

## Curriculum Drivers:

**Personal** – our world - context – society

**Originality** – oracy – adventure – risk – aspiration – creativity

**Well-being** – mental and physical – meta cognitive – learning powers

**Environment and Nature** – environment – sustainability

**Real** – Here and Now - current affairs – topical

## Physical education

Physical literacy is moving with confidence and competence in a variety of activities in multiple environments that benefit the development of the whole child

	Knowledge (EYFS)	Skills	Vocabulary
FS1	Gross Motor <ul style="list-style-type: none"> <li>To know that our body can make a variety of shapes and make some of them with developing control and strength</li> <li>To respond simply to music using parts of the body</li> <li>To identify and name a variety of movements eg skipping, hopping etc</li> <li>To move by following instructions to hop, skip etc</li> <li>To move safely by negotiating space effectively</li> <li>To begin to move confidently in large spaces building a range of ways of moving</li> <li>To build core strength so that they can balance</li> <li>To use shoulder rotation to access gross motor movements with developing control e.g. anti-clockwise circle</li> <li>To roll and trap a large ball effectively</li> <li>To begin to throw and catch a large ball with some control</li> <li>To climb using hands and feet appropriately</li> <li>To balance on equipment above the ground</li> </ul>	<ul style="list-style-type: none"> <li>I can make shapes with my body and can balance on one foot</li> <li>I can move parts of my body to music</li> <li>I can explain the movement myself or others are making eg skipping, hopping</li> <li>I can follow instructions and move in the way I have been asked</li> <li>I can find a space and move between my friends carefully and not bumping into them or furniture etc around me</li> <li>I can hold a balance on one foot and then the other</li> <li>I can sit up using core strength</li> <li>I can throw a ball etc at a target rotating my shoulder</li> <li>I can turn ribbons etc using large anti-clockwise movements</li> <li>I can roll and trap a ball with my hand and also my foot</li> <li>I can throw a large ball and catch it using a small distance</li> <li>I can climb on equipment safely and with control, one foot/hand and then the other.</li> <li>I can balance along a balance beam</li> </ul>	<p><b>Dance:</b> Move Music Movement Stop Go Space Dance Music Create Arms Legs Hands Faces Feet Shapes Listen</p> <p><b>Gymnastics:</b> Balance Foot Walk Climb Travel Move Galloping Travelling sideways Forwards Backwards Rolling Bear walking Crawling Shuffling Sliding Move Arms Legs Hands Faces Feet Shapes Listen</p> <p><b>Games:</b> Kick Ball Throw Bean bag Quiet Net Target Space Obstacles Race Run Jump Hop Skip Catch Kick Ball Bucket Hoop Climb Walk Tiptoes Roll Crawl Win</p> <p><b>General:</b> Grip Hold Marks Pinch Thumb Finger Strength, balance, speed, direction, control, aim, manipulation, spatial awareness, hand eye co-ordination, stamina, safety, tripod grip, run, hop, jump, jog, skip, crawl, throw, catch, dance, rhythm, beat, sequence, bats, racquets, balls Squeeze, pinch, roll, twist, turn, direction</p>
	Fine Motor <ul style="list-style-type: none"> <li>To select, explore and investigate a variety of tools</li> <li>To use a variety of tools with increasing control</li> <li>To hold and manipulate scissors safely to fulfil a purpose</li> <li>To use a pincer movement with increasing control and strength</li> <li>To develop an effective tripod grip</li> <li>To be able to make both clockwise and anti-clockwise movements, straight and curved lines on paper</li> </ul>	<ul style="list-style-type: none"> <li>I can decide on the tool I want to use and use it carefully and with control eg scissors, hammer, knife</li> <li>I can carry scissors using the correct way, cut with my thumb on top and cut along a straight line</li> <li>I can hold a pencil between my thumb and first two fingers</li> <li>I can make straight and curved lines on paper and draw using clockwise and anticlockwise movements</li> </ul>	

