

Gresham Primary School's Physical Education Curriculum

Mission Statement

To inspire all children to partake and excel in physical activity and sport, leading to life-long participation and enjoyment

Intent (The What)

- PE lessons are accessible to all and work to engage all children in physical activity.
- Children develop fundamental skills in the Early Years and Key Stage One (including movement skills, ball skills, team skills etc.) and then apply and develop these skills in Key Stage Two where lessons have a sport focus.
- Pupils learn how to be a good team player and how to cooperate, communicate and collaborate with others.
- Pupils develop skills needed for competitive sport and understand winning and losing.
- Pupils are also able to work towards their own goals and achievements for example personal bests or development of skills.
- Pupils work on their own fitness and understand the importance of physical activity for a healthy lifestyle and well-being.
- Children develop skills and participate in team games in a wide variety of sports with the aim for lifelong enjoyment in sport and physical activity.

Implementation (The How)

- Teachers have access to progressive resources to ensure children are building on previously taught skills e.g. Lawn Tennis Association tennis lessons.
- Children build fundamental skills in the early years and key stage one and then apply these skills (while continuing to develop them) to different sports in key stage two.
- Pupils take part in two PE lessons each week with between two and four different areas/sports being covered each term.
- Classes follow the PE overview to ensure pupils participate in a variety of sports.
- Children attend swimming lessons in Year 3, 4, 5 and 6.
- Children take part in the daily mile to develop and improve fitness, physical activity and awareness about healthy lifestyles.
- Pupils take part in festivals and competitions run by the Sports partnership as well as smaller league competitions to develop team work, competitive play and learn new skills.
- Extra-curricular clubs are organised to develop interest and promote enjoyment.
- PE coordinator attends termly meetings with other PE coordinators to keep up to date with new initiatives and share good practice.
- Enjoyment in sport promoted through sports week, sports day and sport relief, along with other school organised PE events.
- Sports leader training is given to our Year 5 class(s) to encourage them to lead games and activities for the younger children at lunch times.
- Any CPD opportunities for teachers are shared across the school for teachers to attend e.g. virtual online training programmes, FA primary teacher award, Trinity school PE CPD sessions
- Sessions throughout the year are delivered by local clubs and professionals in different sports e.g. Whyteleafe Football Club, Chance to shine cricket, Purley Bury Tennis club, Trinity High school etc.
- Sports assemblies celebrate successes at different sporting events and raise the profile of PE at Gresham.

Impact

Learning walks, pupil voice, teacher evidence (e.g. assessments, personal best scores, photos etc.) to show the following:

- Pupils will show enjoyment and confidence in PE lessons where they strive to improve.
- Pupils will develop skills each year by building on what they have learnt previously.
- The majority of children will reach age related expectations for PE.
- Children will develop enjoyment and skills that they can take with them and use for life-long enjoyment.
- Children's healthy and well-being will improve through their participation in physical activities provided at Gresham and they will know how to take responsibility for this themselves.
- Children will know how to develop as an individual but also as part of a team showing good sportsmanship.
- Pupils with physical disabilities or other learning needs will be fully included and will progress well related to their needs and barriers to physical activity.
- Pupils who are identified as being less physically active will benefit from the consistent PE lessons and other physical activity on offer.

The Essential Elements

Skill practise – develop skills from the previous year that the children can use in game situations (can be taught during games or alongside).

Active – keep children active for as much of the lesson as possible (e.g. smaller groups so they are not waiting, games that involve the whole class, skill and game zones so everyone is active all of the time)

Application – apply the skills learnt to a game as soon as possible in order for children to be able to apply their learning to a wider situation.

Reflection – allow children time to reflect not only on what they have learnt and how they can use it but also how they can be more successful next time e.g. thinking about tactics in a team game.

Key Concepts
Big Ideas Revisited Across Units

<u>Competence</u>	<u>Performance</u>	<u>Creativity</u>	<u>Technique</u>	<u>Decision making</u>	<u>Evaluating and Improving</u>
The relationship between skill, the selection and application of skills, tactics and compositional ideas and the readiness of body and mind to cope with physical activity.	Using physical competence and knowledge and understanding of physical activity to produce effective outcomes when participating in physical activity (both individual and team)	Exploring and experimenting with techniques, tactics and compositional ideas to produce efficient and effective outcomes.	Developing and strengthening the use of skills in different sporting areas and applying them across sports.	Applying learning to tactics, team games etc. in order to be successful e.g. knowing when to pass.	Reflecting on individual and team performance in terms of skill, tactics, and make changes from this in order to get better.

