

Statutory Programmes of Study

Our young athletes will experience a journey of fun and inclusive PE in a safe and caring environment, respectful of the values of sport and fair play. They will experience a breadth of sporting challenge, including friendly competition, by sampling a range of different sports and athletic disciplines. We aim to further their technical and tactical skills and knowledge and to increase their confidence and resilience. Our athletes will be taught how to lead a healthy, active life and will understand the positive impact exercise can have on a person's wellbeing.

KS1 children should be taught:

- 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 children should be taught:

- Use running, jumping, throwing and catching in isolation and in combination.
- Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.
- Develop flexibility, strength, technique, control and balance.
- Perform dances using a range of movement patterns.
- Take part in Outdoor Adventurous Activity (OAA) challenges both individually and within a team.
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Year Group	Essential Skills					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception						
	Fundamental Movement Skills (Introduction to Team Games)	Dance	Gymnastics	Ball Skills (Throwing and Catching)	Attacking and defending (Team Games)	Athletics
Year 1	<p>Knowledge: There are different ways to travel around space (walking, jogging, skipping, jumping)</p> <p>Skill Practise basic running, jumping and throwing and catching techniques</p> <p>Skill Activity: Follow My Leader Game (Travel</p>	<p>Knowledge</p> <p>Skill</p> <p>Skill activity</p>	<p>Knowledge: Balancing means holding the body steady without wobbling or falling. Identifying balance using different body part parts and points of contact with the floor.</p> <p>Skill Performing basic sequences of movement that use space safely.</p>	<p>Knowledge: Throwing involves looking at where you want the ball to go, stepping forward on one foot, pushing the ball in the direction you want it to go and letting it go in front of you.</p> <p>Skill Pat, throw kick stop and catch a ball</p> <p>Knowledge: Catching involves watching the ball and grasping a</p>	<p>Knowledge: Kicking involves sending a ball along the ground by striking it with a foot.</p> <p>Skill Use different parts of the foot to stop, control, dribble and pass a ball.</p> <p>Knowledge: Stopping a ball involves using a part of the body to prevent the ball from moving</p> <p>Skill Activity: Traffic Lights game. (Controlling a ball with different parts</p>	<p>Knowledge: Techniques in running, jumping, throwing and catching can be developed and modified to improve performance.</p> <p>Skill: develop and modify running, jumping, throwing and catching techniques to make outcomes more successful, with increasing balance, agility and co-ordination</p>

	<p>around following the simple route using different modes of travel) Cups and Saucers game (flip cones over to be a cup or saucer, focus on movements)</p> <p>Animals Game (choose an animal and focus on the ways the animal moves around the space eg. Long strides, quick feet)</p>		<p>Skill Activity: Demonstrate a bunny hop onto a bench balance while walking along on a bench using gymnast walk incorporate a drop and land using balance to complete the sequence.</p>	<p>ball in two hands after it has been thrown.</p> <p>Skill Activity: Bounce and Catch. Control of a large ball. (Working independently, on the spot. Focus on the ability to bounce and catch adopting the ball using the W grip spreading the fingers and thumbs of both hands. Using the eyes to focus on the ball. Using the feet to stay in line with the ball.) Skill: Throw and catch. (Working independently, on the spot. Hands, eyes and feet work together. Throw the ball into the air. Track the ball, move the feet toward the ball, body relaxed, knees unlocked, catch with both hands. Pull into chest.</p>	<p>of the foot. Tip taps, penguin feet, forward and backward roll, inside, outside. Controlling the ball while scanning then reacting to a stimulus.</p>	<p>Skill Activity: Relay team races. Running reactions & speed. Demonstrate a ready active position. Start and accelerate quickly into full flight running following a stimulus from a variety of static positions i.e. standing, laying down on front, laying down on back kneeling etc</p>
Year 2	Dance	Fundamental Movement Skills (Throwing and Catching)	Gymnastics	Attacking and defending (Football)	Sending and Striking (Tennis)	Athletics
	<p>Knowledge</p> <p>Skill</p> <p>Skill Activity</p>	<p>Knowledge: Children understand that they need their feet in a balanced position feet comfortably spaced, eyes focused on the ball, arms bends to receive the oncoming ball, fingers relaxed and spread, bend the arms at the elbow to cushion the ball during the catch.</p> <p>Skill Participate in simple team games developing simple tactics for attacking and defending.</p> <p>Skill Activity: Throwing and catching Copycats Activity (variety of throwing styles so that your partner</p>	<p>Knowledge: Children understand that weight must be distributed and large limbs must be controlled to retain control of your body when performing movements such as mounting, balancing, jumping and landing.</p> <p>Skill Demonstrates a sequence of linked balances creating a variety of body shapes</p> <p>Skill Activity: (Stretch jump and land from a 60cm table) Bunny hop onto a bench with knees and feet together. Show controlled travel along a bench</p>	<p>Knowledge: Children understand that they need to gauge power control and accuracy when passing over different distances with both feet and that concentration on a natural, flowing action when striking a ball needs to be developed.</p> <p>Skill Confidently send or receive an object with control and accuracy.</p> <p>Skill Activity: (Coconut Shy) Working with a partner and a target cone. Try to knock over</p>	<p>Knowledge: Children recognise that success of using a single-handed strike with a racquet on a ball comes through a rhythmical, co-ordinated consistent contact that directs a ball with control toward a target</p> <p>Skill Play simple games, understanding rules and developing basic tactics to score points or achieve goals.</p> <p>Skill Activity (Bounce Hit Catch) One child throws the tennis ball underarm. The ball should bounce once before the child strikes it back using the forehand stroke back to the thrower to catch. Child stands with balanced feet apart ready to receive, eyes focus on the ball, striking hand moves back, weight transfers forward by</p>	<p>Knowledge: Children understand that developing a ready active and acceleration technique will help cover short distances faster</p> <p>Skill Use appropriate vocabulary to comment on performance and opportunities for improvement</p> <p>Skill Activity: (On the B of Bang) short sprint races (10m) with a small group responding rapidly to a stimulus. Take up a ready active position, staggered</p>

