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. ^ Participate in team games, developing simple tactics for attacking and defending.** **KS2: ^ Use running, jumping, throwing and catching in isolation and in combination. ^ Develop flexibility, strength, technique, control and balance. ^ Compare their performances with previous ones and demonstrate improvement to achieve their personal best.**
PE Area:	**Locomotion/Athletics**

EYFS	**Year 1**	**Year 2**
Skills (Walking) -Explore/develop walking. -Explore walking in different pathways. -Sustain walking. -Explore marching. -Apply walking into a game ***Skills (Jumping)*** -Explore/develop jumping. -Apply jumping into a game. -Jumping for distance. -Explore jumping high. -Explore hopping	**Skills (Running)** -Explore running. -Apply running into a game. -Explore running at different speeds. -Running for speed: Acceleration. -Explore running in a team. -Consolidate running, apply running into a game. ***Skills (Jumping)*** -Recap jumping. -Develop jumping. -Explore how jumping affects our bodies. -Explore skipping. -Apply skipping and jumping into a game.	**Skills (Dodging)** -Explore dodging. -Develop dodging. -Apply dodging: Explore attacking and defending. -Apply dodging in teams ***Skills (Jumping)*** -Consolidate jumping. -Apply jumping into a game. -Linking jumping. -Explore jumping combinations. -Develop jumping combinations.
Knowledge (Space and Changing Direction) -How to walk, swinging our arms with opposite arm and leg action. -Where to walk by staying in a space and why this is so important in a game scenario. ***Knowledge (Space and Changing Direction)*** -How to jump swinging our arms and bending our knees. -Why jumping with the correct technique is so important.	**Knowledge (Changing Speed)** - Where to run by staying in a space and why this is so important in a game scenario. - How to run pumping our arms, using the balls of our feet and looking ahead. - When and why we need to change speed when we are running in a game situation. ***Knowledge (Landing)*** - Why jumping and skipping with the correct technique is so important. - How to jump skip with a step hop action, swinging our arms.	**Knowledge (Collaboration and Teamwork)** -When and where we dodge, applying this into games. - How to dodge. We keep our head up with a low body position, bending our knees, planting one foot on the floor, leaning our body to one side and then moving the other way quickly. ***Knowledge (Accuracy)*** -When to use a jumping skill in a game and why. -How to link jumps together and execute them in combination.
Vocabulary (Walking) -Defender -Space -Walking -Tag -Change of Direction -Speed -Marching ***Vocabulary (Jumping)*** -Jumping -Distance -Height -Space -Hopping -Speed -Landing	**Vocabulary (Running)** -Attacker -Space -Acceleration -Defender -Speed -Tagging or Tag ***Vocabulary (Jumping)*** -Jumping -Space -Defender -Landing -Distance -Attacker -Skipping	**Vocabulary (Dodging)** -Attacker -Space -Tagging or Tag -Defender -Dodge ***Vocabulary (Jumping)*** -Jumping -Space -Defender -Landing -Distance -Attacker -Speed

Year 6	Year 5	Year 4	Year 3
Skills (Competition) -Running for speed competition -Running for distance competition -Throwing competition -Jumping competition	**Skills (Athletics)** -Finishing a race. -Evaluating our performance. -Sprinting: My personal best. -Relay changeovers. -Shot Put. -Introducing the Hurdles.	**Skills (Athletics)** -Develop running at speed. -Exploring our stride pattern. -Exploring running at pace. -Understand and apply tactics when running for distance. -Javelin. -Standing Triple Jump.	**Skills (Athletics)** -Explore running for speed. -Explore acceleration. -Introduce /develop relay: Running for speed in a team. -Throwing: Accuracy vs distance. Standing Long Jump.
Knowledge (Evaluation and Competition) -Why we need to apply accurate head, arm and foot technique to make ourselves run quicker. -How to transfer their body weight to push (put) the shot put and throw the javelin further. -Why we need to select certain pupils for certain events in order for our team to be successful.	**Knowledge (Change Over and Personal Best)** -Why we need to maintain our speed until we cross the finish line. -Why we need to maintain our speed until we cross the finish line. -How to hurdle safely, applying the correct technique. -How to evaluate our own and others sprinting technique making suggestions on how we can improve our own and others performance.	**Knowledge (Pace, Power and Speed)** -Why we need to pace ourselves when running for distance. -How to use our bodies to throw with greater distance. -Why we need to increase our stride pattern to enable us to maintain our speed during the middle third of a race. -How we can use our bodies to jump as far as possible, using a combination of jumps.	**Knowledge (Acceleration and Distance)** -How to run when running for speed, creating a pumping action with our arms and elbows bent, springing off the balls of our feet. -Why we have to accelerate at the start of a race. -How to run for speed in a team, using a relay baton, holding our hands ready, palms upwards when waiting for the baton. -How to throw for distance and why the correct technique is essential to send the object further.
Vocabulary (Competition) -Tactics -Teamwork -Speed -Distance -Evaluation -False Start -Events	**Vocabulary (Athletics)** -Tactics -Speed -Distance -Evaluation -Change Over -Personal Best -Lap	**Vocabulary (Athletics)** -Tactics -Speed -Distance -Pace -Power -Stride Pattern	**Vocabulary (Athletics)** -Tactics -Speed -Acceleration -Distance -Accuracy -Relay -Change Over
Beyond KS2 pupils will know:	-Pupils will continue to develop their knowledge of how to implement a broad range of skills. -Pupils will continue to understand why they are implementing a broad range of skills. -Pupils will continue to develop their character and personal skills.		

