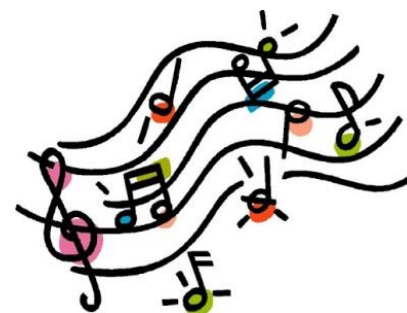


Physical Education

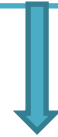


Moulton Chapel Primary School

1. To be able to read, write and speak with confidence and fluency.
2. To be able to use mathematical concepts to tackle problems and resolve them.
3. To be global citizens that have had cultural experiences beyond their normal lives.
4. To aspire our children to dream big in their career path.
5. Grow into responsible, respectful young people who value each other.

Intent

At Moulton Chapel Primary the intention of teaching Physical Education is to give children the tools and understanding required to make a positive impact in their own physical health and well-being. We want all children to experience a wide variety of sports and physical skills which will enhance life-long fitness and life choices. PE can challenge and promote self-esteem through the development of physical confidence and problem solving. It can teach children to cope with both success and failure in competitive, individual and team based physical activities.



Implementation

PE at Moulton Chapel Moulton Chapel is taught by a combination of class teachers, qualified sports coaches and teaching assistants. Children have equal opportunities to take part in a range of sports and physical activities within a supportive environment where effort as well as success is recognised. Children are encouraged to participate in exercise through-out the day during PE lessons, clubs, outdoor learning, lunch provision and special events.

At Moulton Chapel Primary the PE curriculum is structured to provide a range of sports experiences during which every child participates to develop their skills and learning through competitive, team and individual sports. We use Val Sabin to support the teaching of Gymnastics Through our provision children can aim to flourish at sports in which they have a particular interest or flair for. Children with additional needs are provided with appropriate support to enable them to take part and gain confidence in skills, understanding and motivation.

We teach the National Curriculum, supported by a clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children.

Children gain experience of a variety of fundamental skills. This has a focus on agility, balance, co-ordination and fitness. Children take part in individual skills, group skills and team games, using PE equipment appropriate for their age.

All children will have a series of structured swimming sessions throughout the year.

All children attend competitive sporting events within the local area representing the school at least once within an academic year. This is an inclusive approach which endeavours to encourage not only physical development but also mental well-being. These events also develop teamwork and leadership skills and are very much enjoyed by the children.



Impact

The ability to acquire new knowledge and skills well and develop an in-depth understanding of PE.

The willingness to practise skills in a wide range of different activities and situations, alone, in small groups and in teams and to apply these skills in chosen activities to achieve good levels of performance.

Good levels of physical fitness.

A healthy lifestyle, achieved by eating sensibly, avoiding smoking, drugs and alcohol and exercising regularly as they grow older.

The ability to remain physically active for sustained periods of time and an understanding of the importance of this in promoting long-term health and well-being.

The ability to take the initiative and become young leaders, organising and officiating, and evaluating what needs to be done to improve, and motivating and instilling excellent sporting attitudes in others.

Good levels of originality, imagination and creativity in their techniques, tactics and choreography, knowledge of how to improve their own and others' performance and the ability to work independently for extended periods of time without the need of guidance or support.

A keen interest in PE.

A willingness to participate eagerly in every lesson, positive attitudes and the ability to make informed choices about engaging fully in extra-curricular sport.

The ability to swim at least 25 metres before the end of Year 6 and knowledge of how to remain safe in and around water.

