

St Peter's Primary School

Scheme of Work:

Physical Education

Created in partnership with...



Leigh Academy
Tonbridge
Sports Partnership

Academic Year: 2023-2024

Growing Together in Knowledge, Wisdom and Faith

Physical Education at St Peter's means that children leaving in year 6 have:

- An awareness of the link between physical activity and good mental health and understand it's significance as part of a healthy lifestyle.
- Experienced a broad range of different activities using a wide range of skills.
- Participated in inter-house, inter-school or other competitions, building personal development skills such as teamwork, resilience, healthy competition and sportsmanship.
- Been inspired to have a lifelong participation in sports and physical activity.

What children at St Peter's say about Physical Education at our school:

"I think PE is really fun! I especially like netball and dance. I love when we get to compete in house competition to perform our best."

"My favourite part about PE is that it is fun and active. Everyone can take part and I enjoy being challenged to change the way I play different sports."

"Our teachers always aim to set PE goals for every PE lesson, 'how many passes you can do,' how long can you keep running for,' these are great motivators and really help to keep me focused during the lessons."

Intent for Physical Education at St Peter's

At St Peter's CEP School, PE is a significant part of the children's learning journey. We aim to create a culture that encourages all our children to be active and have positive attitudes towards physical activity and healthy lifestyles. High quality physical education enables our pupils to become physically confident as well as supporting their health, well-being and fitness, providing foundations for lifelong activity. We strive to inspire our pupils to be physically active every day providing opportunities through PE lessons; incorporation of active lessons across the curriculum; at break times and offer a range of extra-curricular clubs before and after school.

Through the teaching of PE at St Peter's, we aim to encourage children to develop four key aspects: Physical skills, Social skills, Thinking skills and Health and Wellbeing. Within each avenue children will develop the following:

Physical Skills	
Running, Jumping & Throwing	Movement & Travel
Controlling Objects	Swimming & Aquatic Skills
Outdoor Skills Challenges	Movement to Music
Balance and Body Control	Gross & Fine motor Skills
Thinking Skills	
Creativity	Resilience
Independent Learning	Desire to Improve
Decision Making & Tactics	Apply Skills & Knowledge
Confidence & Self Esteem	Predict & Judge Outcomes

Social Skills	
Teamwork & Collaboration	Fair play & Honesty
Communication	Inclusion
Leadership	Empathy & Supporting others
Responsibility	Competing with & against others
Health and Wellbeing	
Physical Active Habits	Personal Safety
Understanding Healthy Eating	Physical Fitness
How does the body work?	Experiences outside of regular environment
What exercise does for the body	Celebrate Success

Implementation of our Physical Education Curriculum at St Peter's

Each child in Year 1-6 receives 2 hours of PE a week with specialist coaches or class teachers, while year R receive 1 hour of PE each week. These sessions are planned to cover a broad and full range of skills and activities. We offer a progressive curriculum in which children are given time to explore and practise these skills, revisiting them again in each year group. Children have equal opportunities to take part in a range of sports and physical activities within a supportive environment where effort as well as success is recognised. Below is a chart as to how we promote and implement PE practices across Physical Education, School Sport and Physical Activity.

How do we do this? - Implementation		
PHYSICAL EDUCATION	SCHOOL SPORT	PHYSICAL ACTIVITY
<ul style="list-style-type: none"> • Structured PE timetable which allows fun, active lessons which engage all pupils. • Child friendly learning outcomes and children understand the content. • Stage appropriate activities for all pupils and all pupils make progress. • Skilled staff/workforce to inspire learning. • Purposeful assessment and feedback. 	<ul style="list-style-type: none"> • A range of opportunities for ALL pupils to engage with, outside of lesson time (including PP & SEND). • Access to competitions and events for all pupils. • Links to wider events (i.e World Cups/Olympics/Wimbledon). • Targeted provision for those who need it. • Student voice to provide relevant opportunities. • Provide pupils with exit routes to continue sport/activity out of school. 	<ul style="list-style-type: none"> • School supports 30 active minutes for all pupils through the day and supports pupils to be active at home. • Embedding physical activity interventions throughout the school day. • Using activity as a tool for teaching active lessons. • Promoting activity at break and lunchtimes. • Creating active environments across school. • Supporting active travel.

Each year teachers are asked to complete a PE teaching audit based on the upcoming curriculum and input areas that they feel they could use support in. From this the PE coordinator will allocate a PE specialist teacher to work with the teacher to up-skill their PE knowledge in areas they feel they need support in. We work in partnership with Pure Sport Coaching (PSC) to provide Teacher upskilling in PE. Our specialist PE teacher works 1:1 with a teacher on a specific sport for a term, building the teachers' confidence at delivering the PE curriculum of a specific knowledge pathway.

In Years 3-6 we offer swimming at Crowborough Leisure Centre, providing opportunities for all children to achieve the swimming requirements within the National Curriculum.

