

North Clifton Primary School: P.E. Substantive Knowledge Progression EYFS, Key Stage 1 and Key Stage 2

Statutory Framework for the Early Years:

Physical Development: Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, coordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, coordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

National Curriculum Key stage 1

Pupils should develop 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. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities; participate in team games, developing simple tactics for attacking and defending; perform dances using simple movement patterns.

National Curriculum Key stage 2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to: use running, jumping, throwing and catching in isolation and in combination; 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; develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]; perform dances using a range of movement patterns; take part in outdoor and adventurous activity challenges both individually and within a team; compare their performances with previous ones and demonstrate improvement to achieve their personal best.

	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Multiskills	Physical	Agility	Agility	Locomotion skills	Locomotion	Locomotion skills	Locomotion skills
-Ball Skills	Development	Moving the body	Moving the body	Run - identifying	skills	Run - varying	Run - varying
-Throwing and	Develop core	from one position	from one position	space to move into	Run - identifying	speeds and	speeds and
catching	strength, stability,	to another	to another	to receive the ball	space to move	direction to outwit	direction to
-Sending and	balance, spatial	(changing direction)	(changing direction)	Avoid - monitoring	into to receive	defence, varying	outwit defence,
receiving	awareness, co-	Start/stop on	Start/stop on	opposition and	the ball	speeds and	varying speeds
-Target games	ordination and	command,	command,	moving accordingly	Avoid -	direction to manage	and direction to
-Striking	agility.	maintaining balance	maintaining balance	to remain in space	monitoring	space between	manage space
-Fielding	Communication	Balance	Balance	and maintain	opposition and	attack and goal	between attack
	and language	Centre of gravity	Centre of gravity	possession Jump -	moving		and goal
	Commenting on	over the base of	over the base of	block, intercept,	accordingly to	Ball manipulation	Ball manipulation
	what they are	support	support	receive object off	remain in space	skills Send - from a	skills
	interested in or	Counterbalancing	Counterbalancing	target/on the move	and maintain	static position and	Send - from a
	doing (Activity	when centre of	when centre of	Ball manipulation	possession Jump	on the move, into a	static position and
	Professional will	gravity is out of	gravity is out of	skills Send - from a	- block,	space for a	on the move, into
	echo back what	position	position	static position and	intercept,	teammate to run on	a space for a
	they say with new	Co-ordination	Co-ordination	on the move, into a	receive object	to and receive	teammate to run
	vocabulary added).	Synchronising limbs	Synchronising limbs	space for a	off target/on the	Recieve - from a	on to and receive
	Offer explanations	when performing	when performing	teammate to run on	move	static position and	Recieve - from a
	for why things	an action	an action	to and receive	Ball	on the move,	static position and
	might happen	Generating force	Generating force	Receive - from a	manipulation	transitioning into an	on the move,
	Personal, social and	when sending	when sending	static position and	skills	immediate pass	transitioning into
	emotional	Locomotion skills	Locomotion skills	on the move,	Send - from a	when received	an immediate
	development	(ways to move):	(ways to move):	transitioning into an	static position	(quick pass) Dribble	pass when
	Supported to	Run - forwards,	Run - forwards,	immediate pass	and on the	- disguising a form	received (quick
	manage emotions,	backwards,	backwards,	when received	move, into a	of shot/pass Pick up	pass) Dribble -
	develop a positive	sideways and	sideways and	(quick pass) Dribble	space for a	- loose ball followed	disguising a form
	sense of self, set	diagonally	diagonally	- varying	teammate to	by an immediate	of shot/pass Pick
	themselves simple	Chase - closing	Chase - closing	movements to	run on to and	pass or shot Carry -	up - loose ball
	goals and have	space between the	space between the	outwit opponent	receive	controlling the ball	followed by an
	confidence in their	attacker & defender	attacker & defender	Pick up - loose ball	Receive - from a	on the move,	immediate pass or
	own abilities.	Avoid - increasing	Avoid - increasing	followed by an	static position	disguise pass or	shot Carry -
	Support interaction	the space between	the space between	immediate pass or	and on the	shot Shoot - kick,	controlling the
	with other children.	the attacker &	the attacker &	shot Carry -	move,	throw or	ball on the move,
		defender	defender Jump -	controlling the ball	transitioning	strike/push a ball	disguise pass or

Jun	mp - block,	block, intercept,	on the move,	into an	with intent into a	shot Shoot - kick,
inte	ercept, receive	receive object off	disguise pass or	immediate pass	goal or net	throw or
obj	ject off target/on	target/on the move	shot Shoot - kick,	when received		strike/push a ball
the	e move	Stabilisation skills	throw or	(quick pass)		with intent into a
Sta	abilisation skills	(maintaining	strike/push a ball	Dribble - varying		goal or net
(ma	aintaining	physical stability):	with intent into a	movements to		
phy	ysical stability):	Turn - looking for	goal or net	outwit		
Tur	rn	spaces,		opponent		
- lo	ooking for spaces,	chasing/avoiding		Pick up - loose		
cha	asing/avoiding	Twist - when		ball followed by		
Tw ⁱ	vist - when	sending/receiving		an immediate		
sen	nding/receiving	Stretch - when		pass or shot		
Stro	retch - when	sending/receiving		Carry -		
sen	nding/receiving	Ball manipulation		controlling the		
Bal		skills (ways to use		ball on the		
skil	ills (ways to use	an object):		move, disguise		
an -	object)	Send - throw/kick a		pass or shot		
Ser	nd - throw/kick a	ball, push an object		Shoot - kick,		
bal	ll, push an object	with a hockey stick		throw or		
		Receive - catch with		strike/push a		
Rec	ceive - catch with	hands, softly cradle		ball with intent		
har	nds, softly cradle	with feet/stick		into a goal or		
	-	Dribble -		net		
Dri ⁱ	ibble -	continuously with				
cor		hand(s), using feet				
	•	to move- a ball,				
		pushing an object				
pus		with a stick Pick up				
		- static or moving				
	· ·	object Carry - run				
	•	with an object in				
	•	hands Bounce -				
	*	bounce-				
Вог	unce - bounce-	catch/bounce pass				
		Kick - kick ball into				
	· ·	area/at a target				

