



## PE Curriculum overview

SY 2022-23

	Reception	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
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## Dance (Real Dance from Real PE)

Explore Tricky 1 skills

Shapes

I can:  
Create multiple standing and floor shapes  
- balanced on both feet.  
- with limbs in different planes.  
- with 3 points of contact.  
- facing down.  
Travel between shapes including jumping.

Shapes

I can:  
Create multiple standing and floor shapes  
- with torso beginning to rotate.  
- with 3 points of contact with the floor.  
- facing down and up.  
Travel between shapes including jumping with rotation.

Shapes

I can:  
Create multiple standing and floor shapes  
- with torso rotated.  
- with 3 points of contact with the floor.  
- facing up and sideways.  
Travel between shapes including stepping into jumping.  
1 Rotate in jumps.

Shapes

I can:  
Create multiple standing and floor shapes  
- balanced on 1 foot.  
- with arms at different planes.  
- with torso rotated and bent.  
- with 2 points of contact with the floor.  
- facing up and sideways.  
Travel between shapes including rotation  
- on the floor and in the air.

Shapes

I can:  
Create multiple standing and floor shapes  
- balanced on 1 foot with other foot higher than 45°.  
- with 2 points of contact using combination of hands, arms and shoulders for support.  
Travel between shapes including rotation  
- on the floor (spirals and turns) and in the air.  
- in different directions.  
- at different speeds.

		<p><b>Circles</b></p> <p>I can:</p> <p>Create movements led by large horizontal single arm circles and semi-circles leading into</p> <ul style="list-style-type: none"> <li>- stepping.</li> <li>- turning.</li> </ul> <p>Jump from a static position, arms up and down.</p>	<p><b>Circles</b></p> <p>I can:</p> <p>Create movements led by large vertical single arm circles and semi-circles leading into</p> <ul style="list-style-type: none"> <li>- stepping.</li> <li>- body movements.</li> <li>- turning.</li> <li>- jumps with 180° and 360° rotations.</li> </ul>	<p><b>Circles</b></p> <p>I can:</p> <p>Create exact and repeatable movement led by both single arm and leg circles and semi-circles leading into</p> <ul style="list-style-type: none"> <li>- body dropping and turning.</li> <li>- turning with body tilted.</li> <li>- jumps with 180° and 360° forward and backward</li> </ul>	<p><b>Circles</b></p> <p>I can:</p> <p>Create sequences of movement led by combined arm, shoulder, leg and foot circles and/or semi-circles leading into</p> <ul style="list-style-type: none"> <li>- turning.</li> <li>- jumping with good height, speed and various body shapes in the air.</li> </ul>	<p><b>Circles</b></p> <p>I can:</p> <p>Create complex movement led by a combination of circles made with different body parts and in different planes leading into</p> <ul style="list-style-type: none"> <li>- stepping, body movements and turns.</li> <li>- jumps with 1 foot take-off and landing, other leg extended.</li> <li>- jumps with 180° rotation and change of direction in the air (landing facing backwards).</li> </ul>
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		<p>Partnering (Shapes)</p> <p>I can:</p> <p>Create standing and floor shapes in contrast to my partner's</p> <ul style="list-style-type: none"> <li>- with our body parts crossing over.</li> </ul> <p>Travel between shapes in unison.</p>	<p>Partnering (Shapes)</p> <p>I can:</p> <p>Create standing and floor shapes</p> <ul style="list-style-type: none"> <li>- opposite and entwined with my partner.</li> <li>- in close contact but without touching.</li> </ul> <p>Incorporate jumping when</p>	<p>rotations (starfish and barrel roll jumps).</p> <p>Partnering (Shapes)</p> <p>I can:</p> <p>Create standing and floor shapes</p> <ul style="list-style-type: none"> <li>- opposite and entwined with my partner.</li> <li>- as close as possible without touching.</li> <li>- facing up, down and sideways. -</li> </ul>	<p>Partnering (Shapes)</p> <p>I can:</p> <p>Create standing and floor shapes</p> <ul style="list-style-type: none"> <li>- at different levels.</li> <li>- without contact.</li> <li>- with 1 hand contact.</li> </ul> <p>Jump with backward rotation when moving between shapes.</p>	<p>Partnering (Shapes)</p> <p>I can:</p> <p>Create standing and floor shapes in close contact</p> <ul style="list-style-type: none"> <li>- both balancing on 1 foot.</li> <li>- cross-bodied with 2 points of contact with the floor.</li> </ul> <p>Travel with my partner</p> <ul style="list-style-type: none"> <li>- incorporating spirals, rotation on the floor, jumping and cross- bodied finishing positions.</li> </ul>
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			travelling between shapes - in canon.	jumping with rotation when moving between shapes. - in canon.		
		Partnering (Circles) I can: Turn forwards and backwards through horizontal large arm circle - and finish away. - in unison. - in canon. Create, in	Partnering (Circles) I can: Create movement and turn forwards and backwards through horizontal and vertical large arm circle and semi-circle - in unison. - finishing in	Partnering (Circles) I can: Create movement led by horizontal and vertical single arm circles and semi-circles - followed with steps. - followed with body	Partnering (Circles) I can: Create sequences of movement led by large horizontal and vertical single arm and leg circles and semi-circles - with turns led by arms, foot and knee. - in unison.	Partnering (Circles) I can: Create sequences of movement led by combinations of circles made with different body parts and in different planes - leading into and out of turning. - in unison. - while mirroring.