The children in Reception have regular opportunities to foster physical development including a daily outdoor child-initiated session; Bike-ability sessions as well as a teacher directed session of PE and games from Term 3. For the academic year 2023 – 2024 PE has been divided into 10 different knowledge pathways. Each are spread across all year groups to give a variety and broad curriculum experience. Opportunities for recapping prior learning is built into different knowledge pathways as different sports and activities use similar skills and knowledge.

In addition to the knowledge pathways taught, St Peter's School participates in regular intra (in school) and inter-school (between other schools) competitions and leagues for football, netball, tag-rugby, cricket and athletics. Many are linked to each terms learning, in order to promote skill and game play in a competitive arena. Children are selected to take part in various competitions and leagues based on ability, performance and enjoyment of the sport.

Furthermore, there are many after school clubs for seasonal sports including: Football, Netball, Multi-Skills, Gymnastics, Dance, Judo and Sports Preparation Club. Some of these are run by school staff and others are run by outside providers. (See 'Clubs' section on the school website for more details.)



St Peter's CEP School – PE Overview 2023-2024



	Autumn Term 1	Autumn Term 2	Spring Term 3	Spring Term 4	Summer Term 5	Summer Term 6
Mars Year R	Fundamentals (BEAM)	Dance	Multi-skills	Gymnastics	Multi-skills	Athletics
Pluto Year 1	Multi-skills	Invasion games	Multi-skills	Tennis	Rapid Fire	OAA
	Gymnastics	Games	Fundamentals	Football	Inclusive sports	Athletics
Earth Year 2	Infant Agility	Invasion games	Hockey	Badminton	Rapid Fire	Athletics
	Multi-skills	Dance	Fundamentals	Multi-skills	Tri-golf	OAA
Neptune Year 3	Basketball	Tag Rugby	Football	Tennis	Cricket	Athletics
	Gymnastics	Dodgeball	Swimming OR Multi-skills	Swimming	Inclusive Sports	OAA
Mercury Year 4	Indoor Athletics	Netball	Hockey	Badminton	Rounders	Athletics
	Handball	Dance	Swimming		Tri-golf	Volleyball
Saturn Year 5	Basketball	Tag Rugby	Football	Dodgeball	Cricket	Athletics
	Swimming		Gymnastics	Tennis	Inclusive Sports	OAA
Jupiter Year 6	Indoor Athletics	Netball	Hockey	Handball	Tri-golf	Athletics
	Swimming		Swimming OR Dance	Badminton	Rounders	Volleyball

Knowledge pathways

Fundamentals / Multi-skills	Gymnastics	Dance	Net and Wall	Invasion games
Swimming	Athletics	Striking and fielding	OAA	Inclusive sports

Impact of our Physical Education Curriculum at St Peter's

Children at St. Peter's CEP School will aim to complete each key stage with a high proficiency in each aspect of PE, including:

- Understand the benefits of exercise on both physical and mental health.
- Have improved fitness levels.
- Have a positive and engaged attitude towards PE / physical activity.
- Have developed flexibility, strength, technique, control, agility, co-ordination and balance. They have mastered basic movements including: running, jumping, throwing and catching and can apply these to a range of sports.
- Have taken their interest and enthusiasm for a particular type of sport and continued to pursue it out of school.
- Have increased self-esteem through representing the school in competitions and festivals involving other schools.
- Leave us able to swim 25 metres and able to demonstrate safe self-rescue.

The children in Reception have regular opportunities to foster physical development including a daily outdoor child-initiated session; Balance-ability sessions as well as a teacher directed session of PE and games. In EYFS, PE is measured using the early learning goals. Concepts of PE therefore can broadly fit into 5 goals below:



Personal, Social & Emotional Development	Physical Development
<ul style="list-style-type: none"> • Self-Regulation • Managing Self • Building Relationships 	<ul style="list-style-type: none"> • Gross Motor Skills • Fine Motor Skills



Assessment of PE in EYFS is assessment with two options for a teacher to judge a child's development at the end of the Reception year. Instead of the previous "exceeding" development, practitioners must now only decide whether a child is 'meeting expected levels of development,' or 'not yet reaching expected levels (emerging)'.

Physical Education is the perfect vehicle through which to develop the crucial skills and attributes required for the modern world. Effective delivery of the National Curriculum Expectations will ensure that children develop into thinking physical beings and doing physical beings which impact on the behavioural change to equip them for lifelong participation. From year 1 to Year 6, assessment of PE is completed using the concept of Head (thinking) Hands (doing) and Heart (behavioural change), teachers can assess the children under each of these categories.

The Thinking physical being: (Head)	The Doing physical being: (Hands):	The Behavioural Change physical being: (Heart)
<ul style="list-style-type: none"> • Decision maker • Analytical-deep understanding • Confident • Creative 	<ul style="list-style-type: none"> • Physically competent • Grows and develops • Physically active • Competitive 	<ul style="list-style-type: none"> • Involved and engaged • Grows socially and emotionally • Builds character and values • Leads a healthy active lifestyle

Assessment of skills using the Head, Hand, Heart approach is done each long season using teacher assessment and the following example grids. Data is then collated and added to Insight to track progress and attainment across year groups and key stages.