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	Knowledge (EYFS)	Skills	Vocabulary
FS2	<b>Gross Motor</b> <ul style="list-style-type: none"> <li>To use a variety of movements with control to suit a variety of purposes</li> <li>Is able to sit at a table using core muscle strength</li> <li>To have strength, balance and co-ordination to move in a variety of ways</li> <li>Within dance select movements and create simple sequences, moving to the rhythm and beat of the music</li> <li>To move in both large and small spaces appropriately and safely</li> <li>To take risks and manage these safely when climbing or moving at speed etc</li> <li>To use core strength to balance and hold shapes etc</li> <li>To throw and catch both large and small balls with increasing control and safety</li> <li>To use equipment to move balls along eg hockey sticks</li> </ul> <p><b>ELG</b> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>	<ul style="list-style-type: none"> <li>I can move over, under and around using different speeds and direction whilst being aware of other things and people around me.</li> <li>I can develop my strength, balance and spatial awareness when moving to keep myself safe.</li> <li>I can negotiate space safely.</li> <li>I can create a simple dance sequence and move to the beat and rhythm of the music.</li> <li>I can balance on one leg, and walk along a beam with control.</li> <li>I can hold a body shape and stay still and composed.</li> <li>I can through and catch small and large objects with increasing accuracy.</li> <li>I can begin to use equipment such as bats and request to move ball along the ground and through the air, developing my hand-eye coordination.</li> </ul>	<p><b>Dance:</b> Travel Fast Slow Direction Space Respond Create Move Feel Happy Sad Scared Excited Sequence Evaluate Improve Audience Control</p> <p><b>Gymnastics:</b> Bench Sequence Land Name of basic equipment/resources Still Respond Create Move Control Balance Safety Evaluate Improve Audience Control Gymnast</p> <p><b>Games:</b> Balance Body parts Take turns Carry Move Throw Pass Roll Bounce hoop bucket Cone Dribble Relay Rules Control Dribble Aim Quoit Challenge Safely Space Boundaries Team Support First/second/third</p>
	<b>Fine Motor</b> <ul style="list-style-type: none"> <li>To select and use a range of tools confidently for a specific purpose</li> <li>To cut along a straight or curved line and manipulate the paper etc appropriately and safely</li> <li>To use a variety of writing materials effectively with a controlled tripod grip</li> <li>To Form most letters correctly with clear ascenders and descenders, following the school hand writing policy</li> <li>Draws simple representations of objects, people and animals. Moves in different ways with balance and coordination</li> <li>Knows and talks about the different factors that support their overall health and wellbeing</li> </ul> <p><b>ELG</b> Hold a pencil comfortably using the tripod grip Use a range of small tools, including scissors, paintbrushes and cutlery; Show accuracy and care when drawing and copying</p>	<ul style="list-style-type: none"> <li>I can manipulate my body to run, hop, skip, jump, twist, climb, moving with speed and developing my stamina.</li> <li>I can confidently use scissors, cutting tools, pencils, hammers, cutlery to complete a task successfully and safely.</li> <li>I can use scissors with the correct orientation to cut in a variety of directions, safely.</li> <li>I can develop the strength in my upper body and hands to enable me to use an effective tripod grip when drawing and forming letters with increasing accuracy.</li> </ul>	<p><b>General:</b> Grip Write Form Control Carefully Place Pinch Thumb Finger Strength, balance, speed, direction, control, aim, manipulation, spatial awareness, hand eye co-ordination, stamina, safety, tripod grip, run, hop, jump, jog, skip, crawl, throw, catch, dance, rhythm, beat, sequence, bats, racquets, balls Squeeze, pinch, roll, twist, turn, direction</p>

