

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

Type of knowledge learnt throughout the unit	Definition
Declarative Knowledge (knowing what)	Factual knowledge concerning movement, rules, tactics, strategies, health and participation. Best practiced through spoken or written observations of a practical demonstration.
Procedural Knowledge (knowing how)	Knowing how to apply declarative facts. Best practiced through demonstration or participation.

NB: Although important in their own right, pupils need to be explicitly taught the links between both types of knowledge.

** See our FULL PLANS for demonstration of reinforcing declarative/procedural knowledge.*

	Declarative Knowledge	Procedural Knowledge
Year 1	<ul style="list-style-type: none"> Recognise successful and unsuccessful techniques. Show understanding of the correct running technique. 	<ul style="list-style-type: none"> Show good teamwork and sportsmanship when taking part in competitive throwing. Develop the overarm throw technique, throwing accurately towards a target. Practice the underarm throw technique, aiming towards a target showing increased control. Show a basic level of control, coordination and consistency when running. Explore and practice a variety of movements including running, jumping, and throwing techniques. Experiment with different jumping techniques, showing control, coordination, and consistency throughout.
Year 2	<ul style="list-style-type: none"> Understand the variety of correct running techniques. Develop the distance running technique, understanding the difference between sprinting, and running over longer distances. Begin to evaluate and improve own performance. 	<ul style="list-style-type: none"> Explore and practice a variety of athletic movements and apply athletic skills and techniques to a variety of activities. Develop coordination and balance whilst exploring different running, jumping, and throwing techniques. Begin to show control, coordination, and consistency when running at speed. Develop a range of jumping techniques. Develop the underarm and pull throw technique.
Year 3	<ul style="list-style-type: none"> Recognise what they do well and what they find difficult, identifying what they need to practice to improve their performance. Understand the pace judgement when running over an increased distance. Describe how their bodies feel when exercising and understand the link between heart rate and breathing during exercise. 	<ul style="list-style-type: none"> Apply and develop a broad range of athletic skills in different ways. Show control, coordination and consistency when running, throwing, and jumping. Choose the appropriate running speed to meet the demand of the task. Enjoy competing with others.
Year 4	<ul style="list-style-type: none"> Understand the pace judgement when running over an increased distance, choosing the appropriate speed to meet the demand of the task. Learn how to evaluate and recognise their own success. Devise suitable warm-up activities for the upcoming activities. Describe how their bodies feel when exercising and further understand the link between heart rate and breathing during exercise. 	<ul style="list-style-type: none"> Combine basic jump actions to form a jump combination, using a controlled jumping technique. Perform a throwing technique with control, coordination, and consistency. Perform competitively with others.
Year 5	<ul style="list-style-type: none"> Choose the appropriate speed to run at for the distance to be covered. Create short warm up routines that follow basic principle e.g. raise body temperature, mobilise joints and muscles. Understand how physical activity can contribute to a healthy lifestyle and the importance of being physically fit. Explain how their body reacts and feels when taking part in different activities and undertaking different roles and understanding how this effects the muscles. 	<ul style="list-style-type: none"> Run, jump, catch, and throw in isolation and combination. Combine and perform skills with control. Communicate, collaborate, and compete with others. Working effectively as part of a team. Demonstrate a range of throwing actions e.g. push, pull, sling, using different equipment.
Year 6	<ul style="list-style-type: none"> Understand appropriate pace judgement for the running distance to be covered. Understand the appropriate throwing and jumping technique to achieve maximum distance and height. Share and discuss athletic techniques with others. Compare their performance with previous ones and demonstrate improvement to achieve their personal best. Be able to describe the importance of being physically fit. Explain how their body reacts and feels when taking part in different activities and undertaking different roles. 	<ul style="list-style-type: none"> Select and apply skills that meet the needs of the situation, combining and performing each skill with control at speed. Work effectively as part of a team. Successfully run, jump, and throw in isolation and in combination – applying appropriate techniques to achieve personal bests.

	• Declarative Knowledge	• Procedural Knowledge
Year 1	<ul style="list-style-type: none"> Describe what it feels like to breathe quickly during exercise. Describe what they have done or seen others doing. Understand why being active and playing games is good for you. 	<ul style="list-style-type: none"> Respond imaginatively to a range of stimuli. Move confidently and safely in your own and general space, using changes of speed, level and direction. Perform movement phrases using a range of different body actions and body parts – with control and accuracy. Create linked movements, combining different ways of travelling, with beginnings, middles and ends.
Year 2	<ul style="list-style-type: none"> Describe phrases and expressive qualities. Begin to understand the importance of warming up. Watch and describe a performance accurately and recognise what is successful. 	<ul style="list-style-type: none"> Perform a range of actions and simple movement patterns with control and coordination. Compose short dances that express and communicate mood, ideas, and feelings, varying simple compositional ideas. Explore, remember, and repeat short dance phrases, showing greater control and spatial awareness. Work individually and with others.
Year 3	<ul style="list-style-type: none"> Describe and evaluate the effectiveness and quality of a dance. Collaborate with others. 	<ul style="list-style-type: none"> Explore and create narratives in response to a stimulus. Show control, accuracy and fluency of movement when performing actions with a partner. Develop dance phrases using canon, unison, repetition, action/reaction, and question/answer. Communicate what you want through your dances and perform with control. Combine actions and maintain the quality of performance when performing at the same time as a partner.
Year 4	<ul style="list-style-type: none"> Be able to describe your own dance, taking characters into account as well as identifying what they need to practice to improve their dance. Understand the link between heart rate and breathing when exercising. 	<ul style="list-style-type: none"> Explore and create characters and narratives in response to a range of stimuli. Perform dances using a range of movement patterns – accurately, fluently, consistently and with control. Use different compositional ideas to create motifs incorporating unison, canon, action, and reaction. Experiment with a wide range of actions, varying and combining spatial patterns, speed, tension, and continuity when working with a partner and in a group. Work well as part of a team.
Year 5	<ul style="list-style-type: none"> Identify which aspects were performed consistently, accurately, fluently, and clearly and be able to provide feedback. Work effectively as part of a team. Explain how their bodies react and feel when taking part in different activities and undertaking different roles. 	<ul style="list-style-type: none"> Continue to develop a broader range of skills and movement patterns, exploring and practicing movement ideas inspired by a stimulus. Use basic compositional principles when creating dances – combining movements fluently and effectively. Perform a range of movements accurately with a sense of rhythm. Create and structure dance motifs, phrases, and sections of dances, developing expressive qualities.
Year 6	<ul style="list-style-type: none"> Share ideas in small groups, working together to create a routine incorporating different elements. Use imagination to develop dances to music and develop expressive qualities. 	<ul style="list-style-type: none"> Move in a way that reflects the music. Perform dances in both canon and unison, with clarity and confidence. Explore and practice movement ideas inspired by a stimulus. Explore, improvise, and combine movement ideas fluently and effectively. Perform movements to an audience with rhythm and confidence.

