

Longthorpe Primary School Curriculum Map - Physical Education

Concepts, Knowledge and Skills

Intent:

At Longthorpe Primary School, we believe that Physical Education creates many different pathways within children's lives, helping them to become physically active and go on to lead healthy lifestyles. Children are encouraged to ask questions in every lesson in order to become more competent and confident movers within physical activity. We want our children to experience a variety of different sports, be physically active for sustained periods of time, engage in competitive sports and activities, become critical and creative thinkers and lead healthy, active lives. Children will use metacognition to think about how they learn and review and evaluate their performance. They will gain knowledge and skills on how to work both individually and as part of a team. Children will develop their physical literacy through experiencing all areas of PE.

As a school, we feel it is our duty to ensure all children are given equal opportunities to experience as much as they can. Our teaching should equip children with the essential skills needed and knowledge required to be successful across many areas of PE. For our children, this would involve acquiring knowledge on how to develop skills within gymnastics, dance, athletics, games, O.A.A. and swimming and apply knowledge learned to be successful. We also want all children to be taught the value of good teamwork and how this can help them in other areas of school.

Implementation:

At Longthorpe, we offer a varied and progressive Physical Education curriculum to all students, irrespective of their attainment or abilities, including adaptations to lessons for SEND children when needed. This will ensure that they are equipped with skills to be prepared for an ever changing world. PE is taught throughout the year, from both the class teacher and the sports coach with a focus on the key skills and knowledge as outlined in the national curriculum and PE plan. Our entire PE curriculum is designed so that key concepts are revisited with increasing complexity to ensure a deeper understanding. PE should be taught twice a week, once with the class teacher and once with the sports coach. If this option is not available then the class teacher should provide both hours of PE every week. Within EYFS and KS1, games will be experienced as generic game situations, progressing into age appropriate full sided games by the end of KS2. They will become knowledgeable on the rules of different games, and experience using a range of equipment appropriate to each game.

Key concepts: **Awareness of space & others** **Body control** **Agility, Balance, Coordination (ABC)** **Running, Jumping, Throwing (RJT)** **Health & Fitness** **Sending & Receiving**

Teachers would follow the PE curriculum, alongside areas of the Cambridgeshire Curriculum scheme of work and Val Sabin, which gives diagrams of how to perform different actions from different areas. We have chosen to follow both of these schemes as we feel this is the best option for all staff to ensure high levels of teaching. Teachers will ensure that within their teaching key vocabulary is taught within the relevant strands; children have opportunities to master and apply this in their learning. Teachers ensure that a cycle of lessons clearly plans for progression.

Intended Impact:

- Children will have a secure knowledge of what Physical Education is and what skills are needed to be successful in PE
- Children will succeed in acquiring and applying key physical skills and knowledge
- Children will be taught to use and build upon their prior physical education skills and knowledge to deepen and progress their understanding
- Children will have a good knowledge of the key concepts covered across the school
- Children will be confident in applying their knowledge of specific physical education terms through an exposure of rich, relevant vocabulary
- All children will be provided with the opportunity to challenge their physical education understandings, as well as given support where necessary

Key Concepts

Awareness of space & others Body control ABC's RJT Health & fitness Sending & receiving

GAMES	EYFS	KS1	LOWER KS2	UPPER KS2
<p>Essential Knowledge</p>	<p>Sending</p> <ul style="list-style-type: none"> To know how to pass and roll to a target <p>Receiving</p> <ul style="list-style-type: none"> To know how to track a pass to stop the pass/throw 	<p>Sending</p> <ul style="list-style-type: none"> To know how to pass/throw accurately to a stationary target <p>Receiving</p> <ul style="list-style-type: none"> To know how to receive a pass with control <p>Attack</p> <ul style="list-style-type: none"> To know to pass to an unmarked teammate to beat an opponent To know how to appropriately space themselves from teammates in a small sided game as an attacking strategy To know that a change of pace can help to beat an opponent <p>Defend</p> <ul style="list-style-type: none"> To know good technique to tackle successfully, using good body position, in a range of situations To understand how to intercept a pass and where to stand in relation to attackers 	<p>Sending</p> <ul style="list-style-type: none"> To know how to weight passes/throws accurately, whilst on the move to a stationary receiver <p>Receiving</p> <ul style="list-style-type: none"> To know how to receive a pass with control, whilst on the move <p>Attack</p> <ul style="list-style-type: none"> To know how to fake movement/direction/pass as an attacking strategy to beat an opponent To know different strategies for different games including: <ul style="list-style-type: none"> Appropriate distance between teammates within a variety of games/situations Use of width To know how to perform a range of shots with accuracy To know that a change of pace and/or direction is a strategy to beat an opponent and/or loose a marker <p>Defend</p> <ul style="list-style-type: none"> To know good technique to tackle successfully, using good body shape/position, balance 	<p>Sending</p> <ul style="list-style-type: none"> To know how to weight passes/throws accurately, whilst on the move, including ahead of moving receiver into a clear space <p>Receiving</p> <ul style="list-style-type: none"> To know how to receive a pass with control, whilst on the move, timing run to meet a pass <p>Attack</p> <ul style="list-style-type: none"> To know how to fake movement/direction/pass, in a variety of different ways, to beat an opponent To know different strategies/formations for different games including: <ul style="list-style-type: none"> Overloading Counter attacking Varying angle of run To know how to perform a range of shots within a variety of games, including: <ul style="list-style-type: none"> Power Placement On the move <p>Defend</p> <ul style="list-style-type: none"> To know good technique to tackle successfully, using correct body position, good