National Curriculum requirements:

EYFS requirements:

Moving and handling

- *Skills enabling children to show good control and coordination in large and small movements.*
- *Children are able to handle equipment and tools effectively, including pencils for writing.*

Health and self-care

- *Children know the importance of good health which includes physical exercise and a healthy diet.*

KS1 NC requirements:

- *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.*

KS2 NC requirements:

- *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

- *swim competently, confidently and proficiently over a distance of at least 25 metres*
- *use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]*
- *perform safe self-rescue in different water-based situations.*

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Progression through the school

Key concepts:				
<ul style="list-style-type: none"> • develop competence to excel in a broad range of physical activities • be physically active for sustained periods of time • engage in competitive sports and activities • lead healthy, active lives. 				
	EYFS	Year 1/2	Year 3/4	Year 5/6
Games understanding	<ul style="list-style-type: none"> ▪ work individually and with others ▪ engage and co-operate with others in physical activity ▪ participate in team games ▪ understand how to use equipment safely 	<ul style="list-style-type: none"> ▪ begin to apply basic movements in a range of activities ▪ Work individually and with others ▪ Participate as part of team ▪ Engage in competitive physical activities against self and others ▪ Understand how to use equipment safely ▪ Develop simple tactics for attacking and defending 	<ul style="list-style-type: none"> ▪ Pupils are familiar with basic rules of games and can apply them in a range of situations ▪ Pupils identify when they are successful ▪ Pupils are able to identify the sporting values ▪ Understand how equipment is used safely 	<ul style="list-style-type: none"> ▪ Pupils are able to show a good understanding of a variety of games ▪ They can adapt rules of a game for an intended purpose ▪ Pupils can assess their own performance and the performance of others ▪ Pupils consistently demonstrate good sporting values in a range of games ▪ They understand how to use a range of equipment safely
Invasion Games	<ul style="list-style-type: none"> ▪ to move and stop confidently ▪ be able to negotiate space effectively ▪ roll a ball or hoop ▪ throw a ball underarm ▪ explore balancing ▪ participate in team games 	<ul style="list-style-type: none"> ▪ participate in team games ▪ improve the way they co-ordinate and control their bodies ▪ develop and use simple tactics in games ▪ catch and control a ball in movement with a partner ▪ take part in games where there is an opposition ▪ be able to pass and stop a ball accurately ▪ be able to intercept a moving ball ▪ understand the role of an attacker and defender 	<ul style="list-style-type: none"> ▪ Move with a ball towards a goal with increased control ▪ Pass, receive and shoot the ball with increased control ▪ Understand the role of attacker and defender ▪ Work as part of a team to keep possession and score goals ▪ Defend one on one and know when and how to win the ball ▪ Move into space to support your team ▪ Use simple tactics to help a team score or gain possession 	<ul style="list-style-type: none"> ▪ Understand there are different skills for different games ▪ Pass, receive and shoot a ball with increased accuracy and under pressure ▪ Select the appropriate action to match the situation ▪ Move into a space to support a team ▪ Create an vary tactics to help a team ▪ Select and apply different movement skills to lose a defender ▪ Use marking and/or interception to improve defending

Net and wall games	<ul style="list-style-type: none"> ▪ Keep themselves safe in a space during an activity / game ▪ Shows skills used to be able to play certain games ▪ <i>Work with a partner in throwing and catching games</i> ▪ Hit a ball with control using an appropriate piece of equipment ▪ Develop improved hand eye co-ordination 	<ul style="list-style-type: none"> ▪ Return a ball to a partner using basic racket skills ▪ Use a range of shots/passes into different areas within a court ▪ Demonstrate good footwork on the court ▪ Move quickly around using a variety of movement patterns ▪ Return to the ready position to defend the court 	<ul style="list-style-type: none"> ▪ Use a wider range of skills in game situations and begin to use some of these under pressure ▪ Select and apply preferred skills with increased consistency ▪ Identify and use a variety of tactics ▪ Play co-operatively with a partner or in a team ▪ Demonstrate good footwork to cover a court in a game
Striking and fielding Games	<ul style="list-style-type: none"> ▪ Choose and use a variety of simple tactics ▪ Catch and control a ball in movement working with a partner or in a small group ▪ Take part in games where there is an opposition ▪ Begin to lead games ▪ Be able to hit a ball accurately using a piece of equipment 	<ul style="list-style-type: none"> ▪ Use overarm and underarm throwing and catching skills with increased accuracy ▪ Develop greater accuracy in catching a ball ▪ Strike a ball after a bounce ▪ Bowl a ball at a target with some accuracy and consistency ▪ Choose simple tactics for different situation 	<ul style="list-style-type: none"> ▪ Strike a bowled ball with increasing accuracy ▪ Use some tactics in the game as a bowler, batter and fielder ▪ Bowl a ball at a target with some accuracy and consistency ▪ Select the appropriate action for a situation in a game