	• Declarative Knowledge	• Procedural Knowledge
Year 1	<ul style="list-style-type: none"> • Discuss healthy & unhealthy foods, and why eating well is good for you. • Understand the benefits of regular exercise. 	<ul style="list-style-type: none"> • Improve speed, agility and stamina. • Develop the jumping technique safely and while moving at speed. • Improve and develop coordination, control and balance, and negotiate space. • Take turns in teams. • Explore and practice a variety of different movements and fitness techniques.
Year 2	<ul style="list-style-type: none"> • Discuss healthy & unhealthy foods, and why eating well is good for you. 	<ul style="list-style-type: none"> • Improve speed, agility and stamina. • Develop the safe jumping technique to gain height and distance. • Develop control, balance and coordination when completing a variety of tasks. • Work well as a team. • Explore and practice a variety of movements and fitness techniques. • Complete exercise with good technique and focus, and with good energy.
Year 3	<ul style="list-style-type: none"> • Understand what aerobic exercise is. • Discuss the importance of leading a healthy lifestyle. • Understand the importance of warming up and cooling down. 	<ul style="list-style-type: none"> • Understand what core strength is and develop it using correct techniques. • Develop upper and lower body strength, fitness, speed, aerobic endurance, balance, body coordination, and show good control and technique. • Work well both independently and in small groups. • Show self-belief and determination to manage and accomplish tasks.
Year 4	<ul style="list-style-type: none"> • Understand what aerobic exercise is and how to develop it. • Discuss the importance of leading healthy, active lifestyles. • Identify parts of the body we are working during exercise. 	<ul style="list-style-type: none"> • Develop lower body and core strength, fitness, balance and coordination. • Work well as part of a team to achieve success. • Show self-belief and determination to manage and accomplish tasks. • Demonstrate correct techniques of core strength exercises with control.
Year 5	<ul style="list-style-type: none"> • Understand and explain the importance of good upper body strength. • Recognise the physical and mental benefits of increased activity, and develop an appreciation of physical activity as a lifelong habit. • Select an area of physical activity that you want to improve. 	<ul style="list-style-type: none"> • Develop lower body and core strength, fitness, speed and aerobic endurance. • Apply and link learned fundamental movement skills. • Show determination to complete tasks using the correct techniques. • Demonstrate stamina.
Year 6	<ul style="list-style-type: none"> • Take responsibility for your own warm up, know the importance of warming up. • Compare own and others performances to previous ones, recognise and explain what went well and discuss what you find easy and difficult. • Understand how physical activity and exercise can improve mental wellbeing. • Understand why core strength is important. 	<ul style="list-style-type: none"> • Develop upper and lower body strength, speed, aerobic endurance, and fitness. • Link actions and combine movements. • Complete circuit training to the best of your ability.

	• Declarative Knowledge	• Procedural Knowledge
Year 1	<ul style="list-style-type: none"> To describe what they have done or seen others doing. Understand the importance of landing safely and practise safe landing. Watch a performance and describe what you enjoyed. Describe what you enjoy about gymnastics. Understand why balance is important in lots of different sports and games. 	<ul style="list-style-type: none"> To move with purpose and accuracy. To copy, create and explore different ways of travelling and link a range of movements and shapes, safely. To develop balance and coordination. Learn and develop the quality of an egg roll and log roll. Perform basic jumps with quality and control. Work well with a partner. Remember and repeat sequences of gymnastic actions. Safely demonstrate flowing movement when travelling in different ways. Copy, create movement phases. Jump and Land safely, and with control, when performing off the floor and apparatus. Explore large point balances including the shoulder stand. Create floor and apparatus sequences on your own and with a partner. Perform and link movements with control using a range of body actions and body parts. Remember and repeat sequences of gymnastic actions.
Year 2	<ul style="list-style-type: none"> Give positive feedback to peers about a performance. Identify areas of my own performance that I need to improve. Develop knowledge of Key Shapes. Understand the importance of travelling and transitioning with quality and purpose. Understand and describe changes in heart rate when active. 	<ul style="list-style-type: none"> Demonstrate quality of movement when standing and stepping. Explore small point balances. Develop balance and coordination. Learn and develop the quality of the cat, split and stag leap. Work with others to further develop the quality of rolling and learn a Teddy Bear Roll. Remember and repeat a range of gymnastics actions with control and precision. Land safely and with control when creating shape jumps off the floor and apparatus. Experiment with different pieces of hand apparatus and link with gymnastics travelling. Demonstrate flowing movement, changing the dynamics of movement through different levels and directions. Combine different ways of travelling with control. Continue to develop a range of gymnastic elements, including small and large point balances and rolls. Land safely and with control when performing jumps off the floor and apparatus. Create floor and apparatus sequences on your own and with a partner showing quality of movements.
Year 3	<ul style="list-style-type: none"> Identify what they need to practice to improve their performance. Devise and perform a gymnastic sequence, with a clear beginning, middle, and end. Understand that strength and suppleness are important parts of fitness in gymnastics. Understand the link between heart rate and breathing when exercising. Recognise what they do well and what they find difficult. Recognise and explain good performances. To be able to explain the correct steps needed in a variety of different rolls. 	<ul style="list-style-type: none"> Perform a combination of actions with a change in speed, level or direction. Perform the gymnastics actions on the floor and over, through, across and along apparatus. Develop flexibility, strength, agility, balance, coordination and control. Learn and develop the quality of a Front Support roll. To perform a turn in the air whilst jumping. Perform a range of actions with consistency, fluency and clarity of movement. To learn and develop the technique of adding spinning when travelling. To travel fluently with control and purpose. Learn and develop the quality of a side roll. To work well with a partner, trusting each other and sharing ideas and begin to perform partner balances. To perform rebound jumps with some success. Perform gymnastics skills and sequences more accurately and consistently, both on and off apparatus. Combine actions and maintain the quality of performance when performing with a partner.