	Invasion Games	Invasion Games				
	Principles:	Principles: Attack -				
	Attack - create	create space to get				
	space to get	through defence				
	through defence	and score Defend -				
	and score	prevent opposition				
	Defend - prevent	from scoring by				
	opposition from	closing space and				
	scoring by closing	retaining				
	space and retaining	possession Dribble -				
	possession	continuously with				
	Dribble -	hand(s), using feet				
	continuously with	to move a ball,				
	hand(s), using feet	pushing an object				
	to move a ball,	with a stick				
	pushing an object					
	with a stick					
Gymnastics	Agility	Agility	Agility	Agility	Agility	Agility
	Moving the body	Moving the body	Moving the body	Moving the	Moving the body	Moving the body
	from one position	from one position	from one position	body from one	from one position	from one position
	to another	to another	to another	position to	to another	to another
	(changing	(changing	(changing	another	(changing	(changing
	direction).	direction).	direction).	(changing	direction).	direction).
	Start/stop on	Start/stop on	Balance Centre of	direction).	Balance Centre of	Balance Centre of
	command,	command,	gravity over the	Balance Centre	gravity over the	gravity over the
	maintaining balance	maintaining balance	base of support.	of gravity over	base of support.	base of support.
	Balance Centre of	Balance Centre of	Linking & mirroring	the base of	Counterbalancing	Counterbalancing
	gravity over the	gravity over the	with another	support. Linking	with another	with another
	base of support.	base of support.	person.	& mirroring with	person or group.	person or group.
	Linking & mirroring	Linking & mirroring	Co-ordination	another person.	Co-ordination	Co-ordination
	with another	with another	Synchronising limbs	Co-ordination	Synchronising	Synchronising
	person.	person.	when performing	Synchronising	limbs when	limbs when
	Co-ordination	Co-ordination	an action.	limbs when	performing an	performing an
	Synchronising limbs	Synchronising limbs	Locomotion:	performing an	action.	action.
	when performing	when performing	Pathways –	action.	Locomotion:	Locomotion:
	an action.	an action.	forwards,	Locomotion:	Pathways –	Pathways –

Locomotion: Pathways – forwards, backwards, sideways, and diagonally. Turn change direction Shape- movement of the body to create a shape straight, tuck). Rotation: Spin turn on the spot using different levels (pivot and seated) Roll – use teddy bear roll Jump – straight and star with safe landing Sequencing: Connecting Movementsand direction Apparatus: Small using objects when moving and balancing Large – jump off low platforms Working together: Unison – Everyone in the group moving in the group moving

Locomotion: Pathways – forwards, backwards, sideways, and diagonally. Turn – change direction Shape- movement of the body to create a shape (pike, straddle, star, pike, straddle, star, straight, tuck). Rotation: Spin turn on the spot using different levels (pivot and seated) Roll – use log roll, egg roll and log roll, egg roll and teddy bear roll Jump – straight and star with safe landing Sequencing: Connecting Movementsthinking about level thinking about level and direction Apparatus: Small using objects when moving and balancing Large jump off low platforms Working together: Unison - Everyone

backwards, sideways, and diagonally. Turn change direction: quarter, half, full Shape- movement of the body to create a shape (pike, straddle, star, straight, tuck). Leap - jump from one foot to another foot. Rotation: Roll – use log roll, egg roll, teddy bear roll, arch and dish roll Jump on, off, over apparatus, linked jumps Sequencing: Connecting Movementsthinking about level and direction Transition - move from one movement to another seamlessly. Apparatus: Small using objects when moving and balancing Large jump on and off low platforms Working together:

forwards, backwards, sideways, and diagonally. Turn change direction: quarter, half, full Shapemovement of the body to create a shape (pike, straddle, star, straight, tuck). Leap jump from one foot to another foot. Rotation: Roll use log roll, egg roll, teddy bear roll, arch and dish roll Jump on, off, over apparatus, linked jumps Sequencing: Connecting Movementsthinking about level and direction Transition move from one movement to another

Pathways -

forwards, backwards, sideways and diagonally. Turn change direction: quarter, half, full Shape- movement of the body to create a shape (pike, straddle, star, straight, tuck). Leap – jump from one foot to another foot. Level change height (high, mid, and low). Rotation: Roll backwards roll Jump – on, off, over apparatus, linked iumps Cartwheel – rotate over hands Sequencing Connecting Movementsthinking about level and direction Transition - move from one movement to another seamlessly. Evaluation

consistent

forwards, backwards, sideways and diagonally. Turn – change direction: quarter, half, full Shapemovement of the body to create a shape (pike, straddle, star, straight, tuck). Leap – jump from one foot to another foot. Level - change height (high, mid, and low). Rotation: Roll backwards roll Jump – on, off, over apparatus, linked jumps Cartwheel rotate over hands Sequencing Connecting Movementsthinking about level and direction Transition - move from one movement to another seamlessly. Evaluation -

		in the same way at	in the same way at	Mirroring, Matching	seamlessly.	checking and	consistent
		the same time.	the same time.	and Linking –	Apparatus:	adaptation of	checking and
		Mirroring &	Mirroring &	Creating	Small – using	movements. Style	adaptation of
		Matching – Making	Matching – Making	movements	objects when	adapting own	movements. Style
		shapes as if in a	shapes as if in a	together Canon –	moving and	personal creativity	adapting own
		mirror	mirror	one child moving	balancing Large	to a sequence.	personal creativity
		11111101	11111101	followed by another		Apparatus: Small –	to a sequence.
				and another like a	off low	using objects when	Apparatus: Small –
				Mexican wave.	platforms	moving and	using objects
				Synchronisation –	Working	balancing Large –	when moving and
				moving together at	together:	Balance and move	balancing Large –
				the same time to	Mirroring,	on, over and under	Balance and move
				create effect	•	•	
				create effect	Matching and	apparatus	on, over and
					Linking –	Working together:	under apparatus
					Creating	Mirroring,	Working together:
					movements	Matching and	Mirroring,
					together Canon	Linking – Creating	Matching and
					– one child	movements	Linking – Creating
					moving followed	together Canon –	movements
					by another and	one child moving	together Canon –
					another like a	followed by	one child moving
					Mexican wave.	another and	followed by
					Synchronisation	another like a	another and
					– moving	Mexican wave.	another like a
					together at the	Synchronisation –	Mexican wave.
					same time to	moving together at	Synchronisation –
					create effect.	the same time to	moving together
						create effect	at the same time
							to create effect
Dance	Travel	Agility	Agility Moving the	Travel Pathways –	Travel	Travel Pathways –	Travel Pathways –
			body from one	forwards,		forwards,	forwards,
		Moving the body	position to another	backwards,	Pathways –	backwards,	backwards,
		from one position to	(changing	sideways and	forwards,	sideways, and	sideways, and
		another (changing	direction).	diagonally. Turn –	backwards, sideways	diagonally. Turn –	diagonally. Turn –
		direction).	Start/stop on	change direction in	and diagonally.	change direction in	change direction
		Start/stop on	command,	the dance. Twist –	Turn – change	the dance. Twist –	in the dance.

