



Our Curriculum is building on the skills learned in our Early Years...						
In early years, children participate in BEAM (Balance, Education and Movement), Write Dance and the Balanceability programme. They also develop their FUNdamental movement skills of balance, agility and co-ordination during gymnastics and multi skills sessions and participate in the Daily Mile.						
Key Vocabulary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Dance	Music, mood, perform, movement	Music, mood, tempo, speed, perform, movement, height, confidence	Music, mood, tempo, speed, performance, movement, height, sequence, improvise, confidence	Music, mood, tempo, speed, perform, movement, height, sequence, improvise, transition, master, confidence, performance skill, exaggeration, expression, acting	Music, mood, tempo, speed, perform, movement, height, transition, master, sequence, improvise, confidence, performance skill, exaggeration, expression, acting choreography, canon	Music, mood, tempo, speed, perform, movement, height, sequence, improvise, transition, master, confidence, performance skill, exaggeration, expression, acting choreography, canon, analyse
Progression in PE Knowledge	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Dance	Begin to respond appropriately to the mood of the music  Copy and explore basic movements and body patterns in response to stimuli	Listen to the pulse and tempo of the music and understand the impact this has on the speed we move  Develop own way of moving using different heights and speeds and	Listen to and interpret the music, showing understanding of tempo, speed and awareness of 8 beats, improvising independently/ with a partner  Develop a short sequence of moves (4) with a partner using	Listen to and interpret the music, showing understanding of tempo, speed and awareness of 8 beats  To understand what a transition is in dance and create	Listen to and interpret the music changing height and speed while changing direction and showing an awareness of choreography eg canon/repetition  Compose and improvise with	Listen to and interpret the music combining flexibility and technique while showing an awareness of choreography eg canon/repetition Demonstrate strong dance movements and clear and varied transitions when composing an

Our Curriculum Intent:

To deliver an inclusive, engaging and memorable curriculum which bridges differences, opens minds and fosters critical thinking in all our learners

		respond imaginatively to stimuli	spaces in different ways	simple ones to link movements	confidence, demonstrating fluency in transitions between movements	extended dance sequence
	Develop confidence to perform with a small group	Develop confidence to perform with a small group	Develop the confidence to perform my sequence	To master a set of 4 movements and join them together with transitions	Develop an extended dance sequence (8-16 movements) as part of a group	Discuss my choice of performance skills – exaggeration, acting, facial expression used to enhance my sequence
	Discuss how my performance went explaining what went well	Discuss how my performance went explaining what went well/ even better if	Discuss how my own/ others performance went giving ideas for improvement	Understand what performance skills are – exaggeration, acting, facial expression and use these to enhance my sequence	Vary my use of performance skills – exaggeration, acting, facial expression to enhance my sequence	Give a critical analysis of how my own/ others performance went giving ideas for improvement
				Discuss how my own/ others performance went giving ideas for improvement	Give a critical analysis of how my own/ others performance went giving ideas for improvement	
<b>Key Vocabulary</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>

Our Curriculum Intent:

To deliver an inclusive, engaging and memorable curriculum which bridges differences, opens minds and fosters critical thinking in all our learners

<b>Gymnastics</b>	Travel, balance, control, jump, landing, dish, arch, small, large body part	Travel, balance, control, jump, landing, dish, arch, small, large body part, technique, tuck, straddle, height, posture	Travel, balance, control, jump, landing, dish, arch, small, large body part, technique, tuck, straddle, height, posture, rotation, flexibility co-ordination	Travel, balance, control, jump, landing, dish, arch, small, large body part, technique, tuck, straddle, height, posture, strength, suppleness, mirroring	Travel, balance, control, jump, landing, dish, arch, small, large body part, technique, tuck, straddle, height, posture, strength, suppleness, mirroring, fluency, co-ordination	Travel, balance, control, jump, landing, dish, arch, small, large body part, technique, tuck, straddle, height, posture, strength, suppleness, mirroring, fluency, co-ordination paired, body tension
<b>Progression in PE Knowledge</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Gymnastics</b>	<p>Copies and explores basic movement with some control and co-ordination eg skipping, hopping, jumping, pushing, sliding, rolling Can create different body shapes – eg dish, arch</p> <p>Can perform a 2 footed jump and land using the correct technique</p>	<p>Using control and co-ordination, explore and create different ways of travelling</p> <p>Use the correct technique to perform a teddy bear roll, arabesque, shoulder stand, jump turn</p> <p>Perform different jumps – tuck, straddle and land safely from different heights</p>	<p>To explore different ways of rotating using a variety of body shapes eg twist, cartwheel, forward roll</p> <p>Copies, remembers and explores a variety of movement to create their own sequence</p> <p>Begins to show flexibility in more complex jumps and movements</p>	<p>To explore different ways of moving using a variety of body shapes. Understand the concept of mirroring and that strength and suppleness are key features of gymnastic performance</p> <p>Improve my ability to take off and land effectively using the correct techniques</p>	<p>To demonstrate a combination of movements in a sequence using apparatus</p> <p>To be able to explore different ways of rotating using a variety of body shapes</p> <p>To accurately replicate a variety of movement and jumps within a sequence</p>	<p>Plan and perform with precision, control and fluency movements that show a range of actions including variation in speed, level and direction</p> <p>To accurately replicate a variety of jumps with control in a partnered sequence</p>