COVERAGE

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Foundation	Music and movement Gymnastics	Music and movement Gymnastics	Dance Ball Skills	Dance Ball Skills	Athletics and running Games skills	Athletics and running Games skills
1	Movement skills Ball Skills	Ball Skills Gymnastics	Invasion/team games Gymnastics	Invasion/team games Dance	Athletics and running Multi-skills games	Athletics and running Striking games
2	Movement skills Ball Skills	Ball Skills Gymnastics	Team games Gymnastics	Team games Dance	Athletics and running Multi-skills games	Athletics and running Multi-skills games
3	Hockey Gymnastics	Netball Gymnastics	Dance Swimming	Football Team games	Athletics Tennis	Athletics Rounders
4	Hockey Gymnastics	Netball Swimming	Lacrosse Dance	Football Gymnastics	Swimming/Athletics Tennis	Athletics Rounders
5	Tag Rugby Fitness	Lacrosse Hockey	Swimming/Netball Gymnastics	Swimming/Football Dance	Athletics Rounders	Tennis Cricket
6	Tag Rugby Fitness	Hockey Gymnastics	Netball Dance	Football Lacrosse	Cricket Athletics	Rounders Tennis/Swimming

Gymnastics

Early Years Outcomes

The main Early Years Outcomes covered in the Gymnastics units are:

- Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. (EAD BI 40-60)
- Experiments with different ways of moving. (PD M&H 40-60)
- Jumps off an object and lands appropriately. (PD M&H 40-60)
- Travels with confidence and skill around, under, over and through balancing and climbing equipment. (PD M&H 40-60)

KS1 National Curriculum Aims

The main KS1 national curriculum aims covered in the Gymnastics units are:

- 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.

KS2 National Curriculum Aims

The main KS2 national curriculum aims covered in the Gymnastics units are:

- Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Curriculum Expectations and Guidance What pupils should know, be able to do and understand

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Acquiring and Developing Skills (general)	<p>Create a short sequence of movements. Roll in different ways with control. Travel in different ways. Stretch in different ways. Jump in a range of ways from one space to another with control. Begin to balance with control. Move around, under, over, and through different objects and equipment.</p>	<p>Create and perform a movement sequence. Copy actions and movement sequences with a beginning, middle and end. Link two actions to make a sequence. Recognise and copy contrasting actions (small/tall, narrow/wide). Travel in different ways, changing direction and speed.</p>	<p>Copy, explore and remember actions and movements to create their own sequence. Link actions to make a sequence. Travel in a variety of ways, including rolling. Hold a still shape whilst balancing on different points of the body. Jump in a variety of ways and land with increasing control and balance. Climb onto and jump off the equipment safely. Move with increasing</p>	<p>Choose ideas to compose a movement sequence independently and with others. Link combinations of actions with increasing confidence, including changes of direction, speed or level. Develop the quality of their actions, shapes and balances. Move with coordination, control and care. Use turns whilst travelling in a variety of ways. Use a range of jumps in their sequences. Begin to use equipment to vault.</p>	<p>Create a sequence of actions that fit a theme. Use an increasing range of actions, directions and levels in their sequences. Move with clarity, fluency and expression. Show changes of direction, speed and level during a performance. Travel in different ways, including using flight. Improve the placement and alignment of body parts in balances. Use equipment to vault in a variety of ways. Carry out balances, recognising the position of their centre of gravity</p>	<p>Select ideas to compose specific sequences of movements, shapes and balances. Adapt their sequences to fit new criteria or suggestions. Perform jumps, shapes and balances fluently and with control. Confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity and where it should be in relation to the base of the balance. Confidently use equipment to vault in a variety of ways. Apply skills and</p>	<p>Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching. Demonstrate precise and controlled placement of body parts in their actions, shapes and balances. Confidently use equipment to vault and incorporate this into sequences. Apply skills and techniques consistently, showing precision and control. Develop strength, technique and flexibility throughout performances.</p>