command, maintaining balance.

Balance

Centre of gravity over the base of support. Counterbalancing when centre of gravity is out of position.

Co-ordination

Synchronising limbs when performing an action. Pathways – forwards, backwards, sideways and diagonally. Stabilisation skills (maintaining physical stability): Turn – change direction in the dance. Twist – movement of the body to create a shape.

Choreography

Count – Counting to 4, 8, 12, or 16 for a

maintaining balance. Balance Centre of gravity over the base of support. Counterbalancing when centre of gravity is out of position. Coordination Synchronising limbs when performing an action. Travel Pathways forwards, backwards, sideways and diagonally. Stabilisation skills (maintaining physical stability): Turn – change direction in the dance. Twist movement of the body to create a shape. Choreography Count – Counting to 4, 8, 12, or 16 for a section of movement. Dynamic – Moving in such a way as to represent something or

body to create a from one foot to another foot. Spin -shape. Choreography Count – counting to foot. section of movement. Dynamic – moving in such a way as to represent something or someone. Isolations section of moving only one a time. Transition move from one movement to Working together Unison – everyone body at a time. in the same way at the same time. Mirroring & Contrasting – showing movements as if in a mirror and using opposite dynamics (jagged and smooth). Call & Response –

movement of the

direction in the dance. the body to create a rotate on the spot. Leap – jump from one foot to another 4. 8. 12. or 16 for a Spin – rotate on the spot. Choreography Count – counting to 4, 8, 12, or 16 for a movement. part of the body at Dvnamic – moving in such a way as to represent something or someone. another seamlessly. $\| solations - moving \|$ only one part of the in the group moving Transition - move from one movement to another seamlessly. Working together

Unison – everyone in the group moving in the same way at the same time. Mirroring &

movement of the body to create a shape. Leap – jump |Twist – movement of | shape. Leap – jump from one foot to another foot. Spin rotate on the spot. Level change height (high, mid, and low). Choreography Count - counting to 4, 8, 12, or 16 for section movement. Dynamic – moving in such a way as to represent something or someone. Isolations – moving only one part of the body at a time. Transition -move from one movement to another seamlessly. Emotion using movement to feeling. express Evaluation consistent checking and adaptation of

movements. Style

Twist – movement of the body to create a shape. Leap – jump from one foot to another foot. Spin - rotate on the spot. Level change height (high, mid, and low). Choreography Count – counting to 4, 8, 12, or 16 for a section of movement. Dynamic – moving in such a way as to represent something or someone. Isolations moving only one part of the body at a time. Transition -move from one movement to another seamlessly. Emotion – using movement to express feeling. Evaluation consistent checking and

section of movement. Dynamic – Moving in such a way as to represent something | together Unison or someone. Isolations - Moving only one part of the body at a time.

Working together

Unison – Everyone in the group moving in the same way at the same time. Mirroring & Contrasting – Showing movements as if in a mirror and using opposite dynamics (jagged and smooth). Call & Response – Movements as a direct consequence of the previous movement. Canon – One child moving followed by another and another like a Mexican wave

 Moving only one part of the body at a time. Working Everyone in the group moving in the same way at the same time. Mirroring & Contrasting – Showing movements as if in a mirror and using opposite dynamics (jagged and smooth). Call & Response -Movements as a direct consequence of the previous movement. Canon

One child moving

followed by

another and

another like a

Mexican wave

someone. Isolations

movements as a of the previous movement. Canon – using opposite one child moving followed by another and smooth). and another like a Mexican wave. Synchronisation moving together at of the previous the same time to create effect

Contrasting – direct consequence showing movements as if in a mirror and dynamics (jagged Call & Response – movements as a direct consequence movement. Canon – one child moving followed by another and another like a Mexican wave. Synchronisation – moving together at the same time to create effect.

adapting own personal creativity a sequence. Working together Unison – everyone in the group moving in the same way at the same time. Mirroring Contrasting showing movements as if in a mirror and using opposite dynamics (jagged and smooth). Call & Response movements as a direct consequence of the previous movement. Canon one child moving followed by and another another like a Mexican wave. Synchronisation moving together at the same time to create effect.

adaptation of movements. Style adapting own personal creativity to a sequence. Working together Unison – everyone in the group moving in the same way at the same time. Mirroring & Contrasting showing movements as if in a mirror and using opposite dynamics (jagged and smooth). Call & Response movements as a direct consequence of the previous movement. Canon one child moving followed by another and another like a Mexican wave. Synchronisation moving together at the same time to create effect.

