



Saint Joseph's Catholic Primary Voluntary Academy

P.E. Curriculum DRAFT

2025-2027

CYCLE A and B

19/08/25 SB

What do we want for our pupils?

Intent

ST Joseph's Catholic Primary Voluntary Academy believes that Physical Education (PE), experienced in a safe and supportive environment, is essential to ensure children attain optimum physical and emotional development and good health. We intend to deliver high-quality teaching and learning opportunities, using the national curriculum, that inspire all children to succeed in physical education and in developing life skills. We want to teach children skills to keep them safe such as being able to swim. We also want to teach children how to cooperate and collaborate with others as part of an effective team, understanding fairness and equity of play to embed life-long values. Our curriculum aims to improve the wellbeing and fitness of all children at St Joseph's Catholic Primary Voluntary Academy, not only through the sporting skills taught, but through the underpinning values and disciplines PE promotes.

- We believe that a high-quality PE curriculum inspires children to succeed and excel in physically demanding activities and competitive sports, which in turn, will help them to build important life skills such as resilience, tenacity and determination.
- We wish to support our pupils' health and fitness and provide them with opportunities to become physically confident. It is our aim to inspire our pupils to be involved in competitive sport and other activities to help build character and embed values such as good sportsmanship and respect.

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

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

Implementation

PE at St Joseph's Catholic Primary Voluntary Academy provides challenging and enjoyable learning through a range of sporting activities including; fundamental and ball skills, invasion games, strike and field games, gymnastics, dance, swimming and outdoor & adventure. • The long term 2-year cycle plan sets out the PE units which are to be taught throughout the year and ensures that the requirements of the National Curriculum are fully met. • Pupils participate in two high quality PE lessons each week, covering two sporting disciplines every half term. In addition, children are encouraged to participate in the varied range of extra-curricular activities. Lunch time sport activities are available each day and children can attend after/before school sport clubs 4 days per week. • Children are invited to attend competitive sporting events within the local area. This is an inclusive approach which endeavours to encourage not only physical development but also mental well-being. These events also develop teamwork and leadership skills and are very much enjoyed by the children. • Children in Year 3 and 4 swim once a week from summer 2 in year 3 until summer 1 in year 4. They attend weekly swimming lessons teaching them how to swim, how to become stronger swimmers and water safety. • Each half term we run 'Get St Joe's FIT' this is an extra daily fitness challenge completed outside of PE time. The challenges are: skipping, mile run, fitness course, hula hooping, crazy catching, yoga.

Subject Content - Foundation

pupils should demonstrate good control and coordination in small and large movements. Children should be developing fundamental skills with confidence, safely negotiating space and trying new activities in the process.

Pupils should be taught to:

- Master basic movements including:
 - Running
 - Jumping
 - hopping
 - crawling
 - Throw and catch
- Develop balance and agility, negotiate space, adjust speed, change direction.
- Work as part of a group or class, and understand and follow the rules.
- Move confidently and in time to music.

Subject Content - key stage 1

Pupils should develop fundamental movement skills, become progressively capable and confident, and access various opportunities to extend their agility, balance and coordination, individually and with their peers. Engaging in competitive and co-operative physical activities in a range of increasingly challenging situations is vital to their development.

Pupils should be taught to:

- Master basic movements and apply these in a range of activities including:
 - Running
 - Jumping
 - Throwing
 - Catching
 - developing balance agility and coordination
- Participate in team games and develop simple tactics for attacking and defending.
- Perform dances using simple movement patterns.

Subject Content - key stage 2

Pupils should continue to apply and develop various skills, learning how to use them differently, and make actions and sequences out of movement.

Pupils should enjoy communicating, collaborating and competing with others, and develop an understanding of how to recognise, evaluate, and improve their techniques.

Pupils should be taught to:

- Run, jump, throw and catch in isolation and together.
- Play competitive games, modified where appropriate, and apply basic principles to attack and defend.
- Develop flexibility, strength, technique, control and balance.
- Perform dances using various movements.
- Take part in outdoor and adventurous activities, both individually and as a team.
- Compare their individual performances with previous ones to demonstrate improvement so they can achieve to the best of their ability.

Swimming and water safety

Our school provides the minimal requirement for swimming instruction in key stage 2.

In particular, we aim to teach all pupils to:

- Swim competently, confidently and proficiently over a distance of at least 25 metres.
- Use a range of strokes effectively.
- Perform safe self-rescue in different water-based situations.

Health and Safety

All adults involved in the teaching and supervising of PE must adhere to the school's health and safety policy and guidelines. We encourage the children to consider their own safety and the safety of others at all times. We expect them to change for PE into the agreed clothing for each activity. No jewellery is to be worn for any physical activity.