		EYFS	Year 1/2	Year 3/4	Year 5/6
Athletics	Running	<ul style="list-style-type: none"> ▪ Develop skills in running ▪ Vary their speed of running based on commands ▪ <i>Use comparative language such as faster/slower/ longer etc</i> 	<ul style="list-style-type: none"> ▪ Run for 1 minute ▪ Show differences in running at speed and jogging ▪ Use different techniques to meet challenges ▪ <i>Describe different ways of running</i> 	<ul style="list-style-type: none"> ▪ Run smoothly at different speeds ▪ Choose different styles of running of different distances ▪ Pace and sustain their effort over longer distances ▪ Watch and <i>describe specific aspects of running (e.g. what arms and legs are doing)</i> ▪ Recognise and record how the body works in different types of challenges over different distances ▪ Carry out stretching and warm-up safely ▪ Set realistic targets of times to achieve over a short and longer distance (with guidance) 	<ul style="list-style-type: none"> ▪ Sustain pace over longer distance – 2 minutes ▪ Perform relay change-overs ▪ <i>Identify the main strengths of a performance of self and others</i> ▪ <i>Identify parts of the performance that need to be improved</i> ▪ Perform a range of warm-up exercises specific to running for short and longer distances ▪ <i>Explain how warming up affects performance</i> ▪ <i>Explain why athletics can help stamina and strength</i> ▪ Set realistic targets for self, of times to achieve over a short and longer distance
	Jumping	<ul style="list-style-type: none"> ▪ Develop skills in jumping with a range of equipment ▪ Perform 3 basis jumps (2-2, 2-1, 1-2) ▪ <i>Use comparative language such as faster/slower/ longer etc</i> 	<ul style="list-style-type: none"> ▪ Perform the 5 basic jumps (2-2, 2-1, 1-2, 1-1 same foot, 1 to 1 landing on other foot) ▪ Perform combinations of the above ▪ Show control at take-off and landing ▪ <i>Describe different ways of jumping</i> ▪ <i>Explain what is successful or how to improve</i> 	<ul style="list-style-type: none"> ▪ Perform combinations of jumps e.g. hop, step, jump showing control and consistency ▪ Choose different styles of jumping ▪ Watch and <i>describe specific aspects of jumping e.g. what arms and legs are doing</i> ▪ Set realistic targets when jumping for distance for or height (with guidance) 	<ul style="list-style-type: none"> ▪ Perform combinations of jumps e.g. hop, step, jump showing control and consistency ▪ Demonstrate a range of jumps showing power and control and consistency at both take-off and landing ▪ Set realistic targets for self, when jumping for distance or height