<p>Year 4</p>	<ul style="list-style-type: none"> • Devise suitable warm-up activities for the upcoming activities. • Learn the names of muscles in the body. • Describe and evaluate the effectiveness and quality of a performance. • Learn how to use skills in different ways and link them to make actions and sequences of movement. 	<ul style="list-style-type: none"> • Find different ways of using shape, travel and direction. • Explore movements and creativity. • Combine actions to create sequence of movements thinking about quality and performance. • Collaborate with others. • Work well in small groups to create roll sequences, sharing ideas and listening to others. • Improve the quality of key shape jumps, turn jumps, and rebound jumps. • Experiment with a wide range of actions, varying and combining spatial patterns, speed, tension and continuity when working with a partner. • Learn and develop the quality of a tuck roll to standing. • To continue to improve the quality of leaping, and leap in different directions. • Show control, accuracy and fluency of movement when performing actions individually and with a partner. • To develop balance individually and with a partner. • To work with a partner creating partner balances showing good control and strength. • Create, perform and repeat sequences that include changes of dynamics e.g., changes of level, speed or direction. • Perform a broad range of gymnastics actions on the floor and over, through, across and along apparatus.
<p>Year 5</p>	<ul style="list-style-type: none"> • Explain and perform the steps to a quality of a Safety roll. • Understand the meaning of travelling with purpose, control and finesse. • Recognise parts of a performance that could be improved and explain why. • Develop their own gymnastic sequences by understanding, choosing and applying a range of compositional principles. 	<ul style="list-style-type: none"> • Perform more complex balances, including balances that require supporting own body weight. • Further develop ways of travelling into and out of a roll. • Link a range of movements with fluency and finesse. • Perform more complex jumps and jump combinations. • Combine and perform gymnastic actions, shapes and balances more fluently and effectively. • Explore a range of apparatus and incorporate some into a routine. • Perform in front of an audience confidently. • Further develop and apply basic compositional ideas to the sequences they create, on and off apparatus. • Combine rolls with travel to create longer movement sequences. • Explore movements and creativity, finding different ways to use shape and symmetry. • Explore, learn and develop more complex counter and weight on partner balances. • Perform balances with good control and quality, showing good strength and balance. • Create skipping sequences with a partner, sharing ideas and working well together.
<p>Year 6</p>	<ul style="list-style-type: none"> • Describe the key technique points of a variety of different gymnastics rolls. • Evaluate performance, recognising what is successful and what could be improved. • Provide constructive feedback about a performance. • Have discussions to help others improve their performance. 	<ul style="list-style-type: none"> • Explore, improvise and combine movement ideas fluently and effectively. • Link skills to make actions and longer sequences of movement. • Create large group balances up to 8 people. • Develop communication and teamwork skills, such as sharing own ideas and valuing others' ideas. • Develop jumping as a progressive activity. • Begin to understand what vaulting is in gymnastics. • Work in a group to build sequences using apparatus. • Perform in front of an audience showing confidence, rhythm and fluency of movement. • Complete challenges, with quality and fluency, which incorporate a variety of travelling activities. • Use combinations of dynamics using the space effectively e.g., different pathways. • Develop and progress a variety of rolling techniques showing good body tension and control. • Perform key gymnastic skills with a partner, being able to change dynamics and movement concepts. • Perform a variety of jumps with strength, control and finesse. • Perform combinations of actions and movements that show clear differences between levels, speeds and direction. • Develop movement concepts through partner sequences and routines.

	Declarative Knowledge	Procedural Knowledge
Year 1	<ul style="list-style-type: none"> Understand the concept of moving to get in line with the ball to receive it. Describe why being active and playing games is good for you. Describe what it feels like to breath quickly during exercise. Have simple plans that you know you can make work, e.g. where to stand to make it difficult for an opponent. Identify what skills you need to practice. Can describe what you have done or seen others do. Recognise space in games and use it to your advantage. Understand why being active and playing games is good for you. Understand how to play in a safe way. Describe why running and playing games is good for you. Watch, copy and describe others play. Understand who the attackers and who the defenders are. Decide when to pass and when to run. 	<ul style="list-style-type: none"> Explore different ways to use, move and send the ball. Develop skills such as sending an object to a target, catching, receiving, rolling, pushing, throwing and basic ball control. Demonstrate a basic underarm throwing action with control and accuracy. Show control of a ball with basic actions. Send/ pass a ball and successfully catch/stop a ball. Develop fundamental movement skills, becoming increasingly confident and competent. Use skills in different ways when playing games. Recognise space in games and use it to your advantage. Move fluently, changing direction and speed easily and avoiding collisions. Show control of the ball with basic actions – including sending a ball/equipment to a target. Can shoot successfully at a goal or target. Play in a safe way. Move to defend a goal. Throw and catch a ball to themselves and others. Improve movement skills whilst moving with the ball in two hands. (<i>tag rugby</i>) Play simple games understanding the rules of the game. Learn how to tag. (<i>tag rugby</i>)
Year 2	<ul style="list-style-type: none"> React to situations to make it difficult for opponents – using simple tactics. Understand and describe changes to your heart rate when playing a game. Recognise what is successful. Use actions and ideas you have seen to improve your own skills. Understand and describe changes to your heart rate when playing a game. Choose and use simple tactics to suit different situations and apply these in small sided games. Begin to understand some rules of the game. Begin to understand the importance of preparing safely and carefully for exercise – warming up. Understand and follow the rules of the game. Watch and describe a performance accurately. Copy actions and ideas and use the information to improve their skills. Begin to understand and develop correct technique of passing the ball. Develop understanding of invasion games and participate in small games. Use simple tactics in game situations. 	<ul style="list-style-type: none"> Throw and catch the ball with increasing control, and throw the ball in different ways e.g. fast, slow, high, low (mastering basic throwing technique). Show good awareness of others when playing games. Participate in team games. Pass a ball with control. Show control when moving, changing speed and direction, both with and without a ball. Develop fundamental movement skills, becoming increasingly confident and competent. Perform a variety of skills keeping the ball under control. Perform a range of actions with control of the ball, including throwing, catching, gathering, keeping possession, and throwing in different ways (fast, slow, high, low). Know and show how to defend between ball and target. Decide when and where to run, showing good awareness of surroundings. Pass a ball with control and increasing accuracy and consistency. Move fluently, changing direction and speed – with and without a ball. Choose and use simple tactics to suit different situations in small sided games. React to situations in ways that make it difficult for opponents. Develop control and accuracy when throwing and catching a ball. Successfully beat a defender. Begin tagging players in game situations. (<i>tag rugby</i>)

