PE

Significant people **Aspire London will:** • Develop pupils' knowledge and understanding of the world and people, past and present, who shape it • Provide identifiable role models to raise ambition and aspiration
Community **Aspire London will:** • Immerse the children in the historically rich and diverse nature of London • Give pupils an understanding of the positive impact of migration and a cultural appreciation of our community
Equality & Justice **Aspire London will:** • Empower pupils to be advocates who address issues of prejudice and discrimination • Ensure pupils value fairness and resolve differences through positive discussion
Environmental Responsibility **Aspire London will:** • Educate children of the need to protect God's planet from environmental damage • Create eco- friendly citizens who are aware of the impact of their individual actions and those of the wider world.

Gymnastics	Knowledge	Skills	Vocabulary
EYFS	• To know how to share resources and take turns • To know how to work collaboratively and share ideas • To know how to negotiate space and obstacles safely with consideration for themselves and others	• strength • balance • co-ordination • agility	• balance • jump • roll • hop • skip

Gymnastics Year 1	Knowledge	Skills	Vocabulary
Autumn Half Term 1	• To know how the body feels before, during and after exercise. • To know how to carry and place equipment safely. • To know how to apply fundamental movement skills in agility, balance and co-ordination.	**Equipment**: • Move themselves and equipment safely • Carry mats and benches safely. **Rolls**: • Log roll (controlled) • Curled side roll/egg roll (controlled) • Teddy bear roll (controlled) **Jumps**: • Straight jump • Tuck jump • Jumping jack **Handstands/Cartwheels & Round Offs**: • Bunny Hop **Shapes and Balances**: • Standing balances • Kneeling balances **Travelling and Linking Actions:** • Tiptoe, step, jump and hop	• Log roll • Curled side roll • Teddy bear roll • Straight • Tuck • Jump • Balance • Tiptoe • Bunny Hop • Apparatus • Heart rate • Sweat • Breathing
Spring Half Term 1	• To know how to apply fundamental movement skills, becoming increasingly competent and confident in agility, balance and co-ordination, individually and with others.	**Jumps**: • Half turn jump • Cat spring **Travelling and Linking Actions**: • Hopscotch • Skipping • Galloping	• Half turn • Cat spring • Hopscotch • Skip • Gallop • Link

Summer Half Term 1	• To know how to apply and link 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.	**Vault**: • Straight jump off springboard **Handstands/Cartwheels & Round Offs**: • Static front support wheelbarrow with partner **Shapes and Balances**: • Pike, tuck, star, straight, straddle shapes	• Springboard • Wheelbarrow • Pike • Star • Straddle

Gymnastics Year 2	Knowledge	Skills	Vocabulary
Autumn Half Term 1	• To recognise and describe how the body feels during and after different physical activities. • To know how physical activity helps them to stay healthy • To know how to climb onto and jump off the equipment safely. • To travel in a variety of ways, including rolling. • To copy, explore and remember actions and movements to create their own sequence.	**Rolls**: • Rocking for forward roll • Crouched forward roll **Jumps**: • Cat spring to straddle **Vault**: • Hurdle step onto springboard • Straight jump off springboard **Handstands, Cartwheels & Round Offs** • T-lever • Scissor Kick **Travelling and Linking Actions** • Straight jump half turn	• Forward roll • Rocking • Crouching • Hurdle step • T-lever • Scissor kick
Spring Half Term 1	• To know how to hold a still shape whilst balancing on different points of the body • To know how to link actions to make a sequence • To know how to move with increasing control and care.	**Shapes and Balances** • Large body part balances • Balances on apparatus • Balances with a partner	
Summer Half Term 1	• To know how to link actions to make a sequence, individually and with others. • To know how to compose a co-ordinated sequence • To know how to make improvements to movements	**Vault**: • Tuck jump off springboard **Shapes and Balances** • Front and back support	• Front support • Back support