Skills and Knowledge Progression 2023 -24
Subject Area: PE
Subject Leaders: Andrew Duncan and Jennifer Waddington

Curriculum Objectives:	**EYFS: ^ Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. ^ Draws lines and circles using gross motor movements. ^ Experiments with different ways of moving. ^ Travels with confidence and skill around, under, over and through balancing.** **KS1: ^ Perform dances using simple movement patterns. ^ master basic movements including running, jumping, , as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.** **KS2: ^Use running and jumping, in isolation and in combination. ^ Develop flexibility, strength, technique, control and balance. ^ Perform dances using a range of movement patterns. ^^ Compare their performances with previous ones and demonstrate improvement to achieve their personal best.**
PE Area	**Dance**

EYFS	Year 1	Year 2
Skills (Dinosaurs) -Moving with control. -Adding movements together. -Responding to rhythm in character. -Adding expression to our characters' (dinosaur) movements. -Performing with a partner. -Exploring relationships.	**Skills (Heroes)** -Performing movements in sequence. -Creating movements that represent superpowers. -Creating movements that represent a superhero rescuing/saving, someone/something. -Exploring character movements. ***Skills (Growing)*** -Responding to rhythm. -Developing the growing plant 'dance'. -Introduction to motifs. -Creating motifs. -Creating movement sequences. -Relationships and performance.	**Skills (Explorers)** -Responding to stimuli. -Developing our motif with expression and emotion. -Applying choreography in our motifs. -Extending our motifs. -Sequences, relationships and performance. ***Skills (Mr Candy's Sweet Factory)*** -Exploring expression. -Linking movements together. -Creating a motif with characterisation, expression and emotion. -Extending our motifs with different dynamics (fast and slow).
Knowledge (Movement, Freeze and Control) -How to move our bodies in different ways linked to the theme. -How to move our bodies with big clear actions. -How to create a variety of 'freeze' positions linked to the theme. -How to listen to the music and move the body in relation to the music. -Why it is important to move with control. -Why it is so important to move like a 'Champion Dancer'.	**Knowledge (Theme and Expression)** -How to create a variety of 'big' body movements linked to the theme. -How to add movements together to create simple movement sequences. -How to create a variety of 'small' body movements linked to the theme. -How to move in relation to the music and respond with appropriate movements and actions. -What we mean by 'expression' and begin to show this in our movements.	**Knowledge (Motif and Flow)** -How to respond to a variety of stimuli or themes with appropriate movements. -How to apply 'flow' to our movements, understanding that 'flow' means moving from one action to another without stopping. -What a 'Motif' is and how to successful create a mini sequence and repeat it. -How to use movements to tell a story.
Vocabulary (Dinosaurs) -Champion Dancers -Moving -Rhythm -Sequence -Beat -Control -Timing -Expression	**Vocabulary (Heroes)** -Champion Dancers -Moving -Rhythm -Sequence -Beat -Control -Timing -Opposite ***Vocabulary (Heroes)*** -Champion Dancers -Moving -Rhythm -Motif -Beat -Control -Sequence -Expression	**Vocabulary (Explorers)** -Champion Dancers -Rhythm -Emotion -Unison -Control -Expression -Choreography -Motif ***Vocabulary (Mr Candy's Sweet Factory)*** -Champion Dancers -Rhythm -Emotion -Unison -Control -Expression -Choreography -Motif