	Declarative Knowledge	Procedural Knowledge
Year 3	<ul style="list-style-type: none"> Employ simple tactics in game situations. Recognise and explain good performances. Understand the link between heart rate and breathing when exercising. Recognise good performance and be able to identify what you need to practice to improve your own performance. Recognise players who play well in games and give reasons why. Identify what you do best and what you find difficult. Recognise and describe what happens to your breathing and heart rate when playing games and begin to understand why you get hotter when playing games. Learn how to recognise your own success. Describe how your body feels when exercising. Describe what happens to your heart rate and breathing when playing games and begin to understand why you get hotter. Identify what you do best and what you find most difficult and recognise this in others performance. Improve decision making skills and choose the right skills that meet the needs of the situation. Play simple invasion games with an understanding of the basic rules. To follow the rules of the game. 	<ul style="list-style-type: none"> Move with a ball keeping it under close control. Keep possession of a ball as part of a team. Receive a ball successfully. Take up spaces/positions that make it difficult for opponents. Perform basic skills needed for games with control and accuracy. Pass/send a ball with increasing accuracy and at different speeds. Shoot/ score with some success. Use a range of skills to keep possession of the ball. Keep the ball under control, passing and receiving with increasing accuracy. Choose space/ positions where you can receive a pass or to support a teammate. Develop control and technique both in movements and manipulation. Apply basic principles for attacking and defending – finding space (attacking), challenge a player in possession (defending). Pass and receive the ball with control. Select passes that keep possession. Move to support teammates once you have passed the ball and explain how to keep possession. Know how to tag another player. (<i>tag rugby</i>) Develop attacking and defending skills within tag rugby. To be able to pass the ball backwards to a teammate. (<i>tag rugby</i>)
Year 4	<ul style="list-style-type: none"> Explain and apply basic attacking and defending principles. Identify what you need to practice to improve your performance. Employ and explain simple tactics in game situations. Learn to recognise your own success. Describe how your body feels when exercising and understand the link between heart rate and breathing when exercising. Know, keep, and follow the rules of the game. Develop the understanding of the importance of speed and stamina when playing invasion games. Explain simple tactics in game situations. Recognise what you do well and what you find difficult. Devise suitable warm up activities for the upcoming activity. Identify and describe the skills needed to improve your game. 	<ul style="list-style-type: none"> Pass in different ways e.g. high, low, fast, slow. Find and use space in game situations and work well as part of a team. Explain simple tactics in game situations. Move the ball keeping it under control whilst changing direction. Apply basic attacking and defending principles such as finding and using space in game situations. Pass, shoot and receive a ball with increasing accuracy, control and success. Challenge a player in possession of the ball. Pass the ball using different techniques. Develop set moves that can be used in attacking play. Show growing control and consistency during games. Choose and adapt techniques and tactics to keep possession of the ball and give you a chance to shoot or score. Collaborate with others and use tactics to keep possession. Get into good positions to pass, receive, and shoot the ball. Pass the ball using different techniques. Shoot and score with increasing accuracy. Progress to Successfully scoring. Use a range of tactics, including finding and using space, to keep possession of the ball to shoot. Move in different directions learning to move away from your opponent and keep control of the ball when running. Learn how to pass, catching successfully and improving skills whilst on the move. Move forward to attack as part of a team – running in a line. (<i>tag rugby</i>) To work as part of a team when defending, keeping in a line, and spreading out. (<i>tag rugby</i>) Develop physical characteristics needed for the game, e.g. speed, fitness, agility.

	Declarative Knowledge	Procedural Knowledge
Year 5	<ul style="list-style-type: none"> Explain how your body reacts and feels when taking part in different activities and undertaking different roles. Explain why a performance is good. Understand how physical activity can contribute to a healthy lifestyle. Learn how to evaluate and recognise success. Choose different formations to suit the needs of the game. Find ways to get the ball towards your opponent's goal, knowing when to pass, when to dribble or travel with the ball. Watch and evaluate the success of a game, whilst recognising parts of a performance that could be improved and identifying practices that will help. Suggest ideas for warming up and explain your choices. Understand how the muscles work – work by getting shorter, relax by getting longer. Understand the importance of being physically fit. Know the difference between attacking and defending skills. Know how to mark and defend your goal. Identify strengths and weaknesses of your own and other performances and explain your reasoning. Begin to understand the importance of lines in tag rugby – both for attack and defence. (<i>tag rugby</i>) Understand the defensive duties in tag rugby and the process of tagging. 	<ul style="list-style-type: none"> Perform skills (e.g. passing) with accuracy, confidence and control, and increasing speed. Work effectively as part of a team and keep possession of the ball when faced with opponents. Apply basic principle for attacking – Using skills to keep possession of the ball. Begin to apply defending principles in games; Communicating well as a team to regain possession of the ball. Apply basic principles for defending – Defend by marking, covering, and tracking opponents as appropriate. Participate in competitive games, modified where appropriate. Develop technique of important skills – such as passing. Keep possession of the ball when faced with opponents. Apply basic principle for attacking – Use a variety of tactics to keep possession of the ball. Change speed and direction to get away from a defender. Use a variety of tactics, like use of space and positions to keep the ball. Use simple tactics in games to achieve success as a team. Apply basic principle for attacking – choosing when to pass or dribble to keep possession of a ball. Use a variety of skills to keep the ball, thinking about moving towards goal, different positions and the use of space. Increase accuracy and confidence of passing and shooting skills. Increase accuracy and control when passing and catching whilst moving at speed. Participate in competitive games, following the rules and playing fair. Continue to improve different ways to pass – fast, slow, high, low.
Year 6	<ul style="list-style-type: none"> Create short warm up routines that follow the basic principles e.g. raising body temperature, mobilise joints and muscles. Learn how to evaluate your own success, as well as recognise part of a performance that could be improved and why. Understand how to improve in different physical activities and sport. Understand there are different ways to defend. Understand there are different ways to attack as a team. Know how invasion sports helps your fitness and health. Give feedback to individual, teams and your own performance, describing the best points, suggesting how to improve, and commenting on techniques and tactics. Know what makes a good warm down (it calms the body, prevents stiffness, settles the mind.) Identify and evaluate parts of your own game and others, providing feedback. Understand how physical activity can contribute to a healthy lifestyle. Understand how muscles work. Adapt games and activities making sure everyone has a role to play. Create short warm up routines that follow the basic principles e.g. raising body temperature, mobilise joints and muscles. Understand how to improve in different physical activities and sport. To understand the rules of the game and participate in full games. <p>Understand the importance of keeping in a line in both attacking and defending plays. (<i>tag rugby</i>)</p>	<ul style="list-style-type: none"> Apply basic principles for attacking and defending, choosing different formations to suit the need of the game. Develop control whilst performing skills at speed. Show good awareness of others in game situations and work effectively as a team, adapting games if needed so everyone has a role to play. Use the defending principles in game situations, including marking, tracking and covering, to gain possession. Combine and perform skills with control, adapting them to meet the needs of the situation. Choose and apply a range of tactics and strategies when both attacking and defending. Use different skills to keep possession of a ball as part of a team. Change speed and direction to get away from a defender. Choose different formations to suit the needs of the game and choose skills that meet the need of the situation. Work effectively as a team. Use a variety of tactics to keep possession of the ball, applying the principles of attacking. Use the defending principles in game situations, including marking, tracking, and covering, to gain possession. Incorporate the rules of the game into small sided games such as passing backwards in tag rugby. To pass and catch the ball whilst running at different speeds. Keep control of the ball when running and passing, ensuring passing is accurate. Carefully consider the best way to score and win the game, remembering to find and use space when running. Successfully remove tags in accordance with the rules. (<i>tag rugby</i>)