		<p>unison, jumps with rotation from a static position.</p>	<p>partner shapes. <b>L</b></p> <p>Create jumps from foot circles</p> <ul style="list-style-type: none"> <li>- jumping in unison.</li> </ul>	<p>action.</p> <ul style="list-style-type: none"> <li>- in unison.</li> <li>- in canon.</li> <li>- mirroring my partner.</li> </ul>	<ul style="list-style-type: none"> <li>- at different speeds/directions.</li> </ul>	
		<p><b>Partnering (Lifts)</b></p> <p>I can:</p> <p>Create partner balances</p> <ul style="list-style-type: none"> <li>- with hand on shoulder contact.</li> <li>- facing my partner.</li> </ul> <p>Create and support jumps</p> <ul style="list-style-type: none"> <li>- with hand</li> </ul>	<p><b>Partnering (Lifts)</b></p> <p>I can:</p> <p>Create partner balances leaning away from each other with hand-to-hand contact.</p> <p>Create and support jumps with hand to elbow contact</p>	<p><b>Partnering (Lifts)</b></p> <p>I can:</p> <p>Create partner balances with one standing and the other on the floor.</p> <p>Create and support jumps palm to palm/palm to lower back</p>	<p><b>Partnering (Lifts)</b></p> <p>I can:</p> <p>Create and support jumps palm to palm/palm to lower back</p> <ul style="list-style-type: none"> <li>- with 360° rotation in the air.</li> <li>- with 1 foot take-off and</li> </ul>	<p><b>Partnering (Lifts)</b></p> <p>I can:</p> <p>Create sequences of movement, turning and jumping</p> <ul style="list-style-type: none"> <li>- leading into and out of partner supports.</li> <li>- leaning towards and away from my partner.</li> <li>- in unison.</li> <li>- in canon.</li> <li>- independently from my partner.</li> </ul>

