

PHYSICAL EDUCATION CURRICULUM

'Sport has the power to change the world. It has the power to inspire. It has the power to unite people in a way that little else does.'

Nelson Mandela

Physical Education: Intent

We value the importance of sport, physical education and activity in our school, and see it as a critical player in ensuring that our children are physically and mentally healthy. We aim to develop them to become successful learners, confident individuals and responsible citizens.

We pride ourselves on delivering a high-quality PE curriculum, which is an integral part of the whole school curriculum and one that staff, pupils and parents understand and can contribute to.

We want every child to leave Nascot Wood Junior school physically literate and with the knowledge, skills and motivation necessary to equip them for a healthy lifestyle and lifelong participation in physical activity and sport.

Physical Education National Curriculum purpose of study:

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

The Physical Education Curriculum:

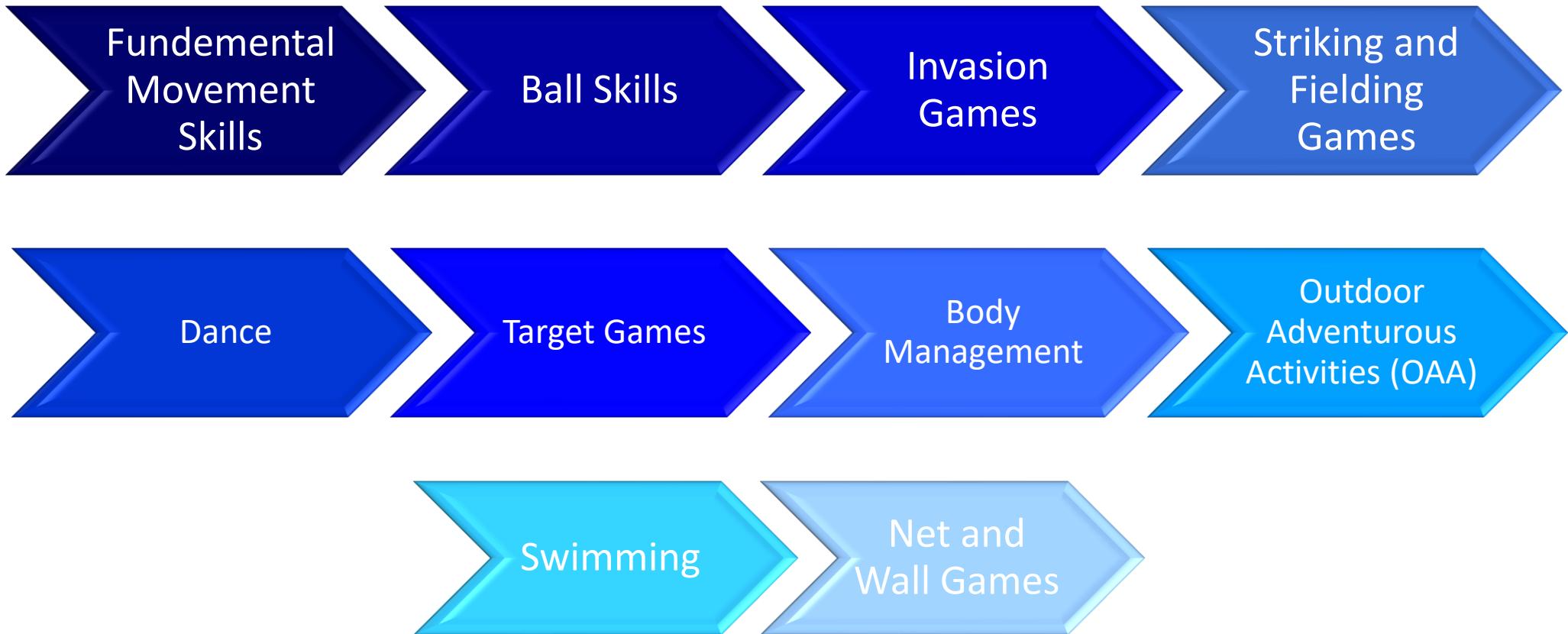
Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve 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.
- 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.

Within the P.E. Curriculum, there are ten main fields that are covered across the curriculum through a variety of sports.



National Curriculum Aims:

The national curriculum for physical education aims to ensure that all pupils:

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

How is the Physical Education curriculum covered at Nascot Wood?

At Nascot Wood Junior School, our P.E. curriculum is taught through the Get Set 4 P.E. Scheme. The children undertake a wide range of sports including competitive and non-competitive sports. Swimming is taught in all four year groups by an external swimming teacher. The children have regular opportunities to take part in a variety of competitive inter-school competitions. In addition, each year all children take part in a sport's day and a swimming gala as well as intra-school matches during P.E. lessons.

How is the Physical Education curriculum taught at Nascot Wood?

Throughout their time at Nascot Wood Junior School, the children will learn 20 different sports over the four years.

During summer 2, all children take part in swimming instead of an indoor sport.

To ensure there are a wide variety of sports taught, some are taught in each year, and some are taught in every other year to allow for skills from the same category of sport to be transferred and applied in a variety of situations.

	Year 3		Year 4		Year 5		Year 6	
	Outdoor	Indoor	Outdoor	Indoor	Outdoor	Indoor	Outdoor	Indoor
Autumn 1	Football	Fundamentals	Cricket	Ball skills	Football	Dance	Hockey	Volleyball
Autumn 2	Golf	Handball	Basketball	Yoga	Golf	Fitness	Basketball	Yoga
Spring 1	OAA	Gymnastics	Hockey	Dodgeball	Tennis	Gymnastics	OAA	Dance
Spring 2	Rounders	Fitness	OAA	Gymnastics	OAA	Handball	Tennis	Gymnastics
Summer 1	Athletics	Dance	Tennis	Dance	Athletics	Badminton	Cricket	Dodgeball
Summer 2	Tennis	Swimming	Athletics	Swimming	Rounders	Swimming	Athletics	Swimming

Physical Education in Year 3:

Autumn

Sport	Type of sport	Key Skills
Football (Outdoor)	Invasion games	Dribble, pass, receive, track
Fundamentals (Indoor)	Fundamental movement skills	Balance, run, dodge, hop, jump, skip
Golf (Outdoor)	Target games	Balance, co-ordination, striking
Handball (Indoor)	Invasion games	Throw, catch, run, dribble, shoot, change direction, change speed

Spring

Sport	Type of sport	Key Skills
OAA (Outdoor)	Outdoor Adventurous Activities	Balance, co-ordination, run at speed, run over distance
Gymnastics (Indoor)	Body management	Point and patch balances, jumps, straight roll, barrel roll, forward roll
Rounders (Outdoor)	Striking and fielding games	Underarm and overarm throw, catch, bowl, track a ball, field and retrieve a ball, bat
Fitness (Indoor)	Fundamental movement skills	Agility, balance, co-ordination, speed, stamina, strength

Summer

Sport	Type of sport	Key Skills
Athletics (Outdoor)	Fundamental movement skills	Sprint, jump for distance, push throw, pull throw
Dance (Indoor)	Dance	Actions, dynamics, space, relationships
Tennis (Outdoor)	Net and Wall games	Forehand, backhand, throwing, catching, rallying
Swimming (Outdoor)	Swimming	Submersion, float, glide, front crawl, backstroke, breaststroke, rotation, scull, tread water, handstands, surface dives, H.E.L.P and huddle position

Physical Education in Year 4:

Autumn

Sport	Type of sport	Key Skills
Cricket (Outdoor)	Striking and fielding games	Underarm and overarm throwing, overarm bowling, batting, two handed pick up, short barrier
Ball Skills (Indoor)	Ball skills	Track, throw, catch, dribble, kick
Basketball (Outdoor)	Invasion games	Run, jump, throw, catch, dribble, shoot
Yoga (Indoor)	Body management	Balance, flexibility, strength, co-ordination

Spring

Sport	Type of sport	Key Skills
Hockey (Outdoor)	Invasion games	Dribble, pass, receive, intercept, run, shoot
Dodgeball (Indoor)	Target games	Throw, catch, dodge, jump
OAA (Outdoor)	Outdoor Adventurous Activities	Balance, run at speed, run over distance, co-ordination
Gymnastics (Indoor)	Body management	Individual and partner balances, rotation jumps, straight roll, barrel roll, forward roll, straddle roll, bridge, shoulder stand