	• Declarative Knowledge	• Procedural Knowledge
Year 1	<ul style="list-style-type: none"> • Can watch and copy what they see and describe why they have copied that technique. • Understand why being active is good for you. • Understand how to play in a safe way and why being active and playing games is good for you. • Describe what they have done or seen others doing. • Change the way they use skills in response to their opponent's actions. • Understand, follow, and apply skills and tactics in simple games. 	<ul style="list-style-type: none"> • Use different skills and movements, including aiming into space to try win games. • Can hit the shuttle varying height, speed and direction into space. (<i>badminton</i>) • Can control and balance the shuttle with some control, with and without a racket. (<i>badminton</i>) • Watch, track and catch a shuttle successfully, as well as throw it with control to a partner. (<i>badminton</i>) • Move fluently, changing direction and speed. • Engage in cooperative physical activities. • Explore different ways to use and move with the ball – showing control with simple actions and basic control when striking an object. • Catch/stop and send/pass a ball – developing technique of throwing and receiving. • Understand the concept of moving to get in line with a ball/shuttle to receive it. • Show control of a ball with basic actions and explore different ways to use and move with a ball. • Send a ball in different ways e.g. throwing, pushing, rolling. • Successfully receive (catch/stop) a ball.
Year 2	<ul style="list-style-type: none"> • Understand what a rally is and how to continue one in pairs. • Identify good technique and justify why it is good. • Describe how to hold and grip the racket on forehand shots. • Understand and follow the rules of the game. • Watch and describe a performance accurately. • Use actions and ideas you have seen to improve your own skills. • Begin to understand the important of preparing safely and carefully for exercise: warming up. • Develop simple tactics for attacking. • Gain an understanding that hitting the ball into space helps them score points. • Begin to understand and describe changes to their heart rate when playing a game. • Recognise what is successful. • Use actions and ideas they have seen to improve their own skills. 	<ul style="list-style-type: none"> • Move fluently, changing direction and speed with increasing confidence. • Watch, track and catch a shuttle successfully, and throw a shuttle relating to an overhead clear. (<i>badminton</i>) • Improve control of the shuttle, with and without the racket, developing different movements and skills to play varied types of shot, including an accurate forehand serve. (<i>badminton</i>) • Can hit the shuttle, when in the air, varying height, speed and direction into space and to a partner. (<i>badminton</i>) • Engage in cooperative and competitive physical activities (both against self and against others). • Use and move with a racket with control. • Perform a range of actions including catching/ gathering skills and sending/passing with control and throw/ hit a ball in different ways e.g. high, low, fast, slow. • Choose and use skills and simple tactics to suit different situations – showing good awareness of others. • Perform a range of catching and gathering skills with control. • Master basic throwing technique. • Throw / Hit a ball in different ways e.g. high, low, fast, slow. • Understand and follow the rules of the game, showing good awareness of others when playing games.

	• Declarative Knowledge	• Procedural Knowledge
Year 3	<ul style="list-style-type: none"> • Can perform a forehand serve accurately to a partner, and familiarize themselves with the backhand serve, being able to describe correct grip and technique. (<i>badminton</i>) • Explain and demonstrate the chasse step and lunge in practice and games. (<i>badminton</i>) • Compete with others – Keeping and following the rules of the game. • Identify what you do well and what you find difficult. • Further understand the link between heart rate and breathing when exercising. • Employ simple tactics in game situations and explain why they have used the tactics. • Learn how to evaluate and recognise their own success. • Identify what they need to practice to improve their performance. • Describe how their bodies feel when exercising and understand the link between heart rate and breathing when exercising. 	<ul style="list-style-type: none"> • Continue to develop control of the shuttle with and without the racket. (<i>badminton</i>) • Show a good stance and structure when throwing and hitting the shuttle. (<i>badminton</i>) • Improve control of the shuttle, with and without the racket, developing different movements and skills to play varied types of shot including a forehand and a lift. (<i>badminton</i>) • Participate in rallies with others. • Can hit the ball/shuttle, when in the air, varying height, speed and direction into space and to a partner. • Perform basic skills needed for the games with control and accuracy, including throwing and stopping the ball. • Perform a basic forehand action. • Throw/ Send a ball using a variety of techniques. • Take up space/ positions that make it difficult for opponents. • Keep a rally going. • Choose the appropriate throwing technique to meet the demands of the task. • Send a ball into space at different speeds and heights to make it difficult for the opponent. • Intercept and stop the ball consistently.
Year 4	<ul style="list-style-type: none"> • Understand the different types of rallies, participating in both. • Recognise and explain good performances. • Learn how to recognise and evaluate your own success. • Describe how your body feels when exercising, further understanding the link between heart rate and breathing when exercising. • Devise suitable warm-up activities for the upcoming activities. • Identify what they need to practice to improve their performance. • Explain the tactics they have used in games. 	<ul style="list-style-type: none"> • Continue to improve control of the shuttle, with and without the racket, developing different movements and skills to play varied types of shot including a forehand and a lift. (<i>badminton</i>) • Can hit the shuttle, when in the air, varying height, speed and direction into space to beat an opponent. (<i>badminton</i>) • Use different skills to try and win games. • Work together to keep a rally going, returning the ball/shuttle to a partner. • With increasing accuracy, perform a forehand and backhand serve, hitting the shuttle with confidence and control. (<i>badminton</i>) • Can move around the court with purpose. • Can demonstrate a fast-paced chasse movement in isolation and in games. (<i>badminton</i>) • Perform basic skills needed for the games with control and accuracy, including hitting a ball towards a target. • Perform a basic forehand action with control and accuracy. • Send/ hit a ball/shuttle into space, at different speeds and heights to make it difficult for your opponent. • Begin to apply basic movements in a range of activities and in combination. • Apply basic principles for attacking including finding and using space in game situations. • Keep a rally going using a range of shots. • Apply basic principles suitable for attacking and defending. • Choose the appropriate hitting and throwing technique to meet the demands of the task. • Adopt a good 'ready position' to move and catch a ball. • Intercept and stop the ball consistently.

	• Declarative Knowledge	• Procedural Knowledge
Year 5	<ul style="list-style-type: none"> Understand tactics in net games, such as aiming into space to beat an opponent. Use these tactics to try win games. Identify spaces and understand the tactic of hitting into gaps. Watch and evaluate the success of games. Able to explain why a performance is good, and what part of a performance could be improved and why. Create short warm up routines that follow basic principle e.g. raise body temperature, mobilise joints and muscles. Understand how the muscles work e.g. work by getting shorter, relax by getting longer. Develop an understanding of how to improve in different physical activities and sports. Recognise part of a performance that could be improved and explain how. Learn how to evaluate and recognise their own success. 	<ul style="list-style-type: none"> Able to hit a shuttle with good stance and grip on both forehand and backhand side, varying shot selection; height, speed and depth. (<i>badminton</i>) Improve consistency of shots, noticing longer rallies. Use different racket skills and types of movement during a competitive or cooperative rally. To participate in rallies with and without a racket. Demonstrate skills learnt during the unit when competing against others, including serving, returning a serve, and shot accuracy when moving at a quick pace. Can demonstrate fast paced movements, fluently changing direction and speed. Hit the ball with purpose. Play shots on the forehand and backhand side of your body. Direct the ball towards the opponent's court or target area. Participate in competitive games, modified where appropriate. Use good footwork that allows the ball to be hit with good technique. Adopt a good ready position and show good position on court. Show good awareness of others in game situations. Apply basic principles suitable for attacking and defending. Identify spaces and understand the tactic of hitting into gaps.
Year 6	<ul style="list-style-type: none"> Describe good technique of the forehand, backhand, and overhead clear. Explain how your body reacts and feels when taking part in different activities and undertaking different roles. Evaluate your own success and areas of improvement, as well as others. Create short warm up routines that follow basic principles e.g. raise body temperature, mobilise joints and muscles. Recognise part of a performance that could be improved and explain how. Continue to evaluate and recognise their own success. Understand the importance of being physically fit and how physical activity can contribute to a healthy lifestyle. 	<ul style="list-style-type: none"> Experiment with the racket using different skills. Play shots at different heights, direction, and speed, and improve hitting the ball/shuttle whilst moving. Use different skills and tactics learnt to try win games. Improve consistency of shots, directing them to help win competitions. Be continuous within a rally and regularly play consistent shots. Use tactical serves to deceive opponent. Demonstrate fast paced movements, including the chasse step and lunge whilst increasing shuttle accuracy. (<i>badminton</i>) Hit the ball with purpose, varying speed, height, and direction. Direct the ball towards the opponent's court or target area. Perform skills such as forehand and backhand shots with control and confidence. Apply the principles of attacking. Adopt a good ready position with purpose and show good position on court. Participate in competitive games, modified, and adapted where appropriate. Apply basic principles suitable for defending. Apply basic principles suitable for attacking. Identify spaces and understand the tactic of hitting into gaps. Use good footwork that allows the ball to be hit with good technique.