Striking and fielding	Agility	Agility	Striking & Fielding	Striking &	Striking & Fielding	Striking & Fielding
	Moving the body	Moving the body	Principles –	Fielding	Principles –	Principles –
	from one position	from one position	different types of	Principles –	different types of	different types of
	to another	to another	games.	different types	games.	games.
	(changing direction)	(changing direction)	Batting –	of games.	Batting	Batting
	Start/stop on	Start/stop on	simplified versions	Batting –	Identifying	Identifying
	command,	command,	of games Strike into	simplified	weaknesses in	weaknesses in
	maintaining balance	maintaining balance	space Correct grip	versions of	organisation of	organisation of
	Balance	Balance	for different pieces	games	fielders and taking	fielders and taking
	Centre of gravity	Centre of gravity	of equipment	Strike into space	advantage of this	advantage of this
	over the base of	over the base of	(cricket/rounders	Correct grip for	Communication	Communication
	support	support	bats) Create tactics	different pieces	skills – verbal and	skills – verbal and
	Counterbalancing	Counterbalancing	to achieve desired	of equipment	non-verbal	non-verbal
	when centre of	when centre of	result and outwit	(cricket/rounder	Identifying	Identifying
	gravity is out of	gravity is out of	your opponents.	s bats)	patterns of play -	patterns of play -
	position	position	Understanding the	Create tactics to	bowler/types of	bowler/types of
	Co-ordination	Co-ordination	importance of	achieve desired	delivery (simple	delivery (simple
	Synchronising limbs	Synchronising limbs	striking into space	result and	line and length	line and length
	when performing	when performing	and varying shots	outwit your	principles –	principles –
	an action	an action	played – apply	opponents.	pitched	pitched
	Generating force	Generating force	game principles	Understanding	short/full/full	short/full/full
	when sending	when sending	Shot selection and	the importance	toss), fielders with	toss), fielders with
	Locomotion skills	Locomotion skills	importance of	of striking into	stronger throwing	stronger throwing
	(ways to move):	(ways to move):	timing to increase	space and	techniques/consist	techniques/consis
	Run – forwards,	Run – forwards,	chances of success.	varying shots	ent accuracy Game	tent accuracy
	backwards,	backwards,	Decision making on	played – apply	management	Game
	sideways and	sideways and	where to hit and	game principles	Fielding	management
	diagonally	diagonally Chase –	why Fielding-	Shot selection	Create tactics to	Fielding
	Chase – closing	closing space	simplified versions	and importance	achieve desired	Create tactics to
	space between self	between self and	of games, game	of timing to	result Identifying	achieve desired
	and travelling ball	travelling ball Jump	scenarios	increase	strengths of	result Identifying
	Jump – receive	– receive	Prevent opposition	chances of	opposition and	strengths of
	object/stop object	object/stop object	from scoring by	success.	reducing/stopping	opposition and
	travelling away	travelling away	closing space as	Decision making	this	reducing/stopping
	from self	from self	best as you can	on where to hit	Communication	this
	Stabilisation skills	Stabilisation skills	Create tactics to	and why	skills – verbal and	Communication

(maintaining physical stability): Turn – pick up and throw to designated target Twist – when sending/receiving Stretch – when receiving/ stop object travelling away from self **Ball manipulation** skills (ways to use an object): Send throw an object to designated target Receive – catch with hands Pick up static or moving object Carry – run with a bat in hands **Striking & Fielding** Principles Fielding retrieve an object and send to designated target, to prevent opposition scoring runs/rounders/ points **Batting** – strike an object

(maintaining physical stability): Turn – pick up and throw to designated target Twist – when sending/receiving Stretch – when receiving/ stop object travelling away from self **Ball manipulation** skills (ways to use an object): Send throw an object to designated target Receive – catch with hands Pick up static or moving object Carry – run with a bat in hands **Striking & Fielding** Principles Fielding retrieve an object and send to designated target, to prevent opposition scoring runs/rounders/ points **Batting** – strike an object into space to gain n advantage and allow to score runs/rounders/ points

Fieldingachieve desired result Understanding the area and positions/roles within a team Prevent Awareness of playing area and how to run a batter out Awareness of additional methods to get batter out (cricket; result bowled/caught, rounders; 3 strikes/caught) **Bowling**simplified versions Bounce feed/underarm/figu re of 6 breakdown (overarm action) **Locomotion skills** (Batting) - apply game principles/rules Run (cricket: – in between wickets/around bases Locomotion skills (Fielding) apply game principles/rules Run closing space not allowing any gaps Chase – retrieving an object (once

non-verbal simplified Identifying versions of patterns of play (favoured shot of games, game scenarios batter) Awareness of pitch width and opposition from dept and covering scoring by best as possible closing space as Game best as you can management **Bowling** Create tactics to Identifying achieve desired patterns of play Understanding (favoured shot of the area and batter) positions/roles **Umpiring** Applying within a team rules and making Awareness of decisions aligned playing area and to the rules; run out/no how to run a ball/strike/bounda batter out Awareness of rγ additional **Locomotion** skills (Batting) methods to get batter out game principles/rules bowled/caught, Run – in between rounders; 3 wickets/around strikes/caught) bases Locomotion skills (Fielding) -**Bowling**apply simplified versions Bounce principles/rules feed/underarm/ Run – closing space figure of 6 not allowing any breakdown gaps (overarm action) Bat manipulation

skills – verbal and non-verbal Identifying patterns of play (favoured shot of batter) Awareness of pitch width and dept and covering best as possible Game management **Bowling** Identifying patterns of play (favoured shot of batter) **Umpiring** Applying rules and making decisions aligned to the rules; run out/no ball/strike/ crossing boundary crossing **Locomotion skills** apply (Batting) - apply game principles/rules Run – in between wickets/around bases Locomotion skills (Fielding) game apply game principles/rules Run – closing space not allowing

any gaps

	struck) following the direction it is travelling in Bat manipulation skills (Batters) – apply game principles/rules Strike – an object from a static position and on the move, into a space to gain an advantage to score Ball manipulation skills (Bowler/Fielders) – apply game principles/rules Catch – a moving object - varying speeds, angles and heights Throw – to a designated target/person dependent on the batter(s) movements Pick-up – gather a rolling object and throw	apply game principles/rules Run – closing space not allowing any gaps Chase – retrieving an object (once struck) following the direction it is travelling in Bat manipulation skills (Batters) – apply game principles/rules Strike – an object from a static position and on the move, into a	skills (Batters) Strike – vary shots to gain an advantage over the fielders Ball manipulation skills (Bowler/Fielders) – apply game principles/rules Catch – a moving object - varying speeds, angles and heights Throw – to a designated target/person dependent on the batter(s) movements Pick- up – gather a rolling object and throw	
	movements Pick-up – gather a rolling	object from a static position and on the		
		Ball manipulation skills		