Year 6	Year 5	Year 4	Year 3
Skills (Carnival) -Performing with technical control and rhythm in a group. -Creating rhythmic patterns using the body. -Experiencing dance from a different culture. -Chorographical elements including still imagery.	**Skills (Street Art)** -Using movement to create Street Artists' 'Tags'. -Using a variety of concepts/relationships to change and develop our Street Art movements. -Combining Breakdance with Street Art.	**Skills (Cats)** -Responding to stimuli working together. -Extending sequences with a partner in character. -Exploring two contrasting Relationships and interlinking dance moves.	**Skills (Wild Animals)** -Responding to stimuli. -Developing character dance into a motif. -Develop sequences with a partner in character that show relationships. -Extending sequences with a partner in character.
Knowledge (Choreography and Fluidity) -How to make effective evaluations of an individuals or pairs' strengths and weaknesses. -Why performing at and 'excellent' standard, with accurate timings and fluidity is so important. -What 'Choreography' means. -How to include a change of speed and dynamic in our movements.	**Knowledge (Unison and Canon)** -How to perform accurately and convincingly in character with big bold actions. -How to include a change of speed in our movements. -What cannon and unison are and be able to include these chorographical elements in our performances. -How to create a sequence, by accurately combining movements with flow and accurate timings.	**Knowledge (Emotion and Relationships)** -How to develop sequences with our partner in character that show relationships and interlinking dance moves. -How to reflect and evaluate to make accurate improvements to our own and others performances. -How to create sequences in pairs, applying flow and challenging their creativity. -What we mean by emotion and include this chorographical element in our performances.	**Knowledge (Peer and Self-Assess, Excellent Dancers)** -How to create and develop a character in order to tell a story through movements. -Why it is essential to explore a variety of movements to ascertain the best moves to tell the story and improve the performance. -How to develop characterisation, exploring characters that are opposites. -Why it is so important to perform like an 'excellent dancer' Excellent dancers interpret the music, perform with good timing and musicality, show expression and creativity and are able to choreograph. Introduce these throughout the unit as appropriate. -How to peer and self-assess, identifying strengths and weaknesses in our own and others' performances.
Vocabulary (Carnival) -Excellent Dancers -Creativity -Stimulus -Rhythm -Expression -Emotion -Choreography	**Vocabulary (Street Art)** -Excellent Dancers -Creativity -Motif -Toprock -Expression -Choreography -Street Art -Breakdance	**Vocabulary (Cats)** -Excellent Dancers -Creativity -Motif -Character -Expression -Emotion -Flow	**Vocabulary (Wild Animals)** -Excellent Dancers -Creativity -Motif -Character -Expression -Emotion -Choreography -Motif
Beyond KS2 pupils will know:	-Pupils will continue to develop their knowledge of how to implement a broad range of skills. -Pupils will continue to understand why they are implementing a broad range of skills. -Pupils will continue to develop their character and personal skills.		

Skills and Knowledge Progression 2023 -24
Subject Area: PE
Subject Leaders: Andrew Duncan and Jennifer Waddington

Curriculum Objectives:	**EYFS: ^ Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. ^ Stands momentarily on one foot when shown. ^ Mounts stairs, steps or climbing equipment using alternate feet. ^ Jumps off an object and lands appropriately. ^ Travels with confidence and skill around, under, over and through balancing and climbing equipment.** **KS1: ^ Master basic movements including running, jumping, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.** **KS2: ^ Use running and jumping, in isolation and in combination. ^ Develop flexibility, strength, technique, control and balance. ^ Compare their performances with previous ones and demonstrate improvement to achieve their personal best.**
PE Area	**Gymnastics**