**Our Curriculum Intent:**

To deliver an inclusive, engaging and memorable curriculum which bridges differences, opens minds and fosters critical thinking in all our learners

	Balances with some control on small and large body parts  Can link 2-3 simple movements – travel and a balance  Can use equipment safely – mats, benches and climbing apparatus	Balances with increasing control and posture on large and small body parts  Use equipment in a variety of ways to create a sequence  Can work individually and with a partner	Develops good technique when travelling and balancing on equipment  Applies compositional ideas independently and with others to create a sequence  To assess my performance and those of others using the correct vocabulary	To replicate a sequence with a range of skills – travel, balance, rotation, showing increased control, fluency and co-ordination  To develop an understanding of sequencing showing a clear beginning, middle and end  To assess my performance and those of others using the correct vocabulary	To show control and smooth transition between skills when performing a sequence  To accurately replicate basic balances and rotations in a paired sequence  To assess my performance and those of others using the correct vocabulary	To develop an understanding of body tension to assist in controlling movement more easily  To work with a partner to compose and deliver a paired sequence mirroring movements  To assess my performance and those of others using the correct vocabulary
<b>Key Vocabulary</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Swimming</b>			Stroke, front crawl, backstroke, breaststroke, float, breathing, tread water, safety, hazard			
<b>Progression in PE Knowledge</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Swimming</b>			Swims competently and proficiently over a distance of at least 25 metres	Swims competently and proficiently over a distance of at least 25 metres	Continuation of objectives for any child yet to reach them	Continuation of objectives for any child yet to reach them

**Our Curriculum Intent:**

To deliver an inclusive, engaging and memorable curriculum which bridges differences, opens minds and fosters critical thinking in all our learners

			Uses a range of strokes effectively – front crawl, backstroke and breaststroke  Performs safe self - rescue in different water based situations	Uses a range of strokes effectively – front crawl, backstroke and breaststroke  Performs safe self - rescue in different water based situations		
<b>Key Vocabulary</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Athletics</b>	Travel, direction, speed, space, taking off , landing, throwing, jumping, running	Travel, direction, speed, space, taking off , landing, throwing, jumping, running, control, overarm, underarm	Travel, direction, speed, space, taking off , landing, throwing, jumping, running, control, overarm, underarm, distance, flight, technique, distance, pace, sprint, chest push, javelin, kettle ball	Travel, direction, speed, space, taking off , landing, throwing, jumping, running, control, overarm, underarm, distance, flight, technique, distance, pace, sprint, chest push, javelin, kettle ball, standing high jump	Travel, direction, speed, space, taking off , landing, throwing, jumping, running, control, overarm, underarm, distance, flight, technique, distance, pace, sprint, chest push, javelin, kettle ball, standing high jump, relay, baton, triple jump	Travel, direction, speed, space, taking off , landing, throwing, jumping, running control, overarm, underarm, distance, flight, technique, distance, pace, sprint, chest push, javelin, kettle ball, standing high jump, relay, baton, triple jump, shot put
<b>Progression in PE Knowledge</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Athletics</b>	To travel in different ways and show changes of speed  To use awareness of space when travelling	To change speed and direction quickly and safely whilst running	To discover a running style understanding the different techniques needed to run  Run at speeds appropriate for the	To use running techniques to develop my running style to increase speed and power	To develop an understanding of tactics and technique in running – relays, baton changes, pace	To understand the technique required for a sprint start  To develop team work skills when running in a

**Our Curriculum Intent:**

To deliver an inclusive, engaging and memorable curriculum which bridges differences, opens minds and fosters critical thinking in all our learners