			<p><i>and timing, in a range of situations</i></p> <ul style="list-style-type: none"> ● <i>To understand how to intercept a pass, cover space and mark players</i> 	<p><i>footwork, timing and pressure on attacker, in a range of situations</i></p> <ul style="list-style-type: none"> ● <i>To understand how to anticipate play to intercept a pass, using peripheral vision and reaction time</i>
Essential Skills	<p>Sending</p> <ul style="list-style-type: none"> ● <i>To be able to pass/throw in a variety of ways including under arm, over arm, rolling, bouncing</i> <p>Receiving</p> <ul style="list-style-type: none"> ● <i>To be able to track and stop a pass/throw</i> 	<p>Sending</p> <ul style="list-style-type: none"> ● <i>To be able to use a range of passes within a small sided game</i> <p>Receiving</p> <ul style="list-style-type: none"> ● <i>To be able to receive a pass with control</i> <p>Attack</p> <ul style="list-style-type: none"> ● <i>To apply essential knowledge of attack strategies in a variety of small sided, uneven game situations</i> <p>Defend</p> <ul style="list-style-type: none"> ● <i>To apply essential knowledge of defensive strategies in a variety of small sided, uneven game situations</i> 	<p>Sending</p> <ul style="list-style-type: none"> ● <i>To be able to apply a range of passes within a game situation to beat an opponent</i> <p>Receiving</p> <ul style="list-style-type: none"> ● <i>To be able to receive a pass with control, whilst on the move</i> <p>Attack</p> <ul style="list-style-type: none"> ● <i>To apply essential knowledge of attack strategies in a variety of small sided, uneven/balanced game situations</i> <p>Defend</p> <ul style="list-style-type: none"> ● <i>To apply essential knowledge of defensive strategies in a variety of small sided, uneven/balanced game situations</i> 	<p>Sending</p> <ul style="list-style-type: none"> ● <i>To be able to apply knowledge of sending to make good pass selection, whilst under pressure from opponent, to retain possession</i> <p>Receiving</p> <ul style="list-style-type: none"> ● <i>To be able to receive a pass with control, whilst on the move and anticipating intended pass</i> <p>Attack</p> <ul style="list-style-type: none"> ● <i>To apply essential knowledge of attack strategies in a variety of even full sided game situations</i> <p>Defend</p> <ul style="list-style-type: none"> ● <i>To apply essential knowledge of defensive strategies in a variety of even full sided game situations</i>
Key Vocabulary	<p><i>Sending, receiving, attack, defend, pace, marker, formations, pass, throw, roll, reaction time, score, shoot, agility, balance, coordination, strategies, un-even, full sided, timing, pressure, opponent, control, possession, retain, tackle, technique, under arm, over arm, bouncing, interception, fake, drifting, variety, anticipate, sender, receiver, attacker, defender, body shape, body position, distance, width, accuracy</i></p>			