What is our goal?

Impact

We help motivate children to participate in a variety of sports through quality teaching that is engaging and fun. From our lessons, our children learn to take responsibility for their own health and fitness, many of whom also enjoy the success of competitive sports. We equip our children with the necessary skills and a love for sport. They will hopefully grow up to live happy and healthy lives utilising the skills and knowledge acquired through PE. We link our physical health with our mental health and use this to encourage growth mind sets and well-being.

- Children will achieve age related expectations in PE.
- Children will enjoy sport and will seek additional extra-curricular activities both school and external to school related.
- Participation levels in PE will be 100%.
- Children will show a good understanding of healthy eating. • Children will use fitness and sports to improve their physical and mental health throughout their lives.

Assessment in P.E.

Attainment targets

By the end of each key stage, pupils are expected to know, understand, and apply the matters, skills, and processes specified in the appropriate programme of study.

At the end of each Unit, children are assessed against the learning objective(s) for that half term the 'impact' is recorded and pupils are identified as excelling or behind the expected development.

NATIONAL CURRICULUM

In EYFS pupils are taught about:

Intent Phase			
			Statutory Framework for EYFS – Early Years Goals
			Reception children at the expected level of development will:
<u>Physical Development</u>	<u>Pillars of Progression:</u> <u>Pillar 1:</u> Motor Competences and Fundamental Movement Skills (FMS) <i>NB: Best developed between 3 and 8 years old</i>	Gross motor skills	- Negotiate space and obstacles safely, with consideration for themselves and others. - Demonstrate strength, balance and coordination when playing. - Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.
		Fine motor skills	- Use a range of small tools, including scissors, paint brushes and cutlery.
<u>Personal, Social & Emotional Development</u>	Self-regulation		- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
	Managing self		- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. - Explain the reasons for rules, know right from wrong and try to behave accordingly. - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
	Building relationships		- Work and play cooperatively and take turns with others. - Form positive attachments to adults and friendships with peers. - Show sensitivity to their own and to others' needs.

In KS1 & KS2 pupils are taught about:

Intent Phase						
Statutory Framework for KS1 & KS2 National Curriculum Programmes of Study						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>Pillars of Progression</u>	In KS1, particular attention should be paid towards Motor Competence and Fundamental Movement Skills (FMS). FMS can be categorised as: Locomotor Skills – such as running & jumping Stability Skills – such as twisting & balancing Manipulation Skills – such as throwing & catching		By KS2, pupils should be demonstrating proficiency in FMS. Pupils should continue to progress and demonstrate proficient Motor Competence. Increased attention towards Rules, Strategies and Tactics. Increased emphasis on Healthy Participation. Making safe long-term decisions and developing an understanding of the relationships between physical activity and its effect on the body.			
<u>Sports & Games</u>	1a: Master basic movements including running, jumping, throwing, and catching, as well as developing balance, agility, and co-ordination, and begin to apply these in a range of activities. 1b: Participate in team games, developing simple tactics for attacking and defending. 1c: Perform dances using simple movement patterns.		2a: Use running, jumping, throwing, and catching in isolation and in combination. 2b: Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. 2c: Develop flexibility, strength, technique, control, and balance. 2d: Perform dances using a range of movement patterns. 2e: Take part in outdoor and adventurous activity challenges both individually and within a team 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.			
<u>Swimming & Water Safety</u>	All schools must provide swimming instruction either in key stage 1 or key stage 2. Pupils should be taught to: 1d: Swim competently, confidently, and proficiently over a distance of at least 25 metres. 1e: Use a range of strokes effectively. 1f: Perform safe self-rescue in different water-based situations					

P.E. Curriculum 2025 -2027

Cycle A and B

Cycle A	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
FS1/2	Me & Myself	Movement and Development	Throwing and Catching	Ball Skills	Fun & Games	Working with Others
Y1/2	Football Handball	Gymnastics 1 Fitness	Dance Dodgeball	Gymnastics 2 Orienteering	Netball Tennis or Badminton	Athletics Rounders
Y3/4	Football Handball	Gymnastics 1 Fitness	Dance Dodgeball	Gymnastics 2 Orienteering	Netball Tennis or Badminton	Athletics Rounders
Y5/6	Football Handball	Gymnastics 1 Fitness	Dance Dodgeball	Gymnastics 2 Orienteering	Netball Tennis or Badminton	Athletics Rounders