	• Declarative Knowledge	• Procedural Knowledge
Year 1	<ul style="list-style-type: none"> • Introduction to a compass and directions (N, E, S, W.) • Understand how communication can help to solve problems with others. 	<ul style="list-style-type: none"> • Move in different directions and a variety of different ways. • Work independently, as well as cooperatively in small groups. • Participate in games following rules and playing fairly. • Begin to plan how to solve problems. • Participate in competition with others, completing a simple orienteering event.
Year 2	<ul style="list-style-type: none"> • Begin to problem solve with others. • Understand what a compass is used for and be able to use the direction points. • Has knowledge of safety rules and procedures for taking part in orienteering events. 	<ul style="list-style-type: none"> • Introduction to map reading. Be able to use some basic features on a map to select and plan a route. • Work well in big groups, sharing, taking turns, and cooperating with others. • Begin to understand the competitive side of orienteering and take part in a picture orienteering event. • Meets challenges effectively working as part of a team.
Year 3	<ul style="list-style-type: none"> • Participate in competitive orienteering events, following instructions of the game • Recognise that activities need thinking through and planning. • Evaluate your performance and recognise what went well and what could be improved. 	<ul style="list-style-type: none"> • Participate in team games, working cooperatively, solving problems with others. • Communicate effectively with other people and discuss plans to achieve success. • To make a map with symbols and be able to recognise where you are on a map, using basic techniques. • Move confidently in different ways, developing agility, balance, and co-ordination.
Year 4	<ul style="list-style-type: none"> • Have knowledge of safety rules and procedures for taking part in orienteering event. • Work as a team to plan and decide what approach to use to meet the challenges. • Explain how you could improve your performance. 	<ul style="list-style-type: none"> • Develop a basic understanding of map reading/making and apply these skills and techniques in games. • Work cooperatively and successfully as part of a team, improving communication skills. • Recognise where you are on a map. • Demonstrate all the physical skills needed for orienteering: agility, balance, and co-ordination.
Year 5	<ul style="list-style-type: none"> • Understand relevant techniques to navigate to and from control points. • Identify what they have done well and adapt plans for future challenges. 	<ul style="list-style-type: none"> • To orientate themselves and map correctly keeping track of their position with increasing accuracy. • Work within a team trusting and valuing each other. • Develop communication skills and use these skills to achieve success. • Make a map with symbols and legend and begin to understand scale. • Compete in orienteering events, problem solving with team members.
Year 6	<ul style="list-style-type: none"> • Understand elements and scaling confidently. • Identify what they have done well and adapt plans for future challenges. • Plan strategies to complete tasks. Choose sensible skills and approaches for the challenge. 	<ul style="list-style-type: none"> • Build confidence during team activities. • Takes part in orienteering events, such as picture orienteering and control orienteering, with success. • Use a map to confidently orientate yourself around - Use previous knowledge to navigate and design a route to the controls. • Develop map reading and map building skills. • Develop physical fitness and be able to describe its importance in orienteering.

	• Declarative Knowledge	• Procedural Knowledge
Year 1	<ul style="list-style-type: none"> Apply skills and tactics in simple games, including recognizing space and using it to your advantage. Understand why being active and playing games is good for you. Describe what you have done, or seen others doing. Describe what it is like to breath quickly during exercise. 	<ul style="list-style-type: none"> Move fluently, changing direction and speed, Show basic control of the ball, including when striking a ball. Successfully receive (catch/stop) a ball, understanding the concept of moving to get in line with the ball to receive it. Understand and follow simple rules for games and compete in physical activities both against self and against others. Apply skills and tactics in simple games, including recognizing space and using it to your advantage.
Year 2	<ul style="list-style-type: none"> React to situations in ways that make it difficult for opponents. Understand simple tactics like hitting the ball into space to help score more points. Begin to understand the importance of preparing safely for exercise – warming up. Recognise what is successful. 	<ul style="list-style-type: none"> Show good awareness of others when playing games. Develop fundamental movement skills, becoming increasingly confident and competent. Perform a range of actions with control including catching, gathering, and hitting a ball with increasing accuracy. Throw/hit a ball in different ways e.g. high, low, fast, slow.
Year 3	<ul style="list-style-type: none"> Identify what you need to practice to improve your performance. Understand the link between heart rate and breathing when exercising. Describe how your body feels when exercising and understand the link between heart rate and breathing when exercising. Employ simple tactics in games. Devise suitable warm up activities for upcoming activities. 	<ul style="list-style-type: none"> Apply and develop a broader range of skills, whilst ensuring basic skills are performed with control and accuracy. Throw a ball increasing distances. Catch a ball with increasing consistency. Hit a ball with correct technique. Intercept and stop the ball consistently. Employ simple tactics, particularly when fielding to make it harder for the batter. Work well as part of a team, particularly when fielding to make it harder for the batter.
Year 4	<ul style="list-style-type: none"> Explain the tactics you have used in games. Communicate, collaborate, and compete with others, following the rules of the game. Choose fielding skills which make it difficult for your opponent. Recognise what you do well and what you find difficult and explain good performances. 	<ul style="list-style-type: none"> Show control, coordination and consistency when throwing and catching a ball. Hit a ball with increasing control from a tee and progress to without a tee. Take up spaces/positions that make it difficult for the opposition. Hit a ball with increasing control, accurately towards a target. Communicate, collaborate, and compete with others, following the rules of the game. Chose fielding skills which make it difficult for your opponent.
Year 5	<ul style="list-style-type: none"> Watch and evaluate the success of games and good performance. Understand how physical activity can contribute to a healthy lifestyle and explain how your body reacts and feels when taking part in physical activity. Create short warm up routines that follow basic principles e.g. raising body temperature, mobilise joints and muscles. Choose skills and tactics to meet the needs of the situation. (i.e. to outwit opponents when fielding). Explain why a performance is good. 	<ul style="list-style-type: none"> Show good awareness of others in game situations. Adapt games and activities making sure everyone has a role to play. Develop control and technique whilst performing skills at speed. Hit the ball with purpose, varying speed height and direction, as well as thinking of tactics needed to score more runs. Work as part of a team, communicating well with others. Begin to bowl at different speeds.
Year 6	<ul style="list-style-type: none"> Learn how to evaluate and recognise your own success and areas for improvement. Develop an understanding of how to improve in different physical activities and sports. Create short warm up routines that follow basic principles e.g. raise body temperature, mobilise joints and muscles. 	<ul style="list-style-type: none"> Perform skills, including retrieve, intercept and stop a ball, with accuracy, confidence, and control. Bowl using an overarm technique, beginning to vary speed and length of delivery. Use skills and tactics to outwit opponents when fielding, bowling, and batting. Work as part of a team that covers the areas to make it hard for the batter to score runs. Use tactics that involve bowlers and fielders working together. Perform skills with accuracy, confidence, and control. Participate in competitive games, modified where appropriate. Retrieve, intercept, and stop a ball when fielding.

