

	COMPONENTS of KNOWLEDGE – MOVEMENT AND FITNESS								
	30-50	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Ball Skills	<p>Catch</p> <ul style="list-style-type: none"> ➤ Begin to receive a ball with basic control ➤ Drop, bounce, catch using larger bouncy balls ➤ Begin to develop hand-eye coordination <p>Pass</p> <ul style="list-style-type: none"> ➤ Begin to perform a range of throws ➤ Use a range of different equipment to control a ball ➤ Move a ball in different ways, including bouncing and kicking ➤ Kick an object at a target ➤ Roll equipment in a variety of ways <p>Space</p> <ul style="list-style-type: none"> ➤ Give the children time to have a ball and experiment with it (share with group) ➤ Use a range of different equipment to control a ball ➤ Play a range of chasing games - chasing other children and objects. ➤ Move safely around the space and equipment ➤ Will move in the effort to receive a ball 	<p>Catch</p> <ul style="list-style-type: none"> ➤ drop and catch lightweight bouncy balls with increasing accuracy ➤ begin catching with increasing accuracy from a slow speed fed ball. ➤ Throw ball up, bounce and catch ➤ Drop, bounce and catch a ball with increasing accuracy ➤ Kick a ball increasingly on target <p>Pass</p> <ul style="list-style-type: none"> ➤ Throw an underarm ➤ Practise passing a ball, with increasing accuracy for someone to catch. ➤ Use a mixture of bigger bouncy balls and tennis balls ➤ Roll equipment ➤ Bounce and kick a ball while moving ➤ Kick an object on target ➤ Use rolling skills in a game <p>Space</p> <ul style="list-style-type: none"> ➤ Travel with a ball in different ways ➤ Travel forwards, backwards and sideways. ➤ Travel with a ball in different directions (side to side, forwards, backwards) with increasing control and fluency 							

	<p>Rules</p> <ul style="list-style-type: none"> ➤ Participate in a simple game 	<p>Rules</p> <ul style="list-style-type: none"> ➤ Follow simple rules in a ball game - for example, don't let the ball touch your hands 						
Vocabulary	<ul style="list-style-type: none"> - Kick - Safe - Chase - Bounce - Hands ready - Roll - Throw - Drop 	<ul style="list-style-type: none"> - Target - Aim - Rule - Catch - Underarm throw - Control - Hands ready - Watch the ball - Kick 						
Athletics	<p>Running</p> <ul style="list-style-type: none"> ➤ Run for a variety of purposes - race, speed, slow, jog. <p>Jumping</p> <ul style="list-style-type: none"> ➤ Jump in a range of ways ➤ Land safely ➤ Work with a partner to develop control <p>Throwing</p> <ul style="list-style-type: none"> ➤ Throw under arm ➤ Throw an object at a target 	<p>Running</p> <ul style="list-style-type: none"> ➤ Jog and sprint in a straight line, and change direction ➤ Maintain control in their bodies when jogging or sprinting in a straight line and change direction. <p>Jumping</p> <ul style="list-style-type: none"> ➤ Land safely and with control ➤ Perform a short jumping sequence with control and rhythm <p>Throwing</p> <ul style="list-style-type: none"> ➤ Throw an over arm and an underarm ➤ Throw a ball towards a target with increasing accuracy ➤ Participate in Sports day and physical activities that are included within this using a variety of equipment, taking turns and celebrating other's successes. 	<p>Running</p> <ul style="list-style-type: none"> ➤ Vary pace and speed when running ➤ Show posture and balance when running <p>Jumping</p> <ul style="list-style-type: none"> ➤ Perform different types of jumps - e.g. as far and as high. ➤ Compare different types of jumps. <p>Throwing</p> <ul style="list-style-type: none"> ➤ Improve the distance they can throw by using more power ➤ Throw an over arm and an under arm, and know the difference ➤ Take part in multi-skills festivals. ➤ Designed to develop the fundamental movement skills of balance, co-ordination and agility. 	<p>Running</p> <ul style="list-style-type: none"> ➤ Run at different paces, and describe them ➤ Use a variety of stride lengths/speeds <p>Jumping</p> <ul style="list-style-type: none"> ➤ Investigate best jump for varying distances, and why ➤ Combine different types of jumps with fluency and control <p>Throwing</p> <ul style="list-style-type: none"> ➤ Throw with increasing control, accuracy and distance ➤ Throw with accuracy, to targets at different heights ➤ Investigate ways to alter throwing technique to achieve greater distance ➤ Take part in multi-skills festivals. Designed to develop the fundamental movement skills of balance, co- 	<p>Running</p> <ul style="list-style-type: none"> ➤ Identify and demonstrate how different running techniques affects their performance ➤ Use arm and legs together for running speed <p>Jumping</p> <ul style="list-style-type: none"> ➤ Use 1 and 2 feet to take off and land with. ➤ Develop an effective long jump. ➤ Develop an effective flight phase for a standing long jump. <p>Throwing</p> <ul style="list-style-type: none"> ➤ Show increasing control in their over arm throw ➤ Perform a push throw ➤ Continue to develop technique to throw for increased distances. 	<p>Running</p> <ul style="list-style-type: none"> ➤ Confidently demonstrate improved technique for running ➤ Speed up and slow down smoothly ➤ Perform a smooth relay race. <p>Jumping</p> <ul style="list-style-type: none"> ➤ Learn how to combine a hop, step, and jump to perform the triple jump. ➤ Begin to measure distance jumped - from when feet left the ground, to where they landed. <p>Throwing</p> <ul style="list-style-type: none"> ➤ Perform a pull throw ➤ Measure the distance in their throws ➤ Continue to develop technique to throw for increased distances. 	<p>Running</p> <ul style="list-style-type: none"> ➤ Identify speeds for a long distance run and a short distance run, and explain why. ➤ Accelerate themselves from different start points. <p>Jumping</p> <ul style="list-style-type: none"> ➤ Improve own technique for jumping ➤ Perform an effective standing long jump ➤ Investigate different jumping techniques <p>Throwing</p> <ul style="list-style-type: none"> ➤ Perform a fling throw ➤ Throw a variety of objects using a range of throwing techniques ➤ Continue to develop technique to throw for increased distances. 	<p>Running</p> <ul style="list-style-type: none"> ➤ Build up speed for a sprint finish. ➤ Accelerate to pass others <p>Jumping</p> <ul style="list-style-type: none"> ➤ Develop technique for the standing vertical jump ➤ Maintain control through a sequence of jumps <p>Throwing</p> <ul style="list-style-type: none"> ➤ Develop their technique for the push, pull and fling throw ➤ Measure and record distance for throws ➤ Use this to change their technique to make it better