Summer

Sport	Type of sport	Key Skills
Tennis (Outdoor)	Net and Wall games	Throwing, catching, forehand, backhand, rallying
Dance (Indoor)	Dance	Actions, dynamics, space, relationships
Athletics (Outdoor)	Fundamental movement skills	Pace, sprint, jump for distance, throw for distance
Swimming (Outdoor)	Swimming	Submersion, float, glide, front crawl, backstroke, breaststroke, rotation, scull, tread water, handstands, surface dives, H.E.L.P and huddle position

Physical Education in Year 5:

Autumn

Sport	Type of sport	Key Skills
Football (Outdoor)	Invasion games	Dribble, pass, receive, track, tackle
Dance (Indoor)	Dance	Actions, dynamics, space, relationships
Golf (Outdoor)	Target games	Balance, co-ordination, striking
Fitness (Indoor)	Fundamental movement skills	Agility, balance, co-ordination, speed, stamina, strength

Spring

Sport	Type of sport	Key Skills
Tennis (Outdoor)	Net and Wall games	Forehand groundstroke, backhand groundstroke, forehand volley, backhand volley, underarm serve, rallying
Gymnastics (Indoor)	Body management	Symmetrical and asymmetrical balances, rotation jumps, straight roll, forward roll, straddle roll, backward roll, cartwheel, bridge, shoulder stand
OAA (Outdoor)	Outdoor Adventurous Activities	Balance, co-ordination, run at speed, run over distance
Handball (Indoor)	Invasion games	Throw, catch, run, dribble, shoot, change direction, change speed

Summer

Sport	Type of sport	Key Skills
Athletics (Outdoor)	Fundamental movement skills	Pace, sprint, relay changeovers, jump for distance, push throw, pull throw
Badminton (Indoor)	Net and Wall games	Underarm clear, overarm clear, serving, rallying
Rounders (Outdoor)	Striking and fielding games	Underarm and overarm throw, catch, bowl, track a ball, field and retrieve a ball, bat
Swimming (Outdoor)	Swimming	Submersion, float, glide, front crawl, backstroke, breaststroke, rotation, scull, tread water, handstands, surface dives, H.E.L.P and huddle position

Physical Education in Year 6:

Autumn

Sport	Type of sport	Key Skills
Hockey (Outdoor)	Invasion games	Dribble, pass, receive, tackle, intercept, run, shoot
Yoga (Indoor)	Body management	Balance, strength, flexibility, co-ordination
Basketball (Outdoor)	Invasion games	Run, jump, throw, catch, dribble, shoot
Volleyball (Indoor)	Net and Wall games	Throw, catch, set, dig, serve, rally

Spring

Sport	Type of sport	Key Skills
OAA (Outdoor)	Outdoor Adventurous Activities	Balance, co-ordination, run at speed, run over distance
Dance (Indoor)	Dance	Actions, dynamics, space, relationships
Tennis (Outdoor)	Net and Wall games	Forehand groundstroke, backhand groundstroke, forehand volley, backhand volley, underarm serve, rallying
Gymnastics (Indoor)	Body management	Straddle roll, forward roll, backward roll, counterbalance, counter tension, bridge, shoulder stand, handstand, cartwheel, flight

Summer

Sport	Type of sport	Key Skills
Cricket (Outdoor)	Striking and fielding games	Deep and close catch, underarm and overarm throw, overarm bowl, long and short barrier, batting
Dodgeball (Indoor)	Target games	Throw, catch, dodge, block
Athletics (Outdoor)	Fundamental movement skills	Pace, sprint, jump for distance, push throw, fling throw
Swimming (Outdoor)	Swimming	Rotation, scull, tread water, glide, front crawl, backstroke, breaststroke, surface dives, float, huddle and H.E.L.P. position

Physical Education skills progression:

There are 46 different categories that the skills and knowledge taught are separated into. These are covered in each year group across a variety of sports.

Physical Education skills across the key stage:

Actions

Year group	Skill	Sport
Year 3	Create actions in response to a stimulus individually and in groups.	Dance
Year 3	To understand that sharing ideas with others enables my group to work collaboratively and try ideas before deciding on the best actions for our dance.	Dance
Year 3	Create short dance phrases that communicate an idea.	Dance
Year 3	Use canon, unison and formation to represent an idea.	Dance
Year 4	Respond imaginatively to a range of stimuli related to character and narrative.	Dance
Year 4	To understand that some actions are better suited to a certain character, mood or idea than others.	Dance
Year 4	Choreograph considering structure individually, with a partner and in a group.	Dance
Year 4	Use action and reaction to represent an idea.	Dance
Year 5	To choreograph dances by using, adapting and developing actions and steps from different dance styles.	Dance
Year 5	To understand that different dance styles utilise selected actions to develop sequences in a specific style.	Dance
Year 5	Choreograph phrases individually and with others considering actions, dynamics, space and relationships in response to stimulus.	Dance
Year 6	Show controlled movements which express emotion and feeling.	Dance
Year 6	To understand that actions can be improved with consideration to extension, shape and recognition of intent.	Dance
Year 6	Work creatively and imaginatively individually, with a partner and in a group to choreograph longer phrases and structure dance considering actions, space, relationship and dynamics in relation to a theme.	Dance

Agility

Year group	Skill	Sport
Year 3	Show balance when changing direction.	Fitness
Year 3	To understand how agility helps us with everyday tasks.	Fitness
Year 4	Show balance when changing direction at speed in combination with other skills.	Athletics
Year 5	Demonstrate improved body posture and speed when changing direction.	Fitness
Year 5	To understand that to change direction I push off my outside foot and turn my hips.	Fitness
Year 6	Change direction with a fluent action and can transition smoothly between varying speeds.	Athletics

Attacking

Year group	Skill	Sport
Year 3	Develop movement skills to lose a defender.	Football, Handball
Year 3	Explore shooting actions in a range of invasion games.	Football, Handball
Year 3	Change direction with increasing speed in game situations.	Football, Handball
Year 3	To know my role as an attacker.	Football, Handball
Year 4	Change direction to lose an opponent with some success.	Basketball, Hockey
Year 4	Ro recognise when to pass and when to shoot.	Basketball, Hockey
Year 5	Use a variety of techniques to lose an opponent e.g. change of direction or speed.	Football, Handball
Year 6	Confidently change direction to lose an opponent.	Basketball, Hockey
Year 6	Confidently change direction to successfully outwit an opponent.	Basketball, Hockey

Balance

Year group	Skill	Sport
Year 3	Demonstrate balance when performing other fundamental skills.	Athletics, Fundamentals
Year 3	To understand how balance helps us with everyday tasks.	Fundamentals
Year 3	Explore point and patch balances and transition smoothly into and out of them.	Gymnastics
Year 3	Explore more complex activities which challenge balance.	Fitness
Year 3	To understand that I can make my balances look interesting by using different levels.	Fitness, Gymnastics
Year 3	Complete balances with increasing stability, control and techniques.	Gymnastics
Year 4	Explore using breath to maintain balance within a pose.	Yoga
Year 4	To understand that moving with the breath will help with balance.	Yoga
Year 4	Develop control and fluency in individual and partner balances.	Gymnastics
Year 4	To know how to keep myself and others safe when performing partner balances.	Gymnastics
Year 4	Use body tension to perform balances both individually and with a partner.	Gymnastics
Year 4	Demonstrate good balance when performing other fundamental skills.	Athletics
Year 5	Explore symmetrical and asymmetrical balances.	Gymnastics
Year 5	To understand how to use contrasting balances to make my sequences look interesting.	Gymnastics
Year 5	Change my body position to maintain a controlled centre of gravity.	Fitness
Year 5	To understand that dynamic balances are harder than static balances as my centre of gravity changes.	Fitness
Year 5	Show increasing control and balance when moving from one balance to another.	Gymnastics
Year 5	Demonstrate good balance and control when performing other fundamental skills.	Athletics
Year 6	To explore counterbalance and counter tension	Gymnastics
Year 6	Link combinations of poses for balance with increased control in transition.	Yoga
Year 6	To know where and when to apply force to maintain control and balance.	Gymnastics, Yoga
Year 6	Combine and perform more complex balances with control, technique and fluency.	Gymnastics
Year 6	Show fluency and control when travelling, landing, stopping and changing direction.	Athletics