Gymnastics Year 3	Knowledge	Skills	Vocabulary
Autumn Half Term 1	• To know why it is important to warm up and cool down • To know the importance of strength and flexibility for physical activity • To know how to use turns whilst travelling in a variety of ways. • To know how to use a range of jumps in their sequences.	**Rolls**: • Crouched forward roll • Forward roll from standing • Tucked backward roll **Jumps**: • Star jump • Straddle jump • Pike jump • Straight jump half-turn • Cat leap	•Cat leap
Spring Term Half 1	• To know how to use equipment to vault • To know how to link combinations of actions with increasing confidence, including changes of direction, speed or level.	**Vault**: • Squat on vault • Pike jump off • Star jump off • Tuck jump off • Straddle jump off **Handstands, Cartwheels & Round Offs** • Handstand • Lunge into handstand • Cartwheel **Travelling and Linking Actions**: • Chassis steps • Cat leap	•Squat •Lunge •Handstand •Cartwheel •Chassis steps •Cat leap

Summer Half Term 1	• To know how to create interesting body shapes while holding balances with control and confidence.	**Shapes and Balances** • Large and small body part balances including standing and kneeling balances • Matching and contrasting partner balances **Compete/Perform** • Compete against self and others in a controlled manner.	• Matching • Contrasting

Gymnastics Year 4	Knowledge	Skills	Vocabulary
Autumn Half Term 1	• To know how the body reacts at different times and how this affects performance. • To know why exercise is good for your health • To know some reasons for warming up and cooling down • To know how to use an increasing range of actions, directions and levels in their sequences. • To know how to change direction, speed and level during a performance • To know how to use equipment to vault in a variety of ways. • To begin to develop good technique when travelling, balancing and using equipment	**Rolls** • Forward roll from standing • Straddle forward roll • Tucked backward roll • Backward roll to straddle **Jumps** • Straight jump full term • Cat leap half-turn **Vault** • Straddle on vault **Handstands, Cartwheels & Round-Offs** • Lunge into cartwheel **Travelling and linking actions** • Straight jump full-turn • Cat leap half-turn • Pivot	• Full turn • Pivot
Summer Half Term 1	• To know how to carry out balances, to recognise the position of their centre of gravity and how this affects their balance • To know how to move with clarity, fluency and expression. • To know how to create a sequence of actions to that fit a theme • To know how to develop strength, technique and flexibility throughout performances	**Shapes and balances** • 1,2,3 and 4 point balances • Balances with and against a partner **Compete/Perform** • Perform and create sequences with fluency and expression • Perform and apply skills and techniques with control and accuracy.	• Point balance • Sequences • Fluency • Expression • Accuracy • Strength • Technique • Flexibility

Gymnastics Year 5	Knowledge	Skills	Vocabulary
Autumn Half Term 1	• To understand the reasons for warming up and cooling down • To know how to explain some safety principles when preparing for and during exercise • To know how to confidently use equipment to vault in a variety of ways.	**Rolls** • Pike forward roll **Jumps** • Stag jump • Split leap **Vault** • Squat through vault **Handstands, Cartwheels and Round Offs** • Lunge into round off	• Stag jump • Split leap
Spring Half Term 1	• To know how to 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. • To know how to perform jumps, shapes and balances fluently and with control • To know how to select ideas to compose specific sequences of movements, shapes and balances.	**Shapes and balances** • Part body weight partner balances	• Part body weight
Summer Half Term 1	• To know how to adapt their sequences to fit new criteria or suggestions • To know how to apply skills and techniques consistently • To know how to combine equipment with movement to create sequences	**Compete/Perform** • Perform own longer, more complex sequences in time to music • Consistently perform and apply skills and techniques with accuracy and control	

