



## PE Long Term Plan

|                                     | EYFS- Fundamental Skills   | YEAR 1  | YEAR 2  | YEAR 3  | YEAR 4   | YEAR 5   | YEAR 6  |
|-------------------------------------|--|---|---|---|--|--|---|
| Concept – Gymnastics                |  |   |   |   |  |  |   |
| Content (NC with local adaptations) | Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. | 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   |   | Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]   |  |  |   |
| Declarative Knowledge               | <p>To understand that I can make different shapes with my body.</p> <p>To know that I should be still when holding a balance</p> <p>To know that I can change my body shape to help me to roll.</p> <p>To know that bending my knees will help me to land safely</p>                 | <p>To understand that I can improve my shapes by extending parts of my body</p> <p>To know that balances should be held for 5 seconds.</p> <p>To know that I can use different shapes to roll.</p> <p>To know that landing on the balls of my feet helps me to land with control.</p> | <p>To know that some shapes link well together.</p> <p>To understand that squeezing my muscles helps me to balance.</p> <p>To understand that there are different teaching points for different rolls.</p> <p>To understand that looking forward will help me to land with control.</p> | <p>To understand how to use body tension to make my shapes look better</p> <p>To understand that I can make my balances look interesting by using different levels.</p> <p>To understand the safety considerations when performing more difficult rolls.</p> <p>To understand that I can change the take off and shape of my jumps to make them look interesting.</p> | <p>To understand how shapes can be used to improve my sequence.</p> <p>To know that inverted movements are actions in which my hips go above my head.</p> <p>To know how to keep myself and others safe when performing partner balances.</p> <p>To understand that I can keep the shape of my roll using body tension.</p> <p>To know that I can control my landing by landing toes first, looking forwards and bending my knees.</p> | <p>To understand that I can make different shapes with my body.</p> <p>To know that I should be still when holding a balance</p> <p>To know that I can change my body shape to help me to roll.</p> <p>To know that bending my knees will help me to land safely</p> | <p>To understand that I can improve my shapes by extending parts of my body</p> <p>To know that balances should be held for 5 seconds.</p> <p>To know that I can use different shapes to roll.</p> <p>To know that landing on the balls of my feet helps me to land with control.</p> |



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| <p>Procedural Knowledge</p> | <p>To understand that I can make different shapes with my body.<br/>         To know that I should be still when holding a balance. Rolls: know that I can change my body shape to help me to roll.<br/>         To know that bending my knees will help me to land safely.<br/>         To know that if I hold a shape and count to five people will see it clearly.</p> | <p>To understand that I can improve my shapes by extending parts of my body. To know that balances should be held for 5 seconds.<br/>         To know that I can use different shapes to roll.<br/>         To know that landing on the balls of my feet helps me to land with control.<br/>         To know that if I use a starting and finishing position, people will know when my sequence has begun and when it has ended.</p> | <p>To know that some shapes link well together.<br/>         To understand that squeezing my muscles helps me to balance.<br/>         To understand that there are different teaching points for different rolls.<br/>         To understand that looking forward will help me to land with control.<br/>         To know that if I use shapes that link well together it will help my sequence to flow</p> | <p>To understand how to use body tension to make my shapes look better.<br/>         To understand that I can make my balances look interesting by using different levels.<br/>         To understand the safety considerations when performing more difficult rolls.<br/>         To understand that I can change the take off and shape of my jumps to make them look interesting.<br/>         To know that if I use different levels it will help to make my sequence look interesting.</p> | <p>To understand how shapes can be used to improve my sequence<br/>         To know that inverted movements are actions in which my hips go above my head.<br/>         To know how to keep myself and others safe when performing partner balances.<br/>         To understand that I can keep the shape of my roll using body tension.<br/>         To know that I can control my landing by landing toes first, looking forwards and bending my knees.<br/>         To know that if I use different directions it will help to make my sequence look interesting.</p> | <p>To understand that shapes underpin all other skills.<br/>         To understand that sometimes I need to move slowly to gain control and other times I need to move quickly to build momentum. To understand how to use contrasting balances to make my sequences look interesting.<br/>         To understand that I need to work within my own capabilities and this may be different to others.<br/>         To understand that I can use jumps to link actions and changing the shape of these will make my sequence look interesting. To know that if I use different pathways it will help to make my sequence look interesting.</p> | <p>To know which shapes to use for each skill.<br/>         To understand that spreading my weight across a base of support will help me to balance.<br/>         To know where and when to apply force to maintain control and balance.<br/>         To understand that I can use momentum to help me to roll and where that momentum comes from. To understand that taking off from two feet will give me more height and therefore more time in the air.<br/>         To know that if I use changes in formation it will help to make my sequence look interesting.</p> |
| <p>Why here?/ Why now?</p>  | <p>Children will begin their journey in Gymnastics by showing good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively</p>  | <p>After learning the Fundamental Movement Skills in EYFS, children can hop, bounce and skip in different directions, forwards, sideways and backwards. Children will now learn to balance on small and large parts of the body<br/>         Children can understand and show which parts of the</p>   | <p>After learning about travelling and balancing in Year 1, children will show various ways of travelling and balancing with the body close to or far away from the ground/apparatus. They can understand different pathways, straight, zig zag and curving.<br/>         Linking to the Fundamental Movement Skills taught in EYFS, children can now</p>  | <p>Children will develop the skills learnt in KS1 and can travel showing a range of stretched and curled shapes. Following on from developing pathways in Year 2, they can identify flexible and direct pathways and demonstrate different fluent movements.<br/>         Children will develop their skills of travelling in gymnastics by</p>   | <p>After developing their balancing skills in Year 2, children can now identify and use a variety of body parts for supporting balance. They can show a variety of travelling, jumping, rolling and balancing skills taught in the lower years and understand how different body parts</p>   | <p>After learning how to balance effectively on different body parts, children can identify and show a range of bridge shapes with back, front or side towards the floor or apparatus. They can identify and show a variety of basic jumps and demonstrate clear body shapes in the air, developing their</p>   | <p>Combining all the skills learnt in gymnastics over the course of their schooling, children can understand and use a variety of spatial relationships when working with a partner. They can understand, identify and use the terms synchronisation and cannon.</p>   |



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|            |   | body can be used for spinning and rocking<br>After showing good control and coordination in small and large movements in EYFS, they will develop this by travelling showing long and narrow, wide and short shapes. | understand and show a variety of controlled turning jumps, using one or two feet. | showing a change of front or direction  | are capable of receiving weight.<br>The children can identify and show at least three different types of rolls in different directions, developing their Fundamental Movement Skills taught in EYFS. | jumping skills taught in LKS2.<br>They can demonstrate a variety of shapes and speeds, and to develop this further, when spinning on different body parts. | After learning how to balance effectively on different body parts, they can make clear balance shapes for a partner to travel over or under. |
| Vocabulary | Forwards<br>Backwards<br>Sideways<br>Roll<br>Stretched<br>Curled<br>Tuck<br>Shape<br>Hold<br>Still<br>Jump<br>Hop<br>Travel<br>Copy | Roll<br>pathway<br>land<br>balance<br>grip<br>still<br>bounce   | Speed<br>Over<br>Jump Off<br>Stretch<br>Point<br>Level<br>Tension<br>Sequence     | Flow<br>Symmetrical<br>Asymmetrical<br>Combination<br>Evaluate<br>Improve<br>Refine<br>Strength | 90 degrees<br>180 degrees<br>Rotation<br>Constructive<br>Tension   | Dynamics<br>Control<br>Mirroring<br>Matching<br>Refine<br>Asymmetry<br>Performance<br>Symmetry   | Audience<br>Aesthetically<br>Extension<br>Inverted<br>Counter-tension<br>Counter-balance<br>Parallel<br>Flight                               |