				ordination and agility. Activities to include bat and ball relay, throw clap and catch, slalom run, standing long jump etc.				
Vocabulary	-Jump -Speed -Landing	-Hop -Skip -Jogging -Sprinting	-Pace -Speed -Posture -Balance -Power	-Pace -Distance -Height	-Flight phase -Long jump -Push throw	-Triple jump -Relay -Pull throw	-Short distance running -Long distance running -Fling throw	-Accelerate -Control -Routine
Dance	<ul style="list-style-type: none"> ➤ Join movements together to make a sequence/pattern ➤ Change speed of actions 	<ul style="list-style-type: none"> ➤ Change style of movements ➤ Create a short movement phrase which demonstrates their own ideas 	<ul style="list-style-type: none"> ➤ Copy and repeat actions ➤ Respond to different music showing a range of emotions. ➤ Put actions together to create a sequence and motif ➤ Use simple choreographic techniques - such as unison, canon and mirroring. ➤ Begin to improvise independently to create a simple dance. 	<ul style="list-style-type: none"> ➤ Copy, remember and repeat actions. ➤ Create a short motif inspired by a stimulus, exploring a range of movements. ➤ Begin to explore different transitions between movements. ➤ Move in time to music, improving the timing of their actions. ➤ Confidently improvise with a partner 	<ul style="list-style-type: none"> ➤ Begin to improvise with a partner to create a dance ➤ Create a motif from a different stimuli ➤ Begin to compare and adapt different movements ➤ Use bodies to create larger and smaller movements, and express an opinion of these movements ➤ Perform with some awareness of rhythm and expression, and spatial awareness ➤ Use simple dance vocabulary when comparing and improving work 	<ul style="list-style-type: none"> ➤ Identify and repeat actions and movement patterns for a specific dance style ➤ Compose a dance to reflect a certain dance style ➤ Compose a longer dance in a small group ➤ Demonstrate precision and control from the stimuli ➤ Begin to vary dynamics and develop actions and motifs in response to stimuli. ➤ Change parts of a dance as a result of self-evaluation 	<ul style="list-style-type: none"> ➤ Identify and repeat the movement patterns and actions of a chosen dance style. ➤ Compose individual, partner and group dances that reflect a dance style ➤ Show a change of pace and timing in their movements and dances ➤ Demonstrate imagination and creativity in the movements they devise from stimuli. ➤ Ensure actions suit the rhythm and beat of the music. ➤ Modify parts of a sequence as a result of self and peer evaluation. 	<ul style="list-style-type: none"> ➤ Identify and repeat the movement patterns and actions of a chosen dance style. ➤ Compose individual, partner and group dances that reflect a dance style ➤ Use dramatic expression in dance movements using their body language, seen in the stimuli. ➤ Perform with confidence using a range of movements and patterns. ➤ Demonstrate strong and controlled movements. ➤ Combine flexibility, techniques and to create a fluent sequence ➤ Move rhythmically and accurately
Vocabulary	-Movement -speed	-Movement style -movement phrase	-Repeat -Motif -Unison, canon, mirroring	-Explore range -Bodies and limbs -Transition -Timing -Improvise -confidence	-Compare -Adapt -Large and small movements -Express opinion -Awareness of rhythm -Spatial awareness	-Pattern -Dance style -Precision -Dynamics -self-evaluation	-Pace and timing -Imagination -Devise -peer-evaluation	-Flexible -Fluency -Rhythmically and accurately
Gymnastics	<ul style="list-style-type: none"> ➤ Control body when performing a simple sequence of movements. 	<ul style="list-style-type: none"> ➤ Develop increasing control when performing 	<ul style="list-style-type: none"> ➤ Create and perform a movement sequence with a 	<ul style="list-style-type: none"> ➤ Copy, explore, and remember actions and movements to 	<ul style="list-style-type: none"> ➤ Choose ideas to compose a movement sequence, 	<ul style="list-style-type: none"> ➤ Select ideas to complete specific sequences with their movements, 	<ul style="list-style-type: none"> ➤ Performs jumps, shapes and balances fluently and with control 	<ul style="list-style-type: none"> ➤ Create their own complex sequence, involving a range of actions and