Breathing

Year group	Skill	Sport
Year 3	Begin to explore front crawl breathing technique.	Swimming
Year 3	To know that turning my head to the side to breathe will allow me to swim with good technique.	Swimming
Year 3	Confidently and consistently retrieve an object from the floor with the same breath.	Swimming
Year 3	Begin to co-ordinate breath in time with basic strokes showing some consistency in timing.	Swimming
Year 4	Demonstrate improved breathing technique in front crawl.	Swimming
Year 4	Confidently and consistently retrieve an object from the floor with the same breath.	Swimming
Year 4	To know that breathing out with a slow consistent breath enables me to swim for longer before needing another breath.	Swimming
Year 4	Begin to co-ordinate breath in time with basic strokes showing some consistency in timing.	Swimming
Year 5	Explore underwater breaststroke breathing technique over a distance of 25m.	Swimming
Year 5	To know that breathing every three strokes helps to balance my stroke and allows me to practise breathing on both sides.	Swimming
Year 5	Confidently co-ordinate a smooth and consistent breathing technique with a range of strokes.	Swimming
Year 6	Demonstrate a smooth and consistent breathing technique in a range of strokes over a distance of 25m.	Swimming
Year 6	To understand that the more I practice my breathing in the water, the more my heart and lungs can work effectively and aid my muscles with the ability to utilise oxygen when swimming.	Swimming
Year 6	Confidently co-ordinate a smooth and consistent breathing technique with a range of strokes.	Swimming

Catching

Year group	Skill	Sport
Year 3	Catch with some consistency in game situations.	Rounders
Year 3	To know that you need to move your feet towards the ball.	Rounders
Year 3	Catch a ball passed to you using one and two hands with some success.	Handball, Rounders
Year 4	To catch with increasing consistency.	Dodgeball
Year 4	Catch different sized objects with increasing consistency with one and two hands.	Ball Skills
Year 4	To know to adjust my hands to the height of the ball.	Ball Skills
Year 4	To know that moving my feet to a ball and pulling it in to my chest will help me to catch more consistently.	Dodgeball
Year 4	Begin to catch with one and two hands with some consistency in game situations.	Cricket
Year 4	Know to track the ball as it is thrown to help to improve the consistency of catching.	Cricket
Year 4	Catch a ball passed to them using one and two hands with increasing success.	Ball skills, Basketball, Cricket, Dodgeball
Year 5	Demonstrate good technique under pressure.	Handball, Rounders
Year 5	Explore catching skills (close深深) and apply these with some consistency in game situations.	Rounders
Year 5	To understand when to use different types of catching.	Handball, Rounders
Year 5	To understand when to use a close catch technique or deep catch technique.	Rounders
Year 5	Catch and intercept a ball using one and two hands with some success in game situations.	Handball
Year 6	Demonstrate increasing consistency of catching under pressure in a variety of game situations.	Basketball, Cricket, Dodgeball

Year 6	To know how to catch a ball for different situations, considering trajectory, speed, height and size of the ball.	Basketball, Cricket, Dodgeball
Year 6	To know that I need to make quick decisions on if to catch or if to dodge the ball.	Dodgeball
Year 6	Know that accuracy, speed and consistency of catching will help to limit a batter's score.	Cricket
Year 6	Catch and intercept a ball using one and two hands with some success in game situations.	Basketball, Dodgeball

Communication

Year group	Skill	Sport
Year 3	Follow and give instructions and accept other peoples' ideas.	Outdoor Adventurous Activities
Year 3	To know to take turns when giving ideas and not to interrupt each other.	Outdoor Adventurous Activities
Year 3	Follow instructions from a peer and give simple instructions.	Outdoor Adventurous Activities
Year 3	Work collaboratively with a partner and a small group.	Outdoor Adventurous Activities
Year 4	Confidently communicate ideas and listen to others before deciding on the best approach.	Outdoor Adventurous Activities
Year 4	To understand that there are different types of communication and that I can communicate without talking.	Outdoor Adventurous Activities
Year 4	Accurately follow instructions given by a peer and give clear and usable instructions to a peer.	Outdoor Adventurous Activities
Year 5	Explore a variety of communication methods with increasing success.	Outdoor Adventurous Activities
Year 5	To know to be descriptive but concise when giving instructions e.g. 'two steps to the left'.	Outdoor Adventurous Activities
Year 5	Use clear communication when working in a group and taking on different roles.	Outdoor Adventurous Activities
Year 4	Begin to lead others providing clear instructions.	Outdoor Adventurous Activities
Year 6	Inclusively communicate with others, share job roles and lead when necessary.	Outdoor Adventurous Activities
Year 6	To know that good communication skills are key to solving problems and working effectively as a team.	Outdoor Adventurous Activities
Year 6	Communicate with others clearly and effectively when under pressure.	Outdoor Adventurous Activities
Year 6	Confidently lead others and showing consideration of including all within a group.	Outdoor Adventurous Activities

Co-ordination

Year group	Skill	Sport
Year 3	To co-ordinate the body with increased consistency in a variety of activities.	Fitness
Year 3	To understand how co-ordination helps us with everyday tasks.	Fitness
Year 4	Begin to co-ordinate your body at speed in response to a task.	Athletics
Year 5	To demonstrate increased speed when co-ordinating the body.	Fitness
Year 5	To understand that people will have varying levels of co-ordination and that I can get better with practice.	Fitness
Year 5	Can co-ordinate a range of body parts at increased speed.	Athletics, Fitness
Year 6	Can co-ordinate a range of body parts with a fluent action at a speed appropriate to the challenge.	Athletics

Defending

Year group	Skill	Sport
Year 3	Develop tracking opponents to limit their scoring opportunities.	Football, Handball
Year 3	To know my role as a defender.	Football, Handball
Year 4	Develop defending one on one and begin to intercept.	Basketball, Hockey
Year 4	To know when to mark and when to attempt to win the ball.	Basketball, Hockey
Year 5	Develop tracking and marking with increased success.	Football, Handball
Year 5	Explore intercepting a ball using one and two hands.	Handball
Year 6	Use a variety of defending skills (tracking, interception, jockeying) in game situations.	Basketball, Hockey

Dribbling

Year group	Skill	Sport
Year 3	Dribble a ball with feet with control.	Football
Year 3	Dribble a ball with feet with some control in game situations.	Football
Year 3	Explore dribbling the ball abiding by the rules of the game under some pressure.	Football, Handball
Year 3	To know that dribbling is an attacking skill which helps us to move towards a goal or away from defenders.	Football, Handball
Year 4	Dribble a ball with increasing control and co-ordination.	Ball skills
Year 4	To know that dribbling with soft hands/touches will help me to keep control.	Ball skills
Year 4	Link dribbling the ball with other actions and change direction whilst dribbling with some control.	Basketball, Hockey
Year 4	Link dribbling the ball with other actions with increasing control.	Basketball, Hockey
Year 4	To know that protecting the ball as I dribble will help me to maintain possession.	Basketball, Hockey
Year 5	Use dribbling to change the direction of play with some control under pressure.	Football
Year 5	Dribble with feet with some control under increasing pressure.	Football
Year 5	To know that dribbling in different directions will help to lose a defender in game situations.	Football
Year 6	Dribble consistently using a range of techniques with increasing control under pressure.	Basketball, Hockey
Year 6	Use dribbling to change the direction of play with control under pressure.	Basketball, Hockey
Year 6	Use a variety of dribbling techniques to maintain possession under pressure.	Basketball, Hockey
Year 6	Choose the appropriate skill for the situation under pressure.	Basketball, Hockey

Dynamics

Year group	Skill	Sport
Year 3	Use dynamics effectively to express an idea.	Dance
Year 3	To understand that all actions can be performed differently to help to show effect.	Dance
Year 3	Match dynamic and expressive qualities to a range of ideas.	Dance
Year 4	Change dynamics confidently within a performance to express changes in character or narrative.	Dance
Year 4	To understand that some dynamics are better suited to a certain character, mood or idea than others.	Dance
Year 5	Confidently use dynamics to express different dance styles.	Dance

Year 5	To understand that different dance styles utilise selected dynamics to express mood.	Dance
Year 5	Confidently perform choosing appropriate dynamics to represent an idea.	Dance
Year 6	Explore, improvise and combine dynamics to express ideas fluently and effectively on my own, with a partner or in a small group.	Dance
Year 6	To understand that selecting a variety of dynamics in my performance can help to take the audience on a journey through my dance idea.	Dance
Year 6	Improvise and combine dynamics demonstrating an awareness of the impact on performance.	Dance