GYMNASTICS	EYFS	KS1	LOWER KS2	UPPER KS2
<p>Essential Knowledge</p>	<p>Rolling</p> <ul style="list-style-type: none"> Know how to perform log and egg rolls <p>Balance</p> <ul style="list-style-type: none"> Know how to perform a balance with stillness <p>Flight</p> <ul style="list-style-type: none"> Know how to perform a variety of flight actions, including: <ul style="list-style-type: none"> 2 to 2, 2 to 1, 1 to 2, 1 to 1 Landing <p>Shapes</p> <ul style="list-style-type: none"> Know how to perform a variety of shapes from sitting, standing, laying, including: <ul style="list-style-type: none"> Star, tuck, straddle, pike <p>Travel</p> <ul style="list-style-type: none"> Know how to explore and travel in a variety of ways, including: <ul style="list-style-type: none"> In their own space and with others Animals <p>Apparatus</p> <ul style="list-style-type: none"> Know how to use a variety of equipment including: <ul style="list-style-type: none"> Balls Benches 	<p>Rolling</p> <ul style="list-style-type: none"> Know how to perform a variety of rolls, including: <ul style="list-style-type: none"> Log, egg, teddy bear, side <p>Balance</p> <ul style="list-style-type: none"> Know how to perform a variety of balances with body control, including: <ul style="list-style-type: none"> Small and large body parts Shoulder Dish and arch Arabesque and stork <p>Flight</p> <ul style="list-style-type: none"> Know how to perform a variety of flight actions with body control, including: <ul style="list-style-type: none"> Landing and sinking into a variety of rolls <p>Shapes</p> <ul style="list-style-type: none"> Know how to perform a variety of shapes with good body control, including: <ul style="list-style-type: none"> Shapes while jumping On and off low apparatus <p>Partner</p> <ul style="list-style-type: none"> Know how to perform with a partner in a variety of ways, including: <ul style="list-style-type: none"> Working alongside Follow and copy <p>Travel</p>	<p>Rolling</p> <ul style="list-style-type: none"> Know how to perform a variety of rolls with good technique and body control, including: <ul style="list-style-type: none"> Rock & roll, forward <p>Balance</p> <ul style="list-style-type: none"> Know how to perform a variety of balances with good technique and body control, including: <ul style="list-style-type: none"> Headstand Into and out of actions Understand the difference between static and dynamic balance <p>Flight</p> <ul style="list-style-type: none"> Know how to perform a variety of flight actions with good technique and body control, including: <ul style="list-style-type: none"> Use of a springboard Squat/straddle onto small apparatus <p>Shapes</p> <ul style="list-style-type: none"> Know how to perform a variety of shapes with good technique and body control, including the use of: <ul style="list-style-type: none"> Asymmetry and symmetry On and off medium apparatus <p>Partner</p> <ul style="list-style-type: none"> Know how to perform with a partner in a variety of ways, 	<p>Rolling</p> <ul style="list-style-type: none"> Know how to perform a variety of rolls with good technique, to build a sequence, including: <ul style="list-style-type: none"> Backwards <p>Balance</p> <ul style="list-style-type: none"> Know how to perform a variety of balances with good technique and body control, to build a sequence, including: <ul style="list-style-type: none"> Handstand Understand the difference between static and dynamic balance, and show use of them in creating a sequence <p>Flight</p> <ul style="list-style-type: none"> Know how to perform a variety of flight actions with good technique and body control, to build a sequence, including: <ul style="list-style-type: none"> Squatting onto vault <p>Shapes</p> <ul style="list-style-type: none"> Know how to perform a variety of shapes with good technique and body control, to build a sequence <p>Partner</p> <ul style="list-style-type: none"> Know how to perform with a partner in a variety of ways, with good body control and technique, to build a sequence, including: <ul style="list-style-type: none"> Counter balance Weight bearing <p>Travel</p>