<ul style="list-style-type: none"> ➤ Jump in different ways, with control, from one designated place to another. ➤ Learn how to push, pull, balance and control different parts of their bodies. <p>Roll</p> <ul style="list-style-type: none"> ➤ Pencil roll <p>Jumps and handstands</p> <ul style="list-style-type: none"> ➤ Straight jump, landing and control in a repeated sequence. ➤ Bunny hop <p>Travelling</p> <ul style="list-style-type: none"> ➤ Step ➤ Jump ➤ hop <p>Shapes and balances</p> <ul style="list-style-type: none"> ➤ Standing - 1 foot 	<p>sequences of movements.</p> <ul style="list-style-type: none"> ➤ Move around, under, over and through different objects and equipment, thinking about balance and control. ➤ Travel in different ways, thinking about speed and direction <p>Rolls</p> <ul style="list-style-type: none"> ➤ Egg roll ➤ Pencil roll ➤ Teddy bear roll. <p>Jumps and handstands</p> <ul style="list-style-type: none"> ➤ jumping jack ➤ Tuck jump ➤ Front wheelbarrow with a partner <p>Travelling</p> <ul style="list-style-type: none"> ➤ Tip-toe <p>Shapes and balances</p> <ul style="list-style-type: none"> ➤ Kneeling ➤ Pike ➤ Tuck 	<p>beginning, middle and end.</p> <ul style="list-style-type: none"> ➤ Link 2 actions to make a sequence ➤ Recognise contrasting movements - small, tall, narrow, wide ➤ Hold still shapes and simple balances. ➤ Carry out stretches ➤ Begin to move with control and care <p>Rolls</p> <ul style="list-style-type: none"> ➤ Egg roll (controlled) ➤ Pencil roll (controlled) ➤ Teddy bear roll. (controlled) <p>Jumps and handstands</p> <ul style="list-style-type: none"> ➤ Half turn ➤ Cat spring ➤ Bunny hop ➤ Scissor kick ➤ T-lever ➤ Shoulder stand <p>Vault</p> <ul style="list-style-type: none"> ➤ Straight jump off springboard <p>Travelling</p> <ul style="list-style-type: none"> ➤ Skip ➤ Gallop ➤ Hop-scotch ➤ Step <p>Shapes and balances</p> <ul style="list-style-type: none"> ➤ Standing ➤ Star ➤ Straight ➤ Straddle shape 	<p>create their own sequence.</p> <ul style="list-style-type: none"> ➤ Perform their own composition and coordination. ➤ Travel in a variety of ways, including rolling. ➤ Hold a shape still while balancing on different parts of the body ➤ Climb on and jump off equipment with technique, but safely ➤ Improve the placement and body alignment in balances. <p>Rolls</p> <ul style="list-style-type: none"> ➤ Rocking forward roll (controlled) ➤ Crouched forward roll (controlled) <p>Jumps and handstands</p> <ul style="list-style-type: none"> ➤ Cat spring to straddle ➤ Straddle jump ➤ Straight jump ➤ Cat leap <p>Vault</p> <ul style="list-style-type: none"> ➤ Hurdle step onto springboard ➤ Straight jump off springboard ➤ Tuck jump off springboard <p>Travelling</p> <ul style="list-style-type: none"> ➤ Cat leap <p>Shapes and balances</p> <ul style="list-style-type: none"> ➤ Balances on apparatus ➤ Balances with partners ➤ Front and back support 	<p>independently and with others.</p> <ul style="list-style-type: none"> ➤ Use an increasing range or actions, directions and levels in their sequences ➤ Move with clarity, expression and fluency ➤ Show changes in speed and level during a performance ➤ Improve balance and alignment of body parts and processes. ➤ Practise a forward roll from standing, straddle forward <p>Rolls</p> <ul style="list-style-type: none"> ➤ Forward roll from standing ➤ Tucked backward roll <p>Jumps and handstands</p> <ul style="list-style-type: none"> ➤ Pike jump ➤ Handstand ➤ Cartwheel <p>Vault</p> <ul style="list-style-type: none"> ➤ Hurdle step on ➤ Star jump off ➤ Tuck jump off ➤ Straddle jump off ➤ Pike jump off <p>Travelling</p> <ul style="list-style-type: none"> ➤ Chassis steps ➤ Jumps <p>Shapes and balances</p> <ul style="list-style-type: none"> ➤ Match and contract balances with partners. 	<p>shapes and balances.