Gymnastics Year 6	Knowledge	Skills	Vocabulary
Autumn Half Term 1	• To know the importance of warming up and cooling down • To know how to carry out warm ups and cool downs safely and effectively • To know why exercise is good for health, fitness and wellbeing • To know ways to become healthier • To know how to confidently use equipment to vault and incorporate this into sequences • To know how to create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching.	**Rolls** • Dive forward roll • Backward roll to standing pike • Pike backward roll **Jumps** • Cat leap full-turn • Stag leap **Vault** • Straddle over vault **Handstands, Cartwheels & Round Offs** • Hurdle step • Hurdle step into cartwheel • Hurdle step into round off • Begin to record their peers' performances and evaluate these.	• Standing pike • Stag leap • Group formation
Spring Half Term 1	• To know how to apply skills and techniques consistently showing precision and control. • To know how to demonstrate precise and controlled placement of body parts in their actions, shapes and balances	**Shapes and balances** • Develop technique, control and complexity of part weight partner balances • Group formations	
Summer Half Term 1	• To know how to develop strength, technique and flexibility throughout performances.	**Compete/Perform** • Link actions to create a complex sequence using a full range of movement that showcases different agilities, in time to music • Perform and apply a variety of skills and techniques confidently, consistently and with precision	

Dance	Knowledge	Skills	Vocabulary
EYFS	• To know how to combine different movements with ease and fluency • To know how to use dance to express their ideas and feelings • To know how to talk about dance, expressing their feelings and responses	• strength • balance • co-ordination • agility	• movement • ideas • feelings

Dance Year 1	Knowledge	Skills	Vocabulary
Autumn Half Term 2	• To know how the body feels before, during and after exercise. • To know how to carry and place equipment safely. • To know how to copy and repeat actions.	**Dance Skills:** • Vary the speed of their actions. • Use simple choreography – e.g. mirroring, unison, canon. • Begin to improvise independently to create a simple dance.	• Speed • Actions • Movement • Mirroring • Canon • Unison • Improvise
Spring Half Term 2	• To know how to put a sequence of actions together to create a motif (movement idea that is repeated and developed).	**Compete/Perform**: • Perform using a range of actions and body parts with some coordination. • Begin to perform learnt skills with some control.	• Coordination • Control • Perform
Summer Half Term 2	• To know how to describe a performance. • To know how to improve on a performance based on suggestions and observations.	**Evaluate**: • Watch and describe performances. • Begin to say how they could improve.	• Describe • Watch • improve

Dance Year 2	Knowledge	Skills	Vocabulary
Autumn Half Term 2	• To recognise and describe how the body feels during and after different physical activities.	**Dance Skills:** • Create a short motif inspired by a stimulus. • Change the speed and level of their actions. • Use different transitions within a dance motif. • Move in time to music. • Improve the timing of their actions.	• Level • Stimulus • Transitions • Move • Music • timings
Spring Half Term 2	• To know how physical activity helps them to stay healthy.	**Compete/Perform:** • Perform sequences of their own composition with coordination. • Perform learnt skills with increasing control. • Compete against self and others.	• Composition
Summer Half Term 2	• To know how to copy, remember and repeat actions.	**Evaluate**: • Use what they see to improve their own performance. • Talk about the differences between their work and that of others.	• differences

Dance Year 3	Knowledge	Skills	Vocabulary
Autumn Half Term 2	• To know why it is important to warm up and cool down	**Dance Skills:** • Begin to improvise with a partner to create a simple dance. • 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.	• Warm up • Cool down • Improvise • Compare • Adapt • Dance vocabulary • Awareness • Rhythm • expression
Spring Half Term 2	• To know the importance of strength and flexibility for physical activity.	**Compete/Perform**: • Develop the quality of actions in their performances. • Perform learnt skills and techniques with control and confidence. • Compete against self and others in a controlled manner.	• Quality • Performance • Techniques • Control • Confidence • compete
Summer Half Term 2	• To know how to compare and adapt movements and motifs from different stimuli.	**Evaluate**: • Watch, describe and evaluate the effectiveness of a performance. • Describe how their performance has improved over time.	• Effectiveness • stimuli

Dance Year 4	Knowledge	Skills	Vocabulary
Spring Half Term 2	• To know how the body reacts at different times and how this affects performance. • To know some reasons for warming up and cooling down. • To know why exercise is good for your health.	**Dance Skills:** • To 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. **Compete/Perform:** • Perform and create sequences with fluency and expression. • Perform and apply skills and techniques with control and accuracy. **Evaluate:** • Give ideas for improvements. • Modify their use of skills or techniques to achieve a better result.	• Movement patterns • Dance style • Dance sequence • Precision • Dynamics • Rhythm • Spatial awareness • Self-evaluation • Dance vocabulary • Techniques • Accuracy • Improvements • results