				(Bowler/Fielders) – apply game principles/rules Catch – a moving object - varying speeds, angles and heights Throw – to a designated		
				target/person dependent on the batter(s) movements Pick-up – gather a rolling object and throw		
Athletics	Running Technique-	Running Technique	Outdoor Track	Outdoor Track	Outdoor Track	Outdoor Track
	Smaller steps quicker	-Smaller steps	Events:	Events:	Events	Events
	-Arms with a bend at	quicker -Arms with	Running – How long	Running – How	Running – Refining	Running –
	the elbow alternate	a bend at the elbow	will it take you to	long will it take	technique,	Refining
	forwards and	alternate forwards	finish? Long	you to finish?	Qualifying heats &	technique,
	backwards, opposite	and backwards,	Distance: -Pacing	Long Distance: -	Placing for medals	Qualifying heats &
	arm and leg leading	opposite arm and	yourself, cannot	Pacing yourself,	Long Distance: -	Placing for medals
	at a time (arms help	leg leading at a time	sprint for the full	cannot sprint for	Must pace yourself	Long Distance: -
	momentum)	(arms help	race -Start of the	the full race -	but still need to	Must pace
	-Straight back and	momentum) -	race important; if	Start of the race	run as fast as you	yourself but still
	head/eyes facing the	Straight back and	you start too	important; if you	can to finish as	need to run as fast
	direction of travel	head/eyes facing	quickly you may not	start too quickly	quickly as possible	as you can to
	Throwing action –	the direction of	finish -No lanes to	you may not	Sprint Races: -Run	finish as quickly as
	Underarm	travel	stay in Sprint Races:	finish -No lanes	as fast as you can	possible Sprint
	Stand facing the	Throwing action -	-Run in lanes, if left,	to stay in Sprint	for the full race,	Races: -Run as fast
	target, holding the	Underarm -Stand	disqualified from	Races: -Ran in	remembering to	as you can for the
	object in throwing	facing the target,	the race -Complete	lanes, if left,	keep going a little	full race,
	hand	holding the object	the race as fast as	disqualified	after the finish line	remembering to
	-Raise hand	in throwing hand -	you can -Accelerate	from the race -	to make sure you	keep going a little
	backwards in a	Raise hand	at the start from a	Complete the	cross it at your	after the finish

swinging motion, with a slight bend at elbow -Look at the target area to help with accuracy -Swing hand forwards and release forwards and when passes hip Throwing action -Overarm and shoulder width apart, side on to the target -Raise throwing arm to behind the head at a 90° angle -Point non-throwing arm at target -Transfer body weight from back foot to front foot, rotating hips and torso towards target -Pull throwing arm through and release obiect Jumping Feet hip to shoulder width apart with knees bent -Swing both arms simultaneously forward and backwards to gain momentum

backwards in a swinging motion, with a slight bend at elbow -Look at the target area to help with accuracy Swing hand release when passes hip Throwing action -**Overarm** -Stand shoulder width apart, side on to the target -Raise throwing arm to behind the head at a 90° angle -Point non-throwing arm at target -Transfer body weight from back foot to front foot, rotating hips and torso towards target -Pull throwing arm through and release hurdles object **Jumping** -Feet hip to shoulder width apart with knees bent -Swing both arms simultaneously forward and

backwards to gain

standing position 1. Stronger leg at the front with a bend at the knee 2. Opposite arm to leading leg raised in front with a bend at the elbow 3. Lean slightly forwards with eves looking straight throughout the race 4. Dip head forward as you finish to cross the line quicker Hurdles: -Ran in lanes and involve jumping over hurdles throughout the race -Involves a mixture of sprinting and slight slowing in pace when approaching and jumping over -Complete the race as fast as you can Relay Race: -Team race using a baton -Each runner takes turns to run, holding the same baton -Run as fast as you can, but be

race as fast as auickest vou can -Accelerate at the start from a will standing hurdles position 1. Stronger leg disrupting rhythm at the front with a bend at the knee 2. Opposite arm to leading leg raised in front with a bend at the elbow 3. Lean slightly forwards with eyes looking straight throughout the race 4.Dip head quicker forward as you Outdoor finish to cross Refining the line quicker Hurdles: -Ran in technique, lanes and involve jumping over hurdles throughout the race -Involves a mixture of used. sprinting and slight slowing in pace when pull approaching and

speed line to make sure Hurdles: -Keeping you cross it at a consistent stride your quickest help in speed Hurdles: -Keeping jumping over the without a consistent stride will help in vour jumping over the Relay Race: -The hurdles without changeover is vital disrupting your to completing this rhythm Relay Race: -The race. -As runner 1 changeover is vital approaching runner 2, runner 2 to completing this needs to begin to race. -As runner 1 run so the baton is is approaching runner 2, runner 2 exchanged whilst both runners are needs to begin to on the move. This run so the baton is allows runner 2 to exchanged whilst get to top speed both runners are on the move. This Field allows runner 2 to Events Throwing get to top speed quicker **Outdoor Field** Qualifying heats & Events Throwing -Placing for medals Refining Howler/Javelin: -A technique, Qualifying heats & straight or bent Placing for medals arm action can be -Follow Howler/Javelin: -A through the throw straight or bent by continuing arm arm action can be and used. -Follow hip through the throw rotation Jumping -

