



Holy Family Catholic Primary School

Physical Education Long Term Plan 2025-2026

What do we want for our pupils?

Intent

PE at Holy Family aims to develop the knowledge, skills and capabilities necessary for mental, emotional, social and physical wellbeing in our children now and their future. Physical fitness is a key part of leading a healthier lifestyle and our bespoke curriculum ensures every child has the opportunity to have an outstanding experience in PE. Our curriculum teaches self-discipline and that to be successful in life you must work hard, show resilience and have the determination to believe that anything can be achieved. We want to teach children how to independently cooperate and collaborate with others, as part of a team and as a leader, understanding fairness and competitiveness of play to embed life-long values. We ensure children reflect on their own, and others', performance and use clear communication within PE lessons. Children are taught the importance exercise has on their physical and mental health which motivates them to exercise beyond their Primary years.

Implementation

Pupils at Holy Family participate in two hour-long, weekly, high quality PE lessons. Our PE programme incorporates a variety of activities to ensure all children develop the confidence, tolerance and the appreciation of their own and others' strengths and weaknesses over a range of sports. We provide opportunities for all children to engage in extra-curricular activities after school, in addition to competitive sporting events. Our year 4 children attend swimming lessons; children who do not meet the Curriculum targets for swimming in Year 4, repeat swimming in Year 5 through the Sports Premium funding. At Holy Family, we have purchased a scheme of help that helps teachers deliver a purposeful curriculum. GetSet4PE gives teachers the knowledge and skills needed to ensure children engage, enjoy and progress in PE. Our lessons always have a warm up, skill practice, application to a game situation and then cool down. Children know the benefits of warming up, cooling down and the benefits exercise has on our physical and mental health. We are lucky enough to have Xcite Sports (outside agency) work with each class for a full term – teachers use this opportunity for CPD purposes as well as Active Fusion (outside agency) and Scotties Heroes who lead after school clubs for our children. These clubs change each half term ensuring ALL children have the opportunity to take part.

What is our goal?

Impact

Our curriculum aims to improve the wellbeing and fitness of all children at Holy Family, not only through the sporting skills taught, but through the underpinning values and disciplines PE promotes. Within our lessons, children are taught about self-discipline and that to be successful you need to take ownership and responsibility of their own health and fitness. Our impact is therefore to motivate children to utilise these underpinning skills in an independent and effective way in order to live happy and healthy lives. In addition to this, our school promotes competitive sport and, via attended inter-school competitions on a regular basis, will give all children the opportunity to play sport competitively which will increase participation outside of school.

National Curriculum:

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

The National Curriculum for Physical Education aims to ensure that all pupils: ♣ develop competence to excel in a broad range of physical activities ♣ are physically active for sustained periods of time ♣ engage in competitive sports and activities ♣ lead healthy, active lives.

KS1:

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.

KS2:

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.

Assessment in P.E

Teachers analyse results and complete the school's data sheet ready for Pupil Progress meetings. Teachers identify children who are below, children who have not made expected progress, children who are not on track to achieve their target from KS1 and what the teacher is going to do about it. All of this can be imputed on O'track.

Year Groups	Autumn	Spring	Summer
FS1	Introduction to PE: Unit 1 Fundamentals: Unit 1	Dance: Unit 1 Gymnastics: Unit 1	Ball skills: Unit 1 Games: Unit 1
FS2	Introduction to PE: Unit 2 Fundamentals: Unit 2	Dance: Unit 2 Gymnastics: Unit 2	Ball skills: Unit 2 Games: Unit 2
Year 1	Autumn Term Ball Skills Dance	Spring Term Fitness Striking and Fielding	Summer Term Net and Wall Athletics
Year 2	Autumn Term Invasion Fitness	Spring Term Gymnastics Striking and Fielding	Summer Term Net and Wall Athletics
Year 3	Autumn Term Invasion Games – Football Dance	Spring Term Fitness Striking and Fielding – Cricket	Summer Term Tennis Athletics
Year 4	Autumn Term Invasion Games – Basketball Fitness	Spring Term Gymnastics Striking and Fielding – Rounders	Summer Term Swimming Tennis Athletics
Year 5	Autumn Term Invasion Games – Hockey Dance	Spring Term Fitness Striking and Fielding – Cricket	Summer Term Volleyball Athletics
Year 6	Autumn Term Invasion Games – Tag Rugby Fitness	Spring Term Gymnastics Striking and Fielding – Rounders	Summer Term Badminton Athletics