EYFS	**Year 1**	**Year 2**
Skills (Moving) -Explore moving and making shapes using different body parts. -Explore moving in different directions. -Explore big and small ways of moving and making shapes. -Moving in pairs. -Creating shapes in pairs **Skills (High, Over, Under and Over)** -Introduction to high, low, over and under. -Introduction to the apparatus. -Applying high and low on apparatus.	**Skills (Body Parts)** -Introduction to big/ small body parts. -Combining big and small with wide, narrow and curled. -Transition between wide narrow and curled using big and small body parts. -Adding (linking) movements together. **Skills (Wide, Narrow and Curled)** -Introduction to wide, narrow and curled. -Exploring the difference between wide, narrow and curled. -Transitioning between wide, narrow and curled movements. -Linking two movements together.	**Skills (Pathways)** -Explore/develop zigzag pathways/on apparatus. -Explore/develop curved pathways/on apparatus. -Creation of pathway sequences. -Completion of pathways sequences and performance. **Skills (Linking)** -Developing linking. -Linking on apparatus. -Jump, roll, balance sequences/on apparatus. -Creation of sequences. -Completion of sequences and performance.
Knowledge (Movement, Balance and Apparatus) -How we can move our bodies in different directions on the floor and on apparatus. -How we can move our bodies using big and small movements. -How to create balances 'shapes' using different body parts. -Why it is important to use the apparatus safely. -How to be creative on the apparatus, moving through, along, across, over and under a variety of apparatus. -Why it is so important to move and balance like a 'Champion'. ('Champion' refers to when we are being silent, pointing their fingers and toes and are still when we make a shape/balance.) ***Knowledge (Movement, Balance and Apparatus)*** -How we can move our bodies in 'low' ways; slides, rolls (long, curled) hands and feet. -How we can move our bodies in 'high' ways; jumps, hops, skips, side steps and backwards. -How to create high and low balances 'shapes'. -Why it is important to use the apparatus safely. - How to be creative on the apparatus, moving through, along, across, over and under a variety of apparatus. - Why it is so important to move and balance like a 'Champion'. 'Champion' refers to when we are being silent, pointing their fingers and toes and are still when we make a shape/balance.	**Knowledge (Transition, 'Big' and 'Small' Body Parts)** -How to create movements on the floor and on apparatus, using a variety of 'big' body parts (tummy, back, side and bottom). -How to create movements on the floor and on apparatus, using a variety of 'small' body parts (hands, knees, elbows and feet). -Why it is important to perform each movement and balance like a 'champion' and understand the difference between moving on 'big' and 'small' body parts. -How to 'transition' between movements, adding movements together and transitioning between them. -How and where to use more than one piece of apparatus at the same time to create movements and balances. 'interesting' gymnastics. ***Knowledge (Transition and Wide, Narrow and Curled)*** -How to create 'Wide', 'Narrow' and 'Curled' movements on the floor and on apparatus, using a variety of body parts. -How to create 'Wide', 'Narrow' and 'Curled' balances (shapes) on the floor and on apparatus, using a variety of body parts. -Why it is important to perform each movement and balance like a 'champion' and understand the difference between 'wide', 'narrow' and 'curled'. -How to 'transition' between movements, adding movements together and transitioning between them. -How and where to use more than one piece of apparatus at the same time to create movements and balances. 'interesting' gymnastics.	**Knowledge (Linking, Flow and Pathways)** - How to link movements and balances together, using a variety of different pathways; Zig zag and Curved. - How to apply 'flow' to our movements, understanding that 'flow' means moving from one action to another without stopping. -Why applying 'flow' as we link our movements together is so important. -How to use a variety of apparatus when we are creating movement sequences. ***Knowledge (Linking and Flow)*** -How to link movements and balances together, applying champion gymnastics criteria, on the floor and on apparatus. -How to apply 'flow' to our movements, understanding that 'flow' means moving from one action to another without stopping. -Why applying 'flow' as we link our movements together is so important. -How to use a variety of apparatus when we are creating movement sequences.

Vocabulary (Moving) -Champion Gymnastics -Shapes -Big -Small -High -Low -Apparatus -Transition **Vocabulary High, Over, Under and Over)** -Champion Gymnastics -Shapes -High -Low -Over -Under -Apparatus -Transition	**Vocabulary (Body Parts)** -Champion Gymnastics -Wide -Narrow -Curled -Big -Small -Interesting -Linking **Vocabulary (Wide, Narrow and Curled)** -Champion Gymnastics -Wide -Narrow -Curled -Transition -Interesting -Linking	**Vocabulary (Pathways)** -Champion Gymnastics -Linking -Flow -Zig-Zag -Transition -Curved -Sequence **Vocabulary (Linking)** -Champion Gymnastics -Linking -Flow -Transition -Jump -Roll -Sequence

