physical education curriculum mapping



intent, implementation, impact



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

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| **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.* | |



# athletics



intent, implementation, impact



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|  | * **Declarative Knowledge** | * **Procedural Knowledge** |
| **Year 1** | * Recognise successful and unsuccessful techniques. * Show understanding of the correct running technique. | * 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** | * 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. | * 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** | * 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. | * 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** | * 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. | * 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** | * 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. | * 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** | * 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. | * 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. |

# dance



intent, implementation, impact



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|  | * **Declarative Knowledge** | * **Procedural Knowledge** |
| **Year 1** | * 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. | * 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** | * Describe phrases and expressive qualities. * Begin to understand the importance of warming up. * Watch and describe a performance accurately and recognise what is successful. | * 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** | * Describe and evaluate the effectiveness and quality of a dance. * Collaborate with others. | * 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** | * 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. | * 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** | * 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 reacts and feels when taking part in different activities and undertaking different roles. | * 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** | * 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. | * 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. |

# gymnastics



intent, implementation, impact



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|  | * **Declarative Knowledge** | * **Procedural Knowledge** |
| **Year 1** | * Describe what you have done or seen others do. | * Perform basic gymnastic actions, including travelling, rolling, jumping, and staying still. * Develop fundamental movement skills, becoming increasingly confident and competent, moving safely using changes of speed, level, and direction. * Combine different ways of travelling exploring a range of movements and shapes. * Create linked movement phrases with beginning, middle and ends. * Perform movement phrases using a range of different body actions and body parts. * Develop agility, balance, and coordination. |
| **Year 2** | * Watch and describe a performance accurately. * Understand and describe changes to your heartrate when playing a game. | * Perform a range of actions with control and confidence. * Explore, remember, and repeat a range of gymnastic actions with control, precision, and coordination. * Form simple sequences of different actions, using the floor and a variety of apparatus. * Develop fundamental movement skills, combining travelling, balancing and stiffness using both floor and apparatus; and moving smoothly from one position of stiffness to another. * Continue to develop agility, balance, and coordination. |
| **Year 3** | * Learn how to evaluate and recognise your own success and areas for improvement, as well as the effectiveness and quality of a performance. * Describe how your body feels when exercising. | * Perform a range of actions, agilities and skills with consistency, fluency, and clarity of movement. * 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. * Create gymnastic sequences that meet a theme or set of conditions, showing a clear, beginning, middle and end. * Create, perform, and repeat sequences that include changes of dynamic e.g. changes of level, speed, or direction. * Develop flexibility, strength, control, technique, and balance. |
| **Year 4** | * Recognise and explain a good performance. | * Find different ways of using a shape, balance, or travel, and link them to make actions and sequences of movement. * Show control, accuracy and fluency of movement when performing actions on your own and with a partner. * Devise and perform a gymnastic sequence, showing a clear beginning, middle and end. * Create, perform, and repeat a combination of actions that include changes of dynamic e.g. changes of level, speed and direction, and clarity of shape. * Collaborate with others. |
| **Year 5** | * Develop your own gymnastic sequences by understanding, choosing, and applying a range of compositional principles. * Identify which aspects of a performance were performed consistently, accurately, fluently, and clearly; being able to provide constructive feedback. | * Perform movements accurately with a sense of rhythm. * Explore, improvise, and combine movement ideas fluently and effectively. * Make up longer sequences and perform them with fluency and clarity of movement, choosing skills that meet the needs of the situation. * Develop flexibility, strength, control, technique, and balance. |
| **Year 6** | * Work effectively as part of a team, recognising success, and give constructive feedback. * Create short warm up routines that follow important principles. | * Explore, improvise, and combine movement ideas fluently and effectively. Use skills in different ways, performing confidently, with clarity and a sense of rhythm. * Combine and perform gymnastic actions, shapes, and balances more fluently and effectively. * Use combinations of dynamics using the space effectively. * Develop your own gymnastic sequences by understanding, choosing, and applying a range of compositional principles; varying direction, level, and pathways to improve the look of a sequence. |

# invasion games



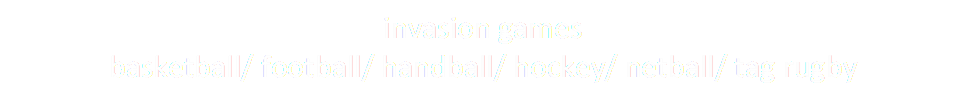
basketball/ football/ handball/ hockey/ netball/ tag rugby

intent, implementation, impact



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|  | * **Declarative Knowledge** | * **Procedural Knowledge** |
| **Year 1** | * 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. | * 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*. (tag rugby)* * Play simple games understanding the rules of the game. * Learn how to tag. *(tag rugby)* |
| **Year 2** | * 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. | * 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. *(tag rugby)* |