|                                     | EYFS<br>Fundamental Skills   | YEAR 1  | YEAR 2   | YEAR 3   | YEAR 4  | YEAR 5   | YEAR 6   |
|-------------------------------------|--|---|--|--|---|--|--|
| Concept – Attacking and Defending   |  |   |  |  |   |  |  |
| Content (NC with local adaptations) | Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. | 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.<br><br>Participate in team games, developing simple tactics for attacking and defending  |  | Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.<br><br>Compare their performances with previous ones and demonstrate improvement to achieve their personal best<br><br>Use running, jumping, throwing and catching in isolation and in combination. |   |  |  |
| Declarative Knowledge               | To know to look at the target when sending a ball and watch the ball to receive it.<br>To know that keeping the ball close will help with control.<br>To know that being in a space gives me room to play.<br>To know that there are different roles in games.   | To know to look at my partner before sending the ball.<br>To know that moving with a ball is called dribbling.<br>To understand that being in a good space helps us to pass the ball.<br>To know that being able to move away from a partner helps my team to pass me the ball. | To know to control the ball before sending it<br>To know that keeping my head up will help me to know where defenders are<br>To know that moving into space away from defenders helps me to pass and receive a ball.<br>To know that when my team is in possession of the ball, I am an attacker and we can score. | To know that pointing my hand/foot/stick to my target on release will help me to send a ball accurately.<br>To know that dribbling is an attacking skill which helps us to move towards a goal or away from defenders.<br>To know that by spreading out as a team we move the defenders away from each other.  | To know that cushioning a ball will help me to control it when receiving it.<br>To know that protecting the ball as I dribble will help me to maintain possession.<br>To know that moving into space will help my team keep possession and score goals.<br>To recognise when to pass and when to shoot. | To know that not having a defender between myself and a ball carrier enables me to s&r with better control.<br>To know that dribbling in different directions will help to lose a defender.<br>To know that by moving to space even if not receiving the ball will create space for a teammate | To understand and make quick decisions about when, how and who to pass to.<br>To choose the appropriate skill for the situation under pressure e.g. a V dribble in basketball to keep the ball away from a defender.<br>To understand that transitioning quickly between attack and defence will help my |



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|                      |  | To know that staying with a partner makes it more difficult for them to receive the ball.  | To know that when my team is not in possession of the ball, I am a defender and we need to try to get the ball. Know that standing between the ball and the attacker will help me to stop them from getting the ball.   | To know my role as an attacker and defender.   | To know when to mark and when to attempt to win the ball.   |   | team to maintain or gain possession.   |
| Procedural Knowledge | To know to look at the target when sending a ball and watch the ball to receive it.<br>To know that keeping the ball close will help with control.<br>To know that being in a space gives me room to play.<br>To know that there are different roles in games.<br>To make simple decisions in response to a task.<br>know that rules help us to stay safe. | To know to look at my partner before sending the ball.<br>To know that moving with a ball is called dribbling.<br>To understand that being in a good space helps us to pass the ball.<br>To know that being able to move away from a partner helps my team to pass me the ball.<br>To know that staying with a partner makes it more difficult for them to receive the ball.<br>To know that tactics can help us when playing games.<br>To know that rules help us to play fairly. | To know to control the ball before sending it.<br>To know that keeping my head up will help me to know where defenders are.<br>To know that moving into space away from defenders helps me to pass and receive a ball.<br>To know that when my team is in possession of the ball, I am an attacker and we can score.<br>To know that when my team is not in possession of the ball, I am a defender and we need to try to get the ball. Know that standing between the ball and the attacker will help me to stop them from getting the ball. Tactics: understand and apply simple tactics for attack and defence. Rules: know how to score points and follow simple rules. | To know that pointing my hand/foot/stick to my target on release will help me to send a ball accurately.<br>To know that dribbling is an attacking skill which helps us to move towards a goal or away from defenders.<br>To know that by spreading out as a team we move the defenders away from each other.<br>To know my role as an attacker and defender.<br>To know that using simple tactics will help my team to achieve an outcome e.g. we will each mark a player to help us to gain possession. To know the rules of the game and begin to apply them. | To know that cushioning a ball will help me to control it when receiving it.<br>To know that protecting the ball as I dribble will help me to maintain possession.<br>To know that moving into space will help my team keep possession and score goals.<br>To recognise when to pass and when to shoot. Defending: know when to mark and when to attempt to win the ball. Tactics: know that applying attacking tactics will help to maintain possession and score goals. Know that applying defending tactics will help to deny space, gain possession and stop goals. Rules: know and understand the rules to be able to manage our own game. | To know that not having a defender between myself and a ball carrier enables me to s&r with better control.<br>To know that dribbling in different directions will help to lose a defender. To know that by moving to space even if not receiving the ball will create space for a teammate.<br>To understand the need for tactics and identify when to use them in different situations.<br>To understand and apply rules in a variety of invasion games whilst playing and officiating. | To understand and make quick decisions about when, how and who to pass to. To choose the appropriate skill for the situation under pressure e.g. a V dribble in basketball to keep the ball away from a defender.<br>To understand that transitioning quickly between attack and defence will help my team to maintain or gain possession.<br>To know how to create and apply a tactic for a specific situation or outcome. To understand, apply and use rules consistently in a variety of invasion games whilst playing and officiating. |



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| <p>Why here?/ Why now?</p> | <p>The children will be explicitly taught the following Fundamental Movement Skills in order to allow them to develop the skills needed for Attacking and Defending based activities:</p> <p>Dribbling, hopping, kicking dodging, turning, galloping, running</p> | <p>After learning the Fundamental Movement Skills and their learning in EYFS during Gymnastics, Children will learn how to move in a controlled and coordinated way with and without a ball. They can successfully receive/stop a moving object</p> | <p>After learning to move in a controlled way during Year 1, children will learn to perform and copy simple movement patterns and start to participate in team games and begin to follow rules. In Year 1, children learnt to receive and stop a moving object. They will now show continuous and controlled dribbling with hands, feet, bat or stick. They can develop this skill further by demonstrating passing and receiving with a partner.</p> | <p>Children build on throwing and catching skills taught earlier in the year and learn to demonstrate control when dribbling, passing and receiving with hands and feet. Having been introduced to dribbling with a range of equipment in Year 2, they can accurately pass and receive a range of balls in different ways. They can demonstrate control when dribbling, passing and receiving with hands, feet or stick. They can pass and receive on the move and signal for the ball to retain possession. They can explain why their team succeeded in these activities</p> | <p>Children will play confidently in small sided invasion games, using their range of techniques to pass and travel with the ball taught in Year 3. They can use a range of tactics to keep possession and get into positions to shoot or score.</p> | <p>The children can choose and use skills which meet the specific needs of the invasion game, taught in LKS2. They can understand and show how a team can retain possession and find ways of progressing towards an opponent's goal. The children demonstrate a range of skills for passing and receiving in a controlled manner whilst moving, developing the skills taught in LKS2. They can find and use space to help their team and use a variety of tactics to keep the ball.</p> | <p>Children will learn to demonstrate a range of controlled passing, receiving, striking, dribbling and shooting skills, building on skills learnt over their schooling . They will play in small sided games to make effective choices about how, when and where to pass. They understand the positions they play in and identify specific attacking and defending skills. The children understand how to organise their team into different formations to concentrate more attack or defence.</p> |
| <p>Vocabulary</p>          | <p>Pass<br/>Team<br/>Tag<br/>Bounce<br/>Balance<br/>Space<br/>Forwards<br/>Backwards</p>  | <p>Defender<br/>Points<br/>Dribbling<br/>Attacker<br/>Score<br/>Partner</p>   | <p>Received<br/>Send<br/>Teammate<br/>Chest pass<br/>Possession<br/>Goal<br/>Dodge<br/>Bounce pass</p>  | <p>Receiver<br/>Footwork<br/>Rebound<br/>Tracking<br/>Interception<br/>Mark<br/>Travelling<br/>Playing area</p>  | <p>Outwit<br/>Opposition<br/>Opponent<br/>Contact<br/>Pivot<br/>Court<br/>Field<br/>Pitch</p>  | <p>Tactics<br/>Control<br/>Foul<br/>Pressure<br/>Onside<br/>Offside<br/>Support<br/>Obstruction</p>   | <p>Formation<br/>Conceding<br/>Turnover</p>   |