		Hold still shapes and simple balances. Carry out simple stretches. Carry out a range of simple jumps, landing safely. Move around, under, over, and through different objects and equipment. Begin to move with control and care.	control and care.	Create interesting body shapes while holding balances with control and confidence. Begin to show flexibility in movements	and how this affects the balance. Begin to develop good technique when travelling, balancing and using equipment. Develop strength, technique and flexibility throughout performances.	techniques consistently. Develop strength, technique and flexibility throughout performances. Combine equipment with movement to create sequences.	
Rolls	Curled side roll (egg roll) Log roll (pencil roll) Teddy bear roll	Log roll (controlled) Curled side roll (egg roll) (controlled) Teddy bear roll (controlled)	Log roll (controlled) Curled side roll (egg roll) (controlled) Teddy bear roll (controlled) Rocking for forward roll Crouched forward roll	Forward roll from standing Straddle forward roll Tucked backward roll Backward roll to straddle	Forward roll from standing Straddle forward roll Tucked backward roll Backward roll to straddle	Forward roll from standing Straddle forward roll Pike forward roll Tucked backward roll Backward roll to straddle	Forward roll from standing Straddle forward roll Pike forward roll Dive forward roll Tucked backward roll Backward roll to straddle Backward roll to standing pike Pike backward roll
Jumps	Straight jump Tuck jump Jumping Jack Half turn jump	Straight jump Tuck jump Jumping jack Half turn jump Cat spring	Straight jump Tuck jump Jumping jack Half turn jump Cat spring Cat spring to straddle	Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Straight jump half-turn Cat leap	Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Straight jump half-turn Straight jump full-turn Cat leap Cat leap half-turn	Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Stag jump Straight jump half-turn Straight jump full-turn Cat leap Cat leap half-turn Split leap	Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Stag jump Straight jump half-turn Straight jump full-turn Cat leap Cat leap half-turn Cat leap full-turn Split leap Stag leap
Vault		Straight jump off springboard	Hurdle step onto springboard Straight jump off springboard Tuck jump off springboard	Hurdle step onto springboard Squat on vault Star jump off Tuck jump off Straddle	Hurdle step onto springboard Squat on vault Straddle on vault Star jump off	Hurdle step onto springboard Squat on vault Straddle on vault Star jump off	Hurdle step onto springboard Squat on vault Straddle on vault Star jump off

				jump off Pike jump off	Tuck jump off Straddle jump off Pike jump off	Tuck jump off Straddle jump off Pike jump off Squat through vault	Tuck jump off Straddle jump off Pike jump off Squat through vault Straddle over vault
Handstands , cartwheels & Roundoffs	Bunny hop	Bunny hop Front support wheelbarrow with partner	Bunny hop Front support wheelbarrow with partner T-lever Scissor kick	Handstand Lunge into handstand Cartwheel	Lunge into handstand Lunge into cartwheel	Lunge into handstand Lunge into cartwheel Lunge into round-off	Lunge into cartwheel Lunge into round-off Hurdle step Hurdle step into cartwheel Hurdle step into round-off
Travelling and Linking Actions	Tiptoe, step, jump and hop	Tiptoe, step, jump and hop Hopscotch Skipping Galloping	Tiptoe, step, jump and hop Hopscotch Skipping Galloping Straight jump half-turn	Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Cat leap	Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Pivot	Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Pivot	Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Cat leap full turn Pivot
Shapes and Balances	Standing balances	Standing balances Kneeling balances Pike, tuck, star, straight, straddle shapes	Standing balances Kneeling balances Large body part balances Balances on apparatus Balances with a partner Pike, tuck, star, straight, straddle shapes Front and back support	Large and small body part balances, including standing and kneeling balances Balances on apparatus Matching and contrasting partner balances Pike, tuck, star, straight, straddle shapes Front and back support	1, 2, 3 and 4- point balances Balances on apparatus Balances with and against a partner Pike, tuck, star, straight, straddle shapes Front and back support	1, 2, 3 and 4- point balances Balances on apparatus Part body weight partner balances Pike, tuck, star, straight, straddle shapes Front and back support	1, 2, 3 and 4- point balances Balances on apparatus Develop technique, control and complexity of part-weight partner balances Group formations Pike, tuck, star, straight, straddle shapes Front and back support
Key Vocabulary (in addition to above)	Forwards, Backwards, Sideways, Roll, Slow, Fast Shape, Jump, Travel,	Forwards, Backwards, Sideways, Roll, Slow, Body parts, Shape, Jump, Travel, Stretch, Wide, Narrow		Stretch, push, pull, step, spring, crawl, still, slowly, tall, long, forwards, high, low, roll, copy, jump, land, balance		Muscles, Joints, Symmetrical/asymmetrical, Rotation, Turn, Shape, Landing, Take-off, Flight, Performance/evaluation	