Cycle B	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
FS1/2	Me & Myself	Movement and Development	Throwing and Catching	Ball Skills	Fun & Games	Working with Others
Y1/2	Hockey Tag-Rugby	Gymnastics 1 Fitness	Dance Golf	Gymnastics 2 Orienteering	Basketball Rounders	Athletics Cricket
Y3/4	Hockey Tag-Rugby	Gymnastics 1 Fitness	Dance Golf	Gymnastics 2 Orienteering	Basketball Rounders	Athletics Cricket
Y5/6	Hockey Tag-Rugby	Gymnastics 1 Fitness	Dance Golf	Gymnastics 2 Orienteering	Basketball Rounders	Athletics Cricket

Better Indoors 
Better Outdoors 

High Intensity 
Requires Particular Equipment 

Team Sport 
Requires Space 

Net/Wall Activities	Tennis					
	Volleyball					
	Badminton					
Invasion Games	Football					
	Tag-Rugby					
	Hockey					
	Basketball					
	Netball					
	Handball					
Striking & Fielding	Cricket					
	Rounders					
Target Games	Dodgeball					
	Golf					
Outdoor & Adventurous	Orienteering					
Artistic	Dance					
	Gymnastics					
Fundamentals	Athletics					

Cycle A and B	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
FS1/2	Me & Myself	Movement and Development	Throwing and Catching	Ball Skills	Fun & Games	Working with Others
	- Ability to dress themselves with support if necessary. - Moves freely and with pleasure and confidence in a range of skilful ways. - Engages in conversation with others. - Runs skilfully and negotiates spaces successfully, adjusting speed or direction to avoid obstacles. - Ability to link sounds to letters, naming and sounding the letters of the alphabet.	- Travels with confidence and skill in a range of movements when using equipment. - Shows understanding of the need for safety when tackling new challenges and considers and manages some risks. - Moves freely and with pleasure and confidence in a range of skilful ways. - Runs skilfully and negotiates spaces successfully, adjusting speed or direction to avoid obstacles. Dance - Explores and copy basic body actions and rhythms. - Negotiate space confidently,	- Show increased control when catching a ball. - Shows increasing control over an object, pushing, passing, throwing, catching or kicking it. - Moves freely and with pleasure and confidence in a range of skilful ways. - Able to respond to simple instructions, showing a good understanding of safety when using tools and equipment. Fitness - Improve speed, agility, balance, coordination, strength and physical fitness. - Work well as part of a team. - Develop and demonstrate the	- Show understanding of the need for the safety when tackling new challenges and considers and manages some risks when using equipment. - Can play in a group, extending and elaborating play ideas within the group. - Begins to accept the needs of others and can take turns and share, sometimes with the support of others. - Shows increasing control with throwing and catching a large ball.	- Runs skilfully and negotiates spaces successfully, adjusting speed or direction to avoid obstacles. - Show understanding of the need for the safety when tackling new challenges and considers and manages some risks when using equipment. - Begins to accept the needs of others and can take turns and share, sometimes with the support of others. - Moves freely and with pleasure and confidence in a range of skilful ways. - Shows understanding when counting objects to 10	- Can play in a group. - Begins to accept the needs of others and can take turns and share, sometimes with the support of others. - Keeps play going by responding to what others are saying or doing. - Runs skilfully and negotiates spaces successfully, adjusting speed or direction to avoid obstacles.

		using appropriate strategies. • Use their bodies to respond to stories, topics and music.	jumping techniques safety. • Solve challenges whilst on the move. • Work individually and cooperatively to perform a range of balances.		and beginning to count beyond 10.	
--	--	--	---	--	--	--