-When arms are at	momentum -When	careful when	jumping over	Refining	by continuing arm
the furthest point	arms are at the	passing the baton	hurdles -	technique,	pull and hip
behind the body,	furthest point	Outdoor Field	Complete the	Qualifying heats &	rotation Jumping
push through feet	behind the body,	Events: Throwing –	race as fast as	Placing for medals	– Refining
and swing arms	push through feet	How far can you	you can Relay	Long Jump: -	technique,
forward, landing on	and swing arms	throw? Can you	Race: -Team	Usually done in a	Qualifying heats &
both feet	forward, landing on	measure your	race using a	sand pit, athletes	Placing for medals
	both feet	distance?	baton -Each	will have a run up	Long Jump: -
		Howler/Javelin: -	runner takes	before take-off -	Usually done in a
		Overarm action	turns to run,	Leading foot must	sand pit, athletes
		used to throw as far	holding the	not cross the take-	will have a run up
		as you can Jumping	same baton -	off board (line) -	before take-off -
		– How far can you	Run as fast as	When landing,	Leading foot must
		jump? Can you	you can, but be	allow a landing on	not cross the take-
		measure your	careful when	1 leg (will appear	off board (line) -
		distance? Standing	passing the	as a leap) for safety	When landing,
		Long Jump: -Two	baton Outdoor	purposes and	allow a landing on
		footed jump	Field Events:	measure from first	1 leg (will appear
		landing on both	Throwing – How	contact with the	as a leap) for
		feet	far can you	floor.	safety purposes
		Indoor Track &	throw? Can you	Indoor Track &	and measure from
		Field Events:	measure your	Field Events	first contact with
		Running Lap	distance?	Running - Refining	the floor.
		Running -Runners	Howler/Javelin: -	technique,	Indoor Track &
		start in the middle	Overarm action	Qualifying heats &	Field Events
		of 2 reverse boards	used to throw as	Placing for medals	Running - Refining
		or cones, distanced	far as you can	Lap Running -	technique,
		accordingly	Jumping – How	Runners start in	Qualifying heats &
		Runner will run to	far can you	the middle of 2	Placing for medals
		first board, to the	jump? Can you	reversaboards or	Lap Running -
		other end to the	measure your	cones, distanced	Runners start in
		2nd board and	distance?	accordingly	the middle of 2
		return to the	Standing Long	Runner will run to	reversaboards or
		middle when 1 lap	Jump: -Two	first board, to the	cones, distanced
		is counted.	footed jump	other end to the	accordingly
		Throwing Chest	landing on both	2nd board and	Runner will run to

		Push -Hold a	feet	return to the	first board, to the
		basketball or heavy	Indoor Track &	middle when 1 lap	other end to the
		•		•	
		ball in both hands	Field Events:	is counted.	2nd board and
		against chest -Push	Running Lap	Throwing -	return to the
		the ball as hard as	Running -	Refining	middle when 1 lap
		you can, aiming	Runners start in	technique,	is counted.
		slightly upwards	the middle of 2	Qualifying heats &	Throwing -
		Jumping Vertical	reversaboards	Placing for medals	Refining
		Jump -Jump as high	or cones,	Chest Push -Hold a	technique,
		as you can,	distanced	basketball or	Qualifying heats &
		reaching up to gain	accordingly	heavy ball in both	Placing for medals
		extra height Speed	Runner will run	hands against	Chest Push -Hold a
		Bounce – how	to first board, to	chest -Push the	basketball or
		many can you do in	the other end to	ball as hard as you	heavy ball in both
		30 seconds? -2	the 2nd board	can, aiming slightly	hands against
		footed side jumps	and return to	upwards Jumping -	chest -Push the
		over a shin high	the middle	Refining	ball as hard as you
		barrier	when 1 lap is	technique,	can, aiming
			counted.	Qualifying heats &	slightly upwards
			Throwing Chest	Placing for medals	Jumping - Refining
			Push -Hold a	Vertical Jump -	technique,
			basketball or	Jump as high as	Qualifying heats &
			heavy ball in	you can, reaching	Placing for medals
			both hands	up to gain extra	Vertical Jump -
			against chest -	height Speed	Jump as high as
			Push the ball as	Bounce – how	you can, reaching
			hard as you can,	many can you do in	up to gain extra
			aiming slightly	30 seconds? -2	height Speed
			upwards	footed side jumps	Bounce – how
			Jumping Vertical	over a shin high	many can you do
			Jump -Jump as	barrier Standing	in 30 seconds? -2
			high as you can,	Triple Jump -Hop,	footed side jumps
			reaching up to	skip and jump -	over a shin high
			gain extra height	landing on both	barrier Standing
			Speed Bounce –	feet to finish	Triple Jump -Hop,
			how many can		skip and jump –
			115 W Hidniy Call		and and Jamp

				you do in 30		landing on both
				seconds? -2		feet to finish
				footed side		1000 10 1111311
				jumps over a		
				shin high barrier		
				31111 High barrier		
Invasion games	Agility	Agility	Attack:	Attack:	Attack	Attack
-Handball	Moving the body	Moving the body	Create space to get	Create space to get	Disguise a form of	Disguise a form of
-Tag Rugby	from one position	from one position	through defence	through defence and	shot or pass	shot or pass
-Netball	to another	to another	and score	score	Identifying	Identifying
-Lacrosse	(changing direction)	(changing direction)	Maintaining	Maintaining	weakness in	weakness in
-Quidditch	Start / stop on	Start / stop on	possession Varying	possession	defence/organisati	defence/organisat
-Unihoc	command,	command,	speed and	Varying speed and	on of defence and	ion of defence and
	maintaining balance	maintaining balance	locomotion	locomotion	taking advantage	taking advantage
	Balance	Balance	skills/agility to beat	skills/agility to beat	of this	of this
	Centre of gravity	Centre of gravity	defender Create	defender	Communication	Communication
	over the base of	over the base of	strategies and	Create strategies and	skills - verbal and	skills - verbal and
	support	support	tactics to achieve	tactics to achieve	non-verbal	non-verbal
	Counterbalancing	Counterbalancing	desired result and	desired result and	Identifying	Identifying
	when centre of	when centre of	outwit your	outwit your	patterns of play	patterns of play
	gravity is out of	gravity is out of	opponents	opponents	Movement off the	Movement off the
	position	position	Understanding the	Understanding the	ball to open space	ball to open space
	Co-ordination	Co-ordination	importance of	importance of width	for teammates	for teammates
	Synchronising limbs	Synchronising limbs	width and depth of	and depth of playing	Game	Game
	when performing	when performing	playing area and	area and	management	management
	an action	an action	positions/roles	positions/roles	Defend	Defend
	Generating force	Generating force	within a team –	within a team –	Anticipation of	Anticipation of
	when sending	when sending	apply game	apply game	attacker's next	attacker's next
	Locomotion Skills	Locomotion Skills	principles	principles	move or action	move or action
	(ways to move) Run	(ways to move) Run	Shooting methods	Shooting methods	Identifying	Identifying
	- forwards,	- forwards,	and importance of	and importance of	strengths of	strengths of
	backwards,	backwards,	accuracy to	accuracy to increase	opposition and	opposition and
	sideways	sideways and	increase chances of	chances of success	reducing/stopping	reducing/stopping
	and diagonally	diagonally	success Decision	Decision making on	this	this
	Chase - closing	Chase - closing	making on when to	_	Communication	Communication
	space between the	space between the	shoot/distance	shoot/distance from	skills - verbal and	skills - verbal and
	attacker and	attacker and	from goal/net	goal/net Decision	non-verbal	non-verbal