	<p>to elbow contact. - with hands on waist and shoulders in contact.</p> <p>- facing my partner.</p> <p>- with 2-feet take-off and landing.</p> <p><b>Artistry (Abstraction)</b></p> <p>I can:</p> <p>Create 2 ways of moving linked to the silk</p> <p>- using both hands at the same time.</p>	<p>- facing each other.</p> <p>- using a 2-foot take-off and landing, with 180° rotation.</p> <p><b>Artistry (Abstraction)</b></p> <p>I can:</p> <p>Create 2 ways of moving linked to the silk</p> <p>- using 3 or 4 limbs and pausing</p>	<p>with a 180° turn in the air and 1 foot take-off and landing.</p> <p><b>Artistry (Abstraction)</b></p> <p>I can:</p> <p>Create multiple ways of moving linked to the silk</p> <p>- pausing my movement to create shapes.</p>	<p>landing.</p> <p>- holding star shape in the air.</p> <p>- finishing by leaning against my partner.</p> <p>- in canon.</p> <p><b>Artistry (Abstraction)</b></p> <p>I can:</p> <p>Create multiple ways of moving linked to the silk</p> <p>- where silk moves lead me into stepping, jumping, floor</p>	<p><b>Artistry (Abstraction)</b></p> <p>I can:</p> <p>Create multiple ways of moving linked to the silk</p> <p>- where the silk moves lead me into jumping, a turn and a jump, floor and floor shapes.</p> <p>- fluently without stopping.</p> <p><b>Artistry (Musicality)</b></p>
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		<ul style="list-style-type: none"> <li>- connected to standing shapes.</li> </ul>	<p>throughout my movement.</p> <ul style="list-style-type: none"> <li>- fluently and without stopping.</li> </ul>	<ul style="list-style-type: none"> <li>- using those shapes as my starting and finishing positions. - including jumps with rotation.</li> </ul>	<p>moves and floor shapes.</p>	<p>I can:</p> <p>Create a combination of shapes, circle and silk moves</p> <ul style="list-style-type: none"> <li>- both matching and in contrast to the melody or the main song line.</li> <li>- responding to musical phrases.</li> </ul>
		<p>Artistry (Musicality)</p> <p>I can:</p> <p>Create shapes and movements to express how the music makes me feel</p> <ul style="list-style-type: none"> <li>- following I instrument.</li> <li>- following a</li> </ul>	<p>Artistry (Musicality)</p> <p>I can:</p> <p>Create shapes, circles and silk movements to</p> <ul style="list-style-type: none"> <li>- express the music.</li> <li>- change my moves so they match</li> </ul>	<p>Artistry (Musicality)</p> <p>I can:</p> <p>Create shapes, circle and silk movements</p> <ul style="list-style-type: none"> <li>- at different speeds to follow the music without stopping.</li> <li>- making them specific</li> </ul>	<p>Artistry (Musicality)</p> <p>I can:</p> <p>Create combination of shapes, circle and silk moves</p> <ul style="list-style-type: none"> <li>- matching the energy of the music.</li> <li>- in time to the beat and the rhythm.</li> </ul>	



		story with movement.	different music.	to stress what the music is doing.	- matching 1 instrument playing off the main beat.	
		<p>Artistry (Making)</p> <p>I can:</p> <p>Create a sequence of 4 moves with some being different to my partner's.</p>	<p>Artistry (Making)</p> <p>I can:</p> <p>Create a sequence of 5 static and dynamic moves</p> <ul style="list-style-type: none"> <li>- in contrast to my partner's.</li> <li>- using different partner shapes. - at different levels.</li> </ul>	<p>Artistry (Making)</p> <p>I can:</p> <p>Create a sequence of a minimum of 5 moves</p> <ul style="list-style-type: none"> <li>- similar and then in contrast to my partner's.</li> <li>- with various starting and finishing positions.</li> </ul>	<p>Artistry (Making)</p> <p>I can:</p> <p>Create a sequence of a minimum of 5 moves</p> <ul style="list-style-type: none"> <li>- with limbs in different planes and directions.</li> <li>1 Perform both in my and my partner's place.</li> </ul>	<p>Artistry (Making)</p> <p>I can:</p> <p>Create a sequence of a minimum of 6 various moves - with movements made both with arms and legs.</p> <ul style="list-style-type: none"> <li>- in unison followed by moves in contrast and performed independently of my partner.</li> </ul>

			<ul style="list-style-type: none"><li>- with different timings.</li></ul>			
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	Reception	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
GYM (REAL GYM from Real PE)							
EXPECTED LEVEL SKILLS PROGRESSION							
The skill element of real gym is made up of 5 areas - Shape, Balance, Travel, Flight and Rotation. Each skill is explored and developed through 7 stages. The first three help children learn and develop their skills through floor work, with the remaining four stages showing how they can begin to develop their skills in different contexts - hand apparatus, low apparatus, partner work and large apparatus. The skills matrix can be							

explored both vertically (within the skill area) or horizontally, for example, by developing all five skills using large apparatus.

The real gym programme is designed to be totally flexible and appropriate for your class.

Explore

**Tricky** Travel skills (1/2/3) combined with **one** of the following:

- Hand Apparatus (4) - Low Apparatus (5) - Partner/s (6)
- Large Apparatus (7)

Perform

(Consolidated) **Tricky** Flight skills on the floor (1/2/3).