Throwing	<ul style="list-style-type: none"> ▪ Develop skills in throwing with a range of equipment ▪ Develop a good underarm throw and roll with accuracy ▪ Use comparative language such as faster/slower/ longer etc 	<ul style="list-style-type: none"> ▪ Throw into targets ▪ Perform a range of throwing actions e.g. rolling, underarm, overarm ▪ Describe different ways of throwing ▪ Explain what is successful or how to improve 	<ul style="list-style-type: none"> ▪ Explore different styles of throwing, e.g. pulling, pushing and slinging (to prepare for javelin, shot and discus) ▪ Throw with greater control ▪ Consistently hit a target with a range of implements ▪ Watch and describe specific aspects of throwing (e.g. what arms and legs are doing) ▪ Set realistic targets when throwing over an increasing distance and understand that some implements will travel further than others (guidance) 	<ul style="list-style-type: none"> ▪ Throw with greater accuracy, control and efficiency of movement using pulling, pushing and slinging action with foam javelin, shot and discus ▪ Organise small groups to SAFELY take turns when throwing and retrieving implements ▪ Set realistic targets for self, when throwing over an increasing distance and understand that some implements will travel further than others
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Dance	Compose	<ul style="list-style-type: none"> ▪ Copy some moves ▪ Develop control of movement using: <ul style="list-style-type: none"> ○ Actions (WHAT) – travel, stretch, twist, turn, jump ○ Space (WHERE) – forwards, backwards, sideways, high, low, safely showing an awareness of others ○ Relationships (WHO) – on own and with a partner by teaching each other 2 movements to create a dance with 4 actions ○ Dynamics (HOW) – slowly, quickly, with appropriate expression 	<ul style="list-style-type: none"> ▪ Develop control of movement using: <ul style="list-style-type: none"> ○ Actions (WHAT) – travel, stretch, twist, turn, jump ○ Space (WHERE) – forwards, backwards, sideways, high, low, safely showing an awareness of others ○ Relationships (WHO) – on own and with a partner by teaching each other 2 movements to create a dance with 4 actions ○ Dynamics (HOW) – slowly, quickly, with appropriate expression ▪ Use own ideas to sequence dance ▪ Sequence and remember a short dance 	<ul style="list-style-type: none"> ▪ Create dance phrases/dances to communicate an idea ▪ Develop movement using: <ul style="list-style-type: none"> ○ Actions (WHAT); travel, turn, gesture, jump, stillness ○ Space (WHERE); formation, direction and levels ○ Relationships (WHO); whole group/duo/solo, unison/canon ○ Dynamics (HOW); explore speed, energy ▪ Choreographic devices; motif, motif development and repetition ▪ Structure a dance phrase, connecting different ideas, showing a clear beginning, middle and end ▪ Link phrases to music 	<ul style="list-style-type: none"> ▪ Create longer, challenging dance phrases/dances ▪ Select appropriate movement material to express ideas/thoughts/feelings ▪ Develop movement using: <ul style="list-style-type: none"> ○ Actions (WHAT); travel, turn, gesture, jump, stillness ○ Space (WHERE); formation, direction, level, pathways ○ Relationships (WHO); solo/duo/trio, unison/canon/contrast ○ Dynamics (HOW) explore speed, energy (e.g. heavy/light, flowing/sudden) ▪ Choreographic devices; motif, motif development, repetition, retrograde (performing motifs in reverse) ▪ Link phrases to music
	Perform	<ul style="list-style-type: none"> ▪ Move spontaneously showing some control and co-ordination ▪ Move with rhythm in the above actions ▪ Demonstrate good balance ▪ Begin to co-ordinate hand and leg movements ▪ Interact with a partner (e.g. holding hands, swapping places, meeting and parting) 	<ul style="list-style-type: none"> ▪ Move with confidence when walking, hopping, jumping, landing ▪ Move with increased rhythm in the above actions ▪ Demonstrate increasingly good balance ▪ Move in time with music ▪ Co-ordinate arm and leg actions (e.g. march and clap) ▪ Interact with a partner (e.g. holding hands, swapping places, meeting and parting) 	<ul style="list-style-type: none"> ▪ Perform dance to an audience showing confidence ▪ Show co-ordination, control and strength (Technical Skills) ▪ Show focus, projection and musicality (Expressive Skills) ▪ Demonstrate different dance actions – travel, turn, gesture, jump and stillness ▪ Demonstrate dynamic qualities – speed, energy and continuity ▪ Demonstrate use of space – levels, directions, pathways and body shape ▪ Demonstrate different relationships – mirroring, unison, canon, complementary & contrasting 	<ul style="list-style-type: none"> ▪ Perform dance to an audience showing confidence and clarity of actions ▪ Show co-ordination, control, alignment, flow of energy and strength (Technical Skills) ▪ Show focus, projection, sense of style and musicality (Expressive Skills) ▪ Demonstrate a wide range of dance actions – travel, turn, gesture, jump and stillness ▪ Demonstrate dynamic qualities – speed, energy, continuity, rhythm ▪ Demonstrate use of space – levels, directions, pathways, size and body shape ▪ Demonstrate different relationships – mirroring, unison, canon, complementary and contrasting, body part to body part and physical contact