Emotional

Year group	Skill	Sport
Year 3	Persevere when finding a challenge difficult.	All sports
Year 3	Understand what their best looks like and that they work hard to achieve it.	All sports
Year 3	Begin to use rules showing awareness of fairness and honesty.	All games
Year 3	Show an awareness of how other people feel.	All sports
Year 4	Persevere when finding a challenge difficult.	All sports
Year 4	Understand what their best looks like and that they work hard to achieve it.	All sports
Year 4	Begin to use rules showing awareness of fairness and honesty.	All games
Year 4	Show an awareness of how other people feel.	All sports
Year 5	Understand what maximum effort looks and feels like and show determination to achieve it.	All sports
Year 5	Use different strategies to prepare to achieve personal best.	All sports
Year 5	Compete within rules showing fair play and honesty when playing independently.	All games
Year 5	Are confident to attempt tasks and challenge outside of their comfort zone.	All sports
Year 6	Understand what maximum effort looks and feels like and show determination to achieve it.	All sports
Year 6	Use different strategies to prepare to achieve personal best.	All sports
Year 6	Compete within rules showing fair play and honesty when playing independently.	All games
Year 6	Are confident to attempt tasks and challenge outside of their comfort zone.	All sports

Fielding

Year group	Skill	Sport
Year 3	Explore bowling to a target.	Rounders
Year 3	Explore fielding skills to include a two-handed pick up.	Rounders
Year 3	Know that striking to space away from fielders will help you to score.	Rounders
Year 4	Develop bowling with some consistency, abiding by the rules of the game.	Cricket
Year 4	To know that it is easier to field the ball that is coming towards you rather than away, so set up accordingly.	Cricket
Year 5	Develop an underarm bowling technique.	Rounders
Year 5	Develop long and short barrier and two handed pick up.	Rounders
Year 5	To know that backing up a fielder as a ball is being thrown will help to increase the chance of fielding successfully.	Rounders
Year 6	Use a wider range of fielding skills with increasing control under pressure.	Cricket
Year 6	Know which fielding action to apply for the situation.	Cricket

Flexibility

Year group	Skill	Sport
Year 3	Demonstrate increased flexibility and extension in your actions.	Gymnastics
Year 4	Demonstrate increased extension in poses.	Yoga
Year 4	To understand which body parts I am trying to extend in different poses.	Yoga
Year 4	Demonstrate increased flexibility and extension in more challenging actions.	Gymnastics, Yoga
Year 5	Use flexibility to improve the quality of the actions performed as well as linking actions.	Gymnastics
Year 6	Confidently transition from one pose to another showing extension connected to breath.	Yoga
Year 6	To know which of my muscles require more practice to increase my flexibility.	Yoga

Floating

Year group	Skill	Sport
Year 3	Float on front and back using different shapes with increasing control.	Swimming
Year 4	Float on front and back using different shapes with increasing control.	Swimming
Year 5	Confidently link a variety of floating actions together demonstrating good technique and control.	Swimming
Year 6	Confidently link a variety of floating actions together demonstrating good technique and control.	Swimming

Footwork

Year group	Skill	Sport
Year 3	Consistently use and return to the ready position in between shots.	Tennis
Year 3	To know that using simple tactics will help to achieve an outcome e.g. if we spread out, we can cover more space.	Tennis
Year 4	Begin to use appropriate footwork patterns to move around the court.	Tennis
Year 4	To know that the correct foot position will help with balance before playing a shot.	Tennis
Year 5	Demonstrate effective footwork patterns to move around the court.	Badminton, Tennis
Year 5	To know that using small, quick steps will allow adjustment to the stance to play a shot.	Badminton, Tennis
Year 6	Demonstrate a variety of footwork patterns relevant to the game.	Tennis, Volleyball
Year 6	To know that using the appropriate footwork will help with a quick reaction to the ball, allowing for time to prepare to play a shot.	Tennis, Volleyball

Jumping

Year group	Skill	Sport
Year 3	Develop technique when jumping for distance in a range of approaches and take off positions.	Athletics.
Year 3	To know that jumping and landing quickly to help to further to distance of the jump.	Athletics
Year 3	Develop stepping into shape jumps with control	Gymnastics
Year 3	To understand that changing the take off and shape of the jump can make them look interesting.	Gymnastics
Year 3	Jump for distance and height with an awareness of techniques.	Athletics, Fitness, Fundamentals
Year 4	To develop technique when jumping for distance.	Athletics
Year 4	To understand that transferring weight will further the distance of the jump.	Athletics

Year 4	To develop control in performing and landing rotation jumps.	Gymnastics
Year 4	To know that landing toes first, looking forwards and bending the knees controls the landing.	Gymnastics
Year 4	Jump for distance showing balance and control.	Athletics
Year 5	To explore technique and rhythm in the triple jump.	Athletics
Year 5	To know that driving the knees high and fast can build power and therefore increase the distance of the jump.	Athletics
Year 5	Select a range of jumps to include in sequence work	Gymnastics
Year 5	To understand that using jumps to link actions and changing the shape of them will make sequences look interesting.	Gymnastics
Year 5	Perform a range of more complex jumps showing some technique.	Athletics, Fitness
Year 6	Develop power, control and technique in the triple jump.	Athletics
Year 6	To understand that a run up builds speed and power and therefore increases the distance of the jump.	Athletics
Year 6	To combine and perform a range of gymnastic jumps more fluently and effectively.	Gymnastics
Year 6	To understand that taking off from two feet will give the jump more height and therefore more time in the air.	Gymnastics
Year 6	Perform jumps for distance using good technique.	Athletics

Jumping and hopping

Year group	Skill	Sport
Year 3	Link jumping and hopping actions.	Fundamentals
Year 3	Know that jumping and landing in quick succession, will create momentum to help you jump further.	Fundamentals
Year 3	Link running, hopping and jumping actions using different take offs and landings.	Athletics, fundamentals
Year 4	Link hopping and jumping actions with some control.	Athletics
Year 5	Show take-off and landing in more complex jumping activities.	Athletics
Year 6	Link running, jumping and hopping actions with greater control and co-ordination.	Athletics

Inverted movements

Year group	Skill	Sport
Year 3	Demonstrate some strength and control when taking weight on different body parts for longer periods of time.	Gymnastics
Year 4	Develop strength in bridge and shoulder stand	Gymnastics
Year 4	Know that inverted movements are actions in which the hips go above the head.	Gymnastics
Year 5	Explore progressions of a cartwheel.	Gymnastics
Year 5	To understand that sometimes movements need to be done slowly to gain control and other times quickly to build momentum.	Gymnastics
Year 6	Develop control in progressions of a cartwheel, bridge and shoulder stand.	Gymnastics
Year 6	Understand that by spreading your weight across a base of support will help when balancing.	Gymnastics

Navigational skills

Year group	Skill	Sport
Year 3	To identify the current location on a map.	Outdoor Adventurous Activities
Year 3	Know how to hold a map so that the items on the map match the ones that have been placed out.	Outdoor Adventurous Activities
Year 3	Oriентate and follow a diagram / map.	Outdoor Adventurous Activities
Year 4	Identify key symbols on a map.	Outdoor Adventurous Activities
Year 4	Follow a route on a map.	Outdoor Adventurous Activities
Year 4	Understand how to use a key.	Outdoor Adventurous Activities
Year 4	Use the cardinal points on a map to orientate it.	Outdoor Adventurous Activities
Year 4	Use a key to navigate around a grid.	Outdoor Adventurous Activities
Year 5	Develop navigational skills and map reading in increasingly challenging tasks.	Outdoor Adventurous Activities
Year 5	Use a key to identify objects and locations.	Outdoor Adventurous Activities
Year 5	Oriентate a map confidently using it to navigate around a course.	Outdoor Adventurous Activities
Year 6	Oriентate a map effectively to navigate around a course with multiple points.	Outdoor Adventurous Activities
Year 6	Confidently and efficiently orientate a map, identifying key features to navigate around a course.	Outdoor Adventurous Activities
Year 6	To understand why having good navigational skills are important.	Outdoor Adventurous Activities