 PE assessment Sheet for UKS2 <u>Key areas for assessment</u> 			
Year Group/Class:			
Teacher or Coach:			
Date /Term completed:			
Area	Just Below	At Expected	Greater Depth
Advanced Movement-Skills (HANDS) <ul style="list-style-type: none"> Can transfer and link advanced FMS to various sports and scenarios 			
Develop Fundamental Multi-skills (HANDS) <ul style="list-style-type: none"> High success rate and execution of throwing and catching various equipment (bean bags, tennis ball, rugby ball, handball, netball etc) during practice and in a game situation Develops advanced ability in manipulating equipment such as (bats/racquets/sticks) ** **can use correct technique and correct weaknesses/improper use of equipment Developed ability in sending and receiving through (pass/kick/throw) over various distances Begin to link FMS into team sports (demonstrates and uses the skills to compete/participate in games/sports) 			
Physically Motivated and Confident (HEAD) <ul style="list-style-type: none"> Competes against self and others Competes with others in a team. Physically and self-confident Recognises success and correct technique Recognises areas for improvement and finds solutions 			
Socially engaged (HEART) <ul style="list-style-type: none"> Works well with others Advanced teamwork skills and fair play attributes for the age group Confident to express ideas and opinions within a team/group Confident in leading a group in games and team sports 			
Gymnastics and Dance (HANDS) <ul style="list-style-type: none"> Demonstrates advanced gymnastics shapes and balances. Can identify and demonstrate gymnastic and dance routines Can count music and rhythm Can link and create routines to music and count beats. 			
	Needs improvement	Good	Very Good
Attitude to learning			

 PE assessment Sheet for KS1 <u>Key areas for assessment</u> 			
Year Group/Class:			
Teacher or Coach:			
Date /Term completed:			
Area	Just Below	At Expected	Greater Depth
Develop Fundamental Movement Skills (HANDS) <ul style="list-style-type: none"> Agility, Balance and Coordination Fundamental movement skills (walking/hopping/jumping/running/skipping) 			
Develop Fundamental Multi-skills (HANDS) <ul style="list-style-type: none"> Can throw and catch Can manipulate equipment such as (bats/racquets/sticks) ** ** can hold and begin to understand the correct use for this equipment Can effectively send and receive by kicking/throwing/passing etc. 			
Physically Motivated and Confident (HEAD) <ul style="list-style-type: none"> Competes with self Competes with others Physical confidence Can evaluate and recognise success 			
Socially engaged (HEART) <ul style="list-style-type: none"> Works well with others Begins to show teamwork skills and ability of fair play Confidence in working in groups 			
Gymnastics and Dance (HANDS) <ul style="list-style-type: none"> Recognises basic gymnastic shapes. Can demonstrate basic gymnastic movements. Can recognise and demonstrate basic gymnastic balances. 			
	Needs improvement	Good	Very Good
Attitude to learning			

We also further measure impact of our PE curriculum using lesson observations, teach assessments, pupil voice and pupil questionnaires. The outcome of this work forms a basis for the coming years action plans, Sports funding spend and evaluation of impact.

Inclusion of our Physical Education Curriculum at St Peter's

At St. Peter's all pupils have the opportunity to take part and develop their Physical Education. The school promotes equal opportunities and fairness of distribution of PE resources. Teachers are made aware of children in their class who have a specific learning need and actions are put in place to ensure that barriers to learning are minimised. Whether that is 1:1 support, specialist equipment or adaptations to the learning environment, every effort it made to allow for all children to gain in their understanding and knowledge needed for Physical Education and development.

EYFS - Year R Mars class

Year group	
EYFS	PHYSICAL DEVELOPMENT: EARLY LEARNING GOALS (ELG) Moving and Handling Children show 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, including pencils for writing. Health and Self Care Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.

Term	Declarative Knowledge 'knowing what'	Procedural Knowledge 'knowing how'
Term 1	Fundamentals (BEAM)	Agility, Endurance, Balance, Coordination
Term 2	Dance	Exploring various ways to move our bodies. Develop emotion and simple sequences
Term 3	Multi-skills	Strike, power and score
Term 4	Gymnastics	Movement, balance, shapes, control
Term 5	Multi-skills	Send, chase, trap and return
Term 6	Athletics	Sports Day preparation: Run, jump, score, throw. Teamwork

Procedural knowledge end points for EYFS

By the end of EYFS children will be able to:

- Changing in and out of PE kit.
- Experiment with different ways of moving (skip, walk, hop, jump, run)
- Develop confidence and enjoyment in moving (enjoyment of keeping active, physical exercise and keeping healthy)
- Demonstrate control and coordination in large and small movements.
- How to hold balances.
- Develop Jumping and landing correctly.
- Fundamental Ball skills- rolling, catching and throwing.
- Move to music in a variety of ways.
- To share and respect other pupils.
- Work together within a small group

Key Stage 1 - Year 1 Pluto Class

Year group	Children will have opportunity to extend these skills through breaktime, lunch and afterschool provision. Children in KS1 will take part in various intra and inter school festivals and events throughout the year that will provide them with positive experiences and opportunities to make choices to be physically active and healthy.
Y1	PHYSICAL DEVELOPMENT: Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending perform dances using simple movement patterns.