Appreciate	<ul style="list-style-type: none"> Respond to own work and that of others when exploring ideas, feelings and preferences Recognise the changes in the body when dancing and how this can contribute to keeping healthy 	<ul style="list-style-type: none"> Show an awareness of different dance styles and traditions Understand and use simple dance vocabulary Compare and comment on their own and other's work -strengths and areas for improvement 	<ul style="list-style-type: none"> Show an awareness of different dance styles, traditions and aspects of their historical/social context Understand and use dance vocabulary Compare and evaluate their own and others' work
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		EYFS	Year 1/2	Year 3/4	Year 5/6
Gymnastics	Sequencing	<ul style="list-style-type: none"> Perform gymnastic sequence with a balance, a travelling action, a jump and a roll Teach sequence to a partner and perform together 		<ul style="list-style-type: none"> Perform a gymnastic sequence with clear changes of speed, 3 different balances with 3 different ways of travelling Work with a partner to create a sequence. From starting shape move together by e.g. travelling on hands and feet, rolling, jumping. Then move apart to finish 	<ul style="list-style-type: none"> Create a sequence of up to 8 elements:(e.g. a combination of asymmetrical shapes and balances and symmetrical rolling and jumping actions; changes of direction and level and show mirroring; and matching shapes and balances Create a longer more complex sequence of up to 10 elements e.g. a combination of counter balance/ counter tension, twisting/turning, travelling on hands and feet, as well as jumping and rolling
	Balance	<ul style="list-style-type: none"> Stand and sit "like a gymnast" Explore the 5 basic shapes: straight/tucked/star/ straddle/pike Balance in these shapes on large body parts: back, front, side, bottom Explore balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively) Develop balance by showing good tension in the core and tension and extension in the arms and legs, hands and feet Develop balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively) Challenge balance and use of core strength by exploring and developing use of upper body strength taking weight on hands and feet – front support (press up position) and back support (opposite) <p>NB: ensure hands are always flat on floor and fingers point the same way as toes</p>		<ul style="list-style-type: none"> Explore and develop use of upper body strength taking weight on hands and feet – front support (press up position) and back support (opposite) NB: ensure hands are always flat on floor and fingers point the same way as toes Explore balancing on combinations of 1/2/3/4 "points" e.g. 2 hands and 1 foot, head and 2 hands in a tucked head stand Balance on floor and apparatus exploring which body parts are the safest to use Explore balancing with a partner: facing, beside, behind and on different levels Move in and out of balance fluently 	<ul style="list-style-type: none"> Perform balances with control, showing good body tension Mirror and match partner's balance i.e. making same shape on a different level or in a different place Explore symmetrical and asymmetrical balances on own and with a partner Explore and develop control in taking some/all of a partner's weight using counter balance (pushing against) and counter tension (pulling away from) Perform a range of acrobatic balances with a partner on the floor and on different levels on apparatus Perform group balances at the beginning, middle or end of a sequence. Consider how to move in and out of these balances with fluency and control Begin to take more weight on hands when progressing bunny hop into hand stand
	Travel	<ul style="list-style-type: none"> Begin to travel on hands and feet (hands flat on floor and fully extend arms) Monkey walk (bent legs and extended arms) Caterpillar walk (hips raised so legs as well as arms can be fully extended. Keep hands still while walking feet towards hands, keep feet still while walking hands away from feet until in front support position) Bunny hop (transfer weight to hands) 		<ul style="list-style-type: none"> Use a variety of rolling actions to travel on the floor and along apparatus Travel with a partner; move away from and together on the floor and on apparatus Travel at different speeds e.g. move slowly into a balance, travel quickly before jumping Travel in different pathways on the floor and using apparatus, explore different entry and exit points other than travelling in a straight line on apparatus 	<ul style="list-style-type: none"> Travel sideways in a bunny hop and develop into cartwheeling action keeping knees tucked in and by placing one hand then the other on the floor Increase the variety of pathways, levels and speeds at which you travel Travel in time with a partner, move away from and back to a partner