YEAR ONE and YEAR TWO		
Invasion Games Basketball – Netball – Tag Rugby -Handball - Hockey	Net and Wall Games Badminton – Tennis - Volleyball	Outdoor Adventure Orienteering
PILLARS OF PROGRESSION FMS: Locomotor Skills Stability Skills Manipulation Skills DECLARATIVE KNOWLEDGE I know that using simple tactics, like moving to defend a goal, will make it difficult for opponents. I know that showing good awareness of others when playing games helps keep everyone safe. I understand some rules of the game. I know that there are attackers and defenders in games, and I can identify them. I know when to recognise space in games and use it to gain an advantage. I know when and where to run, showing good awareness of others. I know some simple plans that can create success, e.g., where to stand to make it difficult for an opponent. I know when to use simple tactics in game situations, such as deciding when to pass and when to run	PILLARS OF PROGRESSION FMS: Locomotor Skills Stability Skills Manipulation Skills DECLARATIVE KNOWLEDGE I know what a rally is. I know that there are rules of the game to follow. I know when to use different skills and simple tactics to win games, such as aiming into space to score points/make it difficult for my opponent. I know when to move to get in line with the ball to receive it.	PILLARS OF PROGRESSION FMS: Locomotor Skills Stability Skills Manipulation Skills DECLARATIVE KNOWLEDGE I know that there are safety rules and procedures for taking part in orienteering events. I know that there are some basic features on a map and what they represent. I know that there is a competitive element to orienteering. I know that there are direction points on a compass and what they are used for. I know that working together is important in group activities. I know which route to select on a map.
PROCEDURAL KNOWLEDGE I know how to move a ball in different ways. I know how to show basic ball control when sending an object to a target, catching, gathering, and rolling. I know how to play in a safe way – showing good awareness of others. I know how to stop/ catch a ball. I know how to control the ball using basic actions. I know how to move fluently, changing direction and speed – with and without a ball. – avoiding collisions. I know how to shoot to a target or goal. I know how to defend between ball and target. I know how to run, jump, balance, hop, leap, and skip. I know how to improve movement skills whilst moving with the ball in two hands, progressing to beating a defender (Tag Rugby) I know how to tag and begin tagging players in game situations (tag rugby).	PROCEDURAL KNOWLEDGE I know how to engage in competitive and cooperative activities (both against self and against others). I know how to move and use the ball in different way. I know how to show basic ball control with simple actions. I know how to send a ball to a partner (throwing, pushing, rolling). I know how to perform a range action including catching/ gathering skills and sending/passing with control and throw/ hit a ball in different ways e.g., high, low, fast, slow. I know how to hold a racket correctly. I can show good awareness of others during games and activities. I know how to move fluently, changing direction and speed – showing good awareness of others. I know how to watch, track, and catch a shuttle successfully (badminton). I know how to control the	PROCEDURAL KNOWLEDGE (Not essential to teach at KS1) I know how to move in different directions and a variety of different ways. I know how to map read to solve problems. I know how to take part in an orienteering event following rules and playing fairly. I know how to participate with others.

	shuttles movements, with and without a racket (badminton). I know how to hit the shuttle, when it's in the air, varying height, speed, and direction into space and to a partner (badminton). I know how to rally. I know how the ball can move in different ways.	
--	---	--

YEAR ONE and YEAR TWO		
Striking and Fielding Games Cricket - Rounders	Target Games Dodgeball - Golf	PE life Skills
PILLARS OF PROGRESSION FMS: Locomotor Skills Stability Skills Manipulation Skills	PILLARS OF PROGRESSION FMS: Locomotor Skills Stability Skills Manipulation Skills	PILLARS OF PROGRESSION FMS: Locomotor Skills Stability Skills Manipulation Skills
DECLARATIVE KNOWLEDGE I know that there are rules of the game I must follow. I know the importance of good awareness of others when playing games. I know when to apply simple tactics, such as, hit the ball into space to help score more points.	DECLARATIVE KNOWLEDGE I know that the ball moves in different ways. I know that control and accuracy is needed when aiming for a target. I can choose skills needed when competing in games. I know when to throw the ball to a partner or opponent.	Health, Fitness & Wellbeing Understand why being active and playing games is good for you. Describe why running and playing games is good for you. Body Awareness Understand and describe changes to your heartrate when playing a game. Describe what it feels like to breathe quickly during exercise.
PROCEDURAL KNOWLEDGE I know how to move fluently, changing direction and speed – with and without a ball. – avoiding collisions. I know how to run, jump, throw, catch, and skip. I know how to compete against myself and others. I know how to throw/hit a ball in different ways e.g., high, low, fast, slow showing basic control. I know how to catch and stop the ball, getting in line with the ball to receive it.	PROCEDURAL KNOWLEDGE I know how to catch a large ball. I know how to move a ball in different ways. I know how to pass, send, and roll a ball in different ways. I know how to run, jump, balance, hop, leap, and skip. I know how to send a ball towards a target. I know how to safely and correctly use a golf putter (golf).	Warm-up & Cool-down Begin to understand the importance of preparing safely and carefully for exercise – warming up/down. Safety Demonstrate an appreciation of safety when using apparatus and equipment. Follow instructions to complete a task. Understand how to play in a safe way.