	• Declarative Knowledge	• Procedural Knowledge
Year 1	<ul style="list-style-type: none"> Understand and describe changes to their heart rate when playing a game. Talk about and develop movement skills needed in games. Understand the importance of rules and follow instructions to complete a task. 	<ul style="list-style-type: none"> Show control of a ball with basic actions. Develop and practise ball handling skills. Move the ball in different ways, practising throwing using overarm and underarm techniques. Roll a ball with some accuracy. Recognise what is successful. Develop fundamental movement skills, becoming increasingly confident. Explore different ways of moving, with and without a ball, developing movement and coordination. Show increasing control when pushing, patting, throwing, and catching a ball. Send objects towards a target with increasing accuracy. Begin to apply the basic putting technique into games. <i>(golf)</i> Compete against others in modified golf games. <i>(golf)</i>
Year 2	<ul style="list-style-type: none"> Begin to understand the importance of preparing safely for exercise – warming up. Describe what you have done, or seen others doing. Describe basic skills needed for golf games. 	<ul style="list-style-type: none"> Develop movement skills relevant to games i.e. dodging. <i>(dodgeball)</i> Develop catching and striking skills. Pass/send a ball, with increasing control, at different speeds – fast/slow. Engage in competitive physical games, employing simple tactics. <i>(dodgeball)</i> Develop problem solving and decision-making strategies. Explore different ways of moving, changing speed and direction fluently. Explore different ways of moving a golf ball, and/other size ball. <i>(golf)</i> Push/ roll/ putt a ball towards a target with control. Use skills learnt to participate and compete in rolling and putting games. <i>(golf)</i> Develop technique when using the golf putter, becoming increasingly accurate.
Year 3	<ul style="list-style-type: none"> Understand how finding space can help in game situations. Begin to understand why you get hotter when you exercise and play games. Identify what you do best and what you find difficult. Explain what success you have seen in games, and how individuals and teams achieved it. Explore and understand how correct putting techniques can create a successful shot. 	<ul style="list-style-type: none"> Improve consistency when catching a ball at different heights. Show control when moving at speed. Move the ball in different ways, with increasing accuracy and control. Use a range of skills and tactics to win games. Begin to develop the chipping technique, consistently lifting the ball from the floor. <i>(golf)</i> Apply putting skills into game situations. <i>(golf)</i> Show control and control to make accurate shots. Demonstrate good teamwork skills.

	• Declarative Knowledge	• Procedural Knowledge
Year 4	<ul style="list-style-type: none"> Describe how your body feels when you are warming up and playing games. Evaluate your own performance and describe skills you need to improve your play. Find and use space in game situations and explain the importance in this tactic. Understand the importance of accuracy when chipping. 	<ul style="list-style-type: none"> Get in good positions to throw and receive the ball. Send a ball with accuracy, control, and consistency, whilst moving at different speeds. Practice and improve the underarm throw and side shot throw. (<i>dodgeball</i>) Participate in games using skills learnt in previous lessons, including striking, dodging and ball handling skills. (<i>dodgeball</i>) Explore the skills required to play golf successfully. (<i>golf</i>) Continue to develop and apply the chipping technique to competitive games. (<i>golf</i>) Develop and demonstrate the ability to 'putt' accurately and effectively. (<i>golf</i>) Demonstrate good teamwork and communication skills.
Year 5	<ul style="list-style-type: none"> Understand the importance of quick reactions in dodgeball. Develop an understanding of how to improve when playing games. Understand how the muscles work. Understand the technique to be able to chip at different heights. 	<ul style="list-style-type: none"> Participate in games fairly, following the rules. Show good teamwork. Apply appropriate skills and tactics in game situations. Move quickly (dodge) with good control. (<i>dodgeball</i>) Improve control when moving at speed. (<i>dodgeball</i>) Increase accuracy and consistency of throws, including a side shot throw, towards a moving target. (<i>dodgeball</i>) Apply both the putting and chipping techniques to competitive games. (<i>golf</i>) Show control and control to make accurate shots. Begin to develop the driving technique. (<i>golf</i>) Increase accuracy and distance when practicing the driving technique and participate in driving games. (<i>golf</i>)
Year 6	<ul style="list-style-type: none"> Explain how physical activity can help contribute to a healthy lifestyle. Evaluate a performance, Providing constructive feedback. Become familiar with golf phrases and the concept of golf. Compare and evaluate other performances. 	<ul style="list-style-type: none"> Successfully catch a ball at different heights. Demonstrate a variety of different throwing techniques with good accuracy, pace, and consistency. (<i>dodgeball</i>) Take part in competitive games, playing fairly and working cooperatively as part of a team. Use different ways to dodge the ball (jump, gallop, jockey.) (<i>dodgeball</i>) Use appropriate tactics in games and discuss and apply strategies needed to win. Develop an accurate putting technique, chipping for height technique, and driving for distance technique. (<i>golf</i>) Determine how much speed and power is required when working to a target. Compete with other in modified games.