|                             | EYFS<br>Fundamental Skills  | YEAR 1  | YEAR 2   | YEAR 3  | YEAR 4  | YEAR 5  | YEAR 6  |
|-----------------------------|---|---|--|---|---|---|---|
| Concept – Dance             |   |   |  |   |   |   |   |
| (NC with local adaptations) | Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults.  | Perform dances using simple movement patterns.  |  | Perform dances using a range of movement patterns.  |   |   |   |
| Declarative Knowledge       | <p>To understand that I can move my body in different ways to create interesting actions.</p> <p>To understand that I can change my action to show an idea.</p> <p>To know that if I move into space it will help to keep me and others safe.</p> <p>To know that when watching others I sit quietly and clap at the end.</p> | <p>To understand that actions can be sequenced to create a dance.</p> <p>To understand that I can create fast and slow actions to show an idea.</p> <p>To understand that there are different directions and pathways within space.</p> <p>To understand that when dancing with a partner it is important to be aware of each other and keep in time.</p> | <p>To know that sequencing actions in a particular order will help me to tell the story of my dance.</p> <p>To understand that I can change the way I perform actions to show an idea.</p> <p>To know that I can use different directions, pathways and levels in my dance.</p> <p>To know that using counts of 8 will help me to stay in time with my partner and the music.</p> <p>To know that using facial expressions helps to show the mood of my dance.</p> | <p>To understand that sharing ideas with others enables my group to work collaboratively and try ideas before deciding on the best actions for our dance.</p> <p>To understand that all actions can be performed differently to help to show effect.</p> <p>To understand that I can use space to help my dance to flow.</p> <p>To understand that 'formation' means the same in dance as in other activities such as football, rugby and gymnastics.</p> | <p>To understand that some actions are better suited to a certain character, mood or idea than others.</p> <p>To understand that some dynamics are better suited to a certain character, mood or idea than others.</p> <p>To understand that space can be used to express a certain character, mood or idea.</p> <p>To understand that some relationships are better suited to a certain character, mood or idea than others.</p> | <p>To understand that different dance styles utilise selected actions to develop sequences in a specific style.</p> <p>To understand that different dance styles utilise selected dynamics to express mood.</p> <p>To understand that space relates to where my body moves both on the floor and in the air.</p> <p>To understand that different dance styles utilise selected relationships to express mood.</p> <p>To understand what makes a performance effective and know how to apply these</p> | <p>To understand that actions can be improved with consideration to extension, shape and recognition of intent.</p> <p>To understand that selecting a variety of dynamics in my performance can help to take the audience on a journey through my dance idea.</p> <p>To know that combining space and relationships with a prop can help me to express my dance idea.</p> <p>To understand how a leader can ensure our dance group performs together.</p> |



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|                      |   | To know that standing still at the start and at the end of the dance lets the audience know when I have started and when I have finished.  |   |   | To know that being aware of other performers in my group will help us to move in time.  | principles to my own and others' work.   |  |
| Procedural Knowledge | <p>To understand that I can move my body in different ways to create interesting actions.</p> <p>To understand that I can change my action to show an idea.</p> <p>To know that if I move into space it will help to keep me and others safe.</p> <p>To know that when watching others I sit quietly and clap at the end.</p> <p>To know that if I use lots of space, it helps to make my dance look interesting.</p> | <p>To understand that actions can be sequenced to create a dance.</p> <p>To understand that I can create fast and slow actions to show an idea.</p> <p>To understand that there are different directions and pathways within space.</p> <p>To understand that when dancing with a partner it is important to be aware of each other and keep in time.</p> <p>To know that standing still at the start and at the end of the dance lets the audience know when I have started and when I have finished.</p> <p>To know that if I use exaggerated actions it helps</p> | <p>To know that sequencing actions in a particular order will help me to tell the story of my dance.</p> <p>To understand that I can change the way I perform actions to show an idea. To know that I can use different directions, pathways and levels in my dance.</p> <p>To know that using counts of 8 will help me to stay in time with my partner and the music.</p> <p>To know that using facial expressions helps to show the mood of my dance.</p> <p>To know that if I practice my dance my performance will improve.</p> | <p>To understand that sharing ideas with others enables my group to work collaboratively and try ideas before deciding on the best actions for our dance.</p> <p>To understand that all actions can be performed differently to help to show effect.</p> <p>To understand that I can use space to help my dance to flow.</p> <p>To understand that 'formation' means the same in dance as in other activities such as football, rugby and gymnastics.</p> <p>To understand that I can use timing techniques such as canon and unison to create effect.</p> <p>To know that if I show sensitivity to the music, my performance will look more complete</p> | <p>To understand that some actions are better suited to a certain character, mood or idea than others.</p> <p>To understand that some dynamics are better suited to a certain character, mood or idea than others.</p> <p>To understand that space can be used to express a certain character, mood or idea.</p> <p>To understand that some relationships are better suited to a certain character, mood or idea than others.</p> <p>To know that being aware of other performers in my group will help us to move in time.</p> <p>To know that I can select from a range of dance techniques to translate my idea.</p> | <p>To understand that different dance styles utilise selected actions to develop sequences in a specific style.</p> <p>To understand that different dance styles utilise selected dynamics to express mood. To understand that space relates to where my body moves both on the floor and in the air.</p> <p>To understand that different dance styles utilise selected relationships to express mood. To understand what makes a performance effective and know how to apply these principles to my own and others' work.</p> <p>To know that if I use dance principles it will help me to express an atmosphere or mood.</p> | <p>To understand that actions can be improved with consideration to extension, shape and recognition of intent.</p> <p>To understand that selecting a variety of dynamics in my performance can help to take the audience on a journey through my dance idea.</p> <p>To know that combining space and relationships with a prop can help me to express my dance idea.</p> <p>To understand how a leader can ensure our dance group performs together.</p> <p>To know that if I keep in character throughout, it will help me to express an atmosphere or mood that can be interpreted by the audience.</p> |