Games

Early Years Outcomes

The main Early Years Outcomes covered in the Games units are:

- Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. (PD – M&H 40-60)
- Children show good control and co-ordination in large and small movements. (PD – M&H ELG)
- Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. (PD M&H 40-60)
- Experiments with different ways of moving. (PD M&H 40-60)
- They move confidently in a range of ways, safely negotiating space. (PD M&H ELG)

KS1 National Curriculum Aims

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.

KS2 National Curriculum Aims

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];
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Curriculum Expectations and Guidance What pupils should know, be able to do and understand

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Striking and hitting a ball	Hit a ball with a bat or racquet.	Use hitting skills in a game. Practise basic striking, sending and receiving.	Strike or hit a ball with increasing control. Learn skills for playing striking and fielding games. Position the body to strike a ball.	Demonstrate successful hitting and striking skills. Develop a range of skills in striking (and fielding where appropriate). Practise the correct batting technique and	Use a bat, racquet or stick (hockey) to hit a ball or shuttlecock with accuracy and control. Accurately serve underarm. Build a rally with a partner. Use at least two different shots in a	Use different techniques to hit a ball. Identify and apply techniques for hitting a tennis ball. Explore when different shots are best used. Develop a backhand technique and use it in a	Hit a bowled ball over longer distances. Use good hand-eye coordination to be able to direct a ball when striking or hitting. Understand how to serve in order to start a game.

				use it in a game. Strike the ball for distance.	game situation. Use hand-eye coordination to strike a moving and a stationary ball.	game. Practise techniques for all strokes. Play a tennis game using an overhead serve.	
Throwing and Catching a Ball	Roll equipment in different ways. Throw underarm. Throw an object at a target. Catch equipment using two hands.	Throw underarm and overarm. Catch and bounce a ball. Use rolling skills in a game. Practise accurate throwing and consistent catching.	Throw different types of equipment in different ways, for accuracy and distance. Throw, catch and bounce a ball with a partner. Use throwing and catching skills in a game. Throw a ball for distance. Use hand-eye coordination to control a ball. Vary types of throw used.	Throw and catch with greater control and accuracy. Practise the correct technique for catching a ball and use it in a game. Perform a range of catching and gathering skills with control. Catch with increasing control and accuracy. Throw a ball in different ways (e.g. high, low, fast or slow). Develop a safe and effective overarm bowl.	Develop different ways of throwing and catching.	Consolidate different ways of throwing and catching, and know when each is appropriate in a game.	Throw and catch accurately and successfully under pressure in a game.
Travelling with a Ball	Move a ball in different ways, including bouncing and kicking. Use equipment to control a ball.	Travel with a ball in different ways. Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency.	Bounce and kick a ball whilst moving. Use kicking skills in a game. Use dribbling skills in a game.	Move with the ball in a variety of ways with some control. Use two different ways of moving with a ball in a game.	Move with the ball using a range of techniques showing control and fluency.	Use a variety of ways to dribble in a game with success. Use ball skills in various ways, and begin to link together.	Show confidence in using ball skills in various ways in a game situation, and link these together effectively.
Passing a Ball	Kick an object at a target.	Pass the ball to another player in a game. Use kicking skills in a game.	Know how to pass the ball in different ways.	Pass the ball in two different ways in a game situation with some success.	Pass the ball with increasing speed, accuracy and success in a game situation.	Pass a ball with speed and accuracy using appropriate techniques in a game situation.	Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move.