	Jump	<ul style="list-style-type: none"> Explore shape in the air when jumping and landing with control (e.g. star shape, pencil/straight) Jump off an object and land appropriately 	<ul style="list-style-type: none"> Explore leaping forward in stag jump, taking off from one foot and landing on the other (on floor and along bench controlling take-off and landing) Add a quarter or half turn into a jump before landing Make a twisted shape in the air and control landing by keeping body upright throughout the twisting action 	<ul style="list-style-type: none"> Make symmetrical and asymmetrical shapes in the air Jump along, over and off apparatus of varying height with control in the air and on landing Add a half turn or full turn into a jump whilst in the air Add a tuck into a jump whilst in the air
Gymnastics	Roll	<ul style="list-style-type: none"> Continue to develop control in different rolls Pencil roll – from back to front keeping body and limbs in straight shape Egg roll – lie on side in tucked shape, holding knees tucked into chest roll onto back and onto other side. Repeat to build up core strength Dish roll – with extended arms and legs off the floor, roll from dish to arch shape slowly and with control Begin forward roll (crouch in tucked shape, feet on floor, and hands flat on floor in front. Keep hands and feet still, raise hips in the air to inverted 'V' position) 	<ul style="list-style-type: none"> Continue to develop control in rolling actions on the floor, off and along apparatus or in time with a partner. Combine the phases of earlier rolling actions to perform the full forward roll Begin the backward roll 	<ul style="list-style-type: none"> Explore different starting and finishing positions when rolling e.g. forward roll from a straddle position on feet and end in a straddle position on floor or feet/begin a backward roll from standing in a straight position, ending in a straddle position on feet Explore symmetry and asymmetry throughout the rolling actions
Swimming		<ul style="list-style-type: none"> Be confident to enter the water Understand safety around water Use a floatation aid within the water Begin to develop an understanding of basic first strokes Begin to swim unaided 	<ul style="list-style-type: none"> Be confident to enter the water Understand safety around water Develop knowledge and use a variety of strokes (front crawl, back stroke, breaststroke) Swim confidently and competently over a distance of at least 25m Perform safe self-rescue in different water situations 	
OAA		<ul style="list-style-type: none"> Use simple maps and diagrams to follow a trail Begin to work co-operatively with others Plan and <i>share ideas</i> <i>Discuss how to solve problems</i> <i>Select appropriate equipment for the task</i> 	<ul style="list-style-type: none"> Orientate simple maps and plans Find their way back from a base point <i>Co-operate and share ideas within a group</i> Listen to each other's ideas when planning a task and adapt Recognise that some outdoor activities can be dangerous Follow rules to keep self and others safe Select appropriate equipment s to solve a problem successfully <i>Choose effective strategies and change ideas if not working</i> 	<ul style="list-style-type: none"> Draw maps and plans and set trails for others to follow Use eight points of a compass to orientate <i>Plan and share roles within a groups based on people's strengths</i> Understand roles and responsibilities within a groups Adapt roles if they are not working Recognise and <i>talk about dangers of tasks</i> Recognise how to keep themselves safe and others Plan strategies to solve problems/plan routes / follow trails / build shelters <i>Implement and refine strategies</i>