YEAR ONE and YEAR TWO		
Athletics	Dance	Gymnastics
PILLARS OF PROGRESSION FMS: Locomotor Skills Stability Skills Manipulation Skills	PILLARS OF PROGRESSION FMS: Locomotor Skills Stability Skills Manipulation Skills	PILLARS OF PROGRESSION FMS: Locomotor Skills Stability Skills Manipulation Skills
DECLARATIVE KNOWLEDGE I know that there is a difference in technique between sprinting and running over longer distance. I know that there is control and coordination needed when running	DECLARATIVE KNOWLEDGE I know that dance phrases are small sections of a dance that make a complete routine. I know that dance can be used to express and communicate mood, ideas, and feelings, varying simple compositional ideas. I know when practising and using a stimulus I can remember and repeat short dance phrases.	DECLARATIVE KNOWLEDGE I know that fundamental movement skills, such as travelling, balancing, and moving smoothly from one position to another are important gymnastics basics. I know that agility, balance, and coordination need developing to improve gymnastics skills. I know when to link movement phases with beginning, middle and ends.
PROCEDURAL KNOWLEDGE I know how to apply basic athletic skills and techniques to a variety of activities. I know how to practise different jumping techniques, showing control, coordination, and consistency throughout. I know how to run, jump, balance, hop, leap, and skip. I know how to throw overarm, underarm and pull throw towards a target. I know how to run, jump, and throw with increasing control and coordination.	PROCEDURAL KNOWLEDGE I know how to respond imaginatively to a range of stimuli. I know how to move confidently and safely in general space, using changes of speed, level, and direction. I know how to perform movement phrases using a range of different body actions and body parts – with control and accuracy. I know how to compose short dances. I know how to move with control to music. I know how to link simple movements, and combine different ways of travelling, with beginnings, middles, and ends.	PROCEDURAL KNOWLEDGE I know how to perform basic gymnastic actions, including travelling, rolling, jumping, and staying still. I know how to combine different ways of travelling exploring a range of movements and shapes. I know how to perform movement phrases using a range of different body parts/actions. I know how to perform fundamental movement skills on the floor and apparatus. I know how to, moving safely using changes of speed, level, and direction. I know how to form simple sequences of different actions, using the floor and a variety of apparatus.

YEAR THREE and YEAR FOUR		
Athletics	Dance	Gymnastics
PILLARS OF PROGRESSION Continued progress of Motor Competence. Understanding and applying Rules, Strategies and Tactics. Healthy Participation; making safe decisions and understanding the effects of physical activity.	PILLARS OF PROGRESSION Continued progress of Motor Competence. Understanding and applying Rules, Strategies and Tactics. Healthy Participation; making safe decisions and understanding the effects of physical activity.	PILLARS OF PROGRESSION Continued progress of Motor Competence. Understanding and applying Rules, Strategies and Tactics. Healthy Participation; making safe decisions and understanding the effects of physical activity.
DECLARATIVE KNOWLEDGE I know that there is pace judgement needed when running over an increased distance. I know when to choose appropriate running speeds to meet the demand of the task.	DECLARATIVE KNOWLEDGE I know that expressive qualities are ideas and emotions communicated through movement patterns. I know that canon, unison, repetition, action/reaction, and question/answer can be included in dance phrases. I know that is important to consider others when working in a pair or group. I know when and how to use stimuli to create characters and narratives. I know when to apply speed, tension, continuity, and spatial pattern ideas when creating and performing dances with a partner and a groups.	DECLARATIVE KNOWLEDGE I know that combinations of actions create gymnastic sequences and routines. I know the importance of flexibility, strength, control, technique, and balance in gymnastics. I know that there are different ways of using a shape, balance, or travel. I know when to experiment with spatial patterns, speed, and tension.
PROCEDURAL KNOWLEDGE I know how to apply a broad range of athletic skills in different ways. I know how to show control, coordination and consistency when running, throwing, and jumping. I know how to combine basic jump actions to form a jump combination, using a controlled jumping technique.	PROCEDURAL KNOWLEDGE I know how to perform dances using a range of movement patterns – accurately, fluently, consistently. I know how to perform with control with a partner. I know how to combine actions and maintain the quality of performance when performing at the same time as a partner. I know how to perform with a wide range of actions, when working with a partner and in a group.	PROCEDURAL KNOWLEDGE I know how to create longer sequences, performing with fluency and clarity of movement. I know how to use combinations of dynamics using the space effectively. I know how to combine movement ideas fluently and effectively. I know how to use skills in different ways, performing confidently, with clarity and a sense of rhythm.