Explore

**Tricky** Flight skills (1/2/3) combined with **one** of the following:

- Hand Apparatus (4) - Low Apparatus (5) - Partner/s (6)
- Large Apparatus (7)

Perform (Consolidated)

**Tricky** Rotation skills on the floor (1/2/3).

Explore

**Tricky** Rotation skills (1/2/3) combined with **one** of the following:

- Hand Apparatus (4) - Low Apparatus (5) - Partner/s (6)
- Large Apparatus (7)

Perform (Consolidated)

**Trickier** Travel skills on the floor (1/2/3).

Perform (Consolidated)

**Tricky** Travel skills (1/2/3) combined with **one** of the following:

- Hand Apparatus (4) - Low Apparatus (5) - Partner/s (6)
- Large Apparatus (7)

Perform (Consolidated)

**Trickier** Flight skills on the floor (1/2/3).

Perform (Consolidated)

- Hand Apparatus (4) - Low Apparatus (5) - Partner/s (6)
- Large Apparatus (7)

Perform (Consolidated)

**Trickiest** Travel skills on the floor (1/2/3).

Perform (Consolidated)

**Trickier** Travel skills combined with **one** of the following:

- Hand Apparatus (4) - Low Apparatus (5) - Partner/s (6)
- Large Apparatus (7)

Perform (Consolidated)

**Trickiest** Flight skills on the floor (1/2/3).

Perform (Consolidated)

- Hand Apparatus (4) - Low Apparatus (5) - Partner/s (6)
- Large Apparatus (7)

Tricky Flight skills (1/2/3)  
combined with **one** of the  
following:

- Hand Apparatus (4) - Low Apparatus (5) - Partner/s (6)
- Large Apparatus (7)

Perform (Consolidated)  
Trickier Rotation skills on the  
floor (1/2/3).

Perform (Consolidated)  
Tricky Rotation skills (1/2/3)  
combined with **one** of the  
following:

- Hand Apparatus (4) - Low Apparatus (5) - Partner/s (6)
- Large Apparatus (7)

Trickier Flight skills  
combined with **one** of the  
following:

- Hand Apparatus (4) - Low Apparatus (5) - Partner/s (6)
- Large Apparatus (7)

Perform (Consolidated)  
Trickiest Rotation skills on  
the floor (1/2/3).

Perform (Consolidated)  
Trickier Rotation skills  
combined with **one** of the  
following:

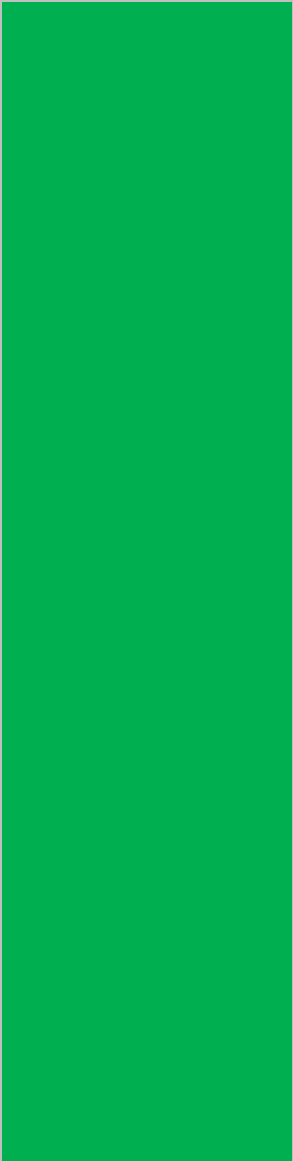
- Hand Apparatus (4) - Low Apparatus (5) - Partner/s (6)
- Large Apparatus (7)