Year 6	Year 5	Year 4	Year 3
Skills (Matching and Mirroring) -Introduction to matching /mirroring -Application of matching mirroring learning onto apparatus -Sequence development	**Skills (Counter Tension and Counter Balance)** -Introduction to Counter Balance. -Application of Counter Balance learning onto apparatus. -Sequence formation. -Counter Tension. -Sequence completion.	**Skills (Bridges)** -Introduction to bridges. -Application of bridge learning onto apparatus. -Develop sequences with bridges. -Sequence formation. -Sequence completion.	**Skills (Symmetry and Asymmetry)** -Introduction to symmetry. -Introduction to asymmetry. -Application of learning onto apparatus. -Sequence formation. -Sequence completion.
Knowledge (Matching and Mirroring) -What 'Matching' movements mean; Matching is where pupils perform exactly the same movements at the same time. -Why performing at and 'excellent' standard, with accurate timings and fluidity is so important. -What 'Mirroring' means; Mirroring is where pupils perform their movements creating a mirror image of each other. -How to create a sequence of movements, bringing together a combination of both matching and mirroring movements, executed with accuracy and fluidity using a range of apparatus.	**Knowledge (Counter Tension and Counter Balance)** -What 'Counter Balance' and 'Counter Tension' means, understanding the difference between them. -How to include a change of speed in our movements. -How to include a change of speed in our movements. -How to create a sequence, by accurately combining movements and balances, with flow and accurate timings within the Counter Balance and Counter Tension theme.	**Knowledge (Bridges and Sequences)** -How to create a 'bridge balance' with a partner using different levels and different connection points. -How to reflect and evaluate using their observations to make accurate improvements to our own and others performances. -How to create sequences combining movements and bridge balances in pairs, applying flow and challenging their creativity. -Why it is important to explore bridge balances and the ways we can move in and out of them over and under them, on the floor and on the apparatus.	**Knowledge (Peer and Self Asses, Symmetry and Asymmetry)** -What Symmetry and Asymmetry means. -Why it is essential to explore a variety of movements to ascertain the best moves to allow for flow and interesting gymnastics for the sequence. -How to execute balances and movements in both symmetrical and asymmetrical ways. -Why it is so important to create 'excellent' movements and balances. Pupils will be understanding that 'excellent' refers to when we control our bodies so they are silent, extending our fingers and toes and are able to hold our balances still for at least four seconds. -How to peer and self-assess, identifying strengths and weaknesses in our own and others' performances.
Vocabulary (Matching and Mirroring) -Excellent Gymnastics -Flow -Levels -Matching -Mirroring -Unison -Canon	**Vocabulary (Counter Tension and Counter Balance)** -Excellent Gymnastics -Interesting -Flow -Levels -Counter Balance -Counter Tension -Unison -Canon	**Vocabulary (Bridges)** -Excellent Gymnastics -Extension -Control -Interesting -Bridge -Levels -Flow	**Vocabulary (Symmetry and Asymmetry)** -Excellent Gymnastics -Linking -Flow -Interesting -Extension -Symmetrical -Asymmetrical
Beyond KS2 pupils will know:	-Pupils will continue to develop their knowledge of how to implement a broad range of skills. -Pupils will continue to understand why they are implementing a broad range of skills. -Pupils will continue to develop their character and personal skills.		

Skills and Knowledge Progression 2023 -24
Subject Area: PE
Subject Leaders: Andrew Duncan and Jennifer Waddington

Curriculum Objectives:	**EYFS: ^ How to keep healthy.** **KS1: ^ How to keep our mind and body healthy.** **KS2: ^How to improve based on self-reflection and knowing what our body needs to function.**
PE Area:	**Health and Well-Being**

EYFS	Year 1	Year 2
	Skills (Health and Wellbeing) -Introduce and explore agility. -Introduce and explore balance. -Introduce and explore coordination: Bouncing, rolling and throwing. ***Skills (Skip2Bfit)*** -Hold the skipping ropes in each hand. -Bring the skipping rope over their head to their feet. -Start to jump over the skipping rope. -Start to rotate the wrists to help with fluency. -Start to jump with two feet.	**Skills (Health and Wellbeing)** -Consolidate agility. -Consolidate balancing: Explore balancing on apparatus. Introduce and explore coordination: Dribbling and kicking. ***Skills (Skip2Bfit)*** -Skip with a skipping rope with greater accuracy. -Develop skipping with two feet together. -Skip on a one spot. -Start to be able to skip without stopping after each skip.
Knowledge (Healthy and Moving) -Why keeping healthy and active is important. -Why we need to move and keep active. -How to move in different ways with confidence. -Why our heart beats faster when we are active. -When and why we need to concentrate and focus on the task/listen to the instructions.	**Knowledge (Coordination, Balance and Agility)** -What balance means. Balance is an even distribution of weight enabling someone or something to remain upright and steady. -What agility means. Agility is the bodies ability to move quickly and easily. -What coordination means. Coordination is the ability to use different parts of the body together efficiently. -Why we need to remain balanced when playing sport. -Why we need to be agile when playing sport. ***Knowledge (Skip2Bfit)*** -Know a skipping rope is. -Know the different parts to a skipping rope. -What position we take when we are about to skip.	**Knowledge (Warm Up and Hand Eye-cordination)** -Why it is important to warm up before playing sport. - Why we need to have good hand/feet eye coordination when playing sport. - How motivation can help enhance our performance. -What happens to our heart and muscles when we perform an activity or play a sport. -Why we need to keep fit and healthy. ***Knowledge (Skip2Bfit)*** -Know how skipping on the same spot will increase our speed and accuracy. -Start to understand how wrist action and position helps with fluency of skipping. -Know what the best sports wear is to wear when skipping.
	Vocabulary -Attacker -Defender -Agility -Balance -Coordination -Hand-eye coordination -Aiming ***Vocabulary (Skip2BFit)*** -Skipping -Jump -Ropes -Swing	**Vocabulary** -Attacker -Defender -Agility -Balance -Coordination -Dribbling -Warm up ***Vocabulary (Skip2BFit)*** -Skipping -Accuracy -Coordination -Wrist Action

Year 6	Year 5	Year 4	Year 3
Skills (Health Related Exercise) -Develop a secure understanding of cardio fitness. -Develop a secure understanding of flexibility fitness. -Develop a secure understanding of strength fitness.	**Skills (Health Related Exercise)** -Explore and understand cardio fitness. -Explore and understand flexibility fitness. -Explore and understand strength fitness.	**Skills (Health and Wellbeing)** -Creating movements to help express ourselves and our emotions. Using mime to manage positive and negative emotions.	**Skills (Health and Wellbeing)** -Exploring relaxation techniques. -Applying relaxation techniques and using them effectively. -Performing balanced meditative poses.