		<ul style="list-style-type: none"> ● Know how to travel in a variety of ways with body control, including: <ul style="list-style-type: none"> - Stepping - Travel with spins <p>Spins/turns</p> <ul style="list-style-type: none"> ● Know how to use a variety of turns and spins with good body control, including: <ul style="list-style-type: none"> - ½, full turn <p>Apparatus</p> <ul style="list-style-type: none"> ● Know how to use a variety of equipment safely, with body control, including: <ul style="list-style-type: none"> - Hoops - Benches - Small platforms 	<p>with good body control, including:</p> <ul style="list-style-type: none"> - Unison and canon - Partner balance <p>Travel</p> <ul style="list-style-type: none"> ● Know how to travel in a variety of ways with good technique and body control, including: <ul style="list-style-type: none"> - Cat leap - 2 to 1 - Change of leg - Stag leap <p>Spins/turns</p> <ul style="list-style-type: none"> ● Know how to use a variety of turns and spins with good technique and body control, including: <ul style="list-style-type: none"> - ½, full spin - Off low apparatus <p>Apparatus</p> <ul style="list-style-type: none"> ● Know how to use a variety of equipment with good technique and safety, including: <ul style="list-style-type: none"> - Small, medium & large 	<ul style="list-style-type: none"> ● Know how to travel in a variety of ways with good technique and body control, to build a sequence, including: <ul style="list-style-type: none"> - Cartwheel <p>Spins/turns</p> <ul style="list-style-type: none"> ● Know how to use a variety of turns and spins with good technique and body control, to build a sequence, including: <ul style="list-style-type: none"> - Spin while travelling <p>Apparatus</p> <ul style="list-style-type: none"> ● Know how to use a variety of equipment with good technique and safety, to build a sequence, including: <ul style="list-style-type: none"> - Small, medium & large - Vault
Essential Skills	<p>Rolling</p> <ul style="list-style-type: none"> ● To be able to perform log and egg rolls <p>Balance</p> <ul style="list-style-type: none"> ● To be able to perform a balance with stillness <p>Flight</p> <ul style="list-style-type: none"> ● Know how to perform a variety of flight actions, including: <ul style="list-style-type: none"> - 2 to 2, 2 to 1, 1 to 2, 1 to 1 - Landing 	<p>Rolling</p> <ul style="list-style-type: none"> ● To be able to perform a variety of rolls, including: <ul style="list-style-type: none"> - Log, egg, teddy bear, side <p>Balance</p> <ul style="list-style-type: none"> ● To be able to perform a variety of balances with body control, including: <ul style="list-style-type: none"> - Small & large body parts - Shoulder - Dish and arch 	<p>Rolling</p> <ul style="list-style-type: none"> ● To be able to perform a variety of rolls with good technique and body control, including: <ul style="list-style-type: none"> - Rock & roll, forward <p>Balance</p> <ul style="list-style-type: none"> ● To be able to perform a variety of balances with good technique and body control, including: <ul style="list-style-type: none"> - Headstand - Into and out of actions 	<p>Rolling</p> <ul style="list-style-type: none"> ● To be able to perform a variety of all rolls with good technique and body control, to create a sequence, including: <ul style="list-style-type: none"> - Backward <p>Balance</p> <ul style="list-style-type: none"> ● To be able to perform a variety of balances with good technique and body control, to create a sequence, including: <ul style="list-style-type: none"> - Handstand