	Reception	Year One/Two	Year Three/Four	Year Five/Six
<b>REAL PE (INDOOR)</b> Personal, social and applying physical	<p><b>Personal:</b> I enjoy working on simple tasks with help</p> <p><b>Social:</b> I can play with others and take turns and share with help</p> <p><b>Applying physical:</b> I can move confidently in different ways</p>	<p><b>Keep trying:</b> I try several times if at first I don't succeed and I ask for help when appropriate.</p> <p><b>Stay on task:</b> I can follow instructions, practise safely and work on simple tasks by myself.</p> <p><b>Stay on task with help:</b> I enjoy working on simple tasks with help.</p> <p><b>Help and encourage:</b> I can help, praise and encourage others in their learning.</p>	<p><b>Take control:</b> I know where I am with my learning and I have begun to challenge myself.</p> <p><b>Work well with others:</b> I show patience and support others, listening carefully to them about our work. I am happy to show and tell them about my ideas.</p> <p><b>Perform with control:</b> I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency.</p>	<p><b>Consistently try to improve:</b> I cope well and react positively when things become difficult. I can persevere with a task and improve my performance through regular practice.</p> <p><b>Organise and guide others:</b> I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group through a task.</p> <p><b>Link with quality:</b> I can perform a variety of movements and skills with good body tension. I can link actions together so that</p>

		<p>Understand others: I can work sensibly with others, taking turns and sharing.</p> <p>Play with others with help: I can play with others and take turns and share with help.</p> <p>Perform simple sequences: I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed.</p>		<p>they flow in running, jumping and throwing activities.</p>
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		<p>Perform single skills: I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together.</p> <p>Travel in simple ways: I can move confidently in different ways.</p>		
<p>REAL PE (INDOOR)</p> <p>Cognitive, creative and health and fitness</p>	<p>Cognitive: I can follow simple instructions</p> <p>Creative: I can observe and copy others</p> <p>Health and fitness:</p>	<p>Recognise and order: I can begin to order instructions, movements and skills. With help, I can recognise similarities and differences in performance and explain why someone is working or performing well.</p>	<p>EXPLAIN WHY: I can understand the simple tactics of attacking and defending. I can explain what I am doing well and I have begun to identify areas for improvement.</p> <p>RECOGNISE AND RESPOND: I can make up my own rules and versions of activities. I can</p>	<p>DESCRIBE HOW TO IMPROVE: I can understand ways (criteria) to judge performance and I can identify specific parts to continue to work upon. I can use my awareness of space and others to make good decisions.</p>





I am aware of the changes to the way I feel when I exercise

Observe and describe:  
I can understand and follow simple rules. I can name some things I am good at.

Follow instructions:  
I can follow simple instructions.

Compare and develop:  
I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme.

Explore and describe:  
I can explore and describe different movements.

respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression.

EXPLAIN WHY:  
I can describe how and why my body changes during and after exercise. I can explain why we need to warm up and cool down.

REFINE AND CHANGE:  
I can link actions and develop sequences of movements that express my own ideas. I can change tactics, rules or tasks to make activities more fun or challenging.

EXPLAIN HOW TO EXERCISE:  
I can describe the basic fitness components and explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working.

Observe and copy:  
I can observe and copy  
others.

Practice safely:  
I can say how my body feels  
before, during and after  
exercise. I use equipment  
appropriately and move and  
land safely.

Explain benefits of exercise:  
I am aware of why exercise  
is important for  
good health.

Describe simple changes:  
I am aware of the changes to  
the way I feel when I  
exercise.

## GAMES (Outdoor PE)

Reception	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Negotiate space and obstacles safely, with consideration for themselves and others;	Can travel in a variety of ways including running and jumping.	Confident to send the ball to others in a range of ways.	Understands tactics and composition by starting to vary how they respond.	Vary skills, actions and ideas and link these in ways that suit the activity of the game.	Vary skills, actions and ideas and link these in ways that suit the activity of the game.	Vary skills, actions and ideas and link these in ways that suit the activity of the game.
Demonstrate strength, balance and coordination when playing;	Beginning to perform a range of throws.	Beginning to apply and combine a variety of skills (to a game situation)	Vary skills, actions and ideas and link these in ways that suit the activity of the game.	Shows confidence in using ball skills in various ways, and can link these together. e.g. dribbling, bouncing, kicking	Shows confidence in using ball skills in various ways, and can link these together.	Shows confidence in using ball skills in various ways, and can link these together effectively. e.g. dribbling, bouncing, kicking
Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	Receives a ball with basic control	Develop strong spatial awareness.	Beginning to communicate with others during game situations.	Uses skills with coordination, control and fluency.	Uses skills with coordination, control and fluency.	Keeps possession of balls during games situations.
Summer: Outdoor Athletics	Beginning to develop hand-eye coordination	Beginning to develop own games with peers.	Understand the importance of rules in games.	Uses skills with co-ordination and control.	Takes part in competitive games with a strong understanding of tactics and composition.	Consistently uses skills with coordination, control and fluency.
*Basic skills- supporting muscle strength.	Participates in simple games	Develop simple tactics and use them appropriately.	Develops own rules for new games.	Can create their own games using knowledge and skills.	Takes part in competitive games with a strong understanding of tactics and composition.	
		Beginning to develop an understanding of	Makes imaginative pathways using the equipment.			