	<p>Use my arms when running to gain more speed and power</p> <p>Can perform a jump from a standing position using the following combinations</p> <p>2 feet – 2 feet 2 feet – 1 foot 1 foot – 2 feet</p> <p>To perform an underarm throw with the correct technique and basic control</p> <p>To perform an overarm throw with the correct technique and basic control</p>	<p>To move with co-ordination, speed and control when running</p> <p>Can jump from a standing position showing control and technique – landing , bent knees, use arms, look forward</p> <p>To perform a variety of throws with speed, accuracy and co-ordination – over/underarm and chest push</p> <p>Can use equipment safely</p>	<p>distance – sprinting and cross country</p> <p>Can perform a running jump with some accuracy</p> <p>Can show a developed awareness of a good jumping technique– landing , bent knees, use arms, look forward</p> <p>Can perform a variety of throws (chest/overarm) using different equipment eg. javelin, kettle ball</p> <p>To begin to understand how to control flight and distance in a throw</p>	<p>Can perform a running jump with more than one component eg hop, skip, jump</p> <p>Can use the correct technique to perform standing high, long and triple jumps</p> <p>To perform a variety of throws (chest/overarm) competently, using correct technique</p> <p>To understand the skill and power behind throwing for distance</p>	<p>Develop competence in long/ triple/ high jump and perform confidently</p> <p>Understand that I drive my arms to gain power and raise knees to create height and distance</p> <p>To perform a ‘push throw’ using a shot put with control and accuracy</p> <p>To perform a variety of throws (chest/overarm) accurately and over greater distance</p> <p>Begin to record my peers performances / time keeping / scores and evaluate these</p>	<p>competitive environment</p> <p>To have a secure knowledge of jumping techniques in athletics and perform with confidence and accuracy</p> <p>To have a secure knowledge throwing techniques in athletics and perform with confidence and accuracy</p> <p>Record my peers performances / time keeping / scores in a competitive environment and evaluate these</p>
--	--	---	--	---	--	--

Our Curriculum Intent:

To deliver an inclusive, engaging and memorable curriculum which bridges differences, opens minds and fosters critical thinking in all our learners

<b>Key Vocabulary</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Games – Invasion Netball, Football, Handball, Basketball</b>	Pass, roll, kick, hit, throw, catch, bounce, walk, jog, run	Pass, roll, kick, hit, throw, catch, bounce, walk, jog, run, control, teammate, opponent, attack, defence	Pass, roll, kick, hit, throw, catch, bounce, walk, jog, run, control, teammate, opponent, attack, defence, block, intercept, zone, channel	Pass, roll, kick, hit, throw, catch, bounce, walk, jog, run, control, teammate, opponent, attack, defence, block, intercept, zone, channel, possession	Pass, roll, kick, hit, throw, catch, bounce, walk, jog, run, control, teammate, opponent, attack, defence, block, intercept, zone, channel, possession, tactics	Pass, roll, kick, hit, throw, catch, bounce, walk, jog, run, control, teammate, opponent, attack, defence, block, intercept, zone, channel, possession, tactics, position
<b>Progression in PE Knowledge</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Games – Invasion Netball, Football, Handball, Basketball</b>	<p>To begin to pass a ball in a range of ways – rolling, hitting, kicking, throwing, catching and bouncing</p> <p>To begin to walk, jog and run with a ball</p> <p>To understand the concept of playing in a small sided team</p>	<p>To be able to pass a ball accurately in a range of ways – rolling, hitting, kicking, throwing, catching and bouncing,</p> <p>To begin to walk, jog and run with a ball with increasing control</p> <p>To understand the difference between teammates and opponents</p> <p>To understand the concept of attack and defence</p>	<p>To be able to throw and catch a ball with control to a stationary teammate</p> <p>To understand the concept of blocking or intercepting a pass</p> <p>Develop the skills to move with a ball and be able to change direction</p> <p>To begin to understand the need to play in a zone or channel</p>	<p>Throw and catch with control and accuracy to a stationary and a moving partner</p> <p>To be able to intercept a pass and avoid interception when passing</p> <p>To be able to maintain possession of the ball as an individual and a team</p> <p>To be able to play in a zone or channel</p>	<p>To begin to apply techniques of throwing, catching and moving across a range of sports</p> <p>To be able to play in an identified position</p> <p>To be aware of teammates to improve chances of possession and success</p> <p>To understand position within a team to effectively attack and defend</p>	<p>To be able to combine a range of techniques of throwing, catching and moving across a range of sports</p> <p>To be able to work independently and with teammates to gain possession or points</p> <p>To understand position within a team to effectively attack and defend</p> <p>To understand tactics and be able to</p>