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|                     |  | the audience to see them clearly.   |  |  |  |   |   |
| Why here?/ Why now? | The children will learn to start moving to the sound of music. They can use movements from their gymnastics sessions from the previous term. | Developing their understanding of movement from EYFS, the children will copy patterns and movements with different parts of my body. They can start to perform simple dance steps in a controlled way. They can link different actions to different sounds. | After learning to copy patterns and movements in Year 1, the children start to perform to the music with control and coordination. They respond creatively and imaginatively to a change in music. Developing their understanding of linking movements, they start to change the way they move, changing direction, speed and level. | Children will move on from dancing independently in Year 2 to dance freely not only on their own but also with a partner. They start to compare, develop and adapt movements to create longer dances. They begin to use specific dance vocabulary. | The children demonstrate moving with precision, control and fluency to music. They can move with rhythm and can demonstrate good spatial awareness. They will develop their skills from KS1 to create actions and moves with a partner or, developing from Year 3, as part of a group to create a routine. | The children will perform and create motifs in a variety of different dance styles with accuracy and consistency. They select and use a large variety of compositional skills to demonstrate ideas learnt in this unit, as well as in previous year groups. | The children create and perform a dance routine as part of a group to music. They can suggest ways to improve quality of performance showing that they have good knowledge and understanding. |
| Vocabulary          | Start<br>Stop<br>Fast<br>Slow<br>Forwards Backwards<br>Big<br>Small  | Counts<br>Pose<br>Level<br>Slow<br>Fast<br>Balance  | Mirror<br>Action<br>Pathway<br>Direction<br>Speed<br>Timing  | Flow<br>Explore<br>Create<br>Perform<br>Match<br>Expression  | Reaction<br>Unison<br>Represent<br>Control<br>Dynamics   | Formation<br>Posture<br>Performance<br>Canon<br>Relationship  | Phrase<br>Choreograph<br>Contrast<br>Structure<br>Fluently<br>Connect   |



|                                     | EYFS<br>Fundamental Skills  | YEAR 1   | YEAR 2  | YEAR 3  | YEAR 4  | YEAR 5   | YEAR 6   |
|-------------------------------------|---|--|---|---|---|--|--|
| Concept – Striking and Fielding     |   |  |   |   |   |  |  |
| Content (NC with local adaptations) | Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults.  | master basic movements including running, jumping, <b>throwing and catching</b> , as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities  |   | use running, jumping, <b>throwing and catching</b> in isolation and in combination ♣ play competitive games, modified where appropriate [for example, badminton, basketball, <b>cricket</b> , football, hockey, netball, <b>rounders</b> and tennis], and apply basic principles suitable for attacking and defending   |   |  |  |
| Declarative Knowledge               | To make simple decisions in response to a task.<br>To know that moving into space away from others will help me to stay safe.<br>To know to leave a gap when following a path will help me to stay safe.<br>To know that talking with a partner will help me to solve challenges e.g. 'let's go to the green hoop next'. To begin to identify when I am successful. | To know that working collaboratively with others will help to solve challenges.<br>To know that using short instructions will help my partner e.g. start/stop.<br>To identify when I am successful and make basic observations about how to improve. | To know that listening to each other's ideas might give us an idea we hadn't thought of.<br>To know to use encouraging words when speaking to a partner or group to help them to trust me.<br>To verbalise when I am successful and areas that I could improve. | To know that trying ideas before deciding on a solution will help us to come up with the best idea.<br>To know that deciding which way to go before starting will help me.<br>To understand that the map tells us what to do.<br>To know to hold the map so that the items on the map match up to the items that have been placed out.<br>To know to take turns when giving ideas and not to interrupt each other.<br>To reflect on when and why I am successful at solving challenges. | To know that discussing the advantages and disadvantages of ideas will help to guide us to a conclusion about which idea to use.<br>To understand how to use a key and use the cardinal points on a map to orientate it.<br>To understand that there are different types of communication and that I can communicate without talking. | To recognise that there may be more than one way to solve a challenge and that trial and error may help to guide me to the best solution.<br>To use a key to identify objects and locations.<br>To know to be descriptive but concise when giving instructions e.g. 'two steps to the left'.<br>To reflect on when I am successful at solving challenges | To understand that being able to solve problems is an important life skill.<br>To understand why having good navigational skills are important.<br>To know that good communication skills are key to solving problems and working effectively as a team.<br>To with increasing accuracy, reflect on when and how I am successful at solving challenges and alter |



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|----------------------|---|---|--|--|---|--|---|
|                      |   |   |  |  | To, with increased accuracy, critically reflect on when and why I am successful at solving challenges   | and alter my methods in order to improve.  | my methods in order to improve.   |
| Procedural Knowledge | I know to point my hand at my target when striking a ball. I know to scoop a ball with two hands. I know to point my hand at my target when throwing. Know to have hands out ready to catch. I make simple decisions in response to a task. I know that rules help us to stay safe. | I understand that the harder I strike, the further the ball will travel. I know that throwing the ball back is quicker than running with it. I know which type of throw to use to throw over longer distances. I know to watch the ball as it comes towards me. I know that tactics can help us when playing games. I know that rules help us to play fairly. | I understand the role of a batter. Know that striking quickly will increase the power. I understand that there are different roles within a fielding team. Know to move towards the ball to collect it to limit a batter's points. I know that stepping with opposite foot to throwing arm will help me to balance. I know to use wide fingers and pull the ball in to my chest to help me to securely catch. I understand and apply simple tactics for attack (batting) and defence (fielding). I know how to score points and follow simple rules. | I know that striking to space away from fielders will help me to score. I know to look at where a batter is before deciding what to do. Know to communicate with teammates before throwing them a ball. I know that overarm throwing is used for long distances and underarm throwing for shorter distances. I know to move my feet to the ball. I know that using simple tactics will help my team to achieve an outcome e.g. we will spread out to deny space. I know the rules of the game and begin to apply them. | I know that using the centre of the bat will provide the most control and accuracy. I know that it is easier to field a ball that is coming towards me rather than away so set up accordingly. I understand that being balanced before throwing will help to improve the accuracy of the throw. I know to track the ball as it is thrown to help to improve the consistency of catching. I know that applying attacking tactics will help to score points and avoid getting out. Know that applying defending tactics will help to deny space, get opponents out and limit points. I know and understand the rules to be able to manage our own game. | I understand that stance is important to allow me to be balanced as I hit. I know that backing up a fielder as a ball is being thrown will help to increase the chances of fielding successfully. I understand where to throw the ball in relation to where a batter is. I understand when to use a close catch technique or deep catch technique. I understand the need for tactics and identify when to use them in different situations. I understand and apply rules in a variety of striking and fielding games whilst playing and officiating. | I understand that the momentum and power for striking a ball comes from legs as well as arms. I know which fielding action to apply for the situation. I consistently make good decisions on who to throw to and when to throw in order to get batters out. Know that accuracy, speed and consistency of throwing and catching will help to limit a batter's score. I understand and apply some tactics in the game as a batter, bowler and fielder. I understand, apply and use rules consistently in a variety of striking and fielding games whilst playing and officiating. |
| Why here?/ Why now?  | The children will be explicitly taught the following Fundamental Movement Skills in order to allow them to develop the skills   | Building on the fundamental movement skills from EYFS of rolling, throwing and catching, the children will now begin to show how to throw and catch   | After learning to throw and catch in Year 1, the children can throw/catch/bounce with two hands or one hand.   | After beginning to work in pairs in Year 2, the children can receive the ball from one direction and throw or strike it away in another. The children will now learn to strike a ball with confidence and control  | After learning the specific roles of the bowler and batter in Year 3, the children will accurately bowl/feed the ball to a target   | Following the skills taught in LKS2, the children will now use a rounders/cricket bat with confidence. They can strike or throw the ball with  | Having learnt to strike a ball using apparatus in the lower years, the children will now understand and show the correct striking stance and direct the   |