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Year 1	<ul style="list-style-type: none"> <li>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</li> <li>perform dances using simple movement patterns</li> <li>participate in team games, developing simple tactics for attacking and defending</li> </ul>	Gymnastics, Dance and Movement	Stretch or curl their body (i.e. into a ball shape) Roll, curl, travel and balance in different ways Move and stop safely Adjust speed and direction when moving around a space (inc. in games) Jump safely from two feet to two feet Balance on one leg (for 10 seconds or more) Climb safely using hands and feet Copy simple sequences and repeat them Put moves and shapes together to make a short dance Show rhythm in dance Choose the best movements to show different ideas Perform their own dance moves	<b>Dance:</b> Travel Stillness Direction Space Body parts Levels Speed Isolated dance steps, movements, simple movement pattern, mood, independent movements  <b>Gymnastics:</b> Forwards Backwards Sideways Roll Slow Body parts Shape Jump Travel Stretch Wide Narrow Hold, balance, high, low, balance beam, straight line, techniques, balancing, arms out, head still, jumps, shapes, star, tuck, pike, straight, safely, jump, bent knees, good balance, safely, apparatus, A frame, stools, monkey bars  <b>Games:</b> Catch, technique, stable base, hands as dishes, eyes watching the ball, cricket bats, hockey sticks, bean bags, quoits, balls, throw, underarm, overarm, chest, shoulder arm, wrist, finger, dribble, footballs basketballs, hockey balls, chest pass, bounce pass, push pass, rugby pass, inside foot pass, shoot, strike, laces, slap shot, shot, basket, control, moving ball, stopping, passing, passed, team mate Speed, height, movement, direction, effectively, efficiently, agility, ladders, reaction balls, hurdles, tag belts, speed bounce, balance, coordinate, javelins, bats and balls, bean bags, cones, spots, scarves Racket, handle, ready position, shoulder- width, balls of your feet, strike, forehand, arm's length, swing, strike, backhand Rules, games, support, team mates Team, communicate Technique, running, standing long jump, vertical jump, balance  <b>Swimming:</b>  <b>General:</b> Changed, safely, space equipment, change, move, stop, whistle, safely dismount, walk, skip, hop, jump, crawl, gallop, sidestep, slither, walk backwards, run safely, control speeds, walking, jogging, running, faster, slower, warm up, cool down
		Games	Throw and catch a ball using two hands Throw a ball or beanbag underarm towards a target or with a partner Kick a ball forwards in a straight line Hit a ball with a bat Move to catch or collect a ball, maintaining balance Decide where to stand to make a game difficult for the other team Begin to show the ability to pass and combine with other members of the team	
		Evaluation	Describe what they have enjoyed about an activity Talk about what they have done Describe what others have done	

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Year 2	<ul style="list-style-type: none"> <li>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</li> <li>perform dances using simple movement patterns</li> <li>participate in team games, developing simple tactics for attacking and defending</li> </ul>	Gymnastics, Dance and Movement	Perform basic gymnastic positions (straight, star, tuck, straddle and pike) Balance on different body parts, with control Travel in different ways on their feet, or on hands and feet Begin to show contrasts i.e. shapes (e.g. straight/curved) and actions (e.g. fast/slow) Link several actions together to make a sequence (in gymnastics or dance) Make smooth transitions when changing actions e.g. jogging to skipping Jump and land safely from low apparatus Plan and perform a sequence or dance (inc. with a partner) Perform a sequence by linking two or more actions Use dance to show a mood or feeling.	<b>Dance:</b> Travel Stillness Direction Space Body parts Levels Speed Isolated dance steps, movements, simple movement patterns, speed, mood, independent movements <b>Gymnastics:</b> Forwards Backwards Sideways Roll Slow Body parts Shape Jump Travel Stretch Wide Narrow Hold, balance, high, low, balance beam, straight line, techniques, balancing, arms out, head still, jumps, shapes, star, tuck, pike, straight, safely, jump, bent knees, good balance, safely, apparatus, A frame, stools, monkey bars <b>Games:</b> Catch, technique, stable base, hands as dishes, eyes watching the ball, cricket bats, hockey sticks, bean bags, quoits, balls, throw, underarm, overarm, chest, shoulder arm, wrist, finger, dribble, footballs basketballs, hockey balls, chest pass, bounce pass, push pass, rugby pass, inside foot pass, shoot, strike, laces, slap shot, shot, basket, control, moving ball, stopping, passing, passed, team mate Speed, height, movement, direction, effectively, efficiently, agility, ladders, reaction balls, hurdles, tag belts, speed bounce, balance, coordinate, javelins, bats and balls, bean bags, cones, spots, scarves Racket, handle, ready position, shoulder- width, balls of your feet, strike, forehand, arm's length, swing, strike, backhand Rules, games, support, team mates Team, communicate Technique, running, standing long jump, vertical jump, balance <b>Swimming:</b> <b>General:</b> Changed, safely, space equipment, change, move, stop, whistle, safely dismount, walk, skip, hop, jump, crawl, gallop, sidestep, slither, walk backwards, run safely, control speeds, walking, jogging, running, faster, slower, warm up, cool down
		Games	Throw and catch a tennis ball or beanbag with a partner Dribble a ball forwards using their feet or with a hockey stick and be able to stop it Throw, kick or strike a ball into a target/goal Pass a ball (or beanbag) in a simple team game by throwing and catching Use kicking, rolling and hitting skills in simple games Follow rules to play games Decide on the best space or position to be in during a game Show some tactical awareness for the game they are playing e.g. attack and defence	
		Evaluation	Begin to identify differences between their own and others' performances Describe what has gone well and why Suggest how a performance could be improved Make changes to their work (e.g. a sequence) following feedback	