</p> <ul style="list-style-type: none"> ➤ Adapt a sequence to fit a new criteria or suggestions. ➤ Show changes in speed during a performance. ➤ Use equipment to manoeuvre bodies and balances, at different heights. <p>Rolls</p> <ul style="list-style-type: none"> ➤ Straddle forward roll ➤ Tucked backward roll ➤ Backward roll to straddle <p>Jumps and handstands</p> <ul style="list-style-type: none"> ➤ Half turn ➤ Straight half turn ➤ Straight full turn ➤ Lunge in handstand ➤ Lunge in cartwheel <p>Vault</p> <ul style="list-style-type: none"> ➤ Practise previous vaults taught, for children to be precise and controlled <p>Travelling</p> <ul style="list-style-type: none"> ➤ Jumps and Pivot <p>Shapes and balances</p> <ul style="list-style-type: none"> ➤ 1, 2, 3 and 4 point balances on apparatus and against a partner 	<ul style="list-style-type: none"> ➤ Confidently develop the placement of their body parts in balances, in relation to their centre of gravity to base their balance. ➤ Performs a range or jumps, shapes and balances fluency and with control. ➤ Increase control when vaulting. <p>Rolls</p> <ul style="list-style-type: none"> ➤ Pike forward roll <p>Jumps and handstands</p> <ul style="list-style-type: none"> ➤ Straddle jump ➤ Pike jump ➤ Stag jump ➤ Cat leap half turn ➤ Split leap ➤ Lunge into a round-off <p>Vault</p> <ul style="list-style-type: none"> ➤ Practise previous vaults taught, for children to be precise and controlled <p>Travelling</p> <ul style="list-style-type: none"> ➤ Jumps and Pivot <p>Shapes and balances</p> <ul style="list-style-type: none"> ➤ 1, 2, 3 and 4 point balances on apparatus and against a partner 	<p>movements: travelling, balancing, holding, shapes, jumping, leaping, swinging, vaulting and stretching</p> <ul style="list-style-type: none"> ➤ Demonstrate precise and controlled placement of body parts in actions, shapes and balances. ➤ Confidently use equipment to vault ➤ Consistently show strength, balance, precision, technique and flexibility throughout. <p>Rolls</p> <ul style="list-style-type: none"> ➤ Dive forward roll ➤ Backward roll to straddle ➤ Pike backward roll <p>Jumps and handstands</p> <ul style="list-style-type: none"> ➤ Cat leap full turn ➤ Hurdle step into cartwheel ➤ Hurdle step into round-off <p>Vault</p> <ul style="list-style-type: none"> ➤ Practise previous vaults taught, for children to be precise and controlled <p>Travelling</p> <ul style="list-style-type: none"> ➤ Jumps and Pivot <p>Shapes and balances</p> <ul style="list-style-type: none"> ➤ 1, 2, 3 and 4 point balances on apparatus and against a partner
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Vocabulary	-Roll -Move -Push -pull	-Increase -Movement -Under, over, through -Direction -s-peed	-Beginning, middle, end -Actions -Small, tall, narrow, wide -Control and care -Control	-Explore -Composition -Coordination -Travel -Balance -Technique -Alignment	-Range -Direction -Fluency -Straddle	-Specific movement -Success criteria -Positive effect, negative -Posture -Skills -Positions -Manoeuvres	--Pivots -Centre of gravity -Base their balance	-Complex -Precise and controlled
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	COMPONENTS of KNOWLEDGE – INVASION GAMES							
	30-50	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Football	*See Ball Skills	*See Ball Skills	<ul style="list-style-type: none"> ➤ Kick a ball to an object ➤ Kick a ball in different directions ➤ Practise dribbling skills ➤ Follow simple rules that are also used in a team - for example, 	<ul style="list-style-type: none"> ➤ Pass the ball to another player using their foot ➤ Practise moving a ball around an obstacle ➤ Move ball in a variety of ways with some control and fluency ➤ Use simple defense skills such 	<ul style="list-style-type: none"> ➤ Practise an experiment a range or kicking and passing skills, comparing distance and speed ➤ Use 2 different way of moving with a ball in a game ➤ Know how to keep and win back 	<ul style="list-style-type: none"> ➤ Move with a ball using different techniques and showing control and fluency. ➤ Pass the ball with increasing accuracy to speed and distance to another player. ➤ Occasionally contribute 	<ul style="list-style-type: none"> ➤ Use a variety of techniques to dribble in a game, and have success. ➤ Use ball skills to link to other team players. ➤ Evaluate the situation and pass/dribble the ball with accurate 	<ul style="list-style-type: none"> ➤ Gain possession of the ball while moving. ➤ Pass to a target, while moving. ➤ Show confidence with ball skills and possession. ➤ Evaluate the situation accurately, and use appropriate