**Our Curriculum Intent:**

To deliver an inclusive, engaging and memorable curriculum which bridges differences, opens minds and fosters critical thinking in all our learners

				To begin to transfer patterns of play between sports eg handball, netball	To understand tactics and be able to choose the most appropriate one	choose the most appropriate one
<b>Key Vocabulary</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Games – Striking and Fielding Cricket, Tennis, Rounders</b>	Throw, roll, catch, bat, racquet, strike, tee, sideways	Throw, roll, catch, bat, racquet, strike, sideways, bounce	Throw, roll, catch, bat, racquet, strike, tee, sideways, base, stump, box, fielding, bowled, underarm	Throw, roll, catch, bat, racquet, strike, tee, sideways, base, stump, box, fielding, bowled, underarm, retrieve	Throw, roll, catch, bat, racquet, strike, tee, sideways, base, stump, box, fielding, bowled, underarm, overarm, forehand, backhand, volley, serve, retrieve	Throw, roll, catch, bat, racquet, strike, tee, sideways, base, stump, box, fielding, bowled, underarm, forehand, backhand, volley, serve, retrieve,
<b>Progression in PE Knowledge</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Striking and Fielding</b>	<p>To begin to throw, roll and catch a beanbag or larger ball</p> <p>To be able to position hands on a racquet or bat correctly</p> <p>To begin to strike a ball with feet in a sideways position</p> <p>To be able to strike a larger ball with a tennis racquet or cricket bat</p> <p>To be able to strike a smaller ball off a batting tee</p>	<p>To begin to throw, roll and catch a range of larger balls</p> <p>To strike a ball with feet in a sideways position</p> <p>To begin to strike smaller balls with a tennis racquet or cricket bat</p> <p>To begin to strike a bouncing ball</p>	<p>To be able to throw a ball with accuracy to a base/stump/box</p> <p>To chase and retrieve a travelling ball</p> <p>To be able to stop a travelling ball with the correct technique</p> <p>To be able to strike smaller balls with a tennis racquet and cricket bat</p> <p>To begin to strike a ball that is bowled</p>	<p>To be able to throw a ball underarm/overarm with accuracy to a base / stump</p> <p>To chase and retrieve a travelling ball with the correct technique</p> <p>To stop and return a travelling ball with the correct technique when fielding</p> <p>To be able to strike the correct ball for</p>	<p>To begin to use appropriate shots, forehand, backhand, volley, serve</p> <p>To be able to strike a ball that is in the air or off the ground with increasing control</p> <p>Develop ability to hit the ball with control in the air or on the ground</p> <p>To begin to bowl overarm with a straight arm</p>	<p>To use appropriate shots, forehand, backhand, volley, serve with accuracy and control</p> <p>To be able to strike a ball that is in the air or off the ground with control</p> <p>Develop ability to hit the ball with strength and speed in the air or on the ground</p> <p>To bowl overarm with a straight arm</p>

**Our Curriculum Intent:**

To deliver an inclusive, engaging and memorable curriculum which bridges differences, opens minds and fosters critical thinking in all our learners



			towards you from a short distance  To begin to bowl underarm	the sport with a tennis racquet, rounders or cricket bat  To be able to strike a ball, bowled with varying bounce from a short distance  To begin to bowl underarm with some accuracy	To be able to bowl underarm with accuracy	with speed and accuracy  Develop tactics to hit and avoid fielder or opponent
<b>Key Vocabulary</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>OAA</b>	Instructions, teamwork, listen, safety	Instructions, teamwork, listen, safety	Instructions, teamwork, listen, safety, problem solve, plan	Instructions, teamwork, listen, safety, problem solve, plan, route	Instructions, teamwork, listen, safety, problem solve, plan, route, map orienteering course	Instructions, teamwork, listen, safety, problem solve, plan, route, map orienteering course, leadership
<b>Progression in PE Knowledge</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>OAA</b>	To take part in outdoor and adventurous activity individually and within a team  To begin to understand the importance of clear instructions and act on them	To take part in outdoor and adventurous activity individually and within a team  To be able to give and interpret clear instructions	To take part in outdoor and adventurous activity individually and within a team  Develops listening skills individually and in a team environment Uses a simple plan	To take part in outdoor and adventurous activity individually and within a team  Develop strong listening skills	To take part in outdoor and adventurous activity individually and within a team  Uses and interprets simple maps and applies them to Permanent	To take part in outdoor and adventurous activity individually and within a team  Uses and interprets simple maps and applies them to more challenging