	<p>*Exploring the outside area and using different equipment, bikes, large climbing frame.</p> <p>*Yoga</p> <p>* Sports Day</p> <p>*Developing ball skills- use of balls in the outside area.</p> <p>*Using the large apparatus outside.</p> <p>*Constructing our own bridges- inside and outside.</p> <p>*What makes a good bridge? What is the best shape to use to build a bridge?</p> <p>*Looking at other bridges- Isambard Kingdom Brunel (famous bridge builder</p>		<p>attacking/defending</p>	<p>Works well in a group to develop various games.</p> <p>Beginning to understand how to compete with each other in a controlled manner.</p> <p>Beginning to select resources independently to carry out different skills</p>	<p>Works well in a group to develop various games.</p> <p>Compares and comments on skills to support the creation of new games.</p> <p>Can make suggestions as to what resources can be used to differentiate a game.</p> <p>Apply basic skills for attacking and defending.</p> <p>Uses running, jumping, throwing and catching in isolation and combination.</p>	<p>Can create their own games using knowledge and skills.</p> <p>Can make suggestions as to what resources can be used to differentiate a game.</p> <p>Apply basic skills for attacking and defending.</p> <p>Uses running, jumping, throwing and catching in isolation and combination</p>	<p>Takes part in competitive games with a strong understanding of tactics and composition.</p> <p>Can create their own games using knowledge and skills.</p> <p>Modifies competitive games.</p> <p>Compares and comments on skills to support the creation of new games.</p> <p>Can make suggestions as to what resources can be used to differentiate a game.</p>
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						<p>Apply knowledge of skills for attacking and defending.</p> <p>Uses running, jumping, throwing and catching in isolation and in combination.</p>
		<p>Inter Year Group Competitions - At the end of a half term, the children take part in a competitive game. The winning team will earn a point towards the sports day total for their house.</p>	<p>Inter Year Group Competitions - All year groups to focus on one sport per half term. Teachers to build up the knowledge and skills required over the half term. At the end of the half term, the children will take part in a competitive tournament, showcasing their knowledge and skills. The winning team will earn a point towards the sports day total for their house.</p>			
		<p>South Northants Cluster Events - All children to have the opportunity to take part in external cluster events for a range of different sports. The cluster events allow children to <b>ENGAGE</b> (Non-competitive and allow children to gain a positive experience of the sport), <b>DEVELOP</b> (To develop children to participate at a community level, for children whose confidence and ability is developing) and <b>COMPETITION</b> (For confidence and proficient athletes). The cluster events allow children to develop physical and social skills in sport.</p>				