Term	Declarative Knowledge 'knowing what'	Procedural Knowledge 'knowing how'
Term 1	Gymnastics	Movement, balance, shapes, control
	Multi-skills	Ball skills: Throw, catch, bounce, roll
Term 2	Invasion games	Application of skills in team games, attacking/defending, blocking, scoring
	Games	Dodgeball skills such as throw, catch dodge, aiming, gameplay
Term 3	Fundamentals	Agility, balance, coordination
	Multi-skills	Send, chase, trap
Term 4	Football	Kick, control, dribble, decision making
	Tennis	Hand eye co-ordination, timing, control
Term 5	Rapid Fire	Strike, run, score, field, return, compete
	Inclusive Sports	Broader experiences e.g. Boccia, seated volleyball, etc...
Term 6	OAA	Inc orienteering, problem solving, Archery
	Athletics	Sports Day preparation: Run, jump, score, throw. Teamwork

Procedural knowledge end points for Year 1

FUNDAMENTALS AND MULTISKILLS (Invasion Game Skills)	GYMNASTICS	NET / WALL	STRIKING / FIELDING	ATHLETICS	OUTDOOR ADVENTUROUS ACTIVITIES (OAA)
<ul style="list-style-type: none"> • Change direction and speed. • Develop underarm throwing towards a target. • Learn and develop techniques of sending different equipment. • Trap equipment with control and various body parts. • Develop catching skills with learning aids. • Begin blocking by using their bodies. • Engage in a variety of running and avoiding scenarios 	<ul style="list-style-type: none"> • To travel with control and coordination in a variety of ways. • Use imagination to travel like various animals / emotions on different body parts. • Simple shapes; Tuck, Pike, Straddle, Straight, Star. • Recognise how it feels when the body is tense in a balance. • Perform controlled balances and different body parts. • Jump in a variety of ways 	<ul style="list-style-type: none"> • Handle equipment with both hands. • Discover a dominant hand through experimenting. • Strike a static ball. • Strike a static ball to a target. • Develop understanding in travelling towards a moving ball. • Return a ball to a partner. • Play Net based games. Children have an opportunity to play 1 v 1, 1 v 2, and 1 v 3. 	<ul style="list-style-type: none"> • To travel at different speeds to chase equipment. • Trap equipment with use of their bodies. • Throw equipment underarm whilst aiming towards a target. • Discuss and begin to understand judgement of throw power for accuracy. • Standing side on to a ball before striking with two hands on equipment. • Understand a sideways, step, strike technique when striking a ball. • Can strike a static ball towards a partner. • Strike a static ball away from a partner. • Can return a ball quickly after a partner has hit it. • Discuss how to handle equipment safely. 	<ul style="list-style-type: none"> • Run at different speeds and distances. • Change direction whilst running. • Perform basic jump patterns. • Perform jumps for height and distance. • Perform different throwing techniques in throwing for distance. • Develop agility, balance and coordination 	<ul style="list-style-type: none"> • To follow simple routes and trails. • Work with a partner / small group. • Children able to think through and plans solutions to problems. • Exploring the school and surrounds To interpret a simple Plan (map). • To be able to communicate ideas physically and verbally. • To be aware of safety for themselves and others
EVALUATIONS <ul style="list-style-type: none"> • Can comment on own and others performance. • Can give comments on how to improve performance. • Use appropriate vocabulary when giving feedback. 			HEALTHY LIFESTYLES <ul style="list-style-type: none"> • Can describe the effect exercise has on the body. • Can explain the importance of exercise and a healthy lifestyle. 		

Key Stage 1 - Year 2 Earth Class

Year group	Children will have opportunity to extend these skills through breaktime, lunch and afterschool provision. Children in KS1 will take part in various intra and inter school festivals and events throughout the year that will provide them with positive experiences and opportunities to make choices to be physically active and healthy.
Y2	PHYSICAL DEVELOPMENT: Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to: 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 participate in team games, developing simple tactics for attacking and defending perform dances using simple movement patterns.

Term	Declarative Knowledge 'knowing what'	Procedural Knowledge 'knowing how'
Term 1	Infant Agility	Speed, Agility, Control and Co-ordination
	Multi-skills	Ball skills: Throw, catch, bounce, roll
Term 2	Dance	Link with classroom topic. Developing ranges of movement in time to music
	Invasion games	Application of skills in team games, attacking/defending, blocking, scoring
Term 3	Hockey	Manipulate objects, stick and ball with safety and control
	Fundamentals	Agility, balance, coordination
Term 4	Badminton	Explore forehand hitting, identify and describe some rules
	Multi-skills	Send, chase, trap
Term 5	Rapid Fire	Strike, run, score, field, return, compete
	Tri-golf	Transfer skills to handle and strike with accuracy
Term 6	Athletics	Sports Day preparation: Run, jump, score, throw. Teamwork
	OAA	Inc orienteering, problem solving, Archery