Whole School Overview –

Year group	Hour	Autumn 1	Autumn2	Spring 1	Spring 2	Summer 1	Summer 2
R	1	Games (movement)	Games (throwing and catching)	Swimming Swim England scheme	Swimming Swim England scheme	Games (striking)	Team Games
	2	Dance Val Sabin	Gymnastics Val Sabin	Games (ball skills)	Games (net and wall games)	Athletics	Athletics
1	1	Games (movement)	Games (throwing and catching)	Swimming Swim England scheme	Swimming Swim England scheme	Games (striking)	Team games Val Sabin
	2	Dance Val Sabin	Gymnastics Val Sabin	Games (ball skills)	Games (net and wall games)	Athletics	Athletics
2	1	Games (movement)	Games (throwing and catching)	Swimming Swim England scheme	Swimming Swim England scheme	Games (striking)	Team games Val Sabin
	2	Dance Val Sabin	Gymnastics Val Sabin	Games (ball skills)	Games (net and wall games)	Athletics	Athletics
3	1	Swimming Swim England scheme	Swimming Swim England scheme	Invasion games: Hockey (o)	Invasion games: Netball (o)	Striking/fielding games: Danish longball / Rounders	Cricket / kabaddi / OAA
	2	Invasion games: Tag Rugby/handball (o) Archery (i)	Net/wall games: Volleyball (o) Kurling (i)	Dance: Zumba (i)	Gymnastics Rise (i)	Speed stacks (i)	Athletics
4	1	Swimming Swim England scheme	Swimming Swim England scheme	Invasion games: Hockey (o)	Invasion games: Netball (o)	Striking/fielding games: Danish longball / Rounders	Cricket / kabaddi / OAA
	2	Invasion games: Tag Rugby/handball	Net/wall games: volleyball	Dance: Zumba (i)	Gymnastics Rise (i)	Speed stacks (i)	Athletics
5	1	Swimming Swim England scheme	Swimming Swim England scheme	Invasion games: Hockey (o)	Invasion games: Netball (o)	Striking/fielding games: Danish longball / Rounders	Cricket / kabaddi / OAA
	2	Invasion games: Tag Rugby/handball	Net/wall games: volleyball	Dance: Zumba (i)	Gymnastics Rise (i)	Speed stacks (i)	Athletics
6	1	Swimming Swim England scheme	Swimming Swim England scheme	Invasion games: Hockey (o)	Invasion games: Netball (o)	Striking/fielding games: Danish longball / Rounders	Cricket / kabaddi / OAA
	2	Invasion games: Tag Rugby/handball	Net/wall games: volleyball	Dance: Zumba (i)	Gymnastics Rise (i)	Speed stacks (i)	Athletics

PE vocabulary - subject specific vocabulary (language you want the children to use and know the definition of)

Year 1 & 2

Gymnastics	Dance	Athletics	Games	Movement skills throughout all PE	Swimming
<p><i>Partner, sequence, link, side-step, repeat, fluency, apparatus, straddle jump, straight jump, tuck jump, pike, apparatus, star jump, low level, medium level, high level, contrast, variety, precision, rocking, rolling, pathway, imagination, combination, beginning, middle, end, equipment, safety, watch, listen, investigate</i></p>	<p><i>Dynamic, express, idea, understand, improve, fluent, vocabulary, explore, awareness, energy, tension, compose, perform, communicate, vary, beginning, middle, end, spatial awareness, structure, rhythm warm-up, cool-down,</i></p>	<p><i>Spatial awareness, obstacles, reactions, duration, describe, long, fast, short, opposite, hurdle, equipment, time, force, metres, area, side-on, station, maximum, minimum, combination,</i></p>	<p><i>Decision making, send and receive, target, rules, co-operation, awareness, improve, accuracy, consistency, distance, thrower, hitter, receiver, striking, fielding, under arm, over arm, height, tactic, score, situation, hot, heart-rate, quality, performance, success</i></p>	<p><i>Stretch high, stretch low, crab walk, change direction, movement, pathways, safety, stopping, signal, collision handling, control, gather, accuracy, pace, front foot, back foot, side-step,</i></p>	<p><i>breathe, strokes, safety</i></p>