defender Avoid - increasing the space between the attacker and defender Jump - block, intercept, receive object off target / on the move Stabilisation skills (maintaining physical stability) Turn looking for spaces, chasing/avoiding Twist - when sending/receiving Stretch - when blocking, intercepting, receiving **Ball manipulation** skills (ways to use an object) Send – throw/kick a ball, push an object | a hockey stick with a hockey stick Receive catch with hands. softly cradle with feet/stick Dribble continuously with hand(s), using feet to move a ball, pushing an object

defender Avoid - increasing the space between the attacker and defender Jump - block, intercept, receive object off target / on the move Stabilisation skills (maintaining physical stability) Turn - looking for spaces, chasing/avoiding Twist - when sending/receiving Stretch - when blocking, intercepting, receiving **Ball manipulation** skills (ways to use an object) Send throw/kick a ball, push an object with Receive – catch with hands, softly cradle with feet/stick Dribble continuously with hand(s), using feet to move a ball, pushing an object with a stick

Decision making on making on when to when to shoot/distance from goal/net **Defend** Prevent opposition from scoring by closing space Regaining possession Create strategies and tactics to achieve desired result Understanding the importance of width and depth of playing area and positions/roles within a team Awareness of own goal/net and managing the defence of this **Locomotion skills** (Attack) Run identifying space to the ball move into to receive the ball Avoid – monitoring moving accordingly opposition and moving accordingly to remain in space and maintain possession **Locomotion skills** (Defend) Run –

shoot/distance from goal/net **Defend** Prevent opposition from scoring by closing space Regaining possession Create strategies and tactics to achieve desired result Understanding the importance of width and depth of playing area and positions/roles within a team Awareness of own goal/net and managing the defence of this Locomotion skills (Attack) Run identifying space to move into to receive Avoid – monitoring opposition and to remain in space and maintain possession Locomotion skills (Defend) Run closing space not allowing any gaps

Identifying patterns of play, zonal marking and awareness of pitch width and depth Game management cards scenario Locomotion skills (Attack) Run varying speeds and direction to outwit defence **Locomotion skills** (Defend) Run varying speeds and direction manage space between attack and goal Ball manipulation skills (Attack) Send - from a static position and on the move, into a space for a teammate to run on to and receive Receive а from static position and on the move, transitioning into an immediate pass when received (quick pass) Dribble - disguising

Identifying patterns of play, zonal marking and awareness of pitch width and depth Game management scenario cards Locomotion skills (Attack) Run - varying speeds and direction to outwit defence **Locomotion skills** (Defend) Run varying speeds and direction to manage space between attack and goal **Ball manipulation** skills (Attack) Send - from a static position and on the move, into a space for a teammate to run on to and receive Receive - from a static position and on the move, transitioning into an immediate pass when received (quick

Pick up – static or closing space not Chase – marking a a form of shot/pass pass) Dribble with a stick Pick up – static or Pick up - loose ball moving object Carry allowing any gaps specific player as disguising a form moving object Carry - run with an object of shot/pass Pick part of a strategy followed by an Chase – marking a - run with an object in hands Bounce specific player as immediate pass or up - loose ball Jump – block, followed by an in hands Bounce bouncepart of a strategy intercept, receive shot Carry bounceobject off target/on controlling the ball catch/bounce pass Jump – block, immediate pass or catch/bounce pass Kick - kick ball into intercept, receive the move on the move, shot Carry -Kick – kick ball object off target/on Ball manipulation disguise pass or controlling the area/at a target into area/at a **Invasion Games** the move skills (Attack) – shot Shoot - kick. ball on the move. apply game **Principles** Ball manipulation throw disguise pass or target **Invasion Games** Attack – create skills (Attack) principles/rules strike/push a ball shot Shoot - kick, **Principles** space to get apply game Send – from a static with intent into a throw or through defence strike/push a ball Attack - create principles/rules position and on the goal or net Send – from a static move, into a space space to get and score with intent into a through defence Defend – prevent goal or net position and on the for a teammate to move, into a space run on to and receive and score opposition from Defend – prevent Receive – from a scoring by closing for a teammate to opposition from space and retaining run on to and static position and scoring by closing possession receive Receive on the move, space and retaining from a static transitioning into an position and on the immediate pass possession move, transitioning when received (quick into an immediate pass) pass when received Dribble - varying (quick pass) Dribble movements to varying outwit opponent movements to Pick up –loose ball outwit opponent followed by an Pick up –loose ball immediate pass or followed by an shot immediate pass or Carry – controlling shot the ball on the move, Carry – controlling disguise pass or shot Shoot – kick, throw the ball on the move, disguise pass or strike/push a ball or shot Shoot -