Possession				Know how to keep and win back possession of the ball in a team game.	Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game.	Keep and win back possession of the ball effectively in a team game.	Keep and win back possession of the ball effectively and in a variety of ways in a team game.
Using Space	Move safely around the space and equipment. Travel in different ways, including sideways and backwards.	Use different ways of travelling in different directions or pathways. Run at different speeds. Begin to use space in a game.	Use different ways of travelling at different speeds and following different pathways, directions or courses. Change speed and direction whilst running. Begin to choose and use the best space in a game.	Find a useful space and get into it to support teammates.	Make the best use of space to pass and receive the ball.	Demonstrate an increasing awareness of space.	Demonstrate a good awareness of space.
Attacking and Defending	Play a range of chasing games.	Begin to use the terms attacking and defending. Use simple defensive skills such as marking a player or defending a space. Use simple attacking skills such as dodging to get past a defender.	Begin to use and understand the terms attacking and defending. Use at least one technique to attack or defend to play a game successfully.	Use simple attacking and defending skills in a game. Use fielding skills to stop a ball from travelling past them.	Use a range of attacking and defending skills and techniques in a game. Use fielding skills as an individual to prevent a player from scoring.	Choose the best tactics for attacking and defending. Shoot in a game. Use fielding skills as a team to prevent the opposition from scoring.	Think ahead and create a plan of attack or defence. Apply knowledge of skills for attacking and defending. Work as a team to develop fielding strategies to prevent the opposition from scoring.
Tactics and Rules	Follow simple rules.	Follow simple rules to play games, including team games. Use simple attacking skills such as dodging to get past a defender. Use simple defensive skills such as marking a player or	Understand the importance of rules in games. Use at least one technique to attack or defend to play a game successfully.	Apply and follow rules fairly. Understand and begin to apply the basic principles of invasion games. Know how to play a striking and fielding game fairly.	Vary the tactics they use in a game. Adapt rules to alter games.	Know when to pass and when to dribble in a game. Devise and adapt rules to create their own game.	Follow and create complicated rules to play a game successfully. Communicate plans to others during a game. Lead others during a game.

		defending a space.					
Key Vocabulary (in addition to above)	Kick, throw, forwards, backwards, shoot, aim, target, roll, pass	Striking, Catching, Own space, Team, Speed, Direction, Passing, Controlling, Shooting, Scoring	Keep possession, Scoring goals, Keeping score, Making space, Pass/send/receive, Travel with a ball, Make use of space, Points/goals, Rules, Tactics, Batting, Fielding, Defending, Hitting, attacking	Keeping possession, Passing, Dribbling, Shooting, Support, Marking, Attackers/defenders, Team play, Batting, Fielding, Defending, Hitting, Offside, Pitch, Forehand/backhand,			

Athletics

Early Years Outcomes

The main Early Years Outcomes covered in the Athletics units are:

- Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. (PD – M&H 40-60)
- Children show good control and co-ordination in large and small movements. (PD – M&H ELG)
- Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. (PD M&H 40-60)
- Experiments with different ways of moving. (PD M&H 40-60)
- They move confidently in a range of ways, safely negotiating space. (PD M&H ELG)

KS1 National Curriculum Aims

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.

KS2 National Curriculum Aims

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];
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Curriculum Expectations and Guidance

What pupils should know, be able to do and understand

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Running	Run in different ways for a variety of purposes.	Vary their pace and speed when running. Run with a basic	Run at different paces, describing the different paces. Use a variety of	Identify and demonstrate how different techniques can affect their	Confidently demonstrate an improved technique for sprinting.	Accelerate from a variety of starting positions and select their preferred position.	Recap, practise and refine an effective sprinting technique, including reaction time.