			<p>getting past a team player.</p> <ul style="list-style-type: none"> ➤ Use space in a game, to avoid overcrowding one place. ➤ Begin to use terms, attacking and defending ➤ Use simple defensive skills such as marking, tackling and dodging 	<p>as marking or defending</p> <ul style="list-style-type: none"> ➤ Understand the importance of rules in games. ➤ Begin to understand the terms of attacking and defending in a game, effectively. 	<p>possession of the ball in a team game</p> <ul style="list-style-type: none"> ➤ Use at least 1 technique to attack or defend in a game, successfully and fairly. ➤ Find a useful space to support team mates. ➤ Change speed and direction whilst running. ➤ Begin to identify the best space in a game. 	<p>towards helping their team to keep possession of the ball in a game.</p> <ul style="list-style-type: none"> ➤ Vary the range of tactics used in a game ➤ Make the best use of space to pass and receive the ball. ➤ Use a range of tackling techniques to keep another player from scoring. 	<p>speed and distance.</p> <ul style="list-style-type: none"> ➤ Devise and adapt rules to create their own game. ➤ Lead others in the game with the aim of team playing and possession. ➤ Demonstrate an increasing awareness of space ➤ Shoot in a game, to score a goal. 	<p>skill to possess, travel and pass the ball in a game situation.</p> <ul style="list-style-type: none"> ➤ Communicate tactics in a game. ➤ Demonstrate a good awareness of space. ➤ Think ahead in a game, to create a plan of attack or defence. ➤ Apply knowledge and skills of attacking and defending to prevent the opposition from scoring.
Vocabulary			<p>-Direction -Team player -Overcrowding -Attacking -defending</p>	<p>-Obstacle -Variety -Effective -judging</p>	<p>-Compare -Evaluate -Predict -Possession</p>	<p>-Contribute to the team -Successful tactics -Tackling -Scoring</p>	<p>-disc rotation -backhand -2 handed catch -Adapt -Awareness</p>	<p>-anticipation -moving into space -Communication -Attack and defence</p>
Tag Rugby	*See Ball Skills	*See Ball Skills	<ul style="list-style-type: none"> ➤ hold the ball in 2 hands ➤ moving around with ball ➤ movement to include skipping, tip toes other agility exercises ➤ find space to run to ➤ dodge to lose a defender ➤ know when to defend and attack in my team 	<ul style="list-style-type: none"> ➤ hold the ball in 2 hands ➤ moving around with ball ➤ movement to include skipping, tip toes other agility exercises ➤ kick the ball (balance) ➤ relays-giving ball to partner ➤ Use rules fairly ➤ Ball towards my goal ➤ Use space to support my team 	<ul style="list-style-type: none"> ➤ sending and receiving the ball to partner ➤ larger groups send and receive the ball ➤ Relays passing the ball ➤ Introduce tag belts (hare and hounds) rugby cricket ➤ throw and receive the ball with some control ➤ move with the ball towards the target with the most control 	<ul style="list-style-type: none"> ➤ sending and receiving the ball to partner ➤ larger groups send and receive the ball ➤ Relays passing the ball ➤ Introduce tag belts (hare and hounds, stuck in the mud) ➤ passing ball backwards ➤ Use the space around the pitch to help my team 	<ul style="list-style-type: none"> ➤ larger groups send and receive the ball. Adapting skills ➤ Relays passing the ball ➤ passing ball backwards ➤ demonstrate adapting skills for different situations in a game play. ➤ Evasion Games; piggy in the middle, rugby chaos ➤ Introduce tag belts (hare and hounds, stuck in the mud) 	<ul style="list-style-type: none"> ➤ passing backwards and running forwards ➤ Pass and receive the ball with increasing control, under pressure ➤ Play with the rules in mind, consistently ➤ Apply a range of different skills to lose a defender ➤ tagging games (hare and hounds, stuck in the mud, octopus tag) ➤ rugby chaos ➤ mini games
Vocabulary			<p>-2 hands -try Space Dodge Defend</p>	<p>-2 hands -try -kick -Defend -Attack -Consecutive</p>	<p>-hands ready 'W' shape -pass -tag -Possession</p>	<p>-hands ready 'W' shape -pass backwards -tag -interception</p>	<p>-working together, collaboration -Pass backwards, run forwards -Opponent -Hold</p>	<p>-teamwork -sticking to the rules -tactics/strategy</p>