YEAR THREE and YEAR FOUR		
Invasion Games Basketball – Netball – Tag Rugby -Handball - Hockey	Net and Wall Games Badminton – Tennis - Volleyball	Outdoor Adventure Orienteering
PILLARS OF PROGRESSION Continued progress of Motor Competence. Understanding and applying Rules, Strategies and Tactics. Healthy Participation; making safe decisions and understanding the effects of physical activity.	PILLARS OF PROGRESSION Continued progress of Motor Competence. Understanding and applying Rules, Strategies and Tactics. Healthy Participation; making safe decisions and understanding the effects of physical activity.	PILLARS OF PROGRESSION Continued progress of Motor Competence. Understanding and applying Rules, Strategies and Tactics. Healthy Participation; making safe decisions and understanding the effects of physical activity.
DECLARATIVE KNOWLEDGE I know that taking up certain spaces/positions can make it difficult for opponents. I know that finding and using space in game situations can achieve success. I know that tactics play a role in games. I know that there are rules in games that need to be followed. I know the importance of speed when playing invasion games. I know that decision making can influence success when choosing skills to meet the needs of the situation. I know, in game situations, when to use a range of tactics to help keep possession of the ball. I know when to apply basic attacking and defending principles - finding space (attacking), challenge a player in possession (defending.) I know when to employ simple tactics in game situations. I know when to set moves that can be used in attacking play. I know when to adapt techniques and tactics to keep possession of the ball and give you a chance to shoot or score. I know when to choose space/positions where you can receive a pass or to support a teammate. I know when to choose a certain pass to keep possession.	DECLARATIVE KNOWLEDGE I know that consistency is important when performing skills and practising techniques. I know that there are two types of rallies and I have participated in both. I know when to take up spaces to make it difficult for my opponents to score. I know why tactics are used in games. I know when to apply basic principles for attacking and defending when facing an opponent. I know when to find as use space to my advantage in game situations. I know when to use particular skills to try and win games.	DECLARATIVE KNOWLEDGE I know the importance of safety rules and procedures for taking part in orienteering event. I know that there are physical aspects needed for orienteering. I know that maps are scaled down to make them accessible. I know when activities need thinking through and planning.
PROCEDURAL KNOWLEDGE I know how to move the ball keeping it under control whilst changing direction. I know how to Pass, shoot,	PROCEDURAL KNOWLEDGE I know how to perform skills needed for the game with control and accuracy. I know how to throw and send the	PROCEDURAL KNOWLEDGE I know how to recognise where I am on a map. I know how to move with agility, balance, and coordination. I

and receive a ball with increasing accuracy, control, and success. I know how to pass in different ways e.g., high, low, fast, slow. I know how to work well as part of a team. I know how to shoot/score with some accuracy. I know how to receive a ball under control. I know how to challenge a player in possession of the ball. I know how to get into good positions to pass and receive the ball. I know how to pass the ball using different techniques. I know how to move forward to attack as part of a team – running in a line (tag rugby). I know how to work as part of a team when defending, keeping in a line, and spreading out (tag rugby).	ball using a variety of techniques. I know how to send a ball into space at different speeds and heights to make it difficult for the opponent. I know how to Intercept and stop the ball consistently. I know how to adopt a good ‘ready position’ to move and catch a ball. I know how to perform a basic forehand shot with control and accuracy. I know how to keep a rally going using a range of shots. I know how to throw/Send/ hit a ball into space, at different speeds and heights to make it difficult for your opponent. I know how to compete with others – Keeping and following the rules of the game. I know how to move around the court well, with purpose. I know how to perform a good ready stance and structure when throwing/hitting the ball or shuttle. I know how to perform a forehand and backhand serve (badminton). I know how to hit the shuttle – in different directions, at various speeds and heights. I know how to complete a forehand and lift shot (badminton). I know how to complete a forehand and lift shot (badminton). I know how to chasse in isolation and in games (badminton).	know how to participate in competitive orienteering events, following instructions of the game I know how to apply basic map reading/making skills and apply these skills and techniques in games.
---	---	---

YEAR THREE and YEAR FOUR		
Striking and Fielding Games Cricket - Rounders	Target Games Dodgeball - Golf	PE life Skills
PILLARS OF PROGRESSION Continued progress of Motor Competence. Understanding and applying Rules, Strategies and Tactics. Healthy Participation; making safe decisions and understanding the effects of physical activity.	PILLARS OF PROGRESSION Continued progress of Motor Competence. Understanding and applying Rules, Strategies and Tactics. Healthy Participation; making safe decisions and understanding the effects of physical activity.	PILLARS OF PROGRESSION Continued progress of Motor Competence. Understanding and applying Rules, Strategies and Tactics. Healthy Participation; making safe decisions and understanding the effects of physical activity.
DECLARATIVE KNOWLEDGE I understand the rules of the game. I know when to communicate and collaborate with others during team games. I can discuss tactics and know when to apply tactics in game situations – for both fielding and striking.	DECLARATIVE KNOWLEDGE I know the importance of accuracy in games. I know that ball handling, striking, dodging, and catching are important skills needed to win games (dodgeball). I know when to move to get in position to both receive and throw the ball. I can discuss tactics and strategies to try and win games. I know when and how to use space in game situations (dodgeball).	HEALTH FITNESS & WELLBEING Describe what happens to your heart rate and breathing when playing games and begin to understand why you get hotter. Develop the understanding of the importance of speed and stamina when playing invasion games. Improve physical fitness. BODY AWARENESS Communicate what you want through your dances. Describe how their bodies feel when exercising. Understand the link between heartrate and breathing when exercising.
PROCEDURAL KNOWLEDGE know how to throw a ball over an increasing distance. I know how to catch a ball over an increasing distance. I know how to hit a ball with the correct technique. I know how to intercept and stop the ball consistently.	PROCEDURAL KNOWLEDGE I know how to catch a variety of different throws/shots. I know how to control my body whilst moving at speed. I know how to move the ball with control whilst on the move. I know how to perform an underarm throw. I know how to work well as part of a team. I know how to perform a side shot throw (dodgeball). I know how to dodge and jockey (dodgeball). I know how to putt accurately and effectively (golf). I know how to chip the ball safely and correctly using a chipping club (golf).	WARM UP & COOL DOWNS Devise suitable warm-up activities for the upcoming activities. SAFETY Demonstrate an appreciation of safety when lifting, moving, and placing apparatus and equipment. Play games in a safe and fair manner.