Dance Year 5	Knowledge	Skills	Vocabulary
Autumn Half Term 2	• To know some safety principles when preparing for and during exercise.	**Dance Skills:** • Develop an awareness of their use of space. • Compose individual, partner and group dances that reflect the chosen dance style. • 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 the sequence as a result of self and peer evaluation. • Use more complex dance vocabulary to compare and improve work.	• Imagination • Creativity • Devise • Response • Smooth transitions • Fluency • Modify • Peer evaluation • complex
Spring Half Term 2	• To know how to change pace and timing in their movements.	**Compete/Perform**: • Perform own longer, more complex sequences in time to music. • Consistently perform and apply skills and techniques with accuracy and control.	• Time • consistent
Summer Half Term 2	• To know how to use criteria to evaluate own and others' performance. • To know why they have used particular skills or techniques, and the effect they have had on their performance.	**Evaluation**: • Choose criteria to evaluate own and others' performances.	• Criteria • effect

Dance Year 6	Knowledge	Skills	Vocabulary
Autumn Half Term 2	• To know how to carry out warm-ups and cool-downs safely and effectively. • To know why exercise is good for health, fitness and wellbeing. • To know ways they can become healthier.	**Dance Skills**: • 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. • Move rhythmically and accurately in dance sequences. • Dance with fluency and control, linking all movements and ensuring that transitions flow.	• Fitness • Wellbeing • Dramatic expression • Range • Strong • Flexibility • Travelling • Linking • flow
Spring Half Term 2	• To know how to link actions to create a complex sequence using a full range of movement.	**Compete/Perform**: • Perform and apply a variety of skills and techniques confidently, consistently and with precision.	• Apply • variety
Summer Half Term 2	• To know how to evaluate their own and others' work and suggest appropriate improvements.	**Evaluate:** • Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.	• Thorough • appropriate

Games / Athletics	Knowledge	Skills	Vocabulary
EYFS	• To know how to use strength, balance and co-ordination when playing games • To know how to move energetically in different ways	• Rolling • Running • Crawling • Hopping • Walking • Skipping • Jumping • Climbing • Throwing • Catching	• Energy • Strength • Balance • Coordination • Roll • Run • Crawl • Hop • Walk • Skip • Jump • Climb • Direction • Throw • Catch

Games Year 1	Knowledge	Skills	Vocabulary
Autumn Term	• To know how to describe how the body feels during and after exercise. • To know how to carry and place equipment safely • To know why it is important to dress appropriately for physical activity. • To know how to use hitting skills in a game • To know how to perform basic striking, sending and receiving skills. • To know how to throw underarm and overarm • To know how to catch and bounce a ball • To know how to use rolling skills in a game.	**Striking And Hitting A Ball** • Hit a ball along the ground with a bat • Hit a ball into the air with a bat • Hit a ball towards a target or partner • Balance a ball on a bat whilst standing or moving **Throwing And Catching A Ball** • Throw a ball overarm • Throw a ball underarm • Roll a ball towards a target or partner • Throw and catch a ball individually • Bounce and catch a ball individually	• Striking • Rolling • Target • Balance • Throwing • Underarm • Overarm • Bounce • Catching
Spring Term	• To know how to travel with a ball • To know how to pass the ball to another player in a game • To know how to use kicking skills in a game • To know how to use different ways of travelling in different directions or pathways • To know how to use space in a game. • To begin to know the terms and basic skills of attacking and defending.	**Travelling With A Ball** • Travel with a ball in different ways e.g dribbling with feet/ hands, balancing a ball while travelling, throwing catching while travelling. • Travel with a ball in different direction e.g side to side, forwards and backwards, with control and fluency. **Passing A Ball** • Pass a ball using hands or feet • Kick a ball with inside foot, outside foot, toe **Using Space**	• Travelling • Dribbling • Defend • Attack • Space • Direction • Pass • Accurate • Dodging • Control • Rules • Competition