		Using meditative poses to help control and manage our emotions. ***Skills (Skip2Bfit)*** -Become more efficient with their jumping to allow for greater speed. -Skip with a partner. -Skip without having to stop for longer periods of time (20+) -Skip in a variety of ways like crossing over.	-Using props to help us balance in our meditative poses. ***Skills (Skip2Bfit)*** -Skip with two feet together. -Reduce the gap between their feet and the ground. -Skip without having to stop for longer periods of time (10+) -Refine wrist action. -Beat Personal Bests nearly each time they do the 2-minute challenge.
Knowledge (Flexibility and Strength) -How strength and flexibility impact on our bodies performance. -Which sports rely on athletes being flexible and/or being strong. -What flexibility means. *(Flexibility is the elasticity of muscles when stretching and the ability to move joints through a full range of motion.)* -What is strength means. *(Muscular strength is defined as the maximum amount of force that a muscle can exert against a form of resistance in a single effort.)*	**Knowledge (Cardiovascular and Fitness)** -What the cardiovascular system is. The cardiovascular system is responsible for transporting oxygen and nutrients around our bodies. -What are the main functions of the heart, lungs, blood and muscles are. -What we mean by fitness. *(Fitness is the state of being physically, mentally and socially healthy as a result of proper nutrition and exercise.)* -What are the dangers and consequences are of leading an unhealthy lifestyle. -Why it is important to cool down.	**Knowledge (Emotions and Mime)** -What we mean by emotions and how different emotions make us feel. -Why it is important to share with other people how we are feeling. -How deep breathing techniques to help manage our emotions. -When to apply different mindfulness techniques to help manage our emotions. -How we can use positive feelings to combat negative feelings and understand how to put this into practice in our daily lives. ***Knowledge (Skip2BFit)*** -Know how to communicate with a partner to be creative and work well to achieve an outcome. -Know how to increase their speed and fluency with skipping. -Know how to think creatively and try new techniques.	**Knowledge (Mindfulness and Relaxation)** -How to hold various meditative balances, understanding the benefit of executing the poses correctly. -How and when we can use different relaxation techniques in our day-to-day lives. -How relaxation techniques can be used to help manage our emotions. -What we mean by relaxation techniques. *(Relaxation techniques are methods, such as breathing, meditation and exercise, that can be used by an individual to help reduce stress and anxiety levels.)* -How to utilise various meditative balances to improve posture, balance and deep breathing techniques. ***Knowledge (Skip2BFit)*** -Know why we do not need to jump high to be able to skip. -Know what a good wrist action is and how it helps. -Know why it is important to have Personal Bests.
Vocabulary (Health Related Exercise) -Cardiovascular System -Strength -Flexibility -Fitness -Circuits -Fitness Assessment/Test	**Vocabulary (Health Related Exercise)** -Cardiovascular System -Strength -Flexibility -Fitness -Circuits -Fitness Assessment/Test	**Vocabulary (Health and Wellbeing)** -Emotions -Mindfulness -Relaxed -Expression -Relaxed Techniques -Meditative Balances -Deep Breathing -Mime ***Vocabulary (Skip2BFit)*** -Cross Over -Communication -Collaborate -Creativity	**Vocabulary (Health and Wellbeing)** -Emotions -Relaxed -Anxious -Balanced -Relaxed Techniques -Meditative Balances -Deep Breathing ***Vocabulary (Skip2BFit)*** -Personal Bests -Wrist Action -Efficient -Energy Saving
Beyond KS2 pupils will know:	-Pupils will continue to develop their knowledge of how to implement a broad range of skills. -Pupils will continue to understand why they are implementing a broad range of skills. -Pupils will continue to develop their character and personal skills.		