YEAR FIVE and YEAR SIX		
Athletics	Dance	Gymnastics
PILLARS OF PROGRESSION Continued progress of Motor Competence. Understanding and applying Rules, Strategies and Tactics. Healthy Participation; making safe decisions and understanding the effects of physical activity.	PILLARS OF PROGRESSION Continued progress of Motor Competence. Understanding and applying Rules, Strategies and Tactics. Healthy Participation; making safe decisions and understanding the effects of physical activity.	PILLARS OF PROGRESSION Continued progress of Motor Competence. Understanding and applying Rules, Strategies and Tactics. Healthy Participation; making safe decisions and understanding the effects of physical activity.
DECLARATIVE KNOWLEDGE I know that there is a range of throwing actions e.g., push, pull, sling, using different equipment. I know when to apply appropriate pace judgement for the running distance to be covered. I know when to apply the appropriate throwing and jumping technique to achieve maximum distance and height.	DECLARATIVE KNOWLEDGE I know that imagination is needed to help create and structure dance motifs, phrases, and sections of dances, developing expressive qualities. I know that dance can be inspired by a stimulus. I know that performing with confidence and clarity can improve an overall performance. I know when to use basic compositional principles to create dances. I know when to combine movements fluently and effectively throughout dance routines.	DECLARATIVE KNOWLEDGE I know the importance of rhythm when creating, practising, and performing a routine. I know the terms exploration and improvisation in relation to creating and performing gymnastic routines. I know various compositional principles, including varying direction, level, and pathways to improve the look of a sequence. I know what skills are required when developing a performance, to meet the need of the situation. I know when flexibility, strength, control, technique, and balance are required for wide variety of elements in gymnastics.
PROCEDURAL KNOWLEDGE I know how to run, jump, catch and throw in isolation and combination. I know how to combine and perform skills with control. I know how to apply skills that meet the needs of the situation, combining and performing each skill with control at speed. I know how to choose the appropriate speed to run at for the distance to be covered.	PROCEDURAL KNOWLEDGE I know how to use a broader range of skills and movement patterns. I know how to explore movement ideas inspired by a stimulus. I know how to perform a range of movements accurately with a sense of rhythm, clarity, and confidence. I know how to perform confidently to an audience.	PROCEDURAL KNOWLEDGE I know how to create longer sequences, performing with fluency and clarity of movement. I know how to use combinations of dynamics using the space effectively. I know how to combine movement ideas fluently and effectively. I know how to use skills in different ways, performing confidently, with clarity and a sense of rhythm.

YEAR FIVE and YEAR SIX		
Invasion Games Basketball – Netball – Tag Rugby -Handball - Hockey	Net and Wall Games Badminton – Tennis - Volleyball	Outdoor Adventure Orienteering
PILLARS OF PROGRESSION Continued progress of Motor Competence. Understanding and applying Rules, Strategies and Tactics. Healthy Participation; making safe decisions and understanding the effects of physical activity.	PILLARS OF PROGRESSION Continued progress of Motor Competence. Understanding and applying Rules, Strategies and Tactics. Healthy Participation; making safe decisions and understanding the effects of physical activity.	PILLARS OF PROGRESSION Continued progress of Motor Competence. Understanding and applying Rules, Strategies and Tactics. Healthy Participation; making safe decisions and understanding the effects of physical activity.
DECLARATIVE KNOWLEDGE I know that working well as part of a team will contribute to success. I know that to using different skills will help keep possession of the ball. I know that tactics can help keep possession of the ball. I understand the positions in a team and the roles they play. I know that there are different ways to defend individually and as a team. I know that there are different ways to attack individually and as a team I know that there are defensive duties in tag rugby and the process of tagging (tag rugby). I understand to importance of keeping in a line in both attacking and defending plays (tag rugby). I know when to choose formations that suit the game and make amendments ensuring everyone has a role to play. I know when to apply principles for attacking. I know when to adapt games and activities making sure everyone has a role to play. I know when to keep possession of the ball when faced with opponents. I know when to use the defending principles in game situations, including marking, tracking, and covering, to gain possession. I know when and what tactics to use in games to achieve success as a team. I consider the best way to score and win the game, remembering to find and use space when running.	DECLARATIVE KNOWLEDGE I know the benefits of having a good ready position/stance during a rally. I know when to apply principles suitable for attacking, e.g., identifying gaps I know when to apply principles suitable for defending e.g., position on court. I know when to perform tactical serves to help deceive opponents and score points.	DECLARATIVE KNOWLEDGE I know that planning strategies can help achieve success. I know that communication is vital to achieving success in team activities. I know when to move a map and when to move myself to orientate. I know what appropriate skills and approaches to choose for the challenge. I know when relevant techniques and elements are required to navigate to and from controls.