	Health, Fitness & Wellbeing	Body Awareness	Warm up & Cool down	Safety
Year 1	<ul style="list-style-type: none"> Understand why being active and playing games is good for you. Discuss healthy & unhealthy foods, and why eating well is good for you. Understand the benefits of regular exercise. 	<ul style="list-style-type: none"> Describe what it feels like to breathe quickly during exercise. Understand some changes to the body when playing a game. 	<ul style="list-style-type: none"> Understand that warming up is an important part of a PE lesson to prepare safely for exercise. 	<ul style="list-style-type: none"> Understand how to play in a safe way. Demonstrate an appreciation of safety when using apparatus and equipment.
Year 2	<ul style="list-style-type: none"> Describe why running is good for you. Discuss healthy & unhealthy foods, and why eating well is good for you. 	<ul style="list-style-type: none"> Understand and describe changes to your heartrate when playing a game. 	<ul style="list-style-type: none"> Begin to understand the importance of warming up and cooling down. 	<ul style="list-style-type: none"> Understand the need for preparing safely for activity. Has knowledge of safety rules and procedures for taking part in orienteering events.
Year 3	<ul style="list-style-type: none"> Develop an understanding of the importance of speed and stamina when playing invasion games. Discuss the importance of leading a healthy lifestyle. 	<ul style="list-style-type: none"> Describe how their bodies feel when exercising. Understand the link between heart rate and breathing during exercise. Begin to understand why you get hotter when playing games. Understand what aerobic exercise is. 	<ul style="list-style-type: none"> Begin to create simple warm ups. Understand the importance of warming up and cooling down. 	<ul style="list-style-type: none"> Demonstrate an appreciation of safety when lifting, moving and placing apparatus and equipment.
Year 4	<ul style="list-style-type: none"> Improve physical fitness. Discuss the importance of leading healthy, active lifestyles. 	<ul style="list-style-type: none"> Describe how their bodies feel when exercising and further understand the link between heart rate and breathing during exercise. Communicate what you want through your dances. Identify parts of the body we are working during exercise. Understand what aerobic exercise is and how to develop it. 	<ul style="list-style-type: none"> Devise suitable warm-up activities for the upcoming activities. 	<ul style="list-style-type: none"> Understand and follow safety procedures.
Year 5	<ul style="list-style-type: none"> Understand how physical activity can contribute to a healthy lifestyle. Understand the importance of being physically fit. Develop physical fitness. Recognise exercise and activities that help strength, speed and stamina. 	<ul style="list-style-type: none"> Explain how their body reacts and feels when taking part in different activities and undertaking different roles. Understand how the muscles work – work by getting shorter, relax by getting longer. Move in a way that reflects the music. Recognise the physical and mental benefits of increased activity, and develop an appreciation of physical activity as a lifelong habit. Understand and explain the importance of good upper body strength. 	<ul style="list-style-type: none"> Create short warm up routines that follow basic principle e.g. raise body temperature, mobilise joints and muscles. Suggest ideas for warming up and explain your choices. 	<ul style="list-style-type: none"> Coordinate lifting and moving apparatus in a safe and sensible way.
Year 6	<ul style="list-style-type: none"> Describe the importance of physical fitness. Further understand how physical activity can contribute to a healthy lifestyle. Know how invasion sports help your fitness and health. Understand how physical activity and exercise can improve mental wellbeing. 	<ul style="list-style-type: none"> Explain how their body reacts and feels when taking part in different activities and undertaking different roles. Understand how muscles work. Understand why core strength is important. Develop physical characteristics needed for sport. 	<ul style="list-style-type: none"> Create short warm up routines that follow important principles. Know what makes a good warm down e.g. it calms the body, prevents stiffness, settles the mind. Take responsibility for your own warm up, know the importance of warming up. 	<ul style="list-style-type: none"> Coordinate lifting and moving apparatus in a safe and sensible way.

	Evaluation & Feedback	Peer & Reciprocal Coaching	Leadership & Teamwork	Measuring & Improving
Year 1	<ul style="list-style-type: none"> Recognise successful and unsuccessful techniques. Describe what they have done or seen others doing. Watch, copy and describe others play. 	<ul style="list-style-type: none"> Copy and describe why they have copied that technique. 	<ul style="list-style-type: none"> Communicate to help solve problems with others. Work independently and with others. Work well in big groups, sharing, taking turns and cooperating with others. 	<ul style="list-style-type: none"> Identify what skills you need to practice. Use actions and ideas you have seen to improve your own skills. Identify good technique and justify why it is good.
Year 2	<ul style="list-style-type: none"> Begin to evaluate and improve own performance. Watch and describe a performance accurately. Recognise what is successful. 	<ul style="list-style-type: none"> Describe to others how to hold and grip the racket on forehand shots. 	<ul style="list-style-type: none"> Show good teamwork and sportsmanship when taking part in competition. Understand how communication can help solve problems with others. 	<ul style="list-style-type: none"> Use actions and ideas you have seen to improve your own skills. Copy actions and ideas and use the information to improve your skills
Year 3	<ul style="list-style-type: none"> Recognise what they do well and what they find difficult. Describe and evaluate the effectiveness and quality of a dance. Recognise players who play well in games and give reasons why. Learn how to recognise your own success. Recognise what went well and what could be improved. 	<ul style="list-style-type: none"> Be able to describe the correct techniques to others. Explain what success you have seen in other people's games, and how individuals and teams achieved it. 	<ul style="list-style-type: none"> Collaborate with others. Enjoy competing and performing with others. Communicate effectively with other people and discuss plans to achieve success. 	<ul style="list-style-type: none"> Identify what they need to practice to improve their performance.
Year 4	<ul style="list-style-type: none"> Learn how to evaluate and recognise their own success. Recognise and explain a good performance. Identify and evaluate parts of your own game and others, providing useful feedback. 	<ul style="list-style-type: none"> Explain simple tactics to peers in game situations. Identify and describe the skills needed to improve performance and show this to others. 	<ul style="list-style-type: none"> Employ and explain simple tactics in game situations. Work as a team to plan and decide what approach to use to meet the challenges. Communicate, collaborate, and compete with others. 	<ul style="list-style-type: none"> Be able to describe your own dance, taking characters into account as well as Identifying what they need to practice to improve their dance. Where appropriate, independently measure performance and set targets to improve.
Year 5	<ul style="list-style-type: none"> Identify which aspects were performed consistently, accurately, fluently, and clearly and be able to provide feedback. Explain why a performance is good. Evaluate and recognise success. Watch and evaluate the success of a game. Identify strengths and weaknesses of your own performances and explain reasoning. Identify what they have done well and adapt plans for future challenges. 	<ul style="list-style-type: none"> Understand how to improve in different physical activities and sport and discuss with others. Explain to others why a performance is good. 	<ul style="list-style-type: none"> Work effectively as part of a team. Recognise and communicate parts of a performance that could be improved and identify practices that will help. Communicate, collaborate, and compete with others. 	<ul style="list-style-type: none"> Develop an understanding of how to improve when playing games. Select an area of physical activity that you want to improve.
Year 6	<ul style="list-style-type: none"> Engage in constructive feedback. Evaluate your own success and critique your own performance. Give feedback to individual, teams and your own performance. Identify and evaluate parts of your own game and others, providing feedback. Compare and evaluate other performances. 	<ul style="list-style-type: none"> Share and discuss and apply techniques with others. Take turns to teach others a new skill or tactic. 	<ul style="list-style-type: none"> Share ideas in small groups, working together to create a routine incorporating different elements. Work effectively as part of a team. Adapt games and activities making sure everyone has a role to play. Work within a team, leading, trusting others and valuing each other. 	<ul style="list-style-type: none"> Compare their performance with previous ones and demonstrate improvement to achieve their personal best. Understand how to improve in different physical activities and sport. After observing a performance, describe the best points, suggest how to improve, and comment on techniques and tactics.