	<p>Shapes</p> <ul style="list-style-type: none"> To be able to perform shapes from sitting, standing, laying, including: <ul style="list-style-type: none"> Star, tuck, straddle, pike <p>Travel</p> <ul style="list-style-type: none"> To be able to explore and travel in a variety of ways, including: <ul style="list-style-type: none"> In their own space and with others Animals <p>Apparatus</p> <ul style="list-style-type: none"> To be able to use a variety of equipment including: <ul style="list-style-type: none"> Balls Benches 	<ul style="list-style-type: none"> Arabesque and stork <p>Flight</p> <ul style="list-style-type: none"> To be able to perform a variety of flight actions with body control, including: <ul style="list-style-type: none"> Landing and sinking into a variety of rolls <p>Shapes</p> <ul style="list-style-type: none"> To be able to perform a variety of shapes with good body control, including: <ul style="list-style-type: none"> Shapes while jumping On and off low apparatus <p>Partner</p> <ul style="list-style-type: none"> To be able to perform with a partner in a variety of ways, including: <ul style="list-style-type: none"> Working alongside Follow and copy <p>Travel</p> <ul style="list-style-type: none"> To be able to travel in a variety of ways with body control, including: <ul style="list-style-type: none"> Stepping Travel with spins <p>Spins/turns</p> <ul style="list-style-type: none"> To be able to use a variety of turns and spins with good body control, including: <ul style="list-style-type: none"> ½, full turn <p>Apparatus</p> <ul style="list-style-type: none"> To be able to use a variety of equipment safely, with body control, including: <ul style="list-style-type: none"> Hoops 	<ul style="list-style-type: none"> To be able to perform a static and dynamic balance <p>Flight</p> <ul style="list-style-type: none"> To be able to perform a variety of flight actions with good technique and body control, including: <ul style="list-style-type: none"> Use of a springboard Squat/straddle onto small apparatus <p>Shapes</p> <ul style="list-style-type: none"> To be able to perform a variety of shapes with good technique and body control, including the use of: <ul style="list-style-type: none"> Asymmetry and symmetry On and off medium apparatus <p>Partner</p> <ul style="list-style-type: none"> To be able to perform with a partner in a variety of ways, with good body control, including: <ul style="list-style-type: none"> Unison and canon Partner balance <p>Travel</p> <ul style="list-style-type: none"> To be able to travel in a variety of ways with good technique and body control, including: <ul style="list-style-type: none"> Cat leap 2 to 1 Change of leg Stag leap <p>Spins/turns</p> <ul style="list-style-type: none"> To be able to use a variety of turns and spins with good 	<ul style="list-style-type: none"> To be able to explain and perform a static and dynamic balance, using both in a sequence <p>Flight</p> <ul style="list-style-type: none"> To be able to perform a variety of flight actions with good technique and body control, to create a sequence, including: <ul style="list-style-type: none"> Squatting onto vault <p>Shapes</p> <ul style="list-style-type: none"> To be able to perform a variety of shapes with good technique and body control, to create a sequence <p>Partner</p> <ul style="list-style-type: none"> To be able to perform with a partner in a variety of ways, with good body control and technique, to create a sequence, including: <ul style="list-style-type: none"> Counter balance Weight bearing <p>Travel</p> <ul style="list-style-type: none"> To be able to travel in a variety of ways with good technique and body control, to build a sequence, including: <ul style="list-style-type: none"> Cartwheel <p>Spins/turns</p> <ul style="list-style-type: none"> To be able to use a variety of turns and spins with good technique and body control, to build a sequence, including: <ul style="list-style-type: none"> Spin while travelling <p>Apparatus</p>
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		<ul style="list-style-type: none"> - Benches - Small platforms 	<p>technique and body control, including:</p> <ul style="list-style-type: none"> - ½, full spin - Off low apparatus <p>Apparatus</p> <ul style="list-style-type: none"> ● To be able to use a variety of equipment with good technique and safety, including: <ul style="list-style-type: none"> - Small, medium & large 	<ul style="list-style-type: none"> ● To be able to use a variety of equipment with good technique and safety, to build a sequence, including: <ul style="list-style-type: none"> - Small, medium & large - Vault
Key Vocabulary	<p><i>Dynamic, static, technique, asymmetry, symmetry, vault, shape, flight, apparatus, travel, partner, equipment, spin, turn, rolling, leap, stillness, squat, straddle, star, tuck, pike, half, full, variety, cat, stag, small, medium, large, low, sequence, body control, agility, balance, coordination, canon, unison, cartwheel, space, forward, backward, side, rock and roll, egg, log, teddy bear, create/build, safety, large/small body part, shoulder, headstand, handstand, flexibility</i></p>			

DANCE	EYFS	KS1	LOWER KS2	UPPER KS2
Essential Knowledge	<ul style="list-style-type: none"> ● To know how to copy and repeat moves or positions ● To know how to perform a movement that shows an animal 	<ul style="list-style-type: none"> ● To know how to copy, repeat and remember moves or positions ● To know how to move with control and coordination ● To know how to link 2 or more actions together ● To understand and choose movements that show an emotion/feeling 	<ul style="list-style-type: none"> ● To know how to perform a sequence by self and with others, using a variety of skills, including: <ul style="list-style-type: none"> - Change of level, speed, direction - Good body control - Expression ● To understand how to create movements that show an idea/story 	<ul style="list-style-type: none"> ● To know how to plan, compose and perform a sequence by self and with others, using a variety of skills, including: <ul style="list-style-type: none"> - Fluency - Expression - Change of level, speed, direction - Precise body control - Imaginative movements - Complex phrases ● To understand how and where to make links with gymnastics movements to incorporate into a sequence
Essential Skills	<ul style="list-style-type: none"> ● To be able to copy and repeat moves or positions ● To be able to choose and perform a movement that shows an animal 	<ul style="list-style-type: none"> ● To be able to copy, repeat and remember moves or positions ● To be able to move with control and coordination 	<ul style="list-style-type: none"> ● To be able to perform a sequence by self and with others, using a variety of skills, including: 	<ul style="list-style-type: none"> ● To be able to plan, compose and perform a sequence by self and with others, using a variety of skills, including: <ul style="list-style-type: none"> - Fluency