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Year 3	<ul style="list-style-type: none"> <li>use running, jumping, throwing and catching in isolation and in combination</li> <li>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> <li>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>perform dances using a range of movement patterns</li> <li>take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	Gymnastics, Dance and Movement	Perform basic gymnastic positions (straight, star, tuck, straddle and pike) accurately, incorporating them into routines Choose and plan short sequences of contrasting actions Begin to plan and perform longer gymnastics sequences on the floor Travel in different ways on the floor, showing control, consistency and fluency (plus expression in dance) Repeat, remember and perform sequences/phrases in gymnastics or dance Perform a dance to an accompaniment Improvise freely and translate ideas from a stimulus into movement Share and create phrases with a partner and small group	<b>Dance:</b> Space Repetition Action and reaction Pattern Co-ordinated dance steps, movements, movement patterns, speed, mood, contrasting music <b>Gymnastics:</b> Stretch push pull step spring crawl still slowly tall long forwards high low roll copy jump land balance Co-ordinate, skills, flexibility, strength, control, balance, technique, apparatus, balance, control, rolls, teddy bear, front roll, jumps, shapes, star, tuck, pike, straight, safely, jump, bent knees, good balance, safely, apparatus, A frame, stools, monkey bars, sequence, gymnastic movements, floor, position, feedback, technique <b>Games:</b> Catch, accuracy, shots on target, Catch, technique, stable base, hands as dishes, eyes watching the ball, cricket bats, hockey sticks, bean bags, quoits, balls, throw, underarm, overarm, chest, shoulder arm, wrist, finger, dribble, footballs basketballs, hockey balls, chest pass, bounce pass, push pass, rugby pass, inside foot pass, shoot, strike, laces, slap shot, shot, basket, control, moving ball, stopping, passing, passed, team mate, cushion the ball Body control, spatially aware, skill, focus, stability, balance, spatially aware, speed, height, movement, direction, effectively, efficiently, agility, ladders, reaction balls, hurdles, tag belts, speed bounce, balance, coordinate, javelins, bats and balls, bean bags, cones, spots, scarves Striking, volley shot, swing, serve, toss, racket, handle, ready position, shoulder- width, balls of your feet, strike, forehand, arm's length, swing, strike, backhand Games, rules, support, team mates, skills, game- based, tactical, achieve Team mates, communicate, tactically Pace, dynamic start, power, technique, running, standing long jump, vertical jump, balance propel, distances, standing long jump, javelin, heights, times, personal targets, improve, event <b>Swimming:</b> Safely, swimming, safety, running, front crawl, back stroke, breast stroke, afloat <b>General:</b> Changed, safely, space equipment, change, move, stop, whistle, safely dismount, walk, skip, hop, jump, crawl, gallop, sidestep, slither, walk backwards, run safely, control speeds, walking, jogging, running, faster, slower, warm up, cool down
		Games	Follow rules to play games fairly Send a ball accurately over 5-10m Dribble a ball using my feet, or with a hockey stick, with control Throw and catch with control Keep control of a ball (e.g. with feet, hands, hockey-stick) when travelling or changing direction Show awareness of space and use it to support team-mates and cause problems for the opposition	
		Athletics	Run at fast, medium or slow speeds, changing speed and direction Take part in a relay, remembering when to run and what to do Jump from two feet to two feet, aiming for distance (i.e. a standing long jump)	
		Swimming	Swim for at least 5-10 metres on their front without a buoyancy aid Using floats, swim with a controlled leg kick on front and back (across the pool)	
		Evaluation	Say how their work is similar to and different from others' Apply learning to improve their performance	