	• To know how to follow and understand the importance of rules to play games including team games.	• Run at different speeds in different directions and pathways (e.g. looking for space rather than following the ball) **Attacking And Defending** • Use simple defensive skills to mark a player or defend a space • Use simple attacking skills such as dodging to get past a defender. **Tactics And Rules** • Play simple games and follow the rules **Compete/Perform** • Perform learnt skills with a competitive element, either personal or team. e.g throw and catch in a minute, relay game	

Games Year 2	Knowledge	Skills	Vocabulary
Autumn Term	• To know how to recognise and describe how the body feels during and after different physical activities • To know how to explain what they need to stay healthy. • To know how to play striking and fielding games • To know how to use throwing and catching skills in a game • To know when to use different types of throw • To know how to use kicking and dribbling skills in a game.	**Striking And Hitting A Ball** • Strike a ball with increasing control • Position the body to strike a ball **Throwing And Catching A Ball** • Throw different types of balls in different ways for accuracy and distance • Throw, catch and bounce different balls individually and with a partner • Throw a ball for distance • Use hand-eye co-ordination to control a ball • To use various different types of throw.	• Position • Quoit • Javelin • Hand-eye • Co-ordination • Control
Spring Term	• To know how to pass a ball in different ways in a game • To know how to use the best space in a game. • To know how to use at least one technique to attack or defend successfully in a game. • To know how to improve performance based on self evaluation and evaluation of others.	**Travelling With A Ball** • Bounce a ball whilst moving • Kick a ball whilst moving **Using Space** • Change speed and direction whilst running **Compete/Perform** • Perform learnt skills with increasing control • Compete against self and others **Evaluate** • 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	

Games Year 3	Knowledge	Skills	Vocabulary
Autumn Half Term 1: Basketball **Autumn Half Term 2: Football** **Spring Half Term 1: Hockey** **Spring Half Term 2: Tennis**	• To know how to recognise and describe the effects of exercise on the body. • To know the importance of strength and flexibility for physical activity • To know why it is important to warm up and cool down. • To know the correct technique for catching and throwing a ball • To know a range of catching and gathering skills • To know how to move the ball in a variety of ways with some control • To know two different ways of moving with a ball in a game. • To know how to pass the ball in a variety of ways • To know how to keep and win back possession of the ball • To know how to find a useful space and get into it to support teammates. • To know the basic principles of invasion games. • To know how to develop the quality of actions in their performances.	**Striking And Hitting A Ball (Tennis/Hockey)** • Use a racquet or stick to hit a ball with accuracy and control. • Develop a range of skills for hitting a ball with forehand e.g groundstroke/volley • Use hand-eye co-ordination to hit a moving or stationary ball. • Build a rally with a partner • Accurately serve underarm • Use the correct stroke for hitting a ball in a game. **Throwing And Catching A Ball (Basketball/Tennis)** • Throw and catch with greater control and accuracy • Use correct techniques for catching and gathering a ball and use it in a game • Throw the ball in different ways e.g high/low/fast/slow. • Throw the ball accurately to hit • Throw the ball accurately for a partner to hit **Travelling With A Ball (Basketball, Football, Hockey)** • Move the ball in a variety of ways with some control **Passing A Ball (Basketball, Football, Hockey)**	• Forehand • Backhand • Stroke • Gathering • Chest pass • Bounce pass • Shoulder pass • Overhead pass • Push pass • Drive pass • Short pass • Long pass • Serve

		• Use different basketball passes e.g chest pass, shoulder pass, bounce pass • Use different football passes e.g short/long, through pass • Use different hockey passes e.g push, drive • Pass the ball in a game situation **Possession (Basketball, Football, Hockey)** • Keep and win back possession of the ball **Attacking And Defending** • Use simple attacking and defending skills in a game. **Tactics And Rules** • Apply and follow rules fairly. • Apply the basic principles of invasion games. **Compete/Perform** • Perform learnt skills and techniques with control and confidence. • Compete against self and others in a controlled manner. • Take part in a range of games. **Evaluate** • Watch, describe and evaluate the effectiveness of a performance. • Describe how their performance has improved over time.	