		<p>technique over different distances. Show good posture and balance. Jog in a straight line. Change direction when jogging. Sprint in a straight line. Change direction when sprinting. Maintain control as they change direction when jogging or sprinting.</p>	<p>different stride lengths. Travel at different speeds. Begin to select the most suitable pace and speed for distance. Complete an obstacle course. Vary the speed and direction in which they are travelling. Run with basic techniques following a curved line. Be able to maintain and control a run over different distances.</p>	<p>performance. Focus on their arm and leg action to improve their sprinting technique. Begin to combine running with jumping over hurdles. Focus on trail leg and lead leg action when running over hurdles. Understand the importance of adjusting running pace to suit the distance being run.</p>	<p>Carry out an effective sprint finish. Perform a relay, focusing on the baton changeover technique. Speed up and slow down smoothly.</p>	<p>Identify their reaction times when performing a sprint start. Continue to practise and refine their technique for sprinting, focusing on an effective sprint start. Select the most suitable pace for the distance and their fitness level in order to maintain a sustained run. Identify and demonstrate stamina, explaining its importance for runners.</p>	<p>Build up speed quickly for a sprint finish. Run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern. Accelerate to pass other competitors. Work as a team to competitively perform a relay. Confidently and independently select the most appropriate pace for different distances and different parts of the run. Demonstrate endurance and stamina over longer distances in order to maintain a sustained run.</p>
<p>Jumping</p>	<p>Jump in a range of ways, landing safely.</p>	<p>Perform different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. Perform a short jumping sequence. Jump as high as possible. Jump as far as possible. Land safely and with control. Work with a partner to develop the control of their jumps.</p>	<p>Perform and compare different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. Combine different jumps together with some fluency and control. Jump for distance from a standing position with accuracy and control. Investigate the best jumps to cover different distances. Choose the most appropriate jumps to cover different distances. Know that the leg muscles are used when performing a jumping action.</p>	<p>Use one and two feet to take off and to land with. Develop an effective take-off for the standing long jump. Develop an effective flight phase for the standing long jump. Land safely and with control.</p>	<p>Learn how to combine a hop, step and jump to perform the standing triple jump. Land safely and with control. Begin to measure the distance jumped.</p>	<p>Improve techniques for jumping for distance. Perform an effective standing long jump. Perform the standing triple jump with increased confidence. Develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight. Land safely and with control. Measure the distance and height jumped with accuracy. Investigate different jumping techniques.</p>	<p>Develop the technique for the standing vertical jump. Maintain control at each of the different stages of the triple jump. Land safely and with control. Develop and improve their techniques for jumping for height and distance and support others in improving their performance. Perform and apply different types of jumps in other contexts. Set up and lead jumping activities including measuring the jumps with confidence and accuracy.</p>

Throwing	Roll equipment in different ways. Throw underarm. Throw an object at a target.	Throw underarm and overarm. Throw a ball towards a target with increasing accuracy. Improve the distance they can throw by using more power.	Throw different types of equipment in different ways, for accuracy and distance. Throw with accuracy at targets of different heights. Investigate ways to alter their throwing technique to achieve greater distance.	Throw with greater control and accuracy. Show increasing control in their overarm throw. Perform a push throw. Continue to develop techniques to throw for increased distance.	Perform a pull throw. Measure the distance of their throws. Continue to develop techniques to throw for increased distance.	Perform a fling throw. Throw a variety of implements using a range of throwing techniques. Measure and record the distance of their throws. Continue to develop techniques to throw for increased distance.	Perform a heave throw. Measure and record the distance of their throws. Continue to develop techniques to throw for increased distance and support others in improving their personal best. Develop and refine techniques to throw for accuracy.

Dance

Early Years Outcomes

The main Early Years Outcomes covered in the Dance units are:

- Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. (PD – M&H 30-50)
- Experiments with different ways of moving. (PD – M&H 40-60)
- Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. (PD – M&H ELG)
- Enjoys joining in with dancing and ring games. (EAD – M & M 30-50)
- Beginning to move rhythmically. (EAD – M & M 30-50)
- Imitates movement in response to music. (EAD – M & M 30-50)
- Begins to build a repertoire of songs and dances. (EAD – M & M 40-60)
- Children sing songs, make music and dance, and experiment with ways of changing them. (EAD – M & M ELG)
- Developing preferences for forms of expression. (EAD – BI 30-50)
- Uses movement to express feelings. (EAD – BI 30-50)
- Creates movement in response to music. (EAD – BI 30-50)
- Captures experiences and responses with a range of media, such as dance. (EAD – BI 30-50)
- Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. (EAD – BI 40-60)
- Children represent their own ideas, thoughts and feelings through dance. (EAD – BI ELG)

KS1 National Curriculum Aims

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;

KS2 National Curriculum Aims

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:

- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics];

- perform dances using simple movement patterns.