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Year 4	<ul style="list-style-type: none"> <li>use running, jumping, throwing and catching in isolation and in combination</li> <li>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> <li>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>perform dances using a range of movement patterns</li> <li>take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	Gymnastics, Dance and Movement	Perform a wider range of positions with control and accuracy e.g. front and back support, arch and dish, v-sit Perform a forward roll safely, starting and finishing on their feet Link actions and shapes together fluently to create short sequences Work with a partner to plan, perform and improve a sequence involving at least 7 elements, including some variation in shape, speed and direction Use dance to show a mood or feeling Perform a sequence by linking two or more actions Create dances and movements that convey a definite idea.	<p><b>Dance:</b> Space Repetition Action and reaction Pattern Co-ordinated dance steps, movements, movement patterns, speed, mood, contrasting music</p> <p><b>Gymnastics:</b> Stretch push pull step spring crawl still slowly tall long forwards high low roll copy jump land balance Co-ordinate, skills, flexibility, strength, control, balance, technique, apparatus, balance, control, rolls, teddy bear, front roll, jumps, shapes, star, tuck, pike, straight, safely, jump, bent knees, good balance, safely, apparatus, A frame, stools, monkey bars, sequence, gymnastic movements, floor, position, feedback, technique, body shapes, beam, dips, lunges, dismount, self-reflect</p> <p><b>Games:</b> Catch, accuracy, shots on target, Catch, technique, stable base, hands as dishes, eyes watching the ball, cricket bats, hockey sticks, bean bags, quoits, balls, throw, underarm, overarm, chest, shoulder arm, wrist, finger, dribble, footballs basketballs, hockey balls, chest pass, bounce pass, push pass, rugby pass, inside foot pass, shoot, strike, laces, slap shot, shot, basket, control, moving ball, stopping, passing, passed, team mate, cushion the ball</p> <p>Equilibrium, body control, spatially aware, skill, focus, stability, balance, spatially aware, speed, height, movement, direction, effectively, efficiently, agility, ladders, reaction balls, hurdles, tag belts, speed bounce, balance, coordinate, javelins, bats and balls, bean bags, cones, spots, scarves</p> <p>Striking, volley shot, swing, serve, toss, racket, handle, ready position, shoulder- width, balls of your feet, strike, forehand, arm's length, swing, strike, backhand</p> <p>Games, rules, support, team mates, skills, game- based, tactical, achieve</p> <p>Team mates, communicate, tactically</p> <p>Pace, dynamic start, power, technique, running, standing long jump, vertical jump, balance propel, distances, standing long jump, javelin, heights, times, personal targets, improve, event</p> <p><b>Swimming:</b> Safely, swimming, safety, running, front crawl, back stroke, breast stroke, afloat</p> <p><b>General:</b> Changed, safely, space equipment, change, move, stop, whistle, safely dismount, walk, skip, hop, jump, crawl, gallop, sidestep, slither, walk backwards, run safely, control speeds, walking, jogging, running, faster, slower, warm up, cool down</p>
		Games	Follow rules in more challenging team games e.g. rounders, hockey Throw, catch, strike and field a ball with control and accuracy Dribble a ball and change direction, keeping control of the ball Begin to show the ability to adapt tactics i.e. attack and defence Work effectively as part of a team Vary tactics and adapt skills depending on what is happening in a game Keep possession of the ball	
		Athletics	Run at a speed appropriate to the distance being run (i.e. showing ability to pace themselves) Demonstrate a range of throwing actions using a variety of objects Perform a two footed jump with a run-up, aiming for distance	
		Swimming	Swim for at least 10m on front and back Enter the water safely using a straddle entry (deeper water)	
		Evaluation	Show a good understanding of the importance/benefits of warming-up before exercise Watch, describe and suggest possible improvements to others' performances Make improvements to their own performances following feedback or observation (video)	