		can catch) Working with a partner throw a large ball to your partner in different ways, e.g. throw above the head, throw low to the knees, throw to waist height, bounce throw.	with arms out straight for balance. Stop. Bend at the knees, swing the arms up. Extend the arms straight up into the air and keep the body in line with arms through the jump. Land softly with bent knees, arms together, level and out straight.	the cone with the ball which is placed between the two children. Eyes focused on the ball, step into the correct position with the non-kicking foot beside the ball, gauge the back swing needed to move the ball to the target, ball is contacted on the inside of the foot, maintain balance through the motion with a good extension in the follow through in the direction of the target.	stepping into the swing with the opposite foot to the striking hand, side-on hitting position, racquet above the wrist, wrist firm, rotate the hips follow through is in the intended direction of the ball.	feet, lowered centre of gravity. Strongest foot on the line, rear foot about shoulder width behind. Opposite arm to leg. Drive off as soon as the stimulus is heard bring the opposite arm and leg through and drive the feet down and back drive the arms lean into the direction of the run.
	Team Games (Netball)	Team Games (Hockey)	Dance	Gymnastics - Team Games (Dodgeball/ Benchball/ Handball)	Swimming - Attacking and Defending (Football) Swimming	Athletics
Year 3	<p>Knowledge – Use a range of techniques can be used to throw, run and jump with increasing accuracy and competence. E.g., an overarm throw is useful for throwing over longer distances.</p> <p>Skills - Demonstrate a range of throwing, running and jumping techniques starting with in isolation then combination. Bounce, chest and overhead throw. Jump in the air, land and pivot whilst catching the ball.</p> <p>Skill Activity: 'Boom!' Children move around the netball court in a variety of</p>	<p>Knowledge – Different techniques are used when passing, travelling with, or striking the ball.</p> <p>Skill – Within an area be able to pass the ball (push pass) to another teammate. Dribble with the ball around an open area, progression to dribbling around obstacles. Striking the ball with a hit/ drive taking a backswing and hitting the ball with the stick for longer passes or shots on goal. Striking the ball with a sweep, sweeping the hockey stick along the floor for longer passes or shots of goal.</p> <p>Skill Activity: Gates and Witches Hats; arrange pairs of cones one stride apart for the children to control a ball through as the dribble around an appropriate space. Introduce witch's hats cones for children to</p>	<p>Knowledge Skill</p>	<p>Knowledge – Developing a range of techniques to throw, run and jump with more accuracy. E.g., to throw over longer distances stand sideways and bring arm back behind your head.</p> <p>Skill – Demonstrate a range of throwing, running and jumping techniques in isolation and combination with improving accuracy and competence.</p> <p>Skill Activity: Coconut Shy activity. Children attempt to knock witches hats cones from benches and gym, tables using a variety of throwing styles</p> <p>Knowledge – Competing means trying to win or achieve</p>	<p>Knowledge – Understand the mechanics of a range of different strokes to be able to swim a distance of at least 25m. Know the importance of water safety and know techniques to perform a safe self-rescue in different water situations.</p> <p>Skill – Swim competently over a distance of at least 25m. Use a range of strokes effectively (e.g. freestyle, backstroke and breaststroke). Perform a safe self-rescue in different water-based situations.</p> <p>Football</p> <p>Knowledge- To know different techniques for passing the ball, using the inside, sole and outside of the foot. Striking the ball for longer passes and taking a shot on goal requires more power and using a different part of the foot to strike the ball with.</p> <p>Skill - With increasing accuracy, control and co-ordination be able to pass and strike the ball to another team member.</p>	<p>Knowledge – There are a range of different running techniques that can we used for different sporting scenarios. E.g., sprinting is used for short sharp bursts of speed.</p> <p>Skills – To be able to explain how their a 'personal best' can be improved over time and set goals in which they are able to achieve it.</p> <p>Skill Activity. Consistent pace management. The children have a cone which has their name written on it. They run a measured distance in time (e.g. 30 secs) on the whistle they place the cone down at the</p>