Performance

Year group	Skill	Sport
Year 3	Perform short, self-choreographed phrases showing awareness of timing.	Dance
Year 3	To understand how to use timing techniques such as canon and unison to create an effect.	Dance
Year 3	Choose actions that flow well into one another both on and off apparatus	Gymnastics
Year 3	Copy, remember and perform a dance phrase.	Dance
Year 4	Perform complex dances that communicate narrative and character well.	Dance
Year 4	To perform clearly and fluently.	Dance
Year 4	To know that being aware of other performers in a group will allow the group to move in time.	Dance
Year 4	Plan and perform sequences showing control and technique with and without a partner.	Gymnastics
Year 4	Copy, remember and adapt set choreography.	Dance
Year 5	Perform dances expressively using a range of performance skills showing accuracy and fluency.	Dance
Year 5	To understand what makes a performance effective and know how to apply these principles.	Dance
Year 5	Create and perform more complex sequences of actions with a good level of quality, control and technique with and without a partner.	Gymnastics
Year 5	Accurately copy and repeat set choreography on different styles of dance showing a good sense of timing.	Dance
Year 6	Demonstrate a clear understanding of timing in relation to music and other dancers throughout a performance.	Dance
Year 6	To understand how a leader can ensure a dance group will perform together.	Dance
Year 6	Plan and perform with precision, control and fluency, a sequence of actions including a wide range of skills.	Gymnastics
Year 6	Perform dances confidently and fluently with accuracy and good timing.	Dance

Problem solving

Year group	Skill	Sport
Year 3	Discuss how to follow trails and solve problems.	Outdoor Adventurous Activities
Year 3	Work with others to select appropriate equipment for the task.	Outdoor Adventurous Activities
Year 3	To know that trying ideas before deciding on a solution will help the team to come up with the best idea.	Outdoor Adventurous Activities
Year 3	Plan and attempt to apply strategies to solve problems.	Outdoor Adventurous Activities
Year 4	Plan independently and in small groups, implementing a strategy with increased success.	Outdoor Adventurous Activities
Year 4	Know that discussing the advantages and disadvantages of ideas will help to guide you towards a conclusion about which idea to use.	Outdoor Adventurous Activities
Year 4	Plan and apply strategies to solve problems.	Outdoor Adventurous Activities
Year 5	Explore tactical planning within a team to overcome increasingly challenging tasks.	Outdoor Adventurous Activities
Year 5	Recognise that there may be more than one to solve a challenge and that trial and error may help guide you to the best possible solution.	Outdoor Adventurous Activities
Year 5	Plan and apply strategies with to others to more complex challenges.	Outdoor Adventurous Activities
Year 6	Pool ideas within a group, selecting and applying the best method to solve a problem.	Outdoor Adventurous Activities
Year 6	To understand that being able to solve a problem is an important skill in life.	Outdoor Adventurous Activities
Year 6	Use critical thinking skills to form ideas and strategies selecting and applying the best method to solve a problem.	Outdoor Adventurous Activities

Rallying

Year group	Skill	Sport
Year 3	Explore rallying using a forehand.	Tennis
Year 3	Know that hitting towards a partner will help them to return the ball easier and keep the rally going.	Tennis
Year 4	Develop rallying using both forehand and backhand with increased technique.	Tennis
Year 4	To know that by moving the feet to the ball with help to hit it in a more balanced position therefore increasing the accuracy of the shot.	Tennis
Year 5	To use a variety of shots to keep a continuous rally.	Badminton, Tennis
Year 5	Know that playing the appropriate shot will help to keep the rally going.	Badminton, Tennis
Year 5	To know that control is more important than power to keep a rally going.	Badminton, Tennis
Year 6	Successfully apply a variety of shots to keep a continuous rally.	Tennis, Volleyball
Year 6	To understand how to play different shots depending on if a rally is co-operative or competitive.	Tennis, Volleyball

Reflection

Year group	Skill	Sport
Year 3	To reflect on when and why you are successful at solving challenges.	Outdoor Adventurous Activities
Year 3	Use others' success to help you improve.	Outdoor Adventurous Activities
Year 4	With increased accuracy, critically reflect on when and why you are successful at solving challenges.	Outdoor Adventurous Activities
Year 4	Watch, describe and evaluate the effectiveness of the team's strategy, giving ideas for improvements.	Outdoor Adventurous Activities
Year 5	Reflect on when success has occurred at solving challenges and to alter the methods in order to improve.	Outdoor Adventurous Activities
Year 5	Explain why a particular strategy worked.	Outdoor Adventurous Activities
Year 6	With increasing accuracy, reflect on how success at solving challenges is achieved and to alter methods in order to improve.	Outdoor Adventurous Activities

Rolls

Year group	Skill	Sport
Year 3	Develop the straight, barrel and forward roll.	Gymnastics
Year 3	To understand the safety considerations when performing more difficult rolls.	Gymnastics
Year 4	Develop the straight, barrel, forward and straddle roll and perform them with increased control.	Gymnastics
Year 4	Understand that using body tension will help keep the shape of the roll.	Gymnastics
Year 5	Develop control in the straight, barrel, forward, straddle and backward roll.	Gymnastics
Year 5	To understand that working withing your own capabilities might be different to others'.	Gymnastics
Year 6	Develop fluency and consistency in the straddle, forward and backward roll.	Gymnastics
Year 6	Understand that momentum can be used when rolling and where it comes from.	Gymnastics

Rules

Year group	Skill	Sport
Year 3	To know the rules of the event and begin to apply them.	Athletics
Year 3	To know the rules of the game and begin to apply them.	Football, Golf Handball, Rounders, Tennis
Year 3	To know that using the rules honestly will help to keep yourself and others safe.	Outdoor Adventurous Activities
Year 3	To know that the water should be clear of swimmers before entering.	Swimming
Year 4	To know and understand the rules to be able to manage your own events.	Athletics
Year 4	To know and understand the rules to be able to manage a game.	Basketball, Cricket, Dodgeball, Hockey, Tennis
Year 4	To understand the importance of working with integrity.	Outdoor Adventurous Activities
Year 4	To understand the water safety rules.	Swimming
Year 5	To understand and apply rules in a variety of events using official equipment.	Athletics
Year 5	To understand and apply rules in a variety of invasion games whilst playing and officiating.	Football, Handball
Year 5	To understand and apply rules in a variety of net and wall games whilst playing and officiating.	Badminton, Tennis
Year 5	To know that abiding by rules will enable your classmates to complete the course e.g. not moving controls.	Outdoor Adventurous Activities
Year 5	To understand and apply rules in a variety of striking and fielding games whilst playing and officiating.	Cricket
Year 5	To understand rules in and around water.	Swimming
Year 5	To understand and apply rules in a variety of target games whilst playing and officiating.	Golf
Year 6	To understand and apply rules in events that pose an increased risk.	Athletics
Year 6	To understand, apply and use rules consistently in a variety of invasion games whilst playing and officiating.	Basketball, Hockey
Year 6	To understand, apply and use rules consistently in a variety of net and wall games whilst playing and officiating.	Tennis, Volleyball
Year 6	To understand the rules and think creatively to solve the challenge whilst abiding by the rules.	Outdoor Adventurous Activities
Year 6	To understand, apply and use rules consistently in a variety of striking and fielding game whilst playing and officiating.	Cricket
Year 6	To understand that different environments have different rules to keep us safe around water.	Swimming
Year 6	To understand, apply and use rules consistently in a variety of target games whilst playing and officiating.	Dodgeball

Running

Year group	Skill	Sport
Year 3	To develop the sprinting technique and apply it to relay events.	Athletics
Year 3	To understand that leaning forward slightly increases speed (acceleration).	Athletics, Fundamentals
Year 3	To understand that leaning in the opposite direction helps to decrease speed (deceleration).	Athletics, Fundamentals
Year 3	To be able to change direction.	Fundamentals
Year 3	Show an increase and decrease in speed.	Fundamentals
Year 3	Understand how agility helps us with everyday tasks.	Fundamentals
Year 3	Show balance, co-ordination and technique when running at different speeds, stopping with control.	Athletics, Fitness Fundamentals
Year 4	To develop an understanding of speed and pace in relation to distance.	Athletics
Year 4	Develop power and speed in sprinting technique.	Athletics
Year 4	To understand that pace is important when running for a long period of time.	Athletics
Year 4	To understand that power comes from a high knee drive, pumping of the arms and running on the balls of the feet.	Athletics
Year 4	Demonstrate how and when to speed up and slow down when running.	Athletics
Year 5	Apply fluency and co-ordination when running for speed in relay changeovers.	Athletics
Year 5	To effectively apply speeds appropriate for the event.	Athletics
Year 5	To understand that taking big, consistent strides helps to create a rhythm which increases speed.	Athletics
Year 5	To understand that keeping a steady breath helps when running longer distances.	Athletics
Year 5	Run at the appropriate speed over longer distances or for longer periods of time.	Athletics, Fitness
Year 6	To demonstrate a clear understanding of pace and use it to develop their own and others' technique.	Athletics
Year 6	To understand that it is important to prepare the body for running and know which muscle groups are needed.	Athletics
Year 6	Demonstrate a controlled running technique using the appropriate speed over longer distances or for longer periods of time.	Athletics