Our Lady and St Patrick's RC Primary School

Curriculum Intent: PE

<p>Basketball High 5</p> <p>Handball</p>	<p>*See Ball Skills</p>	<p>*See Ball Skills</p>	<ul style="list-style-type: none"> ➤ lightweight bouncy balls ➤ drop and catch ➤ throw ball up and catch ➤ balls skill and tricks (share with group) ➤ practise throwing and catching with increasing accuracy 	<ul style="list-style-type: none"> ➤ introduce heavy balls for those that are ready. ➤ send and receive ball to partner-bounce pass ➤ bouncing ball with 2 hands (1 hand if ready)- add in movement ➤ Perform a range of catching and gathering skills with control. ➤ Catch and throw with increasing accuracy and control. 	<ul style="list-style-type: none"> ➤ individual dribbling skills- 2 handed to start then to one hand ➤ bounce pass- push the ball, hands ready ➤ Chest pass (have lightweight and heavy balls available) ➤ shooting at baskets, over and chest throw ➤ learning where to position their body and feet, to gain accuracy when shooting at a basket. ➤ use hand-eye coordination to control a ball. Vary the type of throws used. 	<ul style="list-style-type: none"> ➤ use dribbling as a way of travel last child standing/ Pacman ➤ dribble the ball, while moving or stationary, and pass to a member of their team ➤ introduce pivot ➤ Experiment when and how to throw; e.g., high, low, fast or slow ➤ piggy in the middle, no dribbling 	<ul style="list-style-type: none"> ➤ shoot a ball into the net with increasing accuracy ➤ quick pivot to find best option to pass to, with game pressure. ➤ piggy in the middle with dribbling ➤ Shooting games ➤ End ball 	<ul style="list-style-type: none"> ➤ mini games with passing only and dribbling ➤ Pass and receive the ball with increasing control, under pressure ➤ Play with the rules in mind, consistently ➤ Apply a range of different skills to get past a defender ➤ Evaluate the situation accurately, and use appropriate skill to possess, travel and pass the ball in a game situation.
<p>Vocabulary</p>			<p>-ball control -hands ready -a dropped ball will bounce back. A ball thrown up will come back down</p>	<p>-jazz hands (fingers pointing up not towards the ball) -bounce pass -push ball to partner</p>	<p>-use fingers (not flat of hand to dribble) -push in direction of target for shooting -work with someone you work well with</p>	<p>-movement, getting into space -traveling/ footwork</p>	<p>-scoring as part of the game -taking it in turns for different roles</p>	<p>-teamwork -tactics -playing to the rules</p>
<p>Hockey</p>					<ul style="list-style-type: none"> ➤ Learning how to hold a hockey stick. ➤ Hitting a ball using a hockey stick. ➤ Passing and stopping and hockey ball with a partner. ➤ Begins to dribble the ball with a hockey stick. ➤ Learn to side step with the ball. 	<ul style="list-style-type: none"> ➤ Can pass and stop the hockey ball with a partner. ➤ Can dribble a ball with a stick through obstacles. ➤ Will push the ball with the hockey stick, with an appropriate level of force. ➤ Take part in small games of hockey with a team. 	<ul style="list-style-type: none"> ➤ Play a game of hockey in small teams. ➤ Begins using rules of the game to keep score of the game. ➤ Will push the ball with the hockey stick ➤ Learn to control the ball by passing it from one side to another, and catching it with the hockey stick. 	<ul style="list-style-type: none"> ➤ Hit the ball with a hockey stick correctly and safely. ➤ Can score and defend in a hockey game appropriately. ➤ Learn to travel with the ball in a rushed situation ➤ Begin trying to flick a ball.
<p>Vocabulary</p>					<p>-Hockey stick -Dribble -Side step</p>	<p>-Force -Pass and stop -Control</p>	<p>-Attack and defend -Back line</p>	<p>-Flick</p>