Skills and Knowledge Progression 2023 -24
Subject Area: PE
Subject Leaders: Andrew Duncan and Jennifer Waddington

Curriculum Objective:	**KS2: ^ Swim competently, confidently and proficiently over a distance of at least 25 metres. ^ Use a range of strokes effectively (front crawl, backstroke and breaststroke). ^ Perform safe self-rescue in different water-based situations.**
PE Area:	**Swimming**

Year 5/6	Year 4	Year 3
-Repeat Stages 1-6 with catch up swimming to try and hit milestones for when they leave Westgarth.	**Skills** **Stage 4** -Jump into the water, submerge, surface and swim back to the point of entry (minimum depth 1 metre). -Push and glide towards the pool floor with arms extended. -Push and glide on the front with arms extended and log roll onto the back. -Push and glide on the front with arms extended and log roll onto the front. -Travel 5 metres on the front, perform a tuck to rotate onto the back and return to the side. -Travel 10 metres on the front with feet off the pool floor. -Travel 10 metres on the back with feet off the pool floor. -Perform a 'shout and signal' rescue. Explain how you would get help. -Exit the water safely without using steps. **Stage 5** -Jump into the water, submerge, surface and swim back to the point of entry (at least full reach depth). -Perform a horizontal stationary scull on the back. Kick 10 metres backstroke. -Kick 10 metres front crawl. -Kick 10 metres butterfly or breaststroke on the front or on the back. -Travel on back and log roll 180 degrees in one continuous movement onto front. -Travel on front and log roll 180 degrees in one continuous movement onto back. -Swim 10 metres, choice of stroke is optional. -Exit the water safely **Stage 6** -Perform three different shaped jumps into deep water (to include a straddle jump). -Perform a head first scull for 5 metres. -Two out of the following three must be completed* a. Swim 10 metres front crawl. b. Swim 10 metres backstroke. c. Swim 10 metres breaststroke. -Tread water for 30 seconds* -Perform a handstand or forward somersault, tucked in the water. -Swim 25 metres* (choice of stroke optional). -Swim 10 metres wearing clothes - as a minimum T-shirt and shorts* -Exit deep water without the use of steps. **Safety in Water** -Swim 10 metres retaining a floating object. -Take up the Huddle position. -Swim using a long arm front paddle (survival stroke) to the side*. -Climb out from water of at least full reach depth without using the steps.	**Skills** **Stage 1** -Enter the water safely. -Move forwards, backwards and sideways for a distance of 5 metres, feet may be on or off the floor. -Scoop the water and wash face, be comfortable water showered from overhead. -Blow bubbles a minimum of three times rhythmically, with nose and mouth submerged. -Take part in a movement games. -Exit the water safely. **Stage 2** -Move from a horizontal floating position on the front and return to standing. -Move from a horizontal floating position on the back and return to standing. -Push and glide on the front in a horizontal position, to or from the pool wall. -Push and glide on the back in a horizontal position from the pool wall. -Travel on the back for 5 metres. -Travel on the front for 5 metres. -Float on the back. **Stage 3** -Jump in from poolside and submerge (minimum depth of 1 metre). -Fully submerge to pick up an object. -Perform a tuck float and hold for five seconds. -Push from a wall and glide on the front with arms extended. -Push from a wall and glide on the back (optional with arms extended). -Perform a rotation from the front to the back, then return to standing. -Perform a rotation from the back to the front, then return to standing. **Safety in Water** -Enter the water using a fall in entry. -Float on the back or scull. -Tread water for 20 seconds with one arm in the air and shout for help -Swim 15 metres on the front, rotate and swim 15 metres on the back to a floating object*. -Take up the Heat Escape Lessening Position (H.E.L.P).

<table>
<tr><td rowspan="2"></td><td><u>Knowledge</u>
-Give two examples of where it is safe to swim and why.
-Discuss as a group when these skills might be used to self-rescue in different water-based situations.</td><td><u>Knowledge</u>
<u>Stage 1</u>
-Give examples of two pool rules.
-Recognise and identify the purpose of beach flags.
-Explain how to enter and exit the pool.
<u>Stage 2</u>
-Know how to signal for help.
<u>Stage 3</u>
-Identify an open water hazard near your home or school.</td></tr>
<tr><td><u>Vocabulary</u>
-Extended
-Swim
-Signal
-Horizontal Stationary
-Breaststroke
-Water Safety
-Handstand
-Summersault
-Backstroke
-Glide
-Shout
-Submerge
-Butterfly
-Stroke
-Skull
-Steps
-Paddle
-Front crawl</td><td><u>Vocabulary</u>
-Forwards
-Sideways
-Horizontal Floating
-Pool Wall
-Submerge
-Exit
-Steps
-Backwards
-Stroke
-Glide
-Float
-Entry
-Scull
-Front crawl</td></tr>
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-Pupils will continue to understand why they are implementing a broad range of skills.