FS1

Autumn Term:

Introduction to PE
Fundamentals

Spring Term

Dance
Gymnastics

Summer Term

Ball skills
Games

Autumn 1: Introduction to PE	Autumn 2: Fundamentals	Spring 1: Dance	Spring 2: Gymnastics	Summer 1: Balls skills	Summer 2: Games
<p>Knowledge: I am beginning to demonstrate balance. I am beginning to negotiate space safely. I am beginning to take turns with others. I can explore movement skills. I can make guided choices. I follow instructions with support.</p>	<p>Knowledge: I am beginning to negotiate space safely. I am beginning to take turns with others. I am building my confidence to try new challenges. I can explore movement skills, beginning to demonstrate balance and co-ordination when playing games. I follow instructions with support. I play games honestly guided by rules with support.</p>	<p>Knowledge: I am beginning to negotiate space safely. I am beginning to use and remember sequences and patterns of movements which are related to music and rhythm. I am building my confidence to try new challenges and perform in front of others. I can explore movement skills. I follow instructions with support. I show respect towards others</p>	<p>Knowledge: I am beginning to negotiate space safely. I am beginning to take turns. I am building my confidence to try new challenges. I can explore movement skills. I can match skills to tasks and apparatus. I can use a range of large and small apparatus with an awareness of safety. I follow instructions with support</p>	<p>Knowledge: I am beginning to explore a range of ball skills. I am beginning to negotiate space safely. I am beginning to take turns with others. I can make guided choices. I persevere with support when trying new challenges. I play ball games guided by the rules with support.</p>	<p>Knowledge: I am beginning to explore a range of ball skills. I am beginning to negotiate space safely. I am beginning to take turns with others. I am beginning to understand how I feel in different situations. I can explore movement skills. I follow instructions with support. I play games honestly guided by the rules with support.</p>
<p>Vocabulary: Avoid freeze space backwards forwards safe stop sideways partner</p>	<p>Vocabulary: Balance jump bend land space direction run stop hop safe travel</p>	<p>Vocabulary: Move action direction shake bend high space count low twist</p>	<p>Vocabulary: Balance bend copy hold jump land rock roll shape squeeze star still straight</p>	<p>Vocabulary: Bounce points score catch roll space dribble run target hit safely throw kick</p>	<p>Vocabulary: Catch caught jog rules run safe safely score space stop team throw turn</p>

FS2

Autumn Term:

Introduction to PE
Fundamentals

Spring Term

Dance
Gymnastics

Summer Term

Ball skills
Games

Autumn 1: Introduction to PE	Autumn 2: Fundamentals	Spring 1: Dance	Spring 2: Gymnastics	Summer 1: Balls skills	Summer 2: Games
<p>Knowledge: I can make independent choices. I can negotiate space safely with consideration for myself and others. I follow instructions involving several ideas or actions. I play co-operatively and take turns with others. I understand the rules and can explain why it is important to follow them. I use movement skills with developing balance and co-ordination.</p>	<p>Knowledge: I am confident to try new challenges, deciding on the skills I use to complete the task. I can negotiate space safely with consideration for myself and others. I follow instructions involving several ideas or actions. I play co-operatively, take turns and congratulate others. I play games honestly with consideration of the rules. I show an understanding of my feelings and can regulate my behaviour. I use movement skills with developing balance and co-ordination.</p>	<p>Knowledge: I am confident to try new challenges and perform in front of others. I can combine movements, selecting actions in response to the task. I can negotiate space safely with consideration for myself and others. I follow instructions involving several ideas or actions. I show respect towards others when providing feedback. I use movement skills with developing strength, balance and co-ordination showing increasing control and grace.</p>	<p>Knowledge: I am confident to try new challenges. I can combine movements, selecting actions in response to the task and apparatus. I can confidently and safely use a range of large and small apparatus. I can negotiate space safely with consideration for myself and others. I follow instructions involving several ideas or actions. I use movement skills with developing strength, balance and co-ordination showing increasing control and grace. I work co-operatively with others and take turns</p>	<p>Knowledge: I can negotiate space safely with consideration for myself and others. I follow instructions involving several ideas or actions. I persevere when trying new challenges. I play ball games with consideration of the rules. I play co-operatively and take turns with others. I use ball skills with developing competence and accuracy</p>	<p>Knowledge: I can negotiate space safely with consideration for myself and others. I follow instructions involving several ideas or actions. I play co-operatively, take turns and encourage others. I play games honestly with consideration of the rules. I show an understanding of my feelings and can regulate my behaviour. I use ball skills with developing competence and accuracy. I use movement skills with developing balance and co-ordination</p>

Vocabulary: Catch path score direction rules space partner safely stop	Vocabulary: Balance bend crawl fast hop jump land rules run safely slide slow stop	Vocabulary: Quickly actions fast shape beat finish position slowly counts high low start position travel direction	Vocabulary: Around balance hold jump land over rock roll still straight through travel	Vocabulary: Ball partner score catch ready space dribble roll target kick safely throw	Vocabulary: Aim gallop hit hop jump lost partner run safely score stop tag target team win
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Year 1

Autumn Term:

Ball Skills
Dance

Spring Term

Fitness
Striking and Fielding

Summer Term

Net and Wall
Athletics

Autumn 1: Ball Skills

Knowledge:
I know how to catch a ball with two hands.
I know how to dribble with a ball with my hands and feet.
I know what tactics are.
I know how to roll and throw a ball, beanbag or object accurately.
I know what success is.
I know how to track a ball coming towards me.
I know how to work as part of a team.

End Points
I am starting to know to catch with two hands.
I am beginning to dribble a ball with my hands and feet.
I am beginning to understand simple tactics.
I can roll and throw with some accuracy towards a target.
I can say when someone was successful.
I can track a ball that is coming towards me.

Autumn 2: Dance

Knowledge
I know what counts are.
I know how to copy, remember and repeat actions.
I know how to move around safely.
I know how to use different body parts in isolation and together.
I know how to work with others.
I know what actions to use when moving.

End Points
I am beginning to use counts.
I can copy, remember and repeat actions.
I can move confidently and safely.
I can use different parts of the body in isolation and together.
I can work with others to share ideas and select actions.

Spring 1: Fitness

Knowledge
I know what exercise is.
I know the benefits of exercise.
I know what exercise does to our body.
I know how exercise makes me feel.
I know how to be resilient.
I know why we need to warm up and cool down.

End Points
I can recognise changes in my body when I do exercise.
I can share my ideas with other people in the class.
I can talk about what exercise does to my body.
I recognise how exercise makes me feel.
I try my best in the challenges I am set.
I understand why it is important to warm up.

	I can work co-operatively with a partner.		I choose appropriate movements for different dance ideas. I say what I liked about someone else's performance. I show some sense of dynamic and expressive qualities in my dance.		
Vocabulary: Run, Stop, Throw, Roll, Team, Kick, Space, Catch		Vocabulary: Forwards, backwards, shape, travel, counts, pose, level, slow, fast and balance.		Vocabulary: Balance, exercise, heart, lungs, body, mood	