		<ul style="list-style-type: none"> ● To be able to link 2 or more actions together ● To be able to choose movements that show an emotion/feeling 	<ul style="list-style-type: none"> - Change of level, speed, direction - Good body control - Expression ● To be able to create movements that show an idea/story 	<ul style="list-style-type: none"> - Expression - Change of level, speed, direction - Good body control - Imaginative movements - Complex phrases ● To be able to make links with gymnastics movements to incorporate into a sequence to improve performance
Key Vocabulary	<i>Rhythm, beginning, middle, end, characters, motif, stimuli, routine, movement, agility, balance, coordination, copy, control, level, speed, direction</i>			

ATHLETICS	EYFS	KS1	LOWER KS2	UPPER KS2
Essential Knowledge	<p>Running</p> <ul style="list-style-type: none"> ● To understand how to run on the track staying in the lane <p>Jumping</p> <ul style="list-style-type: none"> ● To understand how to perform a jump in a variety of ways, including 1 foot (hop), 2 footed and 1-2 feet, with soft landing <p>Throwing</p> <ul style="list-style-type: none"> ● To understand how to perform different throwing actions 	<p>Running</p> <ul style="list-style-type: none"> ● To understand how to run on the track staying in the lane, and using pace over long distance <p>Jumping</p> <ul style="list-style-type: none"> ● To understand how to perform a standing broad jump with good landing technique, and know where to measure from <p>Throwing</p> <ul style="list-style-type: none"> ● To understand how to perform different throwing actions, including shot putt, with good balance 	<p>Running</p> <ul style="list-style-type: none"> ● To understand how to improve over a range of distance, including sprint and long distance, using: <ul style="list-style-type: none"> - Reaction time - Pace and speed - Agility, balance, coordination <p>Jumping</p> <ul style="list-style-type: none"> ● To understand how to improve distance in a range of events, including standing broad jump and long jump, using: <ul style="list-style-type: none"> - Speed - Run up & take off - Agility, balance, coordination - Power 	<p>Running</p> <ul style="list-style-type: none"> ● To understand how to improve time over a range of distance, including sprint and long distance, using: <ul style="list-style-type: none"> - Reaction time - Pace and speed - Agility, balance, coordination - Type of start <p>Jumping</p> <ul style="list-style-type: none"> ● To understand how to improve distance in a range of events, including standing broad jump, long jump and triple jump, using: <ul style="list-style-type: none"> - Speed - Take off - Agility, balance, coordination - Power

			<ul style="list-style-type: none"> To understand where to measure from and how to measure distance: <ul style="list-style-type: none"> Metres <p>Throwing</p> <ul style="list-style-type: none"> To understand how to improve distance in a range of events, including javelin and shot putt, using: <ul style="list-style-type: none"> Power Agility, balance, coordination Accuracy Release 	<ul style="list-style-type: none"> To understand how to measure distance of each type of jump in different ways: <ul style="list-style-type: none"> Feet & metres <p>Throwing</p> <ul style="list-style-type: none"> To understand how to improve distance in a range of events, including javelin, discuss and shot putt, using: <ul style="list-style-type: none"> Power Agility, balance, coordination Accuracy Release
Essential Skills	<p>Running</p> <ul style="list-style-type: none"> To be able to run on the track staying in the lane <p>Jumping</p> <ul style="list-style-type: none"> To be able to perform a jump in a variety of ways, including 1 foot (hop), 2 footed and 1-2 feet, with soft landing <p>Throwing</p> <ul style="list-style-type: none"> To be able to perform different throwing actions 	<p>Running</p> <ul style="list-style-type: none"> To be able to run on the track staying in the lane, and using pace over long distance <p>Jumping</p> <ul style="list-style-type: none"> To be able to perform a standing broad jump with correct landing, and know where to measure from <p>Throwing</p> <ul style="list-style-type: none"> To be able to perform different throwing actions, including shot putt, with good balance 	<p>Running</p> <ul style="list-style-type: none"> To be able to improve over a range of distance, including sprint and long distance, using: <ul style="list-style-type: none"> Reaction time Pace and speed Agility, balance, coordination <p>Jumping</p> <ul style="list-style-type: none"> To be able to improve distance in a range of events, including standing broad jump and long jump, using: <ul style="list-style-type: none"> Speed Run up & take off Agility, balance, coordination Power <p>Throwing</p> <ul style="list-style-type: none"> To be able to improve distance in a range of events, including javelin and shot putt, using: <ul style="list-style-type: none"> Power 	<p>Running</p> <ul style="list-style-type: none"> To be able to improve time over a range of distance, including sprint and long distance, using: <ul style="list-style-type: none"> Reaction time Pace and speed Agility, balance, coordination Type of start <p>Jumping</p> <ul style="list-style-type: none"> To be able to improve distance in a range of events, including standing broad jump, long jump and triple jump, using: <ul style="list-style-type: none"> Speed Run up & take off Agility, balance, coordination Power <p>Throwing</p> <ul style="list-style-type: none"> To understand how to improve distance in a range of events,