ways e.g. sprint, run, jog, jog on the spot etc Teacher shouts 'Boom!' Children execute a jump and land keeping the feet still on landing. Activity progresses to jump on either foot and introduce the pivot movement

Knowledge – Understand competing means trying to win or achieve something that others are also trying to achieve (e.g., scoring a goal). To compete effectively as a team you need to listen, share ideas and encourage each other.

Skills – To take part in a competitive game of Netball, communicating with other and using basic tactics as a team.

Skill Activity: Defence v Attack 5 v 2 5 'attackers' work as a team to try to score a goal by creating passing angles and improve passing and decision making. The two defenders work as a team to try to stop the attackers scoring.

develop controlling the ball around a circle

Knowledge – Understand competing means trying to win or achieve something that others are also trying to achieve (e.g., scoring a goal). To compete effectively as a team you need to listen, share ideas and encourage each other.

Skills – To take part in a competitive game of Hockey, communicating with others and using basic tactics as a team.

Skill Activity: Team Shooting Relay: The children are put into small groups with the objective of dribbling a ball through a gate then moving into a position to take a shot an unguarded small goal.

Knowledge - Spending time practising a technique can lead to improvements. Improvements can be described using vocabulary such as: challenge, technique, power and speed.

Skills – Identify areas for improvement and make suggestions about how to improve performance using appropriate vocabulary.

Skill Activity: Athlete of the Week feedback sessions at the end of each lesson.

something that others are also trying to achieve (e.g., such as scoring a goal). To compete effectively involves listening to others, sharing ideas encouraging others and using appropriate tactics.

Skills - Compete in competitive games or dodgeball, benchball and handball within a team and be able to communicate with others using a range of basic tactics.

Gymnastics

Knowledge- Gymnastics sequences can include balances, different ways of travelling and can be performed at different speeds and levels. Different levels can be created using the body and/or apparatus.

Skills- Children will be able to copy a gymnastics sequence using different balances, ways of travelling and performing and different speeds and levels. Explore different sequences and finally create their own gymnastics sequence.

Skill Activity

Develop a sequence with a balance beam walk, a drop and land sequence including a stretch jump and a 'soft ankles' landing which will lead into a forward roll and a rock to stand,

Skill Activity

Rebound activity. Working individually with a football, use the inside of the foot to play a firm pass against a bench, follow the path of the ball, get into line and adopt a body position to receive the rebound pass and control the ball to make the pass again.

30 sec point. Return to the start and, after a short rest, run the same timed distance again. Can they reach the cone again.