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Year 5	<ul style="list-style-type: none"> <li>use running, jumping, throwing and catching in isolation and in combination</li> <li>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> <li>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>perform dances using a range of movement patterns</li> <li>take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	Gymnastics, Dance and Movement	Show control and accuracy in the execution of shapes and actions Perform longer sequences (at least 7 elements) showing more complexity and variation, including use of apparatus, and of synchronization and canon Show different ways of turning, inc. straddle roll ('teddy bear' roll), 180 degree jump Show understanding of symmetry and asymmetry in shape and actions Compose creative and imaginative dance sequences. Perform expressively and hold a precise and strong body posture. Compose their own dances in a creative way Show clarity, fluency, accuracy and consistency	<b>Dance:</b> Dance style Technique Pattern Rhythm Variation Unison Canon Action Reaction Perform, choreograph, co-ordinated dance steps, movements, movement patterns, speed, mood, contrasting music <b>Gymnastics:</b> Muscles Joints Symmetrical/asymmetrical Rotation Turn Shape Landing Take-off Flight Performance/evaluation Half turn, full turn, stretch, straddle, co-ordinate, skills, flexibility, strength, control, balance, technique, apparatus, balance, control, rolls, teddy bear, front roll, jumps, shapes, star, tuck, pike, straight, safely, jump, bent knees, good balance, safely, apparatus, A frame, stools, monkey bars, sequence, gymnastic movements, floor, position, feedback, technique, body shapes, beam, dips, lunges, dismount, self- reflect
		Games	Apply pressure to the opposition (i.e. to regain possession) through marking and anticipation Pass, dribble and shoot with control in games Identify and use tactics to help their team keep the ball and take it towards the opposition's goal Field confidently in striking and fielding games Use forehand and backhand in racquet sports Strike the ball with control with a bat or racquet	<b>Games:</b> Short barrier, long barrier, bowl overarm, accuracy, shots on target, catch, technique, stable base, hands as dishes, eyes watching the ball, cricket bats, hockey sticks, bean bags, quoits, balls, throw, underarm, overarm, chest, shoulder arm, wrist, finger, dribble, footballs basketballs, hockey balls, chest pass, bounce pass, push pass, rugby pass, inside foot pass, shoot, strike, laces, slap shot, shot, basket, control, moving ball, stopping, passing, passed, team mate, cushion the ball Confidence, competence, equilibrium, body control, spatially aware, skill, focus, stability, balance, spatially aware, speed, height, movement, direction, effectively, efficiently, agility, ladders, reaction balls, hurdles, tag belts, speed bounce, balance, coordinate, javelins, bats and balls, bean bags, cones, spots, scarves
		Athletics	Demonstrate the capacity to learn and refine specific throwing and jumping techniques Demonstrate stamina and improve this over a period of time through practice	Confidence, competence, body position, tactical, striking, volley shot, swing, serve, toss, racket, handle, ready position, shoulder- width, balls of your feet, strike, forehand, arm's length, swing, strike, backhand
		Swimming	Swim on front or back, maintaining a consistent arm and leg action, for 25m Tread water safely and confidently in deeper water Jump into the water safely using straddle and pencil entries	Defending, attacking, games, rules, support, team mates, skills, game- based, tactical, achieve Team mates, communicate, tactically Personal bests, triple jump, pace, dynamic start, power, technique, running, standing long jump, vertical jump, balance propel, distances, standing long jump, javelin, heights, times, personal targets, improve, event
		Evaluation	Display a positive attitude to improving their level of skill and performance, not just on winning, or on completing a task Pick out things that can be improved in performances and suggest ideas and practices to make them better. Identify specific benefits of different types of exercise and warm-up activities e.g. core strength, flexibility, speed	<b>Swimming:</b> Rescue dive stroke sculling front crawl back stroke breaststroke butterfly/dolphin Safely, swimming, safety, running, front crawl, back stroke, breast stroke, afloat <b>General:</b> Controlled, manoeuvres, hanged, safely, space equipment, change, move, stop, whistle, safely dismount, walk, skip, hop, jump, crawl, gallop, sidestep, slither, walk backwards, run safely, control speeds, walking, jogging, running, faster, slower, warm up, cool down

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Physical literacy is moving with confidence and competence in a variety of activities in multiple environments that benefit the development of the whole child