			<ul style="list-style-type: none"> - Agility, balance, coordination - Release 	<i>including javelin, discuss and shot putt, using:</i> <ul style="list-style-type: none"> - Power - Agility, balance, coordination - Accuracy - Release
Key Vocabulary	<i>Running, jumping, throwing, distance, pace, speed, reaction time, agility, balance, coordination, sprint, long distance, time, long jump, standing broad jump, triple jump, javelin, discuss, shot putt, measuring, endurance, stamina, acceleration, accuracy, power, release, take off, starts, landing</i>			

O.A.A	EYFS	KS1	LOWER KS2	UPPER KS2
Essential Knowledge	<ul style="list-style-type: none"> ● <i>To know how to work independently and as part of a team</i> 	<ul style="list-style-type: none"> ● <i>To know why we have to work as a team for different tasks</i> ● <i>To know why we need to follow instructions for a task</i> 	<ul style="list-style-type: none"> ● <i>To understand how to communicate with others to complete a task through:</i> <ul style="list-style-type: none"> - Active listening - Asking questions - Recognise strengths and abilities ● <i>To know how to give clear instructions for all</i> ● <i>To understand how to use maps and compasses to orienteer in a familiar setting</i> ● <i>To understand how to change an approach to a task to solve a problem</i> 	<ul style="list-style-type: none"> ● <i>To understand how to communicate and collaborate with others to be successful within a task through:</i> <ul style="list-style-type: none"> - Active listening - Asking questions - Recognise strengths and abilities - Show leadership and team roles ● <i>To understand which equipment is correct and apply it to the task to be successful</i> ● <i>To know how to give clear and concise instructions for all to follow</i> ● <i>To understand how to change and adapt a task when needed to solve a problem</i> ● <i>To understand how to use maps and compasses to orienteer in a familiar and unfamiliar settings</i>

Essential Skills	<ul style="list-style-type: none"> To be able to work independently and as part of a team 	<ul style="list-style-type: none"> To be able to work as a team for different tasks To be able to follow instructions for a task and say why we need to follow them 	<ul style="list-style-type: none"> To be able to communicate with others to complete a task through: <ul style="list-style-type: none"> Active listening Asking questions Recognise strengths and abilities To be able to give clear instructions for all To be able to use maps and compasses to orienteer in a familiar setting To be able to change an approach to a task to solve a problem 	<ul style="list-style-type: none"> To be able to communicate and collaborate with others to be successful within a task through: <ul style="list-style-type: none"> Active listening Asking questions Recognise strengths and abilities Showing leadership and team roles To be able to select the correct equipment and apply it to the task to be successful To be able to give clear, concise instructions for all to follow To be able to recognise when a change to task is needed, and adapt to suit needs of all, to solve a problem To be able to use maps and compasses to orienteer in a familiar and unfamiliar settings
Key Vocabulary	<p>Communicate, collaborate, successful, task, active listening, ask questions, recognise, strengths, abilities, concise, instructions, adapt, change, equipment, differentiate, progression, safety, organisation, suggestion, teamwork, familiar, unfamiliar, settings, maps, compass, orienteering, solving, solution, problem, instructions, strengths, abilities</p>			

SWIMMING	LOWER KS2	UPPER KS2
Essential Knowledge	<p>Water safety</p> <ul style="list-style-type: none"> Know how to enter the pool safely with a swivel entry and at the steps Know how to safely exit the pool at the steps and at side of shallow end To know how to float stationary for at least 15 seconds <p>Stroke</p>	<p>Water safety</p> <ul style="list-style-type: none"> Know how to enter the pool safely with a swivel entry, steps and jumping at different depths Know how to safely exit the pool at the steps and at the side in different depths To know how to float stationary for at least 30 seconds To know how to tread water with different techniques for at least 30 seconds <p>Stroke</p> <ul style="list-style-type: none"> To know how to perform at least 3 strokes with the good technique, including freestyle, backstroke and breaststroke