	<p>Children also have the opportunity to represent the school during sporting friendlies with local schools e.g. Football and netball fixtures.</p> <p>Sports Leaders - Year 5 children participate in Sports Leaders training with David Hanson (South Northants Sport). This teaches children how to become effective leaders in sport. Teaching them the values and skills needed to be a good leader. It also gives children the resources to lead their own games. Sports Leaders are used to run games at lunchtimes, support sporting events and sports day.</p>						
	Reception	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
ATHLETICS	<p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>	<p>Can run at different speeds.</p> <p>Can jump from a standing position</p> <p>Performs a variety of throws with basic control.</p>	<p>Can change speed and direction whilst running.</p> <p>Can jump from a standing position with accuracy.</p> <p>Performs a variety of throws with control and coordination, preparation for shot put and javelin</p> <p>Can use equipment safely</p>	<p>Beginning to run at speeds appropriate for the distance, e.g. sprinting and cross country</p> <p>Can perform a running jump with some accuracy</p> <p>Performs a variety of throws using a selection of equipment.</p> <p>Can use equipment safely and with good control.</p>	<p>Beginning to build a variety of running techniques and use with confidence.</p> <p>Can perform a running jump with more than one component, e.g. hop skip jump (triple jump)</p> <p>Demonstrates accuracy in throwing and catching activities.</p> <p>Describes good athletic performance using correct vocabulary.</p>	<p>Beginning to build a variety of running techniques and use with confidence.</p> <p>Can perform a running jump with more than one component, e.g. hop skip jump (triple jump)</p> <p>Beginning to record peers performances, and evaluate these.</p>	<p>Beginning to build a variety of running techniques and use with confidence.</p> <p>Can perform a running jump with more than one component, e.g. hop skip jump (triple jump)</p> <p>Beginning to record peers performances, and evaluate these.</p>

					Can use equipment safely and with good control.	Demonstrates accuracy and confidence in throwing and catching activities.	Demonstrates accuracy and confidence in throwing and catching activities.
						Describes good athletic performance using correct vocabulary.	Describes good athletic performance using correct vocabulary.
						Can use equipment safely and with good control.	Can use equipment safely and with good control.
	Sports Day - Children take part in sports day once a year. Children compete in their houses. This involves both competitive and non-competitive events. Y5/6 Sports Leaders help to run the events and support scoring.			Sports Day - Children take part in sports day once a year. Children compete in their houses. This involves both competitive and non-competitive events.			
	Run a mile - All Children have the opportunity to take part in Run a Mile before school.						

Outdoor Adventurous Activities/Forest School	Reception	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
	Develop strong listening skills.	Develop strong listening skills	Develop strong listening skills	Develop strong listening skills	Develop strong listening skills	Develop strong listening skills	Develop strong listening skills
	Develop an understanding of how to stay safe.	Demonstrates an understanding of how to stay safe.	Demonstrates an understanding of how to stay safe.	Demonstrates an understanding of how to stay safe.	Use simple maps	Uses and interprets simple maps, taking part in orienteering exercises	Uses and interprets simple maps, taking part in orienteering exercises
	Negotiate space and obstacles carefully with consideration for others.	Discuss and work with others in a group.	Discuss and work with others in a group.	Discuss and work with others in a group.	Demonstrates an understanding of how to stay safe.		
	Den building- outside- range of materials for children to make their own dens- what works well, what doesn't work well and why.	Beginning to think activities through and problem solve	Beginning to think activities through and problem solve	Beginning to think activities through and problem solve	Discuss and work with others in a group.	Demonstrates an understanding of how to stay safe.	Demonstrates an understanding of how to stay safe.
					Choose and apply strategies to solve problems with support.	Discuss and work with others in a group.	Discuss and work with others in a group.
					Rock UK Residential	Choose and apply strategies to solve	Choose and apply strategies to solve



						problems with support.	problems with support.  Adventure 4 You
Swimming	Reception	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
					<p>Swims competently, confidently and proficiently over a distance of at least 25 metres</p> <p>Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke.</p> <p>Performs safe self-rescue in different water-based situations.</p>		Catch-up swimming.
Evaluation	Reception	Year One/Year Two		Year Three/Year Four		Year Five/Year Six	
		<p>Can comment on own and others performance</p> <p>Can give comments on how to improve performance.</p>		<p>Watches and describes performances accurately.</p> <p>Beginning to think about how they can improve their own work.</p>		<p>Watches and describes performances accurately.</p> <p>Learn from others how they can improve their skills.</p>	

		Use appropriate vocabulary when giving feedback.	<p>Work with a partner or small group to improve their skills.</p> <p>Make suggestions on how to improve their work, commenting on similarities and differences.</p>	<p>Comment on tactics and techniques to help improve performances.</p> <p>Make suggestions on how to improve their work, commenting on similarities and differences.</p>
Healthy Lifestyles	Reception	Year One/Two	Year Three/Four	Year Five/Six
		<p>Can describe the effect exercise has on the body</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p> <p>Understands the need to warm up and cool down.</p>		