	Knowledge (National Curriculum)		Skills	Vocabulary
Year 6	<ul style="list-style-type: none"> <li>use running, jumping, throwing and catching in isolation and in combination</li> <li>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> <li>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>perform dances using a range of movement patterns</li> <li>take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	Gymnastics, Dance and Movement	<p>Can perform a wide range of shapes and actions with control and accuracy</p> <p>Incorporate partner balances into a sequence e.g. at the beginning</p> <p>Incorporate apparatus into a sequence, navigating safely over, through and under apparatus</p> <p>Show variation in both gymnastics and dance, including speed, direction, shape, actions and use of canon/synchronisation</p> <p>Plan and perform sequences which flow well together, with smooth transitions</p> <p>Perform with high energy, show grace or other themes and maintain this throughout a piece</p> <p>Express an idea in original and imaginative ways</p>	<p><b>Dance:</b> Dance style Technique Pattern Rhythm Variation Unison Canon Action Reaction Space, levels, canon unison, expression, meaning, solo, duets, perform, choreograph, co-ordinated dance steps, movements, movement patterns, speed, mood, contrasting music</p> <p><b>Gymnastics:</b> Muscles Joints Symmetrical/asymmetrical Rotation Turn Shape Landing Take-off Flight Performance/evaluation Half twist, reversed dip, half turn, full turn, stretch, straddle, co-ordinate, skills, flexibility, strength, control, balance, technique, apparatus, balance, control, rolls, teddy bear, front roll, jumps, shapes, star, tuck, pike, straight, safely, jump, bent knees, good balance, safely, apparatus, A frame, stools, monkey bars, sequence, gymnastic movements, floor, position, feedback, technique, body shapes, beam, dips, lunges, dismount, self-reflect</p>
		Games	<p>Link intelligently with other players within a team game through passing and movement</p> <p>Can lead others in a game situation act as a good role model within a team</p> <p>Can umpire or referee a game</p> <p>Play to agreed rules, demonstrating a sporting attitude</p> <p>Select and perform combinations of sending and striking skills, with confidence, accuracy and consistency, e.g. striking a ball in cricket, forehand and backhand in tennis</p> <p>Use, adapt and apply tactics, choosing the most effective one for different situations</p> <p>Work with others to design a game, or modify an established game</p>	<p><b>Games:</b> Short barrier, long barrier, bowl overarm, accuracy, shots on target, catch, technique, stable base, hands as dishes, eyes watching the ball, cricket bats, hockey sticks, bean bags, quoits, balls, throw, underarm, overarm, chest, shoulder arm, wrist, finger, dribble, footballs basketballs, hockey balls, chest pass, bounce pass, push pass, rugby pass, inside foot pass, shoot, strike, laces, slap shot, shot, basket, control, moving ball, stopping, passing, passed, team mate, cushion the ball</p> <p>Confidence, competence, equilibrium, body control, spatially aware, skill, focus, stability, balance, spatially aware, speed, height, movement, direction, effectively, efficiently, agility, ladders, reaction balls, hurdles, tag belts, speed bounce, balance, coordinate, javelins, bats and balls, bean bags, cones, spots, scarves</p>
		Athletics	<p>Demonstrate good control, strength, speed and stamina in a variety of athletic events</p> <p>Effectively pace themselves over a variety of running distances</p>	<p>Confidence, competence, body position, tactical, striking, volley shot, swing, serve, toss, racket, handle, ready position, shoulder- width, balls of your feet, strike, forehand, arm's length, swing, strike, backhand</p>
		Swimming	<p>Swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p> <p>Perform safe self-rescue in different water-based situations</p>	<p>Defending, attacking, games, rules, support, team mates, skills, game-based, tactical, achieve Team mates, communicate, tactically</p> <p>Personal bests, triple jump, pace, dynamic start, power, technique, running, standing long jump, vertical jump, balance propel, distances, standing long jump, javelin, heights, times, personal targets, improve, event</p>
		Evaluation	<p>Explain the short and long term effects of exercise</p> <p>Lead a warm-up activity</p> <p>Demonstrate a good understanding of how to improve in different physical activities and sports and the ability to evaluate and recognise their own success</p>	<p><b>Swimming:</b> Rescue dive stoke sculling front crawl back stroke breaststroke butterfly/dolphin distance dive roll stroke metres Safely, swimming, safety, running, front crawl, back stroke, breast stroke, float</p> <p><b>General:</b> Controlled, manoeuvres, hanged, safely, space equipment, change, move, stop, whistle, safely dismount, walk, skip, hop, jump, crawl, gallop, sidestep, slither, walk backwards, run safely, control speeds, walking, jogging, running, faster, slower, warm up, cool down</p>