Procedural knowledge end points for Year 2

FUNDAMENTALS AND MULTISKILLS (Invasion Game Skills)	DANCE	NET / WALL	STRIKING / FIELDING	ATHLETICS	OUTDOOR ADVENTUROUS ACTIVITIES (OAA)
<ul style="list-style-type: none"> • Change speed and direction with control and coordination. • Pass and receive a ball with more control and accuracy. • Develop passing and moving skills in pairs or small teams. • Recognise how they work best with their partner. • Use different rules and tactics for invasion games. • Describe what they see and ask to copy others' ideas, skills and tactics. • Develop understand of aiming and power when throwing. 	<ul style="list-style-type: none"> • To work to music, creating movements that show rhythm and control. • Can explore basic body patterns and movements to music. • Can perform simple dance phrases. • Can develop a range of dance movements and improve timing. <div data-bbox="448 834 1102 1145"> <p>EVALUATIONS</p> <ul style="list-style-type: none"> • Can comment on own and others performance. • Can give comments on how to improve performance. • Use appropriate vocabulary when giving feedback. </div>	<ul style="list-style-type: none"> • Strike equipment with accuracy and control. • Judge distances before swing. • Return a bouncing ball to partner. • Move bodies into correct positions. • Competitively play floor rally's (1v1, 1v2 , 2v2 etc). • Move confidently whilst handling equipment. 	<ul style="list-style-type: none"> • Can travel at speed to return equipment. • Confidently trap equipment with their hand before returning. • Accurately throw equipment. • Strike rolling ball confidently. • Strike equipment in different directions with power. • Begin action towards striking a bouncing ball with control. • Discuss how they are using their bodies. 	<ul style="list-style-type: none"> • Run at different speeds. • Change directions with ease. • Perform standing jumps with correct technique. • Change jumping technique to jump for height or distance. • Show an understanding of personal best distances and/or times. • Develop ability in various throwing techniques (over, under, javelin, chest push). • Can describe how they are using their body parts and why. 	<ul style="list-style-type: none"> • Participate in team challenges and games. • Work cooperatively in a small group. • Problem solving – show persistence and sustained effort. <div data-bbox="1814 630 2132 1018"> <p>HEALTHY LIFESTYLES</p> <ul style="list-style-type: none"> • Can describe the effect exercise has on the body. • Can explain the importance of exercise and a healthy lifestyle. </div>

Lower Key Stage 2 - Year 3 Neptune Class

Year group	Children will have opportunity to extend these skills through breaktime, lunch and afterschool provision. Children in KS2 will take part in various intra and inter school festivals and events throughout the year that will provide them with positive experiences and opportunities to make choices to be physically active and healthy.
Y3	PHYSICAL DEVELOPMENT: Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to: use running, jumping, throwing and catching in isolation and in combination; play competitive games, modified where appropriate [for example, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending; develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]; perform dances using a range of movement patterns, take part in outdoor and adventurous activity challenges both individually and within a team, compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Term	Declarative Knowledge 'knowing what'	Procedural Knowledge 'knowing how'
Term 1	Basketball	Sport specific skill and application
	Gymnastics	Combine skills of jumps, balances, rolls and shapes
Term 2	Tag Rugby	Pass, tag, score, fair play
	Dodgeball	Throw, catch, dodge, compete
Term 3	Football	Basic control skills, send ball with some accuracy. Implement basic rules
	Swimming OR Multi-skills	Gain in water confidence, proficiency using a range of strokes Ball skills: Throw, catch, bounce, roll
Term 4	Tennis	Hand eye co-ordination, timing, control.
	Swimming	Gain in water confidence, proficiency using a range of strokes
Term 5	Cricket	Skill acquisition of striking, bowling, fielding and scoring.
	Inclusive Sports	Broader experiences of specialist sport e.g. Boccia, seated volleyball, etc...
Term 6	Athletics	Sports Day preparation: Run, jump, score, throw. Teamwork, accurate measurement
	OAA	Inc problem solving, orienteering, Archery. Teamwork and collaboration