-Pupils will continue to develop their character and personal skills.</td></tr>
</table>

Skills and Knowledge Progression 2023 -24
Subject Area: PE
Subject Leaders: Andrew Duncan and Jennifer Waddington

Curriculum Objectives:	**KS1: ^ Co-operative physical activities, in a range of increasingly challenging situations.** **KS2: ^ Take part in outdoor and adventurous activity challenges both individually and within a team.**
PE Area:	**Team Building/OAA (Outdoor Adventurous Activities)**

	Year 1	Year 2
	Skills (Team Building) -Introducing teamwork. -Develop teamwork. -Building trust and developing communication. -Cooperation and communication. Explore simple strategies. -Problem solving: Consolidate teamwork.	**Skills (Team Building)** -Introducing teamwork. -Develop teamwork. -Building trust and developing communication. -Cooperation and communication. -Explore simple strategies. -Problem solving: Consolidate teamwork.
	Knowledge (Teamwork and Simple Strategies) -What makes an effective team; include everyone, encourage, try our best etc. -How to work in pairs and small teams to complete different challenges. -What the consequences could be in a game if we do not include all of our team. -How to explore simple strategies to complete challenges. -Why it is important to continue to try our hardest, even if we find the challenge hard.	**Knowledge (Communication and Inclusion)** -Why we have to work together, listening to our team mates (communication) in order to win and complete the challenge. -What our role is within our team. -How to develop and adapt simple strategies in order to improve as a team. -Why it is so important to respect our team and any other teams involved in the challenge.
	Vocabulary (Team Building) -Teamwork -Inclusion -Communication -Trust -Team Member -Fairness	**Vocabulary (Team Building)** -Teamwork -Inclusion -Communication -Strategy -Courage -Motivation

Year 6	Year 5	Year 4	Year 3
Skills (Leadership) -Working within a team complete the challenges. -Apply effective leadership skills to support and guide their team. -Ensure everyone in the team is included and understands. -Take responsibility for others and lead the group in an effective way. -Give clear instructions speaking in a confident, positive tone. -Ensure their team are always playing by the rules. -Use the STEP principle: Space, Task, Equipment and People -Support the team/group, encouraging them to keep trying even if they find the challenge hard.	**Skills (Orienteering)** -Follow the map to create their faces. -Create ideas to help them with the activity. -Encourage each other. -Show leadership attributes. -Orientate the map correctly. -Working with a partner complete a cone course. -Working within a team can pupils locate and find points. -Orientate the map correctly. -Identify features on the map to help them to navigate. -Identify aspects on the map to help them use the map to navigate.	**Skills (Problem Solving)** -Include everyone and take responsibility for each other. -Co-operate as part of a team. -Include everyone and help those that do not understand/ -Listen to each other's ideas and communicate throughout the challenge.	**Skills (Tactics and Communication)** -Creating and applying simple tactics -Developing leadership -Develop communication as a team -Create defending and attacking tactics as a team

Knowledge (Leadership and 'STEP')	**Knowledge (Orientate and Responsibility)**	**Knowledge (Create and Apply, and Verbal/Non-Verbal)**	**Knowledge (Collaborate and Tactics)**
-Understanding what makes an effective leader -What the 'STEP' principle is: Space, Task, -Equipment. People. -How to use the 'STEP' principle when leading an activity.	-How to take responsibility for others and lead others in an effective way. -Why we have to orientate a map in order to locate points on the map. -How to plan a route effectively in order to locate as many points as possible. -How to manage time and avoid being late back and understand why this is important.	-What the attributes of an effective team are. For example, integrity, communication, co-operation, and collaboration. -Why it is so important to be positive and approach the challenge positively. -How and why we need to be able to communicate how we feel when working as part of a team. -What verbal and non-verbal communication mean.	-What makes an effective leader. -How to create and apply simple tactics for completing challenges quickly. -Why our role is important if our team is going to be successful. -How to communicate effectively, listening when others are speaking and using a clear voice when communicating our own ideas. -How to collaborate with our own team members, applying the rules of the game. -How to collaborate with the opposing team(s), applying the rules of the game.
Vocabulary (Leadership)	**Vocabulary (Orienteering)**	**Vocabulary (Problem Solving)**	**Vocabulary (Tactics and Communication)**
-Communication -Cooperation -Space -Equipment -Leadership -Responsibility -Task -People	-Teamwork -Tactics -Control Point -Strategy -Communication -Scale	-Communication -Teamwork -Non-verbal Communication -Tactics -Strategy -Verbal Communication	-Communication -Teamwork -Attacker -Tag -Tactics -Strategy -Defender
Beyond KS2 pupils will know:	-Pupils will continue to develop their knowledge of how to implement a broad range of skills. -Pupils will continue to understand why they are implementing a broad range of skills. -Pupils will continue to develop their character and personal skills.		