COMPONENTS of KNOWLEDGE – BALL STRIKING AND FIELDING GAMES								
	30-50	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Cricket and Dartmoor 3 Ball	*See Ball Skills	*See Ball Skills	<ul style="list-style-type: none"> ➤ Individual ball control- 2 hands ➤ Partner ball control-rolling, throw bounce catch 	<ul style="list-style-type: none"> ➤ more complex control ➤ Partner ball control-throw and catch ➤ catching games (not in my bedroom, planets) ➤ overarm throw ➤ Crossfire ➤ Introduce bat- grip, striking ball off of tee/cone ➤ understand the importance of the fielders, and how best to use the space 	<ul style="list-style-type: none"> ➤ practise an underarm throw ➤ practise an overarm throw ➤ ball striking in a sideways on position stationary ball ➤ ball striking a ball that is thrown towards them ➤ Games (cricket chaos) ➤ fielding a rolling ball ➤ finding your own partner ➤ Practise the correct technique to catch a ball and use it in a game. 	<ul style="list-style-type: none"> ➤ ball striking games- in teams (rapid fire) ➤ fielding skills- long barrier, chase and throw ➤ pitching the ball ➤ working with children of a similar ability ➤ Use hand eye coordination to strike a moving ball and a stationary ball 	<ul style="list-style-type: none"> ➤ ball striking in groups practicing batting, fielding, working together ➤ know how to strike a moving ball with increasing accuracy ➤ introduce bowling ➤ Investigate when and how to use different batting techniques ➤ Develop a bank hand and use it 	<ul style="list-style-type: none"> ➤ ball striking games with ➤ moving ball ➤ bowling competitions ➤ advanced fielding and throwing techniques ➤ Hit a ball over longer distances ➤ Use good hand-eye coordination to be able to direct a ball when striking. ➤ Know how to serve a ball effectively, most of the time.
Vocabulary			<ul style="list-style-type: none"> -Catch (cup hands) -Watch the ball -Balance 	<ul style="list-style-type: none"> -watch the ball -sideways on batting -throwing 	<ul style="list-style-type: none"> -sideways on for batting - accuracy of throw - long barrier 	<ul style="list-style-type: none"> -teamwork -scoring -playing to the rules 	<ul style="list-style-type: none"> - sideways on - Point at your target -straight arm 	<ul style="list-style-type: none"> -teamwork -playing to the rules -tactics
COMPONENTS of KNOWLEDGE – NET AND BALL								
Tennis	*See Ball Skills	*See Ball Skills	<ul style="list-style-type: none"> ➤ Individual ball control- 2 hands ➤ Partner ball control-rolling, throw bounce catch ➤ Object control - handling, moving around their body, how to hold, control and manipulate the object. ➤ learns that the speed and distance a ball will go, depends on the force from your hand and arm. 	<ul style="list-style-type: none"> ➤ Individual ball control- 1 & 2 handed ➤ Partner ball control-throw and catch no bounce ➤ Object control - handling, moving around their body, how to hold, control and manipulate the object. ➤ can move around the court, to best defend the game ➤ can throw a ball to another person over a net 	<ul style="list-style-type: none"> ➤ Tennis ball control ➤ Individual racket/ ball control ➤ Partner racket/ ball control (floor tennis) ➤ Hit a ball with a racket with is fed from a partner ➤ Make contact with a racket and ball with increasing accuracy 	<ul style="list-style-type: none"> ➤ Tennis ball control ➤ Individual racket/ ball control ➤ Partner racket/ ball control (floor tennis) ➤ introduce bounce, hit, catch ➤ begin to hit a ball with a forehand ➤ begin to hit a ball with a back hand ➤ Use feet and bodies to move around the court, for optimum position 	<ul style="list-style-type: none"> ➤ Individual/ partner racket control ➤ Bounce, hit, catch ➤ Rallies ➤ demonstrate the ability to move to the centre of the court after each shot ➤ Demonstrate basic tactics to defend the game. ➤ Serve a ball over the net ➤ show different strengths when hitting the ball, with the aim of hitting far 	<ul style="list-style-type: none"> ➤ Individual/ partner racket control ➤ Bounce, hit, catch ➤ Rallies ➤ demonstrate basic tactics and shots when hitting the ball, to best defend the ball ➤ Serve the ball across the court and over the net ➤ Can effectively score a game of Tennis

							and fast, if needed to defend the game	
Vocabulary			-Catch (cup hands) -Watch the ball -Balance	-Catch (cup hands) -Watch the ball -Balance -Racket, grip	-Racket control -Sideways On -Games (PacMan, last child standing)	-Racket control -Forehand -Sideways On -Games (PacMan, last child standing)	-Net -Backhand, volley, serve -More advanced games (Dungeons, Points, Bump)	-Net -Backhand, volley, serve -More advanced games(Dungeons, Points, Bump)
Indoor games /Dodgeball/ Benchball	*See Ball Skills	*See Ball Skills	➤ Practise accurate throwing and catching techniques ➤ Throw a ball for distance	➤ Throw and catch with greater control and accuracy ➤ Use their catching and throwing techniques in a game.	➤ throw with increasing accuracy and distance ➤ Throw and catch with greater control and accuracy ➤ Throw a ball in different ways, for example high, low, fast and slow.	➤ Dodgeball- more complex rules ➤ Benchball (add in restrictions) ➤ Develop the different ways to throw and catch an object or ball of different sizes	➤ Alternative versions- Dr Dodgeball, 4 court dodgeball, protect the president) ➤ Consolidate different ways of throwing and catching, and know when each is appropriate.	➤ Allow the children some say with how the teams are picked ➤ Throw and catch a ball, successfully under the pressure of a game.
Vocabulary	-Roll -Kick	-Throw	-Distance -Target	-Greater control -Accuracy to target	-Accepting the rules -Different techniques	-Duck, dive, dodge -Skill	-Compromise about game to play -Evaluate and change skill	-Pressure -Quick thinking -Game play
COMPONENTS of KNOWLEDGE – HEALTH AND FITNESS								
Analyse and Evaluate	➤ Talk about what they have done	➤ Talk about what others have done. ➤ Talk about what they liked and disliked in others performances	➤ Watch and describe others' performances. ➤ Describe what they liked and disliked of their own performance. ➤ Begin to say what they could improve in their own performance	➤ Watch and describe others' performances. ➤ Describe what they liked, dislike of other peers' performances and their own. ➤ Identify a skill or technique that would make it better.	➤ Watch, describe and evaluate the effectiveness of a performance. ➤ Describe how their own performance has developed over time.	➤ Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. ➤ Modify their use of skills and techniques to achieve better.	➤ Choose and use a criteria to evaluate your own and other performances. ➤ Explain why they have used particular skills or techniques, and the effect it had on their performance.	➤ Thoroughly evaluate their own and others work, suggesting thoughtful and appropriate movements to make it better.
Vocabulary	-Talk	-Like -Don't like	-Performance -Improve -describe	-Skill -technique	-Effectiveness -Evaluate -developed	-Improvements -Effectiveness -Modify -Achieve	-Success criteria -Adaption -Precise -structure	-Thoughtful, -appropriate, -movements