Procedural knowledge end points for Year 3

INVASION GAMES	GYMNASTICS	NET / WALL	STRIKING / FIELDING	ATHLETICS	OUTDOOR ADVENTUROUS ACTIVITIES (OAA)
<ul style="list-style-type: none"> • Learn and perform passing and moving skills in pairs or small groups. • Develop knowledge and skills in keeping possession in teams. • Improve accuracy of sending + passing. • Find space to move into to receive a pass. • Learn basic shooting techniques. • Apply skills in small game-based activities. • Develop team skills of communication and fair play. • Basic defending and tackling skills in possession-based games. • Game related rules applied in matches. 	<ul style="list-style-type: none"> • Practice and concentrate on quality of movement. • Link different balances moving in and out of positions of stillness. • Transfer weight smoothly from one part of body to another. • Use actions on floor and over, through, across and along apparatus. • Combine 3-5 skills with smooth transitions between each skill. • Perform quality (shape) jumps from apparatus into safe landing. • Can create short sequences in pairs to be perform with control. • Able to mirror skills in small groups. • Describe their actions and how they could improve their short sequences. • Perform shape jumps from apparatus into safe landing. 	<ul style="list-style-type: none"> • Successfully strike the ball with a racket • Use different shots. • Play games using throwing and catching skills. • Vary strength, length and direction of throw. • Know how they can make it difficult for opponent to receive ball. • Move left and right to return a ball to the other side. • Accurately place shots into a space. • Begin steps to playing rallies with a partner. • Start serving underarm to a partner over a net. 	<ul style="list-style-type: none"> • Begin understanding the two roles of batting team and fielding team. • Identify space and return equipment quickly. • Confidently trap a ball coming towards them with speed (short and long barrier.) • Use correct form when attempting to catch balls after being struck. • Striking static balls accurately with power and control. • Strike moving balls into space to score points. • Continue to step into shots and strike with power and accuracy. • Begin making decision to help them score highly. 	<ul style="list-style-type: none"> • Understand running techniques. • Able to run further distances without stopping (pacing the run). • Develop ability of correct handovers during relay races. • Can perform a standing long jump with power and control in the take-off and landing. • Use both upper and lower body to enhance jumping distance and height. • Throw shotput and javelin equipment with correct form and accuracy. • Recognise and describe what their bodies feel like during different types of activity. 	<ul style="list-style-type: none"> • To work individually and as a team. • To develop basic map reading skills. • To develop effective problem solving. • Use logical thinking to complete tasks. • Be able to evaluate performance towards an activity / challenge and modify to improve and succeed. <div> HEALTHY LIFESTYLES <ul style="list-style-type: none"> • Can describe the effect exercise has on the body. • Can explain the importance of exercise and a healthy lifestyle. • Understands the need to warm up and cool down. </div>
		SWIMMING <ul style="list-style-type: none"> • Swims competently, confidently and proficiently over a distance of at least 25 metres. • Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke. • Performs safe self-rescue in different water-based situations. 			

Lower Key Stage 2 - Year 4 Mercury Class

Year group	Children will have opportunity to extend these skills through breaktime, lunch and afterschool provision. Children in KS2 will take part in various intra and inter school festivals and events throughout the year that will provide them with positive experiences and opportunities to make choices to be physically active and healthy.
Y4	PHYSICAL DEVELOPMENT: Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to: use running, jumping, throwing and catching in isolation and in combination; 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; develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]; perform dances using a range of movement patterns, take part in outdoor and adventurous activity challenges both individually and within a team, compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Term	Declarative Knowledge 'knowing what'	Procedural Knowledge 'knowing how'
Term 1	Indoor Athletics	Short sprints, standing long jump, relay, shotput. Accurate use of measurement
	Handball	Pass, move, score, attack and defend
Term 2	Netball	Teamwork, fair play, sport specific skill application
	Dance	Link with classroom topic, short stories. Developing movement in time to music
Term 3	Hockey	Transferrable invasion game skills applied in different ways
	Swimming	Gain in water confidence, proficiency using a range of strokes
Term 4	Badminton	Use of different shots with both forehand and backhand
	Swimming	Gain in water confidence, proficiency using a range of strokes
Term 5	Rounders	Send, receive, bowl, field, strike, gameplay, teamwork
	Tri-golf	Strike with consistency and accuracy, Play in a variety of modified games
Term 6	Athletics	Sports Day preparation: Run, jump, score, throw. Teamwork, accurate measurement
	Volleyball	Hand eye co-ordination, timing, control, tactics

Procedural knowledge end points for Year 4

INVASION GAMES	DANCE	NET / WALL	STRIKING / FIELDING	ATHLETICS
<ul style="list-style-type: none"> • Identify space and move into it. • Pass and move effectively in pairs or small teams. • Develop simple transferable attack and defending skills. • Traveling with equipment into spaces. • Show strong teamwork within match play. • Begin marking the opposition to prevent. • Uses the full range of passes at the right time. • Simple tactic and strategy skills. • Begin shooting from different distances. • Identify their own strength and weakness in performance. • Abide and adhere to rules during match play 	<ul style="list-style-type: none"> • To identify and practise the patterns and actions of chosen dance style. • To demonstrate an awareness of the music's rhythm and phrasing when improvising. • To create an individual dance that reflects the chosen dancing style. • To create partnered dances that reflect the dancing style and apply the key components of dance. • To perform dance using a range of movement patterns. • To perform and evaluate own and others' work. 	<ul style="list-style-type: none"> • Persevere in developing back hand and forehand technique. • Play short rallies with a partner. • Serve underarm. • Begin serving actions for overarm serve. • Travel across the court whilst showing agility when changing directions and speeds. • Begin playing shots to move your opponent around the court. • Play small 1vs 1 to match rules. • Play manipulate matches in pairs against other pairs. • Review own performance, recommend steps to improve. 	<ul style="list-style-type: none"> • Clear understand of roles of batting and fielding teams. • Begin bowling towards a target from a close distance underarm. • Confidently trap, return equipment at speed. • Consistently catch throw or hit balls. • Work more effectively as a fielding team. • Strike a moving ball confidently into space with power and accuracy. • Begin tactical strikes of a ball to score points. • Make more correct decisions when to run or not to. • Communicating clearly as a team 	<ul style="list-style-type: none"> • Clearer understanding of techniques to use in long or short distance running events. • Beginning actions of starting a sprinting event. • Pace accurately during long distance runs. • Can participate in team events such a relay race and understand the teamwork involved. • Can utilised their body part to enhance jump distances and heights. • Can begin performing a hop, skip and jump for distance. • Can clearly demonstrate the difference in throwing events and techniques used. • Explain techniques use and why they are effective. Can identify errors in other's techniques and correct form.
SWIMMING <ul style="list-style-type: none"> • Swims competently, confidently and proficiently over a distance of at least 25 metres. • Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke. • Performs safe self-rescue in different water-based situations. 		HEALTHY LIFESTYLES <ul style="list-style-type: none"> • Can describe the effect exercise has on the body. • Can explain the importance of exercise and a healthy lifestyle. • Understands the need to warm up and cool down. 		