Games Year 4	Knowledge	Skills	Vocabulary
Autumn Half Term 2: Tag Rugby **Spring Half Term 1: Cricket**	• To know how the body reacts at different times and how this affects performance • To know why exercise is good for your health • To know some reasons for warming up and cooling down • To know how to use different passes or shots in a game • To know how to make the best use of space to pass and receive the ball • To know how to contribute towards helping their team attack or defend.	**Striking And Hitting A Ball (Cricket)** • Use a bat to hit a ball with accuracy and control • Use at least two different shots in a game situation.e.g defensive shot, pull shot • Use hand-eye co-ordination to strike a moving ball **Throwing And Catching A Ball (Rugby/Cricket)** • Develop a safe and effective overarm bowl • Develop different ways of throwing e.g short pass/long pass **Travelling With A Ball (Tag Rugby)** • Move the ball using a range of techniques showing control and fluency e.g rolling backwards with the foot **Passing A Ball (Tag Rugby)** • Pass the ball with increasing speed, accuracy and success in a game situation **Possession (Tag Rugby)** • Contribute towards helping their team keep and win back possession of the ball **Attacking And Defending** • Use a range of attacking and defending skills and techniques in a game.	• Defensive shot • Pull shot • Overarm bowl • Tactics • Modify

		• Use fielding skills to stop a ball from travelling past them. • Use fielding skills as an individual to prevent a player from scoring. **Tactics And Rules** • Vary the tactics they use in a game. • Adapt rules to alter games. **Compete/Perform** • Take part in a range of competitive games and activities. **Evaluate** • Give ideas for improvements. • Modify their use of skills or techniques to achieve a better result.	

Games Year 5	Knowledge	Skills	Vocabulary
Autumn Half Term 1: Football **Autumn Half Term 2: Basketball** **Spring Half Term 1: Tennis** **Spring Half Term 2: Hockey**	• To know and understand the reasons for warming up and cooling down • To know how to explain some safety principles when preparing for and during exercise • To know when to apply different strokes/shots in a game • To know different ways of throwing and catching and when each is appropriate in a gamed • To know how to serve in order to start a game • To know when to pass and when to dribble in a game. • To know how to explain why they have used particular skills or techniques and the effect they have had on their performance.	**Striking And Hitting A Ball (Tennis/Hockey)** • Develop a range of skills for hitting a ball with backhand e.g groundstroke/volley • Develop an overhead serve • Use different strokes/shots when playing a game. **Throwing And Catching A Ball (Basketball/Tennis)** • Throw with accuracy for an overhead serve. • Throw and catch appropriately in a game. **Travelling With A Ball (Basketball, Football, Hockey)** • Use a variety of ways to dribble in a game with success • Use ball skills in various ways and begin to link together **Passing A Ball (Basketball, Football, Hockey)** • Pass a ball using different types of pass as appropriate with speed and accuracy in a game **Possession (Basketball, Football, Hockey)** • Keep and win back possession of the ball in at team game **Using Space** • Demonstrate an increasing awareness of space	• Backhand • Overhead serve • Shoot • Criteria

		Attacking And Defending • Choose the best tactics for attacking and defending. • Shoot in a game. **Tactics And Rules** • Devise and adapt rules to create their own game. **Compete/Perform** • Consistently perform and apply skills and techniques with accuracy and control. • Take part in competitive games with a strong understanding of tactics and composition. **Evaluate** • Choose and use criteria to evaluate own and others' performance.	

Games Year 6	Knowledge	Skills	Vocabulary
Autumn Half Term 1: Rugby **Autumn Half Term 2: Netball** **Spring Half Term 1: Football** **Spring Half Term 2: Cricket**	• To know how to carry out warm ups and cool downs safely and effectively • To know why exercise is good for health, fitness and wellbeing • To know ways they can become healthier • To know how to choose the best pass in a game situation • To know how to link a range of skills together with fluency. • To know how to create a plan of attack and defence.	**Striking And Hitting A Ball** • Hit a bowled ball over long distances • Use good hand-eye co-ordination to be able to direct a ball when striking or hitting **Throwing And Catching A Ball** • Throw and catch a ball accurately and succesfully under pressure in a game **Travelling With A Ball** • Show confidence in using ball skills in various ways and link them together in a game situation **Passing A Ball** • Make the best pass in a game situation • Link a range of skills fluently e;g passing and receiving the ball on the move **Possession** • Keep and win back possession of the ball effectively and in a variety of ways in a team game. **Using Space** • Demonstrate a good awareness of space **Attacking And Defending**. • Work as a team to develop and use strategies to prevent the opposition from scoring. • Apply knowledge of skills for attacking and defending **Tactics And Rules**	• Co-ordination • Accuracy • Possession • Strategies • Tactics