Our Lady and St Patrick's RC Primary School

Curriculum Intent: PE

Indoors; Health and Fitness	<ul style="list-style-type: none"> ➤ Begin to tell the difference between a safe and unsafe movement. 	<ul style="list-style-type: none"> ➤ Describe how their body feels before, during and after exercise ➤ Recognise special awareness. 	<ul style="list-style-type: none"> ➤ Know how to play on equipment safely ➤ Can self-assess a situation for safety, and decide if it is a good idea or not - risk/benefit decision ➤ Discuss the importance of rules. 	<ul style="list-style-type: none"> ➤ Recognise and describe how the body feels during and after different physical activities ➤ Explain what they need to stay healthy ➤ Know the importance of warming up and cooling down. 	<ul style="list-style-type: none"> ➤ Small groups doing simple, timed exercises ➤ Know the importance of strength and flexibility for physical activity. ➤ Discuss importance of playing fairly 	<ul style="list-style-type: none"> ➤ Small groups doing simple, timed exercises ➤ look at quality of exercises ➤ Begin to look for pulse rate ➤ Explain why exercise is good for your health ➤ Explain safety principles when preparing for exercise 	<ul style="list-style-type: none"> ➤ Improve quality of exercises further ➤ Know and understand the reasons for warming up and cooling down. ➤ Know ways they can become healthier 	<ul style="list-style-type: none"> ➤ Consider parts of body being exercise- strength, cardio, abs ➤ Understand why fitness is good for health, fitness and well-being
Vocabulary	<ul style="list-style-type: none"> -Safe -Not safe 	<ul style="list-style-type: none"> -Hurt -Fun -Danger 	<ul style="list-style-type: none"> -Risk -Benefit -Predict 	<ul style="list-style-type: none"> -Sweaty -Exercise -Healthy -Physical movement -Physical body -Muscle 	<ul style="list-style-type: none"> -encourage your partner 	<ul style="list-style-type: none"> -Keeping tally -encourage your partner 	<ul style="list-style-type: none"> -only count those that are done well -how are you feeling after exercises -why are these important 	<ul style="list-style-type: none"> -what activities are these important for

COMPONENTS of KNOWLEDGE – SWIMMING								
	30-50	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
						<ul style="list-style-type: none"> ➤ Pool side safety ➤ Use front crawl ➤ Use back stroke ➤ Use breast stroke ➤ Tread water for at least 30 seconds ➤ Recognise and explain potential dangers when swimming ➤ Swim 15m 	<ul style="list-style-type: none"> ➤ Swim at least 25 metres unaided ➤ Perform the safe self-rescue technique of treading water in clothes for 60 seconds ➤ Master breast stroke ➤ Master back stroke ➤ Master front crawl ➤ Use butterfly stroke ➤ Tread water for at least 90 seconds ➤ Perform a range of safe self-rescue techniques ➤ Evaluate own and others' performance 	
Vocabulary						<ul style="list-style-type: none"> -Streamlined -Kick -Stroke -Push -Glide -Float -Tread water 	<ul style="list-style-type: none"> -Streamlined -Kick -Stroke -Self-rescue 	
Outdoor Education						<ul style="list-style-type: none"> ➤ Developing map work and orientation of the school site ➤ Setting up routes for each other using simple plans ➤ To warm up and prepare appropriately for different OAA activities ➤ Why wearing appropriate clothing is important for health and safety ➤ Cooperative activities 	<ul style="list-style-type: none"> ➤ 	<ul style="list-style-type: none"> ➤ Using off-site locations where possible ➤ Continue familiarisation with different maps and locations ➤ Star orienteering off-site ➤ Timed short courses ➤ Score orienteering and competition ➤ Planning a Journey on-site ➤ Helping to plan a residential visit

						<ul style="list-style-type: none"> ➤ Group problem solving tasks ➤ Residential visit planning ➤ Working as a group constructing a range of simple shelters ➤ Supervised open fires ➤ Going on short residential experiences ➤ Can recognise hazards and control them 		<ul style="list-style-type: none"> ➤ Longer residential experience ➤ Experience a range of OAA e.g. Night walks, challenge walks, Stream surveys, Village studies, Cycling, Setting up/organising orienteering competitions for other classes, Shelter building, Blindfold activities, bouldering/ climbing ➤ Can recognise hazards and control them
Vocabulary						<ul style="list-style-type: none"> -Problem solving -Map -Orientate -Compass -Controls 		