Sending & receiving

Year group	Skill	Sport
Year 3	Send a ball with accuracy and increasing consistency to a target.	Football, Golf, Handball
Year 3	Explore sending and receiving abiding by the rules of the game.	Football, Golf, Handball
Year 3	Use a variety of throwing techniques in game situations.	Handball
Year 3	Kick towards a partner in game situations.	Football
Year 3	Catch a ball passed to them using one and two hands with some success.	Handball
Year 3	Receive a ball sent using different parts of the foot.	Football
Year 3	Strike a ball with varying techniques.	Football, Golf
Year 4	Develop passing techniques appropriate to the game with increasing success.	Basketball, Hockey
Year 4	Catch a ball using one and two hands.	Basketball
Year 4	Receive a ball with an object with increasing success.	Hockey
Year 4	To accurately use a range of techniques to send a ball to a target.	Ball skills
Year 4	To know that there are a variety of ways to send the ball and that it may depend on the situation e.g. distance, speed, if there is a defender.	Ball skills

Year 5	To demonstrate clear technique when sending a ball under pressure.	Handball, Football
Year 5	Develop control when sending & receiving under pressure.	Handball, Football
Year 5	Receive a ball using different parts of the foot under pressure with increasing control.	Football
Year 5	To know that controlling the ball before sending it will help it to be accurately.	Football, Handball
Year 5	Use a variety of kicking techniques with some control under increasing pressure.	Football
Year 6	To show good technique when sending a ball with increasing control, accuracy and consistency under pressure.	Basketball, Hockey
Year 6	Sending and receiving consistently using a range of techniques with increasing control under pressure.	Basketball, Hockey
Year 6	To understand and make quick decisions about when, how and who to pass to.	Basketball, Hockey
Year 6	Receive a ball with consideration to the net move.	Basketball, Cricket, Hockey

Serving

Year group	Skill	Sport
Year 5	Develop the range of serving techniques appropriate to the game.	Badminton, Tennis
Year 5	To know that serving is how to start a game or a rally.	Badminton, Tennis
Year 5	Use the rules applies to the activity of serving.	Badminton, Tennis
Year 6	To serve accurately and consistently.	Tennis, Volleyball
Year 6	Begin to apply tactics when serving e.g. aiming to serve short on the first point and then long on the second point.	Tennis, Volleyball

Shapes

Year group	Skill	Sport
Year 3	Explore matching and contrasting shapes.	Gymnastics
Year 3	Understand how to use body tension to make a shape look better.	Gymnastics
Year 4	Develop the range of shapes used in sequences.	Gymnastics
Year 4	Understand how shapes can be used to improve a sequence.	Gymnastics
Year 5	Perform shapes consistently and fluently linked with other gymnastic actions.	Gymnastics
Year 5	Understand that shapes underpin all other skills.	Gymnastics
Year 6	Combine and perform gymnastic shapes more fluently and effectively.	Gymnastics
Year 6	To know which shapes to use for each skill.	Gymnastics
Year 6	Confidently transition from one action to another showing appropriate control and extension for the complexity of the action.	Gymnastics, Yoga

Shots

Year group	Skill	Sport
Year 3	Explore returning the ball using shots such as the forehand and the backhand.	Tennis
Year 3	To know that pointing the racket face where the ball needs to go and facing in the same direction will help with accuracy of the shot.	Tennis
Year 4	Demonstrate technique when using shots playing co-operatively and beginning to execute this competitively.	Tennis
Year 4	To understand when to play a forehand and backhand and why.	Tennis
Year 5	Develop the range of shots used in a variety of games.	Badminton, Tennis

Year 5	To know which skill to choose for the situation e.g. if the ball or shuttlecock is close to the net	Badminton, Tennis
Year 6	Demonstrate increased success and technique in a variety of shots.	Tennis, Volleyball
Year 6	Understand the appropriate skills for the situation under pressure e.g. choosing to play the ball short over the net if the opposition has just moved to the back of the court.	Tennis, Volleyball

Skipping

Year group	Skill	Sport
Year 3	Jump and turn a skipping rope.	Fundamentals
Year 3	Understand that the rope should be turned from the wrists with wide hands to create a gap to step through.	Fundamentals

Social

Year group	Skill	Sport
Year 3	Encourage and motivate other to work to their personal best.	All sports
Year 3	Work with others to achieve a shared goal.	All sports
Year 3	Work with other to self-manage games	All games
Year 4	Encourage and motivate other to work to their personal best.	All sports
Year 4	Work with others to achieve a shared goal.	All sports
Year 4	Work with other to self-manage games	All games
Year 5	Share ideas with others and work together to decide on the best approach to a task.	All sports
Year 5	Lead others and show consideration of including all within a group.	All games
Year 5	Communicate with others clearly and effectively.	All games
Year 6	Share ideas with others and work together to decide on the best approach to a task.	All sports
Year 6	Lead others and show consideration of including all within a group.	All games
Year 6	Communicate with others clearly and effectively.	All games

Space and relationships

Year group	Skill	Sport
Year 3	Use direction to transition between formations.	Dance
Year 3	Develop an understanding of formations.	Dance
Year 3	Understand that space can be used to help a dance to flow.	Dance
Year 3	To understand that 'formation' means the same in dance as it does in other activities such as football, rugby and gymnastics.	Dance
Year 3	Develop using space as a team.	Football, Handball
Year 3	To know that spreading out as a team the defenders can be moved away from each other.	Football, Handball
Year 3	Use space with some success in game situations.	Football, Handball, Rounders, Tennis
Year 4	Confidently use changes in level, direction and pathway.	Dance
Year 4	Use action and reaction to represent an idea.	Dance

Year 4	Understand that space can be used to express a certain character, mood or idea.	Dance
Year 4	To understand that some relationships are better suited to a certain character, mood or idea than others.	Dance
Year 4	Develop moving into space to help the team.	Basketball, Hockey
Year 4	To know that moving into a space will help the team to keep possession and score a goal.	Basketball, Hockey
Year 4	Create and use space with some success in game situations.	Basketball, Cricket, Dodgeball, Hockey, Tennis
Year 5	Confidently use direction and patterning to express different dance styles.	Dance
Year 5	Confidently use formations, canon and unison to express a dance idea.	Dance
Year 5	Understand that different dance styles use selected relationships to express mood.	Dance
Year 5	To understand what makes a performance effective and know how to apply these principles to your own and others' work.	Dance
Year 5	Explore moving to make space for yourself and the team.	Football, Handball
Year 5	To know by moving to a space even if not receiving the ball will create space for a teammate.	Football, Handball
Year 5	Create and use space for yourself and others with some success.	Badminton, Football, Handball, Rounders, Tennis
Year 6	To use a variety of compositional principles when creating a dance.	Dance
Year 6	To know that combining space and relationships with a prop can help when expressing a dance idea.	Dance
Year 6	Move from the correct space when transitioning from attack to defence or defence to attack and create and use space for self and others.	Basketball, Hockey

Speed

Year group	Skill	Sport
Year 3	Explore sprinting technique	Athletics, Fitness
Year 3	Understand that leaning slightly forwards helps to increase speed.	Athletics, Fitness
Year 3	Leaning in the opposite direction to travel helps reduce speed.	Athletics, Fitness
Year 5	Apply to best pace for a set distance of time.	Fitness
Year 5	Understand that taking big, consistent strides will help to create a rhythm which increases speed.	Athletics, Fitness

Stamina

Year group	Skill	Sport
Year 3	Explore using breath to increase the ability to work for longer periods of time.	Fitness
Year 3	Understand how stamina helps in other life activities.	Fitness
Year 5	To use a steady pace to be able to move for sustained periods of time.	Fitness
Year 5	Understand that keeping a steady breath will allow you to move for longer periods of time.	Fitness

Strategy

Year group	Skill	Sport
Year 3	To know that by showing sensitivity towards the music, the performance will look more complete.	Dance
Year 3	To know that if different levels are used it will help to make the sequence look interesting.	Gymnastics
Year 4	Engage with mindfulness activities with increased focus.	Yoga
Year 4	Understand that mindfulness is a personal journey.	Yoga
Year 4	To select from a range of dance techniques to translate an idea.	Dance
Year 4	Know that if different directions are used it will help to make the sequence look interesting.	Gymnastics
Year 5	To know that if dance principles are used it will help with the expression of an atmosphere or mood.	Dance
Year 5	To know that if different pathways are used it help to make the sequence look interesting.	Gymnastics
Year 6	Explore methods to control how you feel with some success.	Yoga
Year 6	Identify times in everyday life when mindfulness would be helpful for wellbeing.	Yoga
Year 6	To know that if you keep in character throughout, it will help with the expression of an atmosphere or mood that can be interpreted by the audience.	Dance
Year 6	To know that if changes in formation are used it will help to make the sequence look interesting.	Gymnastics