			1 . 1 1			
			kick, throw or	with intent into a		
			strike/push a ball	goal or ne		
			with intent into a			
			goal or net			
OAA (Outside			Skills Principles of	Skills Principles	Skills Principles of	Skills Principles of
adventurous			safety when	of safety when	safety when	safety when
activities)			working indoors	working indoors	working indoors	working indoors
			and outdoors Map	and outdoors	and outdoors	and outdoors
			reading and	Map reading	Planning,	Planning,
			plotting Responding	and plotting	recording,	recording,
			to challenges in	Responding to	navigation and	navigation and
			different	challenges in	evaluation	evaluation
			environments	different	Problem solving	Problem solving
			Planning and	environments	Leadership Map	Leadership Map
			recording in	Planning and	design	design
			activities Problem	recording in	,	0
			solving Trust	activities		
			exercises	Problem solving		
				Trust exercises		
Net and Wall	Agility	Agility	Attack – simplified	Attack –	Attack – simplified	Attack – simplified
-Tennis	Moving the body	Moving the body	versions of games	simplified	versions of games	versions of games
-Badminton	from one position	from one position	(2v1, 3v3), hitting,	versions of	(2v1, 3v3), hitting,	(2v1, 3v3), hitting,
	to another	to another	game scenarios	games (2v1,	game scenarios	game scenarios
	(changing direction)	(changing direction)	Varying speed and	3v3), hitting,	Varying speed and	Varying speed and
	Start/stop on	Start/stop on	locomotion	game scenarios	locomotion	locomotion
	command,	command,	skills/agility to beat	Varying speed	skills/agility to	skills/agility to
	maintaining balance	maintaining balance	defender Create	and locomotion	beat defender	beat defender
	Balance	Balance	strategies and	skills/agility to	Create strategies	Create strategies
	Centre of gravity	Centre of gravity	tactics to achieve	beat defender	and tactics to	and tactics to
	over the base of	over the base of	desired result and	Create	achieve desired	achieve desired
	support	support	outwit your	strategies and	result and outwit	result and outwit
	Counterbalancing	Counterbalancing	opponents	tactics to	your opponents	your opponents
	when centre of	when centre of	Understanding the	achieve desired	Understanding the	Understanding the
	gravity is out of	gravity is out of	importance of	result and	importance of	importance of
	position	position	width and depth of	outwit your	width and depth of	width and depth

Co-ordination when performing an action Generating force when sending **Locomotion skills** forwards, backwards, sideways and diagonally Chase closing space between the Jump - block, intercept, receive the move Stabilisation skills (maintaining physical stability) Turn – looking for spaces, chasing/avoiding Twist – when sending/receiving Stretch – when blocking, intercepting, receiving Ball manipulation skills (ways to use an object) Send push, hit, throw a ball, with hands

Co-ordination Synchronising limbs Synchronising limbs when performing an action Generating force when sending **Locomotion skills** (ways to move) Run (ways to move) Run - forwards. backwards, sideways and diagonally Chase closing space between the attacker & defender attacker & defender Jump – block, intercept, receive object off target/on object off target/on the move Stabilisation skills (maintaining physical stability) Turn – looking for spaces, chasing/avoiding Twist – when sending/receiving Stretch – when blocking. intercepting, receiving Ball manipulation skills (ways to use an object) Send push, hit, throw a ball, with hands

playing area and positions/roles within a team apply game principles Shooting methods and importance of accuracy to increase chances of success Decision making on when to shoot/distance from net Defend simplified versions of games (2v1, 3v3), game scenarios Create strategies and tactics to achieve desired to result Understanding the importance of width and depth of playing area and positions/roles within a team **Locomotion skills** (Attack) - apply game principles/rules Run result identifying space to move into to receive the ball Avoid – monitoring opposition and moving accordingly

opponents positions/roles Understanding the importance of width and apply depth of playing area and methods positions/roles importance within a team accuracy apply game principles Shooting methods and shoot/distance importance of accuracy to increase of games chances of 3v3), success Decision scenarios strategies making on when shoot/distance desired from net Defend - simplified importance versions of games (2v1, positions/roles 3v3), game scenarios Create within a strategies and tactics to (Attack) achieve desired game principles/rules Understanding the importance of width and depth of playing area and opposition positions/roles moving

playing area and of playing area and within a team positions/roles within a team game apply game principles Shooting and principles of Shooting methods and importance of to increase chances accuracy to of success Decision increase chances making on when to of success Decision making from net Defend on when to simplified versions shoot/distance from net Defend -(2v1, simplified versions game Create of games (2v1, 3v3), game and tactics to achieve scenarios Create strategies and result Understanding the tactics to achieve desired result width and depth of Understanding the playing area and importance of width and depth of playing area team Locomotion skills and apply positions/roles within a team **Locomotion skills** (Attack) - apply Run – identifying space to move into game principles/rules to receive the ball Avoid – monitoring Run – identifying space to move and into to receive the

to remain in space accordingly ball Avoid -Receive – catch Receive – catch within a team to with hands Pick up with hands Pick up **Locomotion skills** Locomotion remain in space monitoring (Defend) - apply static or moving static or moving skills (Attack) -Locomotion skills opposition and object Carry – run object Carry – run (Defend) game apply game apply moving principles/rules with an object in with an object in principles/rules game accordingly to principles/rules hands or on a hands or on a Jump – block, Run remain in space racket Bounce – racket Bounce intercept, receive identifying space Jump – **Locomotion skills** block, bounceobject off target/on to move into to (Defend) - apply bounceintercept, receive catch/bounce pass catch/bounce pass the move **Ball** receive the ball obiect off game principles/rules **Net & Wall Games Net & Wall Games** manipulation skills Avoid target/on the Principles Attack – Principles Attack – (Attack) – apply Jump – block, monitoring move Ball manipulation send an object into send an object into game opposition and intercept, receive the opponent's principles/rules skills (Attack) object off the opponent's moving apply area making it area making it Send – from a static accordingly to game target/on the principles/rules difficult for them to difficult for them to move position and on the remain in space return it return it move, into a space Locomotion Send – from a **Ball manipulation Defend** – prevent **Defend** – prevent skills (Attack) for a teammate to skills (Defend) static position and apply game opposition from opposition from run on to and apply game on the move, into a scoring by closing scoring by closing receive Receive principles/rules space for principles/rules from a static Jump – block, Send - from a space and retaining | space and retaining teammate to run possession possession position and on the intercept, on to and receive static position and move, transitioning receive object Receive – from a on the move, into into an immediate off target/on the a space for a static position and pass when received the move on move, teammate to run transitioning into (quick pass) Ball on to and receive manipulation an immediate pass Receive – from a skills (Attack) when static position and received apply game (quick pass) on the move, principles/rules transitioning into Send – from a an immediate static position pass when and on the received (quick move, into a pass) space for a teammate to run on to and

		receive Receive	
		from a static	
		position and on	
		the move,	
		transitioning	
		into an	
		immediate pass	
		when received	
		(quick pass)	