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|            | <p>needed for Striking and Fielding based activities:</p> <p>Rolling (object) throwing, catching</p> | <p>using a variety of apparatus</p> <p>They can send equipment using the underarm throw at a variety of targets. They can aim consistently between/into/at/over a variety of targets</p> | <p>They will extend their learning and start to throw/catch/bounce when in a stationary position or moving around the playing area. They can show both individually and, in addition to Year 1, in pairs how to throw and catch using a variety of apparatus.</p> | <p>and direct it accurately into a target area</p> <p>They can demonstrate the roles of a bowler, striker, fielder and backstop/wicket keeper.</p> <p>I can field a ball travelling at varying speeds.</p> | <p>They can strike a ball along the ground or through the air in different directions with control. They can use the long barrier technique to effectively field a ball. They understand how to direct the ball into spaces in order to score. They also combine the skills taught in previous years to play small sided striking and fielding games. They are taught the overarm throw.</p> | <p>reasonable accuracy and consistently bowl underarm so the ball arrives appropriately for the batter to hit. They start to play consistently in a range of small sided striking and fielding games and experience all roles. They begin to use the overarm throw taught in Year 4 consistently.</p> | <p>ball away from fielders. They bowl in competitive situations and understand the strategies that can be deployed. They field the ball and return it with an overarm throw taught in Year 4 consistently and accurately.</p> |
| Vocabulary | <p>Run<br/>Pass<br/>Roll<br/>Team<br/>Space<br/>Safely<br/>Around<br/>Forwards<br/>Backwards</p>     | <p>Hit<br/>Points<br/>Target<br/>Throw<br/>Score<br/>Catch</p>   | <p>Fielder<br/>Send<br/>Teammate<br/>Runs<br/>Batter<br/>Received<br/>Bowler<br/>Underarm</p>   | <p>Strike<br/>Grip<br/>Rounder<br/>Backstop<br/>Bowl<br/>Post<br/>Wicket<br/>Batting<br/>Wicket keeper<br/>Fielding</p>  | <p>Stance<br/>Retrieve<br/>Opposition<br/>Stumped<br/>Two-handed pick up<br/>Short barrier<br/>Overarm</p>   | <p>Overtake<br/>Outwit<br/>Tactics<br/>Barrier</p>  | <p>Obstruction<br/>Continuous<br/>Drive hit<br/>Defensive hit</p>   |



|                                     | EYFS<br>Fundamental Skills  | YEAR 1  | YEAR 2   | YEAR 3  | YEAR 4  | YEAR 5   | YEAR 6   |
|-------------------------------------|---|---|--|---|---|--|--|
| Concept – OAA                       |   |   |  |   |   |  |  |
| Content (NC with local adaptations) | Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults.                            | participate in <b>team games</b> , developing simple tactics for attacking and defending  |  | take part in outdoor and adventurous activity challenges both individually and within a team  |   |  |  |
| Declarative Knowledge               | <p>To make simple decisions in response to a task.</p> <p>To know that moving into space away from others will help me to stay safe.</p> <p>To know to leave a gap when following a path will help me to stay safe.</p> <p>To know that talking with a partner will help me to solve challenges e.g. 'let's</p> | <p>To know that working collaboratively with others will help to solve challenges.</p> <p>To know that using short instructions will help my partner e.g. start/stop.</p> <p>To identify when I am successful and make basic observations about how to improve.</p> | <p>To know that listening to each other's ideas might give us an idea we hadn't thought of.</p> <p>To know to use encouraging words when speaking to a partner or group to help them to trust me.</p> <p>To verbalise when I am successful and areas that I could improve.</p> | <p>To know that trying ideas before deciding on a solution will help us to come up with the best idea.</p> <p>To know that deciding which way to go before starting will help me.</p> <p>To understand that the map tells us what to do.</p> <p>To know to hold the map so that the items on the map match up to the items that have been placed out.</p> <p>To know to take turns when giving ideas and not to interrupt each other.</p> | <p>To know that discussing the advantages and disadvantages of ideas will help to guide us to a conclusion about which idea to use.</p> <p>To understand how to use a key and use the cardinal points on a map to orientate it.</p> <p>To understand that there are different types of communication and that I can</p> | <p>To recognise that there may be more than one way to solve a challenge and that trial and error may help to guide me to the best solution.</p> <p>To use a key to identify objects and locations.</p> <p>To know to be descriptive but concise when giving instructions e.g. 'two steps to the left'.</p> <p>To reflect on when I am successful at</p> | <p>To understand that being able to solve problems is an important life skill.</p> <p>To understand why having good navigational skills are important.</p> <p>To know that good communication skills are key to solving problems and working effectively as a team.</p> <p>To with increasing accuracy, reflect on when and how I am</p> |



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|                      | go to the green hoop next'. To begin to identify when I am successful.  |  |  | To reflect on when and why I am successful at solving challenges.   | communicate without talking. To, with increased accuracy, critically reflect on when and why I am successful at solving challenges  | solving challenges and alter my methods in order to improve.  | successful at solving challenges and alter my methods in order to improve.  |
| Procedural Knowledge | I make simple decisions in response to a task. I know that moving into space away from others will help me to stay safe. Know to leave a gap when following a path will help me to stay safe. I know that talking with a partner will help me to solve challenges e.g. 'let's go to the green hoop next'. I begin to identify when I am successful. I know that rules help us to stay safe. | I know that working collaboratively with others will help to solve challenges. I know that deciding which way to go before starting will help me. I know that using short instructions will help my partner e.g. start/stop. I identify when I am successful and make basic observations about how to improve. I know that rules help us to play fairly. | I know that listening to each other's ideas might give us an idea we hadn't thought of. I understand that the map tells us what to do. I know to use encouraging words when speaking to a partner or group to help them to trust me. I verbalise when I am successful and areas that I could improve. I know how to follow and apply simple rules. | I know that trying ideas before deciding on a solution will help us to come up with the best idea. I know to hold the map so that the items on the map match up to the items that have been placed out. I know to take turns when giving ideas and not to interrupt each other. I reflect on when and why I am successful at solving challenges. I know that using the rules honestly will help to keep myself and others safe. | I know that discussing the advantages and disadvantages of ideas will help to guide us to a conclusion about which idea to use. I understand how to use a key and use the cardinal points on a map to orientate it. I understand that there are different types of communication and that I can communicate without talking. I with increased accuracy, critically reflect on when and why I am successful at solving challenges. Rules: understand the importance of working with integrity. | I recognise that there may be more than one way to solve a challenge and that trial and error may help to guide me to the best solution. I use a key to identify objects and locations. I know to be descriptive but concise when giving instructions e.g. 'two steps to the left'. I reflect on when I am successful at solving challenges and alter my methods in order to improve. I know that abiding by rules will enable my classmates to complete the course e.g. not moving controls. | I understand that being able to solve problems is an important life skill. I understand why having good navigational skills are important. I know that good communication skills are key to solving problems and working effectively as a team. I with increasing accuracy, reflect on when and how I am successful at solving challenges and alter my methods in order to improve. I understand the rules and think creatively to solve the challenge whilst abiding by the rules. |
| Why here?/ Why now?  | The children can recognise their own space and ensure that it is safe. They will explore the school surroundings safely. They begin to learn how to work as a group/team.   | Building on the children's understanding of the school environment, children can recognise their own space and ensure that it is safe. They will follow simple routes and trails. They will explore the school surroundings safely. They develop their skills from   | The children can recognise a map linking to their skills in Geography and where they might be on a map. They work well as part of a group/team.  | After learning about a map showing where you might be in Year 2, the children can use simple maps and diagrams to travel around and follow a simple course. They can start to plan responses to physical challenges or problems they may have. They are responsive when the task or environment changes and the   | The children can move confidently through both familiar, as exposed to from EYFS and less familiar environments. They can use and adapt skills and strategies taught in Year 3 to prepare well for challenges, showing  | The children can effectively find solutions to problems and challenges. They can plan, refine and implement the strategies they use and taught in LKS2 and can adapt where necessary. They work well in a group and   | The children can work confidently in both familiar and changing environments, and can adapt quickly to new situations. They are capable of taking a lead role when working in a group. They can identify and  |