PROCEDURAL KNOWLEDGE I know how to keep good control when performing skills at speed. I know how to perform skills (e.g., passing) with accuracy, confidence, and control, and increasing speed. I know how to confidently change speed and direction to get away from a defender. I know how to keep possession of the ball when faced with opponents. I know how to combine and perform skills with control, adapting them to meet the needs of the situation. I know how to work effectively as part of a team. I know how to participate in competitive games, modified where appropriate.	PROCEDURAL KNOWLEDGE I know how to use the correct footwork to hit the ball/shuttle with good technique. I know how to participate in competitive games, modified where appropriate. I know how to direct a ball/shuttle to a target area. I know how to perform consistently (resulting in longer rallies). I know how to keep a good grip on the racket to be able to play both a forehand and a backhand. I know how to perform a backhand and forehand shot with confidence. I know how to hit the shuttle whilst on the move (badminton). I know how to perform a backhand and overhead clear (badminton). I know how to perform a chasse step and lunge	PROCEDURAL KNOWLEDGE I know how to use a map confidently. I know how to design a route to the controls. I know how to take part in orienteering events, such as picture orienteering and control orienteering, with success. I know how to build a detailed map. I can work well as part of a team, contributing effectively.
---	---	--

YEAR FIVE and YEAR SIX		
Striking and Fielding Games Cricket - Rounders	Target Games Dodgeball - Golf	PE life Skills
PILLARS OF PROGRESSION Continued progress of Motor Competence. Understanding and applying Rules, Strategies and Tactics. Healthy Participation; making safe decisions and understanding the effects of physical activity.	PILLARS OF PROGRESSION Continued progress of Motor Competence. Understanding and applying Rules, Strategies and Tactics. Healthy Participation; making safe decisions and understanding the effects of physical activity.	PILLARS OF PROGRESSION Continued progress of Motor Competence. Understanding and applying Rules, Strategies and Tactics. Healthy Participation; making safe decisions and understanding the effects of physical activity.
DECLARATIVE KNOWLEDGE I know that taking up positions in a game will impact on a teams success. I know what is needed to score more runs. I know when tactics will help the situation and outwit the opponents.	DECLARATIVE KNOWLEDGE I know that speed and power applied when hitting/throwing a ball will need to change depending on the target distance. I know the importance of quick reactions (dodgeball). I know the concept of the game of golf, the basic rules of the game, and some key phrases (golf). I know which skills to choose in game situations. I know when to change the pace of the ball depending on the target distance. I know when to apply tactics and strategies into games to try win.	Move in a way that reflects the music. Understand how the muscles work, e.g., work by getting shorter, relax by getting longer. Explain how your body reacts and feels when taking part in different activities and undertaking different roles
PROCEDURAL KNOWLEDGE I know how to bowl overarm (increasing accuracy, speed, and distance). I know how to hit the ball with purpose. I know how to bowl at different speeds. I know how to work well as part of a team. I know how to participate in competitive games. I know how to perform skills such as retrieving and intercepting at speed.	PROCEDURAL KNOWLEDGE I know how to throw the ball in different ways, showing good accuracy, pace and consistently. I know how to catch a ball at different heights and speeds. I know how to take part in competitive game, working together as a team, following rules, and playing fairly. I know how to move quickly and use different ways to dodge to ball – jump, skip, jockey, gallop (dodgeball). I know how to play a drive shot (golf). I know how to putt accurately (golf). I know how to chip for height and drive for distance (golf).	WARM UP & COOL DOWNS Create short warm up routines that follow basic principles e.g., raises body temperature, mobilise joints muscles. Suggest ideas for warming up and explain your choices. Know what makes a good warm down e.g., it calms the body, prevents stiffness, settles the mind. SAFETY Coordinate lifting and moving apparatus in a safe and sensible way.