Year 3 & 4

Gymnastics	Dance	Athletics	Games	Fitness skills throughout all PE	OAA	Swimming
<p><i>Plan, contrast, similarity, difference, muscle groups, adapt, phrases of movement, composition, combination, Symmetrical, asymmetrical, counter balance, unison, canon, spin, straight, body tension, tuck, straddle, pike, backwards, forwards, sideways, high level, low level, quickly, slowly, flow, dish, tension</i></p>	<p><i>Translating, stimuli, rhythm, expression, improvise, dynamics, relationship, meeting, parting, motif, turning, landing, isolation, partner, trigger, canon, unison, , choreographic, gesture, stillness, energy, repetition, phrase, movement, expression, change direction, spatial awareness, stimuli, improvise, actions, relationship, narrative, muscles, mobilise, interpret</i></p>	<p><i>Warm-up, cool-down, target area, heart rate, temperature, organise, compare, contrast, criteria, demonstrate, consistency, sling, push, pull, short-term, long-term, measure, record, position, evaluate</i></p>	<p><i>Territory, score, sending, receiving, opponent, strategy, offside, onside, footwork, landing, pivot, bounce pass, chest pass, overhead pass, contact, body position, outwit, adapt, patterns, routine, attacking drill, centre circle, court, free pass, lunging, marking</i></p>	<p><i>Heart rate, intensity, Star jump, press up, sit up, burpee, squat jump, high knees, stretching, warm-up, cool down, continuous</i></p>	<p><i>Environment, awareness, strategy, safety, feedback, success, failure, problems-solve, symbol, trail, hunt, alternative, conserve, describe, evaluate. guidance</i></p>	<p><i>breathe, strokes, efficiency, length, start, ascend, descend, safety, self-rescue, confident, water-based situations, proficient, kick, aerobic, drag, duck, high elbows, gala, grab start, personal best, pull, recovery, sprint, under water</i></p>

Year 5 & 6

Gymnastics	Dance	Athletics	Games	Fitness skills throughout all PE	OAA	Swimming
<p>Star jump, tuck jump, straddle jump, pike, dynamics, composition, combination, body shape, precision, arch, asymmetrical, symmetrical, counterbalance, unison, Canon, flexibility, mental focus, bridging counter-balance, counter-tension,</p>	<p>Motif, motif development, unison, canon, contrast complement, call and response, action, reaction, formation, stillness change of weight, force stimulus, prop, audience character, timing, dynamics</p>	<p>Distance, target, warm-up , cool-down, stretching, pace, combination, push, pull, measure, record, challenge, relay, heart rate, power, rules, judge, organise, seconds, minutes, run-up, bent elbows, high knees, degrees,</p>	<p>Jump shot, drive shot, block, goalkeeper, defender, attacker, handle, change direction, side-step, court, rebound, foul, bowler, batsman, fielder, over-arm, under-arm, interception, body position, grip, wicket keeper, batsman, umpire, boundary, wicket, crease</p>	<p>Heart rate, intensity, Star jump, press up, sit up, burpee, squat jump, high knees, stretching, warm-up, cool down, continuous</p>	<p>navigate, map reading, appraise, hazards, bearing, compass, trail, problem solve, plan, communicate, discuss, safety, key, symbols</p>	<p>breathe, strokes, efficiency, length, start, ascend, descend, safety, self-rescue, confident, water-based situations, proficient, kick, aerobic, drag, duck, high elbows, grab start, personal best, pull, recovery, sprint, under water</p>