Upper Key Stage 2 - Year 5 Saturn Class

Year group	Children will have opportunity to extend these skills through breaktime, lunch and afterschool provision. Children in KS2 will take part in various intra and inter school festivals and events throughout the year that will provide them with positive experiences and opportunities to make choices to be physically active and healthy.
Y5	PHYSICAL DEVELOPMENT: Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to: use running, jumping, throwing and catching in isolation and in combination; 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; develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]; perform dances using a range of movement patterns, take part in outdoor and adventurous activity challenges both individually and within a team, compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Term	Declarative Knowledge 'knowing what'	Procedural Knowledge 'knowing how'
Term 1	Basketball	Teamwork, fair play, sport specific skill application
	Swimming	Gain in water confidence, proficiency using a range of strokes
Term 2	Tag Rugby	Run, Chase pass, tag, score, compete, fair play
	Swimming	Gain in water confidence, proficiency using a range of strokes
Term 3	Football	Relate a greater number of attacking and defending tactics Become more skilful performing movements at speed
	Gymnastics	Strength, conditioning and refinement of skills
Term 4	Dodgeball	Throw catch, compete in a variety of different activities
	Tennis	Rallies in singles and doubles working together and against each other
Term 5	Cricket	Skill acquisition of striking, bowling, fielding and scoring, compete
	Inclusive Sports	Compete fairly in specialist sport e.g. Boccia, seated volleyball, etc...
Term 6	Athletics	Sports Day preparation: Run, jump, score, throw. Teamwork, accurate measurement
	OAA	Inc problem solving, orienteering, Archery. Teamwork and collaboration

Procedural knowledge end points for Year 5

INVASION GAMES	GYMNASTICS	NET / WALL	STRIKING / FIELDING	ATHLETICS	OUTDOOR ADVENTUROUS ACTIVITIES (OAA)
<ul style="list-style-type: none"> • Change speed and direction to outwit their opponent. • Pass and move with attacking intent (directional.) • Choose the right type of pass to play at the right time. • Defend against an overload. • Show accuracy when shooting from different distances and angles. • Develop strong tactic and strategy knowledge to implement in games. • Begin making regular correct decisions in a match. • Recognise own and other strengths and weaknesses. • Identify/explain and review their team's performance. 	<ul style="list-style-type: none"> • Perform symmetrical and asymmetrical shapes and balances using different body parts. • Match and mirror a partner's short sequence. • Perform counterbalances in pairs and small groups with body parts on the floor. • Combine several rolls together with control. • Vaulting onto small apparatus with legs straight. • Perform jumps from high apparatus, show correct form in air and land safely. • Perform longer sequences of contrasting speeds and heights. • Identify areas of improvement in own performance. 	<ul style="list-style-type: none"> • Agile movement in all directions when striking and returning shots. • Can play in game scenarios 1v1 and 2v2. • Strike with power and accuracy to score highly. • Serve accurately underarm to a partner to start a game. • Develop an overarm serve <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>SWIMMING</p> <ul style="list-style-type: none"> • Swims competently, confidently and proficiently over a distance of at least 25 metres. • Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke. • Performs safe self-rescue in different water-based situations. </div>	<ul style="list-style-type: none"> • Can describe what make a good batting or fielding team, what skills that team possess. • Begin following simple steps to an overarm bowl towards a stump or wicket. • Consistently catch and trap balls from different distances. • Work effectively in teams to field and bat, understand what make and effective team. • Strike a moving ball to any direction they please to score runs. • Work closely in batting pairs to become successful in scoring highly. • Begin officiating small games by abiding by match rules. • Develop knowledge of the transferable skills between cricket and rounder's 	<ul style="list-style-type: none"> • Can understand and explain importance of pacing during longer runs. • Can explain the most effectively technique during a sprint and why. • Show efficient teamwork during relay races. • Sprint then jump over hurdles with control on take-off and landing. • Begin to measure own jumping distances and understand importance of controlled landings. • Triple jump sequences become more controlled and are travelling further. • Can throw with greater power and accuracy. • Understands what makes a good performance in each event. • Can identify other strengths. 	<ul style="list-style-type: none"> • Participate in challenging activities, increasingly more adventurous. • Accurately read an interpret map symbols and control markers. • Can work with others cooperatively <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>HEALTHY LIFESTYLES</p> <ul style="list-style-type: none"> • Can describe the effect exercise has on the body. • Can explain the importance of exercise and a healthy lifestyle. • Understands the need to warm up and cool down. </div>