**Our Curriculum Intent:**

To deliver an inclusive, engaging and memorable curriculum which bridges differences, opens minds and fosters critical thinking in all our learners

	To begin to understand the need to be aware of my safety	To understand the need to be aware of my safety and the safety of others  To begin working collaboratively with my peers	Begin to problem solve in activities  Choose and describe in a team activity why some instructions worked  To show a good understanding of why health and safety issues exist in sport and outdoor adventurous activity  To enjoy communicating and collaborating with my peers	Use simple maps and routes in team activities  Problem solve in activities and apply strategies to solve problems with support  To show a good understanding of why health and safety issues exist in sport and outdoor adventurous activity  Discuss and work well collaboratively in a group	Orienteering Courses (POC)  Thinks activities through and apply strategies to solve problems sometimes with support  To show a good understanding of why health and safety issues exist in sport and outdoor adventurous activity  Discuss and work collaboratively in a group sometimes taking on a specific role	routes on Permanent Orienteering Courses (POC)  Thinks activities through and apply strategies to solve problems sometimes with support  To show a good understanding of why health and safety issues exist in sport and outdoor adventurous activity  Communicate and work collaboratively in a group taking on a leadership role
<b>Key Vocabulary</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Health and Fitness</b>	Heart, blood, pump, sweat, muscles, exercise	Heart, blood, pump, sweat, muscles, exercise	Heart, blood, pump, sweat, muscles, exercise, warm up, cool down, stretch	Heart, blood, pump, sweat, muscles, exercise, , warm up, cool down, stretch	Heart, blood, pump, sweat, muscles, exercise, , warm up, cool down, stretch	Heart, blood, pump, sweat, muscles, exercise, , warm up, cool down, stretch
<b>Progression in PE Knowledge</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>

Our Curriculum Intent:

To deliver an inclusive, engaging and memorable curriculum which bridges differences, opens minds and fosters critical thinking in all our learners

<p><b>Health and Fitness</b></p>	<p>Can start to say how exercise affects their body</p>	<p>Can describe the effect exercise has on their body</p> <p>Can identify the importance of exercise and a healthy lifestyle</p> <p>Can identify how they exercise and how this links to their lifestyle</p>	<p>Can describe the effect exercise has on their body</p> <p>Can identify the importance of exercise and a healthy lifestyle</p> <p>Understand the need to warm up and cool down</p>	<p>Can describe the effect exercise has on their body</p> <p>Can identify the importance of exercise and a healthy lifestyle</p> <p>Understand the need to warm up and cool down and can demonstrate individually</p>	<p>Can describe the effect exercise has on their body</p> <p>Can identify the importance of exercise and a healthy lifestyle</p> <p>Understand the need to warm up and cool down and can demonstrate to their peers</p>	<p>Can describe the effect exercise has on their body</p> <p>Can identify the importance of exercise and a healthy lifestyle</p> <p>Understand the need to warm up and cool down and can demonstrate individually</p>
----------------------------------	---	--	--	---	---	---

Our Curriculum Intent:

To deliver an inclusive, engaging and memorable curriculum which bridges differences, opens minds and fosters critical thinking in all our learners

Intent - Area of Study	Purpose of study - Intent	What does this look like in KS1 - Impact	What does this look like in KS2 - Impact
Analysis and Evaluation		Through discussion and questioning reflect on how their PE lesson went, what went well and how to improve next time.	Learn how to evaluate and recognise their own success.
Challenge	Succeed and excel in competitive sport and other physically demanding activities	Participate in sports in a range of increasingly challenging situations	Develop an understanding of how to improve in different physical activities and sports and what my next steps are
Competition	A high quality physical education curriculum inspires all pupils to succeed and excel in competitive sport	Engage in competitive physical activities (personal best and against others)	Engage in competitive physical activities (personal best, as a team and against others)
Co-operation (social)	Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect	Work individually and with others. Engage in co-operative physical activities.	Enjoy communicating and collaborating with each other.
Movement	Develop competence to excel in a broad range of physical activities	Develop fundamental movement skills, becoming increasingly competent and confident.	Continue to apply and develop a broader range of skills.
Using skills/techniques		Access a broad range of opportunities to extend their agility, balance and co-ordination.	Learn how to use (skills

Our Curriculum Intent:

To deliver an inclusive, engaging and memorable curriculum which bridges differences, opens minds and fosters critical thinking in all our learners