- perform dances using a range of movement patterns;
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Curriculum Expectations and Guidance

What pupils should know, be able to do and understand

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Dance Skills	<p>Join a range of different movements together. Change the speed of their actions. Change the style of their movements. Create a short movement phrase which demonstrates their own ideas.</p>	<p>Copy and repeat actions. Put a sequence of actions together to create a motif. Vary the speed of their actions. Use simple choreographic devices such as unison, canon and mirroring. Begin to improvise independently to create a simple dance.</p>	<p>Copy, remember and repeat actions. Create a short motif inspired by a stimulus. Change the speed and level of their actions. Use simple choreographic devices such as unison, canon and mirroring. Use different transitions within a dance motif. Move in time to music. Improve the timing of their actions.</p>	<p>Begin to improvise with a partner to create a simple dance. Create motifs from different stimuli. Begin to compare and adapt movements and motifs to create a larger sequence. Use simple dance vocabulary to compare and improve work. Perform with some awareness of rhythm and expression.</p>	<p>Identify and repeat the movement patterns and actions of a chosen dance style. Compose a dance that reflects the chosen dance style. Confidently improvise with a partner or on their own. Compose longer dance sequences in a small group. Demonstrate precision and some control in response to stimuli. Begin to vary dynamics and develop actions and motifs in response to stimuli. Demonstrate rhythm and spatial awareness. Change parts of a dance as a result of self-evaluation. Use simple dance vocabulary when comparing and improving work.</p>	<p>Identify and repeat the movement patterns and actions of a chosen dance style. Compose individual, partner and group dances that reflect the chosen dance style. Show a change of pace and timing in their movements. Develop an awareness of their use of space. Demonstrate imagination and creativity in the movements they devise in response to stimuli. Use transitions to link motifs smoothly together. Improvise with confidence, still demonstrating fluency across the sequence. Ensure their actions fit the rhythm of the music. Modify parts of a sequence as a result of self and peer evaluation. Use more complex dance vocabulary to compare and improve work.</p>	<p>Identify and repeat the movement patterns and actions of a chosen dance style. Compose individual, partner and group dances that reflect the chosen dance style. Use dramatic expression in dance movements and motifs. Perform with confidence, using a range of movement patterns. Demonstrate strong and controlled movements throughout a dance sequence. Combine flexibility, techniques and movements to create a fluent sequence. Move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs. Show a change of pace and timing in their movements. Move rhythmically and accurately in dance sequences. Improvise with confidence, still demonstrating fluency across their sequence. Dance with fluency and control, linking all movements and ensuring that transitions flow. Demonstrate consistent</p>

precision when performing dance sequences.
 Modify some elements of a sequence as a result of self and peer evaluation.
 Use complex dance vocabulary to compare and improve work.

Key Vocabulary (in addition to above)	Move, Fast, Slow, Speed, Turn,	Travel, Stillness, Direction, Space, Body parts, Levels, Speed	Space, Repetition, Action and reaction, Pattern, Sequence,	Dance style, Technique, Pattern, Rhythm, Variation, Unison, Canon, Action, Reaction,
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Swimming & Water Safety

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations

Year 3	Year 4	Year 5	Year 6
<p>Swim 10m unaided in shallow water using at least one basic method. Kick legs from the hip and identify when this needs improvements. Put face in water. Enter and exit water safely and remain safe around water. Explain what dangers to identify around water.</p>	<p>Swim between 10m and 20m unaided in shallow water, using at least one basic movement, Use floats to swim longer distances with a more controlled leg kick. Join in all swimming activities confidently. Put face under the water (begin to do this whilst swimming). Explore how to move in and under water. Recognise how swimming affects breathing. Identify and describe differences between different leg and arm actions. Understand water can be dangerous and repeat what to do when in difficulty.</p>	<p>Swim between 10m and 20m unaided in shallow water, using at least one stroke. Begin to swim 10m-15m unaided using a second stroke. Put face in water and breath correctly when swimming in one identifiable stroke. Use a float if needed to aid their swimming and confidence in deeper water. Use a float to develop leg and arm techniques. Begin to explain how to keep safe whilst in water and what dangers should be identified.</p>	<p>Swim 25m unaided in water using at least one basic method to achieve this distance. Use two different strokes swimming on both front and back. Control breathing. Swim confidently and fluently both on the surface and under the water. Explain how to remain safe in water and what do if you or someone nearby gets into difficulty</p>