Strength

Year group	Skill	Sport
Year 3	Explore using breath to increase the ability to work for longer periods of time.	Fitness
Year 3	To know when completing strength activities, they need to be performed slowly and with control for safety.	Fitness
Year 3	Demonstrate some strength and control when taking weigh ton different parts of the body for longer periods of time.	Gymnastics
Year 4	Demonstrate increased control and strength when in a pose.	Yoga
Year 4	Understand that people have different levels of strength.	Yoga
Year 4	Demonstrate increasing strength and control when taking own and others weight.	Gymnastics
Year 5	Demonstrate increased technique in body weigh exercises.	Fitness
Year 5	To know the muscles which are being used by name	Fitness
Year 5	Use strength to improve the quality of an action and the range of actions available.	Gymnastics
Year 6	Explore poses that challenge your strength and work to maintain increased control and strength when in and transitioning between poses.	Yoga
Year 6	Understand that strength can be built up by practicing in your own time.	Yoga
Year 6	Demonstrate more complex actions with a good level of strength and technique.	Gymnastics, Yoga

Striking

Year group	Skill	Sport
Year 3	Begin to strike a bowled ball after a bounce with different equipment.	Rounders
Year 3	Knowing that striking to space away from fielders will help with scoring.	Rounders
Year 3	Begin to strike a ball with accuracy and balance.	Golf
Year 3	Know that using a smooth action will help to increase the accuracy.	Golf
Year 3	Strike a ball with varying techniques.	Golf, Rounders

Year 4	Develop batting technique with a range of equipment.	Cricket
Year 4	Know that using the centre of the bat will provide the most control and accuracy.	Cricket
Year 4	Strike a ball using varying techniques with increasing accuracy.	Cricket
Year 5	Explore defensive and driving hitting techniques and directional batting.	Rounders
Year 5	Understand that stance is important to allow the batter to be balanced when hitting.	Rounders
Year 5	Develop a wider range of striking techniques and begin to use them under pressure.	Golf
Year 5	Know that aligning the body and equipment before striking with help with balance.	Golf
Year 5	Strike a ball using a wider range of skills.	Golf, Rounders
Year 6	Strike a bowled ball with increasing accuracy and consistency.	Cricket
Year 6	Understand that the momentum and power for striking a ball come from legs as well as arms.	Cricket
Year 6	Strike a ball using a wider range of skills to outwit and opponent.	Cricket

Strokes

Year group	Skill	Sport
Year 3	Explore technique for specific strokes to include head above water breaststroke, backstroke and front crawl.	Swimming
Year 3	Know that lifting the hips will help you to stay afloat whilst swimming.	Swimming
Year 3	Demonstrate a fair level of technique, consistently co-ordinating the correct body parts in a range of strokes.	Swimming
Year 3	Combine gliding and floating on front and back over an increased distance.	Swimming
Year 4	Develop technique for specific strokes to include head above water breaststroke, backstroke and front crawl.	Swimming
Year 4	Understand that keeping the legs together for crawl helps the swimmer to stay straight in the water.	Swimming
Year 4	Demonstrate a fair level of technique, consistently co-ordinating the correct body parts in a range of strokes.	Swimming
Year 4	Combine gliding and floating on front and back over an increased distance.	Swimming
Year 5	Demonstrate increased technique in a range of strokes, swimming over a distance of 25m.	Swimming
Year 5	Understand that pulling harder through the water enables the swimmer to travel the distance in fewer strokes and travel faster.	Swimming
Year 5	Combine gliding and transitioning into an appropriate stroke with good control.	Swimming
Year 5	Confidently combine skills to retrieve an object from greater depth.	Swimming
Year 5	Confidently demonstrate good technique in a wider range of strokes over increased distances.	Swimming
Year 6	Identify personal best in a range of strokes.	Swimming
Year 6	Successfully select and apply your fastest stroke over a distance of 25m.	Swimming
Year 6	Understand that making the body streamlined helps the swimmer to glide through the water.	Swimming
Year 6	Combine gliding and transitioning into an appropriate stroke with good control.	Swimming
Year 6	Confidently combine skills to retrieve an object from greater depth.	Swimming
Year 6	Confidently demonstrate good technique in a wider range of strokes over increased distances.	Swimming

Tactics

Year group	Skill	Sport
Year 3	To know that using simple tactics will help the team to achieve an outcome e.g. marking a player to help gain possession.	Football, Handball
Year 3	To know that using simple tactics will help to achieve an outcome e.g. spreading out allows more space to be covered.	Tennis
Year 3	To know that using simple tactics will help the team to achieve an outcome e.g. spreading out to deny space.	Rounders
Year 3	Use simple tactics individually and in a team.	Football, Handball, Rounders, Tennis
Year 4	To know that applying tactics will help to maintain possession and score goals.	Basketball, Hockey
Year 4	To know that applying defending tactics will help to deny space, gain possession and stop goals.	Basketball, Hockey
Year 4	To know that applying tactics will enable more points to be scored.	Tennis
Year 4	To know that applying defending tactics will help you to deny space, return a ball and limit points.	Tennis
Year 4	To know that applying attacking tactics will help to score points and avoid getting out.	Cricket
Year 4	To know that applying defending tactics will help to deny space, get opponents out and limit points.	Cricket
Year 4	To apply attacking tactics will help you to score points and get opponents out.	Dodgeball
Year 4	To know that applying defending tactics will help you to stay in the game.	Dodgeball
Year 4	Use simple tactics to help the team score or gain possession.	Basketball, Dodgeball, Hockey
Year 5	To understand the need for tactics and identify when to use them in different situations.	Badminton, Football, Golf, Handball, Rounders, Tennis
Year 6	To know how to create and apply a tactic for a specific situation or outcome.	Basketball, Dodgeball, Hockey
Year 6	To understand when to apply some tactics for attacking and / or defending.	Tennis, Volleyball
Year 6	To understand some tactics in a game as a batter, bowler and fielder.	Cricket
Year 6	Work collaboratively to create tactics within the team and evaluate the effectiveness of these.	Basketball, Dodgeball, Hockey, Volleyball

Thinking

Year group	Skill	Sport
Year 3	Pupils make quick decisions when selecting and applying skills to a situation. E.g. who to pass to and where to move.	All games
Year 3	Select and apply from a wider range of skills and actions in response to a task.	All sports
Year 3	Provide feedback using terminology.	All sports
Year 4	Pupils make quick decisions when selecting and applying skills to a situation. E.g. who to pass to and where to move.	All games
Year 4	Select and apply from a wider range of skills and actions in response to a task.	All sports
Year 4	Provide feedback using terminology.	All sports
Year 5	Reflect and evaluate their performances both as a group and as an individual and suggest areas for improvement.	All sports
Year 5	Recognise and explain their thought process when playing games or completing tasks. E.g. You moved her because your teammate was over there.	All games
Year 5	Identify their own and others' strengths and areas for development providing sensitive feedback and can suggest ways to improve.	All sports
Year 5	Select and apply appropriate skills for the situation when under pressure.	All sports
Year 6	Reflect and evaluate their performances both as a group and as an individual and suggest areas for improvement.	All sports
Year 6	Recognise and explain their thought process when playing games or completing tasks. E.g. You moved her because your teammate was over there.	All games

Year 6	Identify their own and others' strengths and areas for development providing sensitive feedback and can suggest ways to improve.	All sports
Year 6	Select and apply appropriate skills for the situation when under pressure.	All sports