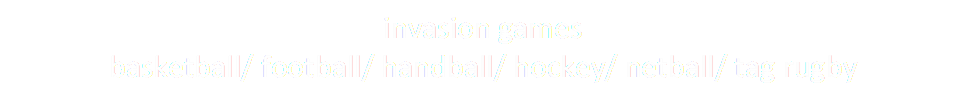
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|  | * **Declarative Knowledge** | * **Procedural Knowledge** |
| **Year 3** | * Employ simple tactics in game situations. * Recognise and explain good performances. * Understand the link between heart rate and breathing when exercising. * Recognise 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. | * 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. *(tag rugby)* * Develop attacking and defending skills within tag rugby. * To be able to pass the ball backwards to a teammate. *(tag rugby)* |
| **Year 4** | * 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. | * 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. * Use a range of tactics, including finding and using space, to keep possession of the ball to shoot/score. * 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. *(tag rugby)* * To work as part of a team when defending, keeping in a line, and spreading out. *(tag rugby)* * Successfully score. * Develop physical characteristics needed for the game, e.g. speed, fitness, agility. |







intent, implementation, impact



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|  | * **Declarative Knowledge** | * **Procedural Knowledge** |
| **Year 5** | * 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. *(tag rugby)* * Understand the defensive duties in tag rugby and the process of tagging. | * 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** | * 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 e.g. 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.   Understand the importance of keeping in a line in both attacking and defending plays. *(tag rugby)* | * 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. *(tag rugby)* |

# net & wall games badminton/ tennis/ volleyball

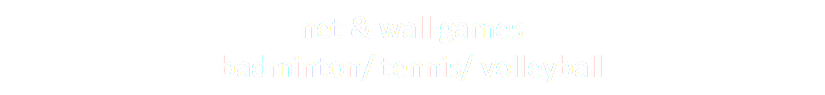


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|  | * **Declarative Knowledge** | * **Procedural Knowledge** |
| **Year 1** | * Can watch and copy what they see and describe why they have copied that technique. * Understand why being active is good for you. * Understand how to play in a safe way 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. | * Use different skills and movements, including aiming into space to try win games. * Can hit the shuttle varying height, speed and direction into space. *(badminton)* * Can control and balance the shuttle with some control, with and without a racket. *(badminton)* * Watch, track and catch a shuttle successfully, as well as throw it with control to a partner. *(badminton)* * 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** | * 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. | * 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*. (badminton)* * 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. *(badminton)* * Can hit the shuttle, when in the air, varying height, speed and direction into space and to a partner*. (badminton)* * 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. |

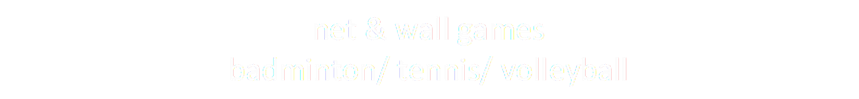
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|  | * **Declarative Knowledge** | * **Procedural Knowledge** |
| **Year 3** | * Can perform a forehand serve accurately to a partner, and familiarize themselves with the backhand serve, being able to describe correct grip and technique. *(badminton)* * Explain and demonstrate the chasse step and lunge in practice and games. *(badminton)* * 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. | * Continue to develop control of the shuttle with and without the racket*. (badminton)* * Show a good stance and structure when throwing and hitting the shuttle*. (badminton)* * 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. *(badminton)* * 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** | * 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. | * 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. *(badminton)* * Can hit the shuttle, when in the air, varying height, speed and direction into space to beat an opponent.   *(badminton)*   * 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. *(badminton)* * Can move around the court with purpose. * Can demonstrate a fast-paced chasse movement in isolation and in games. *(badminton)* * 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. |







intent, implementation, impact



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|  | * **Declarative Knowledge** | * **Procedural Knowledge** |
| **Year 5** | * 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. | * Able to hit a shuttle with good stance and grip on both forehand and backhand side, varying shot selection; height, speed and depth*. (badminton)* * 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** | * 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. | * 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*. (badminton)* * 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. * Appy 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. |

# outdoor & adventurous activities orienteering



intent, implementation, impact



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|  | * **Declarative Knowledge** | * **Procedural Knowledge** |
| **Year 1** | * Introduction to a compass and directions (N, E, S, W.) * Understand how communication can help to solve problems with others. | * 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** | * 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. | * 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** | * 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. | * Participate in team games, working cooperatively, solving problems with others. * Communicate effectively with other people and discus 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** | * 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. | * 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** | * Understand relevant techniques to navigate to and from control points. * Identify what they have done well and adapt plans for future challenges. | * 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** | Haven’t got to this unit yet!   * 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. | * 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. |

# striking & fielding activities cricket/ rounders



intent, implementation, impact



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|  | * **Declarative Knowledge** | * **Procedural Knowledge** |
| **Year 1** | * 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. | * 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** | * 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. | * 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** | * 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. | * 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** | * 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. | * 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** | * 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. | * 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** | * 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. | * 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. |