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|            |  | EYFS at working together as a group/team               |  | challenge increases. The children orientate themselves with increasing confidence and accuracy around a short trail. | an awareness of safety for themselves and others. They can display thought and planning to respond to any problems. They can reflect and recognise strengths and weaknesses in the way challenges were approached. The children orientate themselves with accuracy around a short trail. They create a short trail for others with a physical challenge and start to recognise features for an orienteering course. | understand the importance of roles and responsibilities. They can identify their own strengths and weaknesses as well as the groups, and suggest ways in which to improve. The children start to orientate themselves with increasing confidence and accuracy around an orienteering course. They design an orienteering course that can be followed and offer some challenges for others. They can begin to use navigation equipment to orientate around a trail. | respond to events as and when they happen and can identify effective solutions to problems and challenges. The children orientate themselves with confidence and accuracy around an orienteering course under pressure. They design an orienteering course that is clear to follow and offer challenges to others. They use navigation equipment (maps, compasses) to improve the trail. |
| Vocabulary | Share<br>Team<br>Path<br>Listen<br>Space<br>Travel<br>Follow<br>Safely | Lead<br>Cooperate<br>Teamwork<br>Solve<br>Instructions | Support<br>Successful<br>Map<br>Direction<br>Communicate | Rules<br>Route<br>Trust<br>Navigate<br>Grid<br>Plan  | Leader<br>Effectively<br>Symbol<br>Orientate  | Collaborate<br>Navigation<br>Tactical<br>Control Card<br>Orienteering  | Location<br>Boundaries<br>Strategy<br>Compass  |



|                                     | EYFS<br>Fundamental Skills   | YEAR 1   | YEAR 2  | YEAR 3   | YEAR 4   | YEAR 5  | YEAR 6   |
|-------------------------------------|--|--|---|--|--|---|--|
| Concept – Athletics                 |  |  |   |  |  |   |  |
| Content (NC with local adaptations) | Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. | 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  |   | use running, jumping, throwing and catching in isolation and in combination<br><br>compare their performances with previous ones and demonstrate improvement to achieve their personal best.   |  |   |  |
| Declarative Knowledge               | To know that I use big steps to run and small steps to stop.<br>To know that moving into space away from others helps to keep me safe.<br>To know that bending my knees will help me to land safely.<br>To understand that bigger targets are easier to hit.                         | To understand that if I swing my arms it will help me to run faster.<br>To know that landing on the balls of my feet helps me to land with control.<br>To understand that if I bend my knees it will help me to jump further.<br>To know that stepping forward with my opposite foot to hand will help me to throw further | To know that running on the balls of my feet, taking big steps and having elbows bent will help me to run faster.<br>To know that swinging my arms forwards will help me to jump further.<br>To know that I can throw in a straight line by pointing my throwing hand at my target as I let go of the object. | To understand that leaning slightly forwards helps to increase speed.<br>To know that leaning my body in the opposite direction to travel helps to slow down.<br>To know that if I jump and land quickly it will help me to jump further.<br>To understand that the speed of the movement helps to create power. | To understand that I need to pace myself when running further or for a long period of time.<br>To understand that a high knee drive, pumping my arms and running on the balls of my feet gives me power<br>To understand that transferring weight will help me to jump further.<br>To understand that transferring weight will help me to throw further. | To understand that taking big consistent strides will help to create a rhythm that allows me to run faster.<br>To understand that keeping a steady breath will help me when running longer distances.<br>To know that if I drive my knees high and fast I can build power and therefore distance in my jumps.<br>To know how to transfer my weight in different | To understand that I need to prepare my body for running and know the muscle groups I will need to use.<br>To understand that a run up builds speed and power and enables me to jump further. To understand that I need to prepare my body for throwing and know the muscle groups I will need to use. |



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|                      |   |   |  |  |   | throws to increase the distance.  |   |
| Procedural Knowledge | I know that I use big steps to run and small steps to stop. Know that moving into space away from others helps to keep me safe. I know that bending my knees will help me to land safely. I understand that bigger targets are easier to hit. I know that rules help us to stay safe. | I understand that if I swing my arms it will help me to run faster. I know that landing on the balls of my feet helps me to land with control. Understand that if I bend my knees it will help me to jump further. I know that stepping forward with my opposite foot to hand will help me to throw further. I know that rules help us to play fairly | I know that running on the balls of my feet, taking big steps and having elbows bent will help me to run faster. I know that swinging my arms forwards will help me to jump further. I know that I can throw in a straight line by pointing my throwing hand at my target as I let go of the object. I know how to follow simple rules when working with others. | I understand that leaning slightly forwards helps to increase speed. Leaning my body in the opposite direction to travel helps to slow down. I know that if I jump and land quickly it will help me to jump further. I understand that the speed of the movement helps to create power. I know the rules of the event and begin to apply them. | I understand that I need to pace myself when running further or for a long period of time. Understand that a high knee drive, pumping my arms and running on the balls of my feet gives me power. I understand that transferring weight will help me to jump further. I understand that transferring weight will help me to throw further. I know and understand the rules to be able to manage our own events. | I understand that taking big consistent strides will help to create a rhythm that allows me to run faster. Understand that keeping a steady breath will help me when running longer distances. I know that if I drive my knees high and fast I can build power and therefore distance in my jumps. I know how to transfer my weight in different throws to increase the distance. I understand and apply rules in a variety of events using official equipment. | I understand that I need to prepare my body for running and know the muscle groups I will need to use. I understand that a run up builds speed and power and enables me to jump further. I understand that I need to prepare my body for throwing and know the muscle groups I will need to use. I understand and apply rules in events that pose an increased risk |
| Why here?/ Why now?  | The children will be explicitly taught the following Fundamental Movement Skills in order to allow them to develop the skills needed for Athletics based activities:<br><br>Running, throwing, jumping  | After learning the Fundamental Movement Skills in EYFS, the children will be taught to run at different speeds. They will learn to jump from a standing position and control their landing. They can throw an object with one hand.   | Following on from their learning in Year 1 to run at different speeds, the children will learn to change direction and speed whilst running. They will jump from a standing position and land with control and accuracy. They can throw a variety of objects with one hand, moving on from just 1 object in Year 1.  | The children will be taught to run at a speed that is appropriate to the distance they are running, developing their understanding from KS1. They will learn to take a running jump and land with control. They will throw a variety of objects using a range of throwing techniques.  | The children will learn to sustain and improve their running technique learnt in Year 3 at different speeds. They will throw a variety of objects using a range of techniques, taught in Year 3, with increasing accuracy. The children will perform a range of jumping techniques, taught in Year 3 with accuracy and controlled landings.   | The children will demonstrate good control, speed, strength and stamina in a variety of athletic events, combining their skills taught in LKS2. They will apply athletic skills and tactics to a competitive situation.   | The children will demonstrate good control, speed, strength and stamina in a variety of athletic events. Building on their understanding of tactics in Year 5 during competitive events, they can articulate how to improve a technique in a variety of events.   |
| Vocabulary           | Walk<br>Throw<br>Target   | Far<br>Aim<br>Bend  | Sprint<br>Jog<br>Distance  | Speed<br>Power<br>Strength   | Stamina<br>Officiate<br>Perseverance  | Technique<br>Upsweep<br>Downsweep   | Rotation<br>Trajectory<br>Continuous pace   |