Throwing

Year group	Skill	Sport
Year 3	To explore the technique for a pull throw.	Athletics
Year 3	To understand that the speed of the movement helps to create power.	Athletics
Year 3	Use overarm and underarm throwing in game situations.	Rounders
Year 3	To know that overarm throwing is used for long distance and underarm throwing for shorter distances.	Rounders
Year 3	Use a variety of throwing techniques in game situations	Handball, Rounders
Year 3	Throw a variety of objects, changing action for accuracy and distance.	Athletics, Fundamentals
Year 4	Explore power and technique when throwing for distance in a pull and heave throw.	Athletics
Year 4	To understand that the transference of weight helps to further the distance of throw.	Athletics
Year 4	Use overarm and underarm throwing with consistency in game situations.	Cricket
Year 4	Understand that being balanced before throwing will help to improve the accuracy of the throw.	Cricket
Year 4	Throw with increasing accuracy at a target.	Dodgeball
Year 4	Know that one handed throws are used for speed and accuracy.	Dodgeball
Year 4	To know that keeping the elbow high and stepping with the opposite foot will help to increase the power of the throw	Dodgeball
Year 4	Use a variety of throwing techniques with increasing success in game situations.	Basketball, Cricket, Dodgeball
Year 4	Throw with some accuracy and power towards a target area.	Athletics
Year 5	To develop technique and power in javelin and shot put.	Athletics
Year 5	To know how to transfer weight in different throws to increase the distance.	Athletics
Year 5	Demonstrate good technique when using a variety of throws under pressure.	Rounders
Year 5	Understand where to throw the ball in relation to where a batter is.	Rounders
Year 5	Use a variety of throwing techniques with some control under increasing pressure.	Handball, Rounders
Year 5	Show accuracy and power when throwing for distance.	Athletics
Year 6	To develop power, control and technique when throwing discuss and shot put.	Athletics
Year 6	To understand that the body needs to be prepared for throwing and know which muscle groups will be used.	Athletics
Year 6	Consistently demonstrate good technique in throwing skills under pressure.	Cricket
Year 6	Consistently make good decisions of who to throw to and when to throw in order to get batters out.	Cricket
Year 6	To know that accuracy, speed and consistency in throwing will help to limit a batter's score.	Cricket
Year 6	Throw with increasing control under pressure.	Dodgeball
Year 6	Know who to throw at and when to throw in order to get opponents out.	Dodgeball
Year 6	Use a variety of throwing techniques including fake passes to outwit an opponent.	Basketball
Year 6	Show accuracy and good technique when throwing for distance.	Athletics

Timing

Year group	Skill	Sport
Year 3	Use counts to keep in time with a partner and group.	Dance
Year 4	Use counts when choreographing short phrases.	Dance
Year 5	Use counts accurately when choreographing to perform in time with others and the music.	Dance
Year 6	Use counts when choreographing and performing to improve the quality of work.	Dance

Tracking

Year group	Skill	Sport
Year 4	Consistently track a ball sent directly and indirectly.	Ball skills
Year 4	To know that tracking a ball is an important skill used in games and activities and be able to give examples of this.	Ball skills
Year 5	Demonstrate a range of techniques when tracking and collecting a ball.	Football, Handball
Year 5	To know that tracking a ball will help when quickly and successfully collecting / stopping / receiving it.	Football, Handball
Year 6	Demonstrate a wide range of techniques when tracking a ball under pressure.	Basketball, Hockey
Year 6	To know how to track a ball for different situations, considering, trajectory, speed, height and size of the ball.	Basketball, Hockey

Water Safety

Year group	Skill	Sport
Year 3	Explore technique for personal survival to include survival strokes such as sculling and treading water.	Swimming
Year 3	Know that treading water enables me to keep upright and in the same space.	Swimming
Year 3	Comfortably demonstrate sculling headfirst, feet first and treading water.	Swimming
Year 4	To be comfortable with some personal survival techniques to include survival stroke such as sculling and treading water.	Swimming
Year 4	To know what to do if you fall in the water.	Swimming
Year 4	Comfortably demonstrate sculling headfirst, feet first and treading water.	Swimming
Year 5	Explore safety techniques to include the H.E.L.P. and huddle positions.	Swimming
Year 5	To know that a group of people can huddle together to conserve body heat, support each other and provide a larger target for rescuers.	Swimming
Year 5	Select and apply the appropriate survival technique to the situation.	Swimming
Year 6	Perform a variety of survival techniques.	Swimming
Year 6	Know which survival technique to use for the situation.	Swimming
Year 6	Select and apply the appropriate survival technique to the situation.	Swimming

Vocabulary progression:

	Year 3	Year 4	Year 5	Year 6
Athletics	accuracy, baton, event, personal best, power, relay, speed, strength, technique	heave, launch, measure, official, officiate, pace, record, stamina, stride, transfer of weight	approach, changeover, consistent, dominant, drive, field, force, javelin, momentum, shot put, track	discus, explosive, fling, grip, maximum, meet, pattern, phase, release, rhythm, stance, strategy
Ball Skills		cushion, decision, momentum, pressure, react		
Dance	canon, explore, extend, feedback, formation, interact	action and reaction, flow, order, performance, phrase, relationship, represent, rhythm, structure	choreograph, choreography, collaboratively, genre, motif, posture, quality, transition	aesthetic, express, freeze frame, inspiration, mood, refine, rehearse, stimulus, style
Fitness	agility, co-ordination, control, progress, stamina, strength, technique		Consistent, drive, measure, motivate, persevere, power, stable	
Fundamentals	agility, co-ordination, control, rhythm, technique			
Gymnastics	body tension, contrast, extend flow, landing position, match, patch, point, take off	bridge, fluidly, inverted, momentum, perform, rotation, shoulder stand, stability, wrist grip	asymmetrical, canon, cartwheel, decide, extension, identify, mirroring, observe, performance, quality, stable, symmetrical, synchronisation, transition	aesthetics, competent, contrasting, counterbalance, counter tension, engage, execution, flight, formation. Handstand, progression, refine, structure, vault
Invasion Games	accurate, communicate, control, court, intercept, invasion, opposition, pitch, receiver, referee, teamwork, technique, tournament, umpire	accelerate, cushion, decision, delay, deny, gain, limit, momentum, obstruct, offside, onside, option, pressure, protect, support, tackle, timing	angle, ball carrier, barrier, close down, create, dominant, drive, maintain, rebound, situation, sporting behaviour, sportsmanship, stance	abide, appropriate, assess, ball side, consecutive, consistently, contest, definite, dictate, draw, extend, react, transition, turnover
Net and Wall Games	backhand, competition, control, co-operation, court, face, forehand, opponent, opposition, rally, react, tactic	alternate, co-operative, compete, contact, continuous, deny, extend receiver, reflect, swing	adjust, baseline, communicate, consecutive, create, cushion, dominant, option, pressure, readjust, release, serve, situation, sportsmanship, technique	abide, appropriate, direct, doubles, footwork, limit, opposing, placement, prepare, recover, service, stance, thrust
Outdoor Adventurous Activities (OAA)	collaborate, compass, course, discuss, honest, interrupt, route, symbol, tactics, teamwork, trust	effectively, key, leaser, navigate, orientate, reflect, role	cardinal points, compromise, concise, critical thinking, landmark, negotiate, strategy, verbal visual	adhere, approach, contribute, determine, evaluate, inclusive, location

Striking and Fielding Games	accuracy, caught, out, grip, no ball, run out, short barrier, strike, technique, tournament, umpire	compete, cushion, decision, limit, momentum, pressure, retrieve	backing up, close catch, deep catch, long barrier, situation, stance	abide, appropriate, assess, collaborate, consecutive, consistently
Swimming	backstroke, breaststroke, floating, front crawl, H.E.L.P. position, handstand, huddle, sidestroke, sinking, stroke, surface, surface, dive, tactics, technique, treading water, water safety	alternate, buoyancy, rotation, sculling, submerge, survival	continuously, dolphin kick, endurance, exhale, flutter kick, inhale, outstretched, personal best, retrieve, somersault, synchronised	afloat, buoyant, conserve, flexed, motion, propel, streamline
Target Games	agility, caught out, chip, communicate, drive, grip, hit out, opposition, power, putt, tactic, technique, tournament	adjust, avoid, cushion, decision, relaxed, support	align, angle, take, force, officiate, par situation, stance	abide, anticipate, appropriate, assess, collaborate, trajectory
Yoga		gratitude, lengthen, notice, stable, wellbeing		collaborate, engage, expand, fluidly, salutation

The impact of Physical Education at Nascot Wood:

- Our children are able to build on skills and knowledge learnt across a variety of sports as they progress through the school
- Children are engaged and interested in taking part in a variety of sports
- Our children are confident and have the ability to perform in front of their peers
- The children are able competitive and understand how to be a good sportsman
- Our children are respectful of other people's talent and skills



We want every child to leave Nascot Wood Junior School with:

- An understanding of sporting skills and their links between a variety of sports
- A competitive spirit and the sense of achievement when they have achieved a new skill
- A developed interest and curiosity in the subject
- An understanding of the possible further study and career opportunities