	Team Games (Take Six Mini – Basketball)	Team Games (Netball)	Gymnastics	Dance	TAG Rugby – Sending and Striking (Rounders)	Sending and Striking (Tennis) Athletics
Year 4	<p>Knowledge Controlling a ball with open hands and the tips of the finger while moving around a space then confidently sending an object such as a basketball with an accurate, controlled pass so that the receiver can catch or grasp the ball.</p> <p>Skill Understand the benefit of keeping your hand on top of the basketball combined with using your fingers tips to bounce the ball and staying low with bent knees. Keep</p>	<p>Knowledge Understand the variety of effective, accurate passing can aid a team who are working together toward a shared goal.</p> <p>Skill Competitive games involve precision passing to a teammate which is demonstrated by a teammate not having to adjust position to receive a thrown pass that is intended for them.</p> <p>Activity Skill: Netball Rondo. Using one third of a netball court. 4 children standing around the perimeter of the court (one on each line) combine with 3 teammates inside the third of the court and attempt to use a range of</p>	<p>Knowledge Understand that gymnastic sequences are more fluid and have smoother links between the elements and movements while incorporating changes of speed and direction.</p> <p>Skill Demonstrate a gymnastics sequence with a variety of two or more body shapes and movements or linked balances either on a floor or from height using apparatus such as benches or tables</p> <p>Activity Skill: Develop a floor routine with a partner involving a</p>	<p>Knowledge Skill</p>	<p>Knowledge Starting to understand that control and coordination of the body is important when looking to employ tactics such as passing a rugby ball to a teammate who is in an advantageous position</p> <p>Skill Realise that concentration is required to give good accurate pass and not just 'unload' a pass in a panic.</p> <p>Activity Skill: Passing in pairs (see-saw) drill</p> <p>Knowledge Striking a ball and running to a specific area helps a team in reaching a collective goal. Retrieving and returning a ball prevents the opposition from reaching that goal.</p>	<p>Knowledge Know that a competitive game played with a partner requires the development of effective tactics either individually or as part of a team</p> <p>Skill Know that a tactic helps a team to achieve an objective and that team members work together towards shared goals . Communication supports a team to begin to deploy effective tactics</p> <p>Skill Activity: Throwing and volleying game. Partner work.</p>

<p>your head up as much as you can. Skill Activity: Build them up and knock them down. Two teams with individual objectives attempt to right or knock down witch's hat cones while continually dribbling a basketball.</p>	<p>passes to keep the ball away from 2 opponents</p>	<p>present, a forward roll, a pike, a jump half turn an arabesque, a shoulder stand, a cartwheel and a rock to stand</p>		<p>Skill When batting grip the bat is if shaking hands with it hold it firmly with a relaxed shoulder. The ball is not always delivered to an ideal position so understand that the swings needs to be adapted accordingly. Activity Skill: Hand as a bat drill. 3 children work together 1 as a bowler, 1 as a batter, 1 as a back stop. The bowler bowls underarm the batter uses their hand (open palm) and replicates the movement of a swing with a rounders bat in an attempt to hit the ball. After 3 attempts the children swap roles.</p>	<p>The thrower throws underarm at a partner's racket. Volleyer attempts to volley the ball back to the thrower. Thrower must be ready to receive and catch the ball. Knowledge A range of techniques can be used to throw, run, and jump with increasing accuracy and competence. Skill Demonstrate a broader range of throwing, running, and jumping techniques, in isolation or combination, with improving accuracy and competence Skill Activity Sprint Hurdling against opponents. Set into a ready active position then accelerate through the initial drive phase into full flight running then negotiate a series of hurdles with an efficient hurdling technique. Return to full flight running before decelerating after the finish line.</p>
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	Team Games (Netball)	Team Games (Hockey)	Circuit Training Team Games (Dodgeball)	TAG Rugby	Dance	Athletics
Year 5	<p>Knowledge A range of rules and tactics are used in competitive games. Competitive games have rules for conduct, scoring, positioning, the number of players and equipment. Competitive games have tactics specific to the sport. Coordination is when the</p>	<p>Knowledge Striking, fielding and racket skills are used when playing different sports, such as tennis, rounders, and cricket. All of these are required to enable a player to score points. Skill Apply a variety of rules and tactics to play competitive team games with some skill, coordination, and control. Skill Activity Reverse stick dribble and pass. Two groups of children face each other 20 metres</p>	<p>Knowledge Power is the amount of force a muscle creates against a resistance Skill Understand how power and stamina are developed and how this improves performance. Skill Activity. Perform an effective triceps dip or an</p>	<p>Knowledge Competitive games have rules for conduct, scoring, positioning, the number of players and equipment. Competitive games have tactics specific to the sport. Skill Apply a variety of rules and tactics to play</p>	<p>Knowledge Skill Skill Activity</p>	<p>Knowledge Power and stamina are developed over time by carrying out regular exercise, which strengthens muscles, increases fitness and can improve skills and techniques. Skill Demonstrate a high level of control, speed,</p>