		• Follow and create complicated rules to play a game successfully. • Communicate plans to others during a game. • Lead others during a game. **Compete/Perform** • Perform and apply a variety of skills and techniques confidently, consistently and with precision. **Evaluate** • Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.	

Games / Athletics	Knowledge	Skills	Vocabulary
EYFS	• To know how to use strength, balance and co-ordination when playing games • To know how to move energetically in different ways	• Rolling • Running • Crawling • Hopping • Walking • Skipping • Jumping • Climbing • Throwing • Catching	• Energy • Strength • Balance • Coordination • Roll • Run • Crawl • Hop • Walk • Skip • Jump • Climb • Direction • Throw • Catch

Athletics Year 1	Knowledge	Skills	Vocabulary
Summer Term	• To know how to describe how the body feels before, during and after exercise. • To know how to carry and place equipment safely. • To know how to run with different techniques, controlling speed and directional change • To know how to jump in different ways, landing safely and with control. • To know how to throw in different ways, to target a throw and adjust power.	**Running** • Vary pace and speed when running • Run with basic 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. **Jumping** • Perform and compare different types of jumps e.g 2 feet to 2 feet, 2 feet to 1 foot, 1 foot to same foot, 1 foot to opposite foot. • Perform a short jumping sequence • Jump as high as possible • Jump as far as possible • Land safely and with control **Throwing** • Throw underarm and overarm. • Throw a ball towards a target with increasing accuracy. • Improve the distance they can throw by using more power.	• Run • Jog • Posture • Balance • Pace • Control • Direction • Jump • Underarm • Overarm • Target • Power • Distance

		Compete/Perform • Begin to perform learnt skills with some control. • Engage in competitive activities and team games. **Evaluate** • Watch and describe performances and begin to say how they can improve.	

Athletics Year 2	Knowledge	Skills	Vocabulary
Summer Term	• To know how to recognise and describe how the body feels during and after different physical activities. • To know how to explain what they need to stay healthy. • To know how to select the most suitable pace and speed for distance. • To know how to choose the most appropriate jumps to cover different distances. • To know which muscles are used when performing different actions.	**Running** • Run at different paces, describing the different paces. • Use a variety of different stride lengths. • Travel at different speeds. • 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. **Jumping** • Perform and compare different types of jumps. • 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. **Throwing** • 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 techniques to achieve greater distance. **Compete/Perform** • Perform learnt skills with increasing control. • Compete against self (personal best) and others. **Evaluate** • Watch and describe performances and use what they see to improve their own performance. • Talk about the differences between their work and others.	• Pace • Stride length • Obstacle • Muscles • Personal best

Athletics Year 3	Knowledge	Skills	Vocabulary
Summer Term	• To know how to recognise and describe the effects of exercise on the body. • To know the importance of strength and flexibility for physical activity. • To know why it is important to warm up and cool down. • To know how different techniques can affect their performance. • To know how to land safely and with control.	**Running** • Identify and demonstrate how different techniques affect their performance. • Focus on their arm and leg action to improve their sprinting technique. • Begin to combine running with jumping over hurdles. • Focus on lead leg and trail leg action when running over hurdles. **Jumping** • Use one and two feet to take off and land with. • Develop an effective take off for the standing long jump. • Develop an effective flight phase for the standing long jump. **Throwing** • 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. **Compete/Perform** • Perform learnt skills and techniques with control and confidence. • Compete against self and others in a controlled manner. **Evaluate** • Watch describe and evaluate the effectiveness of a performance. • Describe how their performance has improved over time.	• Hurdle • Sprint • Lead leg • Trail leg • Standing long jump • Flight phase • Take off • Push throw • Evaluate