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| target games dodgeball/ golf | | | intent, implementation, impact |
|  |  | * **Declarative Knowledge** | * **Procedural Knowledge** |
| **Year 1** | * 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. | * 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 increasing 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. *(golf)* * Compete against others in modified golf games. *(golf)* |
| **Year 2** | * 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. | * Develop movement skills relevant to games i.e. dodging. *(dodgeball)* * 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. *(dodgeball)* * 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. *(golf)* * Push/ roll/ putt a ball towards a target with control. * Use skills learnt to participate and compete in rolling and putting games. *(golf)* * Develop technique when using the golf putter, becoming increasingly accurate. |
| **Year 3** | * 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. | * 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. *(golf)* * Apply putting skills into game situations. *(golf)* * Show control and control to make accurate shots. * Demonstrate good teamwork skills. |



intent, implementation, impact



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|  | * **Declarative Knowledge** | * **Procedural Knowledge** |
| **Year 4** | * 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. | * 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. *(dodgeball)* * Participate in games using skills learnt in previous lessons, including striking, dodging and ball handling skills.   *(dodgeball)*   * Explore the skills required to play golf successfully. *(golf)* * Continue to develop and apply the chipping technique to competitive games. *(golf)* * Develop and demonstrate the ability to ‘putt’ accurately and effectively. *(golf)* * Demonstrate good teamwork and communication skills. |
| **Year 5** | * 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. | * Participate in games fairly, following the rules. * Show good teamwork. * Apply appropriate skills and tactics in game situations. * Move quickly (dodge) with good control. *(dodgeball)* * Improve control when moving at speed. *(dodgeball)* * Increase accuracy and consistency of throws, including a side shot throw, towards a moving target.   *(dodgeball)*   * Apply both the putting and chipping techniques to competitive games. *(golf)* * Show control and control to make accurate shots. * Begin to develop the driving technique. *(golf)* * Increase accuracy and distance when practicing the driving technique and participate in driving games. *(golf)* |
| **Year 6** | * 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. | * Successfully catch a ball at different heights. * Demonstrate a variety of different throwing techniques with good accuracy, pace, and consistency.   *(dodgeball)*   * 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.) *(dodgeball)* * 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.   *(golf)*   * Determine how much speed and power is required when working to a target. * Compete with other in modified games. |

# life skills health & safety



intent, implementation, impact



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|  | **Health, Fitness & Wellbeing** | **Body Awareness** | **Warm up & Cool down** | **Safety** |
| **Year 1** | * Understand why being active and playing games is good for you. | * Describe what it feels like to breathe quickly during exercise. * Understand some changes to the body when playing a game. | * Understand that warming up is an important part of a PE lesson to prepare safely for exercise. | * Understand how to play in a safe way. * Demonstrate an appreciation of safety when using apparatus and equipment. |
| **Year 2** | * Describe why running is good for you. | * Understand and describe changes to your heartrate when playing a game. | * Begin to understand the importance of warming up and cooling down. | * Understand the need for preparing safely for activity. * Has knowledge of safety rules and procedures for taking part in orienteering events. |
| **Year 3** | * Develop an understanding of the importance of speed and stamina when playing invasion games. | * 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. | * Begin to create simple warm ups. | * Demonstrate an appreciation of safety when lifting, moving and placing apparatus and equipment. |
| **Year 4** | * Improve physical fitness. | * 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. | * Devise suitable warm-up activities for the upcoming activities. | * Understand and follow safety procedures. |
| **Year 5** | * 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. | * 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. | * 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. | * Coordinate lifting and moving apparatus in a safe and sensible way. |
| **Year 6** | * Be able to describe the importance of being physically fit. * **Further understand how physical activity can contribute to a healthy lifestyle.** * Know how invasion sports help your fitness and health. * **Develop physical characteristics needed for sport.** | * Explain how their body reacts and feels when taking part in different activities and undertaking different roles. * Understand how muscles work. | * 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. | * Coordinate lifting and moving apparatus in a safe and sensible way. |

# life skills citizenship



intent, implementation, impact



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|  | **Evaluation & Feedback** | **Peer & Reciprocal Coaching** | **Leadership & Teamwork** | **Measuring & Improving** |
| **Year 1** | * Recognise successful and unsuccessful techniques. * Describe what they have done or seen others doing. * Watch, copy and describe others play. | * Copy and describe why they have copied that technique. | * Communicate to help solve problems with others. * Work independently and with others. * Work well in big groups, sharing, taking turns and cooperating with others. | * 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** | * Begin to evaluate and improve own performance. * Watch and describe a performance accurately. * Recognise what is successful. | * Describe to others how to hold and grip the racket on forehand shots. | * Show good teamwork and sportsmanship when taking part in competition. * Understand how communication can help solve problems with others. | * 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** | * 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. | * 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. | * Collaborate with others. * Enjoy competing and performing with others. * Communicate effectively with other people and discuss plans to achieve success. | * Identify what they need to practice to improve their performance. |
| **Year 4** | * 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. | * Explain simple tactics to peers in game situations. * Identify and describe the skills needed to improve performance and show this to others. | * 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. | * 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** | * 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. | * Understand how to improve in different physical activities and sport and discuss with others. * Explain to others why a performance is good. | * 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. | * Develop an understanding of how to improve when playing games. |
| **Year 6** | * 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. | * Share and discuss and apply techniques with others. * Take turns to teach others a new skill or tactic. | * 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. | * 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. |