	<p>parts of the body work together effectively. Control is being able to direct the body to perform precise movements.</p> <p>Skill Precision can be demonstrated when receiving a ball by a player moving position or changing height to catch a ball that is intended for them.</p> <p>Skill Activity Verbal Response Test Working in pairs. Child A and Child B stand 5 metres apart. A passes in the ball in a number of directions up, down, left, right. Simultaneously calling the direction of the pass. B responds by turning quickly and catching the ball.</p>	<p>apart. The child at the front of the group one dribble their hockey ball towards two rows of cones a metre apart and must deploy a reverse stick method to negotiate through the slalom before passing the ball accurately to the first person at the front of the queue opposite.</p> <p>Knowledge Competitive games have rules for conduct, scoring, positioning, the number of players and equipment.</p> <p>Skill Use ball skills confidently and with some precision in a wide variety of competitive games.</p> <p>Skill Activity. Coconut Shy. Two teams of children stand either side of a row of gym tables and benches and deploy overarm throwing skills in attempt to knock more witches hat cones off the tables and benches than their opponents.</p>	<p>competitive team games with some skill, coordination, and control.</p> <p>Skill Activity Tag! The children split into groups of 3 (2 attackers v 1 defender) All 3 children wear tag belts. The 2 attackers start with a ball 10m away from the defender. The objective is to pass or run from the start line to a try line and score a try while passing the ball between them. The defender needs to try to stop them by snatching a tag from the belt of a ball carrier and shouting TAG!</p>		<p>strength and stamina when running, jumping and throwing, in isolation and combination, and suggest ways to improve performance.</p> <p>Skill Activity Hurdling technique. Can the children identify their dominant 'lead' leg? Five hurdles are place in a lane 5 metres apart. Can then children achieve full flight running before the first hurdle, then find a consistent rhythm of strides between each hurdle to lead with the dominant leg over each hurdle replicating a smooth and efficient hurdling technique</p>	
Year 6	Team Games (Netball)	Multi-Sports (Indoor Sports Hall)	Team Games (Dodgeball, Handball, Benchball)	Team Games (Hockey) (OAA Orienteering)	Sending and Striking (Rounders/ Cricket)	Dance
	<p>Knowledge Performance can be improved by developing observation skills. For example, watching good practice and then noticing and discussing similarities and differences between people's performances is a tool to support improvement</p> <p>Skill Develop and refine strategies and tactics for attacking and defending</p>	<p>Knowledge Control, speed, strength and stamina are skills that can be developed over time through practice and training. By working on these skills, performance in running, jumping and throwing should improve.</p> <p>Skill PE data should show improvement over time. Training improves endurance, strength and stamina. Practice refines skills, techniques and tactics. Sometimes, data may indicate no improvement, and this can be due to specific factors, such as illness or injury, which have affected the outcome.</p> <p>Skill Activity using a 'reversa' board to effect an efficient, controlled turn as part of a team in a relay</p>	<p>Knowledge Competing means trying to win or achieve something that others are also trying to achieve. Therefore, competing effectively as a team involves listening to others, sharing personal ideas, encouraging each other and using appropriate tactics.</p>	<p>Knowledge Competitive games require the use of different attack and defence tactics.</p> <p>Skill Attack and defence tactics can be developed and refined in several ways, such as through practice and coaching, watching competitive games being played by others, asking questions and listening to feedback.</p> <p>Skill Activity</p> <p>Knowledge When engaged in outdoor and adventurous</p>	<p>Knowledge When engaged in a competitive game that involves sending and receiving a ball, there are some fundamental ball skills and some that are specific to the game. Precision can be demonstrated when sending the ball if it reaches the intended player or target.</p> <p>Skill Use striking, fielding and racket skills confidently and consistently.</p> <p>Skill Activity Developing an effective swing and an accurate bowling action. Working in a group of three. One bowler, one batter and a fielder.</p>	<p>Knowledge</p> <p>Skill</p> <p>Skill Activity</p>

<p>during competitive team games.</p> <p>Skill Activity 3 v 3 defence v attack. GK,GD,C v GS,GA,C. What strategies can both defence unit and the attacking unit deploy in an attempt to prevent or score a goal</p>	<p>race. Approach the board and decelerate in a controlled manner, adopt a controlled turn planting the lead leg around halfway up the board, effect a strong push with the dominant leg turning in a low body position, keep control of the body and accelerate up to full flight running</p>	<p>Skill Use ball skills confidently and with some precision in a wide variety of competitive games</p> <p>Skill Activity</p> <p>Piggy in the middle. Can you effect an accurate over arm throw, over a marked teammate, so that the teammate can catch the ball and return to the game. What strategies can each individual in the drill deploy to be effective.</p>	<p>activities, a range of problem-solving and resilience skills can be employed to help complete a task effectively, such as sharing ideas with others and asking questions.</p> <p>Skill Use and apply strategies for solving problems, listening to others and being a good team player when engaged in outdoor or adventurous activities.</p> <p>Skill Activity</p>		
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