	<ul style="list-style-type: none"> ● Know how to perform at least 3 strokes, including freestyle, backstroke and breaststroke ● Know how to keep a steady breathing rhythm <p>Push & Glide</p> <ul style="list-style-type: none"> ● Know how to push and glide for 10m on both front and back <p>Turns</p> <ul style="list-style-type: none"> ● Know how to perform a somersault in water 	<ul style="list-style-type: none"> ● To know how to perform each stroke with correct timing of breathing <p>Push & Glide</p> <ul style="list-style-type: none"> ● To know how to push and glide for 10m and break out into stroke <p>Turns</p> <ul style="list-style-type: none"> ● To know how to perform a tumble turn at the wall ● Know that different strokes have different turns <p>Dives</p> <ul style="list-style-type: none"> ● To know how to perform a surface dive to collect an object ● To know how to perform a seated, kneeling or standing dive with good technique <ul style="list-style-type: none"> - Head between arms, one hand over the other, streamlined <p>Distance</p> <ul style="list-style-type: none"> ● To know how to swim at least 25m using at least 3 different strokes <ul style="list-style-type: none"> - Freestyle, backstroke, breaststroke
<p>Essential Skills</p>	<p>Water safety</p> <ul style="list-style-type: none"> ● To be able to enter and exit the water safely using steps, swivel technique and jumping into shallow water ● To be able to float stationary for at least 15 seconds <p>Stroke</p> <ul style="list-style-type: none"> ● To be able to perform 3 strokes using a steady breathing rhythm <ul style="list-style-type: none"> - Freestyle, backstroke and breaststroke <p>Push & Glide</p> <ul style="list-style-type: none"> ● To be able to push and glide 10m on both front and back 	<p>Water safety</p> <ul style="list-style-type: none"> ● To be able to enter and exit the water safely using steps, swivel techniques and jumping into different depths ● To be able to float stationary for at least 30 seconds ● To be able to tread water, keeping head above using different techniques, including: <ul style="list-style-type: none"> - Egg beater, Breaststroke legs, Sculling action with hands <p>Stroke</p> <ul style="list-style-type: none"> ● To be able to perform 3 strokes with good technique and using the correct breathing for each stroke with good timing <ul style="list-style-type: none"> - Freestyle, backstroke and breaststroke <p>Push & Glide</p> <ul style="list-style-type: none"> ● To be able to push and glide for 10m with good streamlining and breakout into a stroke <p>Turns</p> <ul style="list-style-type: none"> ● To be able to perform a tumble turn with good technique at the wall ● To be able to perform appropriate turn for each stroke <p>Dives</p> <ul style="list-style-type: none"> ● To be able to perform a surface dive with good technique to collect object from the bottom of the pool ● To be able to perform a seated, kneeling or standing dive with good technique <ul style="list-style-type: none"> - Head between arms, one hand over the other, streamlined <p>Distance</p> <ul style="list-style-type: none"> ● To be able to swim at least 25m using at least 3 different strokes <ul style="list-style-type: none"> - Freestyle, backstroke, breaststroke

Key Vocabulary	<i>Streamlined, stroke (freestyle/frontcrawl, backstroke, breaststroke, butterfly/fly), turns, dives, distance, glide, treading water, sculling, pace, speed, technique, breathing, timing, key-hole pull, (swivel) entry, jumping, exit, life-saving, underwater, flight, entry, breakout, rhythm, racing, shallow, deep, depths, stationary, water safety, seated, kneeling, standing, somersault</i>
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EVALUATION OF PERFORMANCE	EYFS	KS1	LOWER KS2	UPPER KS2
Essential Knowledge	<ul style="list-style-type: none"> To understand how to watch and copy a performance 	<ul style="list-style-type: none"> To understand how to watch, copy and describe a performance 	<ul style="list-style-type: none"> To understand how to improve performance through observation, describe and suggestion 	<ul style="list-style-type: none"> To understand how to improve performance through observation, analysis, evaluation, comparison and suggestion
Essential Skills	<ul style="list-style-type: none"> To be able to watch and copy a performance shown 	<ul style="list-style-type: none"> To be able to watch, copy and describe a performance of self or others 	<ul style="list-style-type: none"> To be able to observe a performance of self or others through observation, describe what they have seen and suggest ways to improve 	<ul style="list-style-type: none"> To be able to observe a performance of self or others through observation, analysis, evaluation of what they see, comparison with others and suggesting ways to improve
Key Vocabulary	<i>Evaluation, performance, watch, copy, describe, observation, suggestion, improve, analysis, self, others, comparison,</i>			