LINCOLN ANGLICAN  
ACADEMY TRUST  
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|  | Jump<br>Run<br>Hop<br>Skip<br>Fast<br>Pass | Direction<br>Travel | Height<br>Take off<br>Landing<br>Overarm<br>Underarm | Accurately<br>Higher<br>Pace<br>Control<br>Faster<br>Further | Determination<br>Accuracy<br>Personal best | Rhythm<br>Flight<br>Stride | Force<br>Compete<br>Momentum<br>Transfer of weight |
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|                                     | EYFS<br>Fundamental Skills   | YEAR 1  | YEAR 2   | YEAR 3  | YEAR 4  | YEAR 5   | YEAR 6  |
|-------------------------------------|--|---|--|---|---|--|---|
| Concept – Yoga                      |  |   |  |   |   |  |   |
| Content (NC with local adaptations) | Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. | Master basic movements including running, jumping, throwing and catching, as well as <b>developing balance, agility and co-ordination</b> , and begin to apply these in a range of activities                                   |  | Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].  |   |  |   |
| Declarative Knowledge               | To know that it is easier to balance using more parts of my body than fewer parts.<br>To know that I can make my body longer by reaching out with my arms and legs.<br>To understand that I can hold my weight on different parts of my body.  | To know that if I focus on something still it will help me to balance<br>To know that yoga helps to improve flexibility which we need in everyday tasks.<br>To know that I can use my strength to move slowly and with control. | To understand that I can squeeze my muscles to help me to balance.<br>To know that flexibility helps us to stretch our muscles and increase the movement in our joints.<br>To know that strength helps us with everyday tasks such as carrying our school bag. | To know that it is easier to balance using more parts of my body than fewer parts.<br>To know that I can make my body longer by reaching out with my arms and legs.<br>To understand that I can hold my weight on different parts of my body. | To know that if I focus on something still it will help me to balance<br>To know that yoga helps to improve flexibility which we need in everyday tasks.<br>To know that I can use my strength to move slowly and with control. | To understand that I can squeeze my muscles to help me to balance.<br>To know that flexibility helps us to stretch our muscles and increase the movement in our joints.<br>To know that strength helps us with everyday tasks such as carrying our school bag. | To know that it is easier to balance using more parts of my body than fewer parts.<br>To know that I can make my body longer by reaching out with my arms and legs.<br>To understand that I can hold my weight on different parts of my body. |



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| Procedural Knowledge | To explore shapes in stillness using different parts of my body. To explore shapes and actions to stretch my body. To explore taking weight on different body parts. To explore my own feelings in response to an activity or task. | To perform balances and poses making my body tense, stretched and curled. To explore poses and movements that challenge my flexibility. To explore strength whilst transitioning from one pose to another. Strategy: recognise my own feelings in response to a task or activity. | To remember, copy, and repeat sequences of linked poses. To show increased awareness of extension in poses. To demonstrate increased control in performing poses. To explore controlling my focus and sense of calm.        | To explore shapes in stillness using different parts of my body. To explore shapes and actions to stretch my body. To explore taking weight on different body parts. To explore my own feelings in response to an activity or task. | To perform balances and poses making my body tense, stretched and curled. To explore poses and movements that challenge my flexibility. To explore strength whilst transitioning from one pose to another. Strategy: recognise my own feelings in response to a task or activity. | To remember, copy, and repeat sequences of linked poses. To show increased awareness of extension in poses. To demonstrate increased control in performing poses. To explore controlling my focus and sense of calm.        | To explore shapes in stillness using different parts of my body. To explore shapes and actions to stretch my body. To explore taking weight on different body parts. To explore my own feelings in response to an activity or task. |
| Why here?/ Why now?  | The children will begin by learning how to move their bodies. They will learn how to relax using a breathing technique  | The children will continue from EYFS to learn how their bodies move. They will start to understand how to regulate themselves in periods of high emotions. They will be able to hold a variety of simple yoga poses.  | The children will build on their knowledge of yoga poses from Year 1. They will start to hold shapes when balancing on different parts of their bodies. They will use the skills previously learnt with increasing control. | The children will begin by learning how to move their bodies. They will learn how to relax using a breathing technique  | The children will continue from EYFS to learn how their bodies move. They will start to understand how to regulate themselves in periods of high emotions. They will be able to hold a variety of simple yoga poses.  | The children will build on their knowledge of yoga poses from Year 1. They will start to hold shapes when balancing on different parts of their bodies. They will use the skills previously learnt with increasing control. | The children will begin by learning how to move their bodies. They will learn how to relax using a breathing technique  |
| Vocabulary           | Move<br>Still<br>Space<br>Travel<br>Shape<br>Safely   | Feel<br>Copy<br>Breath<br>Listen<br>Slowly  | Focus<br>Position<br>Flow<br>Pose<br>Create   | Move<br>Still<br>Space<br>Travel<br>Shape<br>Safely   | Feel<br>Copy<br>Breath<br>Listen<br>Slowly  | Focus<br>Position<br>Flow<br>Pose<br>Create   | Move<br>Still<br>Space<br>Travel<br>Shape<br>Safely   |



|                                     | EYFS<br>Fundamental Skills  | YEAR 1   | YEAR 2   | YEAR 3   | YEAR 4   | YEAR 5   | YEAR 6   |
|-------------------------------------|---|--|--|--|--|--|--|
| Concept – Net and Wall              |   |  |  |  |  |  |  |
| Content (NC with local adaptations) | By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility.<br>Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. | 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  |  | Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending    |  |  |  |
| Declarative Knowledge               | To know to point my hand/object at my target when hitting a ball.<br>To know to look at the target when sending a ball and watch the ball to receive it.<br>To know to use big steps to run and small steps to stop.  | To know to use the centre of the racket for control.<br>To know to use an underarm throw to feed to a partner.<br>To know that throwing/hitting to my partner with not too much power will help them to return the ball.<br>To know that using a ready position will help me to move in any direction. | To know to watch the ball as it comes towards me to help me to prepare to hit it.<br>To know to place enough power on a ball to let it bounce once but not too much so that my partner can't return it.<br>To know that sending the ball towards my partner will help me to keep a rally going<br>To know that using a ready position helps me to react quickly and return/catch a ball. | To know to point my hand/object at my target when hitting a ball.<br>To know to look at the target when sending a ball and watch the ball to receive it.<br>To know to use big steps to run and small steps to stop. | To know to use the centre of the racket for control.<br>To know to use an underarm throw to feed to a partner.<br>To know that throwing/hitting to my partner with not too much power will help them to return the ball.<br>To know that using a ready position will help me to move in any direction. | To know to watch the ball as it comes towards me to help me to prepare to hit it.<br>To know to place enough power on a ball to let it bounce once but not too much so that my partner can't return it.<br>To know that sending the ball towards my partner will help me to keep a rally going<br>To know that using a ready position helps me to react quickly and return/catch a ball. | To know to point my hand/object at my target when hitting a ball.<br>To know to look at the target when sending a ball and watch the ball to receive it.<br>To know to use big steps to run and small steps to stop. |