Other Considerations

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Health and Fitness	Describe how the body feels when still and when exercising.	Describe how the body feels before, during and after exercise. Carry and place equipment safely.	Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy.	Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and cool down.	Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down.	Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise.	Understand the importance of warming up and cooling down. Carry out warm-ups and cool-downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier.
Compete/Perform	Control my body when performing a sequence of movements. Participate in simple games.	Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control.	Perform sequences of their own composition with coordination. Perform learnt skills with increasing control. Compete against self and others.	Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.	Perform and create sequences with fluency and expression. Perform and apply skills and techniques with control and accuracy.	Perform own longer, more complex sequences in time to music. Consistently perform and apply skills and techniques with accuracy and control.	Link actions to create a complex sequence using a full range of movement that showcases different abilities, performed in time to music. Perform and apply a variety of skills and techniques confidently, consistently and with precision. Begin to record their peers' performances, and evaluate these
Evaluate	Talk about what they have done. Talk about what others have done.	Watch and describe performances. Begin to say how they could improve.	Watch and describe performances, and use what they see to improve their own performance. Talk about the differences between their work and that of others.	Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.	Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.	Choose and use criteria to evaluate own and others' performances. Explain why they have used particular skills or techniques, and the effect they have had on their performance.	Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.

Cultural Capital Opportunities

General						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sports day	Cross country competition	Cross country competition	Cross country competition	Cross country competition	Cross country competition	Cross country competition
Inter school competitions	Other festivals and competitions	Other festivals and			Saturday morning cross	Saturday morning cross

<p>School sports celebration assemblies</p> <p>Games offered at lunchtime</p> <p>4 Free rugby club sessions offered by local clubs to all children at Gresham</p>	<p>offered throughout the year</p> <p>Sports day</p> <p>Extracurricular clubs offered – tennis, multi skills. dance etc.</p> <p>Inter school competitions</p> <p>School sports celebration assemblies</p> <p>Games offered at lunch time</p> <p>PE delivered by other professionals</p> <p>4 Free rugby club sessions offered by local clubs to all children at Gresham</p>	<p>competitions offered throughout the year</p> <p>Sports day</p> <p>Extracurricular clubs offered – tennis, multi skills, dance etc.</p> <p>Inter school competitions</p> <p>School sports celebration assemblies</p> <p>Games offered at lunch time</p> <p>PE delivered by other professionals</p> <p>4 Free rugby club sessions offered by local clubs to all children at Gresham</p>	<p>Saturday morning cross country opportunities</p> <p>Other festivals and competitions offered throughout the year</p> <p>Sports day</p> <p>Extracurricular clubs offered – tennis, football, dance etc.</p> <p>Inter school competitions</p> <p>School sports celebration assemblies</p> <p>Table tennis and other games offered at lunch time</p> <p>PE delivered by other professionals</p> <p>4 Free rugby club sessions offered by local clubs to all children at Gresham</p>	<p>Saturday morning cross country opportunities</p> <p>Other festivals and competitions offered throughout the year</p> <p>Sports day</p> <p>Extracurricular clubs offered – tennis, football, dance etc.</p> <p>Inter school competitions</p> <p>School sports celebration assemblies</p> <p>Table tennis and other games offered at lunch time</p> <p>PE delivered by other professionals</p> <p>4 Free rugby club sessions offered by local clubs to all children at Gresham</p>	<p>country opportunities</p> <p>Sportshall athletics competition</p> <p>Other festivals and competitions offered throughout the year</p> <p>Sports day</p> <p>Extracurricular clubs offered – netball, football, dance etc.</p> <p>Inter school competitions</p> <p>School sports celebration assemblies</p> <p>Table tennis and other games offered at lunch time</p> <p>Young leaders training</p> <p>PE delivered by other professionals e.g. Whitgift hockey team etc.</p> <p>4 Free rugby club sessions offered by local clubs to all children at Gresham</p>	<p>country opportunities</p> <p>Hockey competition</p> <p>Tag rugby competition</p> <p>Sportshall athletics competition</p> <p>Other festivals and competitions offered throughout the year</p> <p>Sports day</p> <p>Extracurricular clubs offered – netball, football, dance etc.</p> <p>Inter school competitions</p> <p>School sports celebration assemblies</p> <p>Table tennis and other games offered at lunch time</p> <p>PE delivered by other professionals e.g. Whitgift hockey team, trinity rugby team etc.</p> <p>4 Free rugby club sessions offered by local clubs to all children at Gresham</p>
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