Upper Key Stage 2 - Year 6 Jupiter Class

Year group	Children will have opportunity to extend these skills through breaktime, lunch and afterschool provision. Children in KS2 will take part in various intra and inter school festivals and events throughout the year that will provide them with positive experiences and opportunities to make choices to be physically active and healthy.
Y6	PHYSICAL DEVELOPMENT: Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to: use running, jumping, throwing and catching in isolation and in combination; 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; develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]; perform dances using a range of movement patterns, take part in outdoor and adventurous activity challenges both individually and within a team, compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Term	Declarative Knowledge 'knowing what'	Procedural Knowledge 'knowing how'
Term 1	Indoor Athletics	Sports sprints, standing long jump, track and field events, accurate use of measuring
	Swimming	Gain in water confidence, proficiency using a range of strokes
Term 2	Netball	Follow rules, team tactics and effective teamwork.
	Swimming	Gain in water confidence, proficiency using a range of strokes
Term 3	Hockey	Focus on application of skills in game-based activities, tactics and teamwork.
	Swimming OR Dance	Gain in water confidence, proficiency using a range of strokes Link with classroom topic, short stories. Developing movement in time to music
Term 4	Handball	Follow rules, team tactics and effective teamwork
	Badminton	Develop wider range of shots. Use tactics and play in doubles
Term 5	Tri-golf	Technique, control and accuracy
	Rounders	Strike + Field, Competitions, effective decision making and peer assessments
Term 6	Volleyball	Hand eye co-ordination, timing, control, tactics
	Athletics	Sports Day prep: Run, jump, score, throw. Teamwork, accurate measurement

Procedural knowledge end points for Year 6

INVASION GAMES	DANCE	NET / WALL	STRIKING / FIELDING	ATHLETICS
<ul style="list-style-type: none"> • Change direction and speed with equipment to outwit opposing team. • Make impactful movements during game-based activities. • Be consistent in passing accurately within a team to retain possession. • Accurately shoot from different distances. • Develop stronger defensive skills (player, Space, Ball, Goal). • Attack with pace, power and precision. • Strong understanding of tactics and effective strategies. • Review personal + team performance and suggest ways in which to improve. • Be confident in competitive situations. 	<ul style="list-style-type: none"> • To demonstrate an awareness of the music's rhythm and phrasing when improvising. • To create a dance that represents a specific theme or style. • To create a dance as a group, using moves that link to a specific theme. • To distinguish the difference between a dance routine and an act/play. EG use of repetition/cannons etc. • To create a dance with limited teacher support that works to the timing/rhythm, uses components of dance. • To perform and analyse own and others performance. • To add depth to dance routines and performances by adding elements such as cannons/ unison/mirror. 	<ul style="list-style-type: none"> • Agile movement in all directions when striking and returning shots. • Compete fairly in both 1 vs 1's and 2 vs 2's. • Strike with power accuracy and control consistently. • Begin playing more sport specific shots in game based situations. • Serve with power, accuracy and control both over and underarm. • Officiate matches pricelessly whilst abiding by match rules. • Reflect on performance and adapt match plan to score highly 	<ul style="list-style-type: none"> • Demonstrate good to outstanding teamwork as both a member of a fielding team and a batting team. • Bowl overarm both accurately and confidently towards a wicket/stump. • Catch consistently from different distances and heights. • Field and return rapidly as a team. • Strike with accuracy and consistency to scoring highly in pairs and individually. • Understand batting and bowling order and the impact they can have. • Develop strong understand of officiating larger games and how to abide by all rules. 	<ul style="list-style-type: none"> • Can identify running lines when taking part in long distance events. • Can effectively use a sprint start position. • Consistently pass baton with correct form and control. • Show speed and rhythm throughout a hurdle race. • Use body effectively to generate maximum power when jumping for height and distance. • Record times and scores in each event accurately. • Can throw javelin and shotput with maximum power and accuracy using correct form and showing control throughout.
SWIMMING <ul style="list-style-type: none"> • Swims competently, confidently and proficiently over a distance of at least 25 metres. • Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke. • Performs safe self-rescue in different water-based situations. 			HEALTHY LIFESTYLES <ul style="list-style-type: none"> • Can describe the effect exercise has on the body. • Can explain the importance of exercise and a healthy lifestyle. • Understands the need to warm up and cool down. 	