Athletics Year 4	Knowledge	Skills	Vocabulary
Summer Term	• To know how the body reacts at different times and how this affects performance • To know why exercise is good for your health • To know some reasons for warming up and cooling down • To know how to measure distance • To know how to evaluate and apply learning for improvement	**Running** • Confidently demonstrate an improved technique for sprinting • Carry out an effective sprint finish • Perform a relay, focusing on the baton change over technique • Speed up and slow down smoothly **Jumping** • Combine a hop, step and jump to perform the standing triple jump • Measure the distance jumped **Throwing** • Perform a pull throw • Measure distance of their throws **Compete/Perform** • Perform and apply skills and techniques with control and accuracy • Take part in a range of competitive games and activities **Evaluate** • Watch, describe and evaluate the effectiveness of performances, giving ideas for improvement • Modify the use of skills or techniques to achieve a better result	• Relay Baton • Change over • Sprint finish • Standing triple jump

Athletics Year 5	Knowledge	Skills	Vocabulary
Summer Term	• To know and understand the reasons for warming up and cooling down • To know some safety principles when preparing for and during exercise • To know why stamina is important for runners •	**Running** • Accelerate from a variety of starting positions and select their preferred position • Identify their reaction times when performing a sprint start • Continue to practise and refine their sprint technique, 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 **Jumping** • 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 • Measure the distance and height jumped with accuracy • Investigate different jumping techniques **Throwing** • Perform a fling throw • Throw a variety of implements using a range of throwing techniques	• Sprint start • Stamina • Fitness level • Reaction time • Accelerate • Starting position • Standing long jump • Standing vertical jump • Fling throw • Record • Tactics

		• Measure and record the distance of their throws **Compete/Perform** • Consistently perform and apply skills and techniques with accuracy and control • Take part in competitive games with a strong understanding of tactics and composition **Evaluate** • Choose and use criteria to evaluate own and others performance	

Athletics Year 6	Knowledge	Skills	Vocabulary
Summer Term	• To know the importance and how to carry out warm ups and cool downs safely and effectively • To know why exercise is good for health, fitness and wellbeing • To know ways they can become healthier • To know how to apply a variety of skills and techniques confidently, consistently and with precision	**Running** • Recap, practise and refine an effective sprinting technique, including reaction time. • 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 and pace for different distances and different parts of the run. • Demonstrate endurance and stamina over longer distances in order to maintain a sustained run. **Jumping** • Develop the technique for the standing vertical jump • Maintain control at each of the different stages of the triple jump • 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	• Endurance • Stride pattern • Heave throw

		• Set up and lead jumping activities including measuring the jumps with confidence and accuracy **Throwing** • Perform a heave throw • 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 **Evaluate** • Suggest thoughtful and appropriate improvements for their own and others' work	

Swimming Year 4	Knowledge	Skills	Vocabulary
Either Autumn Term and Spring Term 1 **Or** **Spring Term 2 and Summer Term**	Water Safety • To have an understanding of pool rules • To know how to enter and exit the water safely • To identify safety procedures and know when to seek help • To know the meaning of beach flags • To know the dangers of jumping into water • To know the dangers of cold water • To know how to perform safe self-rescue in different water-based situations Swimming • To know how to use floats as an aid • To know how to co-ordinate arm and leg movements • To know correct style for different strokes • To know how to co-ordinate breathing with arm and leg movements	• Float on back and front • Perform star, tuck and pencil float • Perform push and glide on front and back • Rotate from front to back • Tread water • Scull • Swim with a freestyle action • Swim using breaststroke style • Swim using backstroke style • Swim with a freestyle action and bilateral breathing • Swim competently, confidently and proficiently over at least 25 metres • Use a range of strokes effectively • Perform self-rescue in different water based situations	• Float • Freestyle • Breaststroke • Backstroke • Push and glide • Scull • Treading water • Lifeguard • Shallow • Deep • Scoop • Streamlined