|                      |   |  |   |   |  |   |   |
|----------------------|---|--|---|---|--|---|---|
|                      |   |  |   |   |  |   |   |
| Procedural Knowledge | To explore hitting a ball with hands and pushing with a racket. To explore sending and tracking a ball with a partner. To explore changing direction, running and stopping.   | To explore hitting a dropped ball with a racket. To throw a ball over a net to land into the court area. To explore sending a ball with hands and a racket. To use the ready position to move towards a ball.  | To develop hitting a dropped ball over a net. To accurately underarm throw over a net to a partner. To explore underarm rallying with a partner catching after one bounce. To consistently use the ready position to move towards a ball.                           | To explore hitting a ball with hands and pushing with a racket. To explore sending and tracking a ball with a partner. To explore changing direction, running and stopping.   | To explore hitting a dropped ball with a racket. To throw a ball over a net to land into the court area. To explore sending a ball with hands and a racket. To use the ready position to move towards a ball.  | To develop hitting a dropped ball over a net. To accurately underarm throw over a net to a partner. To explore underarm rallying with a partner catching after one bounce. To consistently use the ready position to move towards a ball.                           | To explore hitting a ball with hands and pushing with a racket. To explore sending and tracking a ball with a partner. To explore changing direction, running and stopping.   |
| Why here?/ Why now?  | <p>The children will be explicitly taught the following Fundamental Movement Skills in order to allow them to develop the skills needed for Net and Wall based activities:</p> <p>Rolling (object) throwing, catching</p> | <p>Building on the fundamental movement skills from EYFS of rolling, throwing and catching, the children will begin to understand and can demonstrate how to handle and use equipment safely. They can balance a ball on a racket whilst in a stationary position and can roll a ball in a controlled manner to a designated area or target.</p> | <p>Building on the skills taught in Year 1, the children will learn which grip to use to balance a ball on a racket. They will then go from stationary to moving. They will now be taught a variety of shots to be able to hit the ball in a controlled manner.</p> | <p>The children will be explicitly taught the following Fundamental Movement Skills in order to allow them to develop the skills needed for Net and Wall based activities:</p> <p>Rolling (object) throwing, catching</p> | <p>Building on the fundamental movement skills from EYFS of rolling, throwing and catching, the children will begin to understand and can demonstrate how to handle and use equipment safely. They can balance a ball on a racket whilst in a stationary position and can roll a ball in a controlled manner to a designated area or target.</p> | <p>Building on the skills taught in Year 1, the children will learn which grip to use to balance a ball on a racket. They will then go from stationary to moving. They will now be taught a variety of shots to be able to hit the ball in a controlled manner.</p> | <p>The children will be explicitly taught the following Fundamental Movement Skills in order to allow them to develop the skills needed for Net and Wall based activities:</p> <p>Rolling (object) throwing, catching</p> |
| Vocabulary           | <ul style="list-style-type: none"> <li>Team</li> <li>Space</li> <li>Catch</li> <li>Throw</li> <li>Bounce</li> <li>Forward</li> <li>Backward</li> </ul>  | <ul style="list-style-type: none"> <li>Ready position</li> <li>Partner</li> <li>Net</li> <li>Underarm</li> <li>Score</li> <li>Points</li> <li>Racket</li> </ul>  | <ul style="list-style-type: none"> <li>Receive</li> <li>Trap</li> <li>Defend</li> <li>Return</li> <li>Against</li> <li>Forehand</li> </ul>  | <ul style="list-style-type: none"> <li>Team</li> <li>Space</li> <li>Catch</li> <li>Throw</li> <li>Bounce</li> <li>Forward</li> <li>Backward</li> </ul>  | <ul style="list-style-type: none"> <li>Ready position</li> <li>Partner</li> <li>Net</li> <li>Underarm</li> <li>Score</li> <li>Points</li> <li>Racket</li> </ul>  | <ul style="list-style-type: none"> <li>Receive</li> <li>Trap</li> <li>Defend</li> <li>Return</li> <li>Against</li> <li>Forehand</li> </ul>  | <ul style="list-style-type: none"> <li>Team</li> <li>Space</li> <li>Catch</li> <li>Throw</li> <li>Bounce</li> <li>Forward</li> <li>Backward</li> </ul>  |



|   |   |   |   |   |
|---|---|---|---|---|
|   | EYFS<br>Fundamental Skills  | YEAR 1 and 2  | YEAR 3/4  | YEAR 5/6  |
| Content – Coaching and Leadership Opportunities |   |   |   |   |
|   | <b>Coaching and Leadership/Team Building</b>  | <b>Coaching and Leadership/Team Building</b>  | <b>Coaching and Leadership/Team Building</b>  | <b>Coaching and Leadership/Team Building</b>  |
| Why here, Why now                               | I have brought my PE kit to every session this term. I can change into my PE kit on my own. I can change within the time set by my teacher. I can work for the whole lesson without giving up. I encourage my friends to do well. I can captain my team in an activity. I help my teacher with equipment. I can show my class a part of the warm up activity. I can show a friend how to do a new skill | I have brought my PE kit to every session this term. I can change into my PE kit on my own. I help my teacher by organising equipment. I can lead a warm up for my team or class. I can demonstrate how to do a skill or activity. I can keep time accurately in activities. I can record distance, scores or points. I give clear instructions to stop or start an activity. I positively encourage my team mates. | I help my teacher by organising equipment. I can lead a warm up or physical activity for my team or class. I can recognise good performance of others. I can demonstrate how to do a skill or technique to a group. I am able to umpire or referee a class sport competition. I use result data to determine winners. | I can explain how a team achieved success. I am able to coach a team to help them improve.<br>I make effective decisions as a captain. I have umpired or refereed a class sport competition.<br>I display respect and welcome opposing teams and officials. |



## Fundamental Movement Skills

The development of children’s Fundamental Movement Skills at Holy Trinity Primary School is a significant step towards establishing a lifelong commitment to healthy and active lifestyles.

These are the building blocks for movement and the skills in which children need to be able to participate successfully in all types of games, physical activity and sports.

They can be categorised under the following headings:

- **Locomotion Skills**
- **Stabilisation Skills**
- **Object Manipulation Skills**

Within our PE Curriculum, we dedicate a significant amount of time to developing these skills to support our pupils. Contrary to popular belief, children do not pick up these skills naturally. They need to be taught and children need to be given the opportunity to practice these skills under direct supervision from the teacher or coach.

At Holy Trinity, we have identified the following FMS linked to the above headings that we consider to be essential if our pupils are going to participate successfully in the many physical activities, games and sports offered as they move through school and beyond.

|          |                           |           |           |
|----------|---------------------------|-----------|-----------|
| Walking  | Running/jogging           | Hopping   | Leaping   |
| Jumping  | Rolling                   | Gallop    | Climbing  |
| Skipping | Crawling                  | Dodging   | Balancing |
| Turning  | Rolling (object and body) | Squatting | Throwing  |
| Bouncing | Kicking                   | Dribbling | Catching  |

These skills are woven throughout our PE teaching, starting in EYFS, and built and developed as the children move through into KS1, and if necessary, into KS2. The expectation however, is that all children have achieved this by the end of KS1. During EYFS, children will have the opportunity to practice these skills during their time in Provision, however, this is not how these skills are exclusively taught. We cannot expect our children to be competent and proficient in producing sport-specific movements before they have mastered FMS.