Spring 2: Striking and Fielding		Summer 1: Net and Wall		Summer 2: Athletics	
Knowledge	End Points	Knowledge	End Points	Knowledge	End Points
<p>I know how to catch a ball and beanbag.</p> <p>I know how to roll a ball.</p> <p>I know which part of my hand to strike a ball with.</p> <p>I know how to track a ball coming towards me.</p> <p>I know the rules of the game.</p> <p>I know how to be a sportsman.</p> <p>I know how to be successful.</p>	<p>I can catch a beanbag and a medium-sized ball.</p> <p>I can roll a ball towards a target.</p> <p>I can strike a ball using my hand.</p> <p>I can track a ball that is coming towards me.</p> <p>I know how to score points.</p> <p>I understand the rules and I am beginning to use these to play honestly and fairly.</p> <p>I understand when I am successful.</p>	<p>I know the correct technique to hit a ball using a racket.</p> <p>I know how to throw a ball over the net.</p> <p>I know how to track a ball or object.</p> <p>I know what a ready position is.</p> <p>I know how to score points.</p> <p>I know what it means to be a sportsman and or woman.</p>	<p>I can hit a ball using a racket.</p> <p>I can throw a ball to land over the net and into the court area.</p> <p>I can track balls and other equipment sent to me.</p> <p>I can use a ready position to move to the ball.</p> <p>I recognise changes in my body when I do exercise.</p> <p>I show honesty and fair play when playing against an opponent.</p>	<p>I know how to throw a ball towards a target.</p> <p>I know what balance and co-ordination is.</p> <p>I know what an overarm throw is.</p> <p>I know what happens to my body when I exercise.</p> <p>I know how to run at different speeds.</p> <p>I know how to be a team player.</p> <p>I know what a jump is.</p> <p>I know what a leap is.</p> <p>I know what a hop is.</p> <p>I know which one to use to allow me to jump furthest.</p>	<p>I am able to throw towards a target.</p> <p>I am beginning to show balance and co-ordination when changing direction.</p> <p>I am developing overarm throwing.</p> <p>I can recognise changes in my body when I do exercise.</p> <p>I can run at different speeds.</p> <p>I can work with others and make safe choices.</p> <p>I try my best.</p> <p>I understand the difference between a jump, a leap and a hop and can choose which allows me to jump the furthest.</p>
Vocabulary: Run, pass, roll, team, space, hit, points, target, throw, score and catch.		Vocabulary: Ready position, partner, net, underarm, score and points.		Vocabulary: Space, jump, stop, safely, far, hop, aim, fast, slow, bend, improve, direction and travel	

Year 2

Autumn Term:

Invasion
Fitness

Spring Term

Gymnastic
Striking and Fielding

Summer Term

Net and Wall
Athletics

Autumn 1: Invasion

Knowledge
I know how to dribble with a ball.
I know how to change direction.
I know what space is.
I know how to receive a ball with my hands and feet.
I know the rules of the game.
I know the changes in my body when I exercise.

End Points
I am beginning to dribble a ball with my hands and feet.
I can change direction to move away from a defender.
I can recognise space when playing games.
I can send and receive a ball with hands and feet.
I can use simple rules to play fairly.

Autumn 2: Fitness

Knowledge
I know what happens to my body when I exercise.
I know how to hop and jump with control.
I know what perseverance is.
I know what determination is.
I know running slower will allow me to run faster.
I know how to be a team player.

End Points
I can describe how my body feels during exercise.
I can show hopping and jumping movements with some balance and control.
I persevere with new challenges.
I show determination to continue working over a longer period of time.
I understand that running at a slower speed will allow me to run for a longer period of time.

Spring 1: Gymnastic

Knowledge
I know how to link simple actions together.
I know how to relax my body.
I know how to tense my body.
I know how to stretch my body.
I know the effects of exercise.
I know how to use the apparatus safely.

End Points
I am confident to perform in front of others.
I can link simple actions together to create a sequence.
I can make my body tense, relaxed, stretched and curled.
I can recognise changes in my body when I do exercise.
I can remember and repeat actions and shapes.

	I move to stay with another player when defending. I recognise changes in my body when I do exercise. I understand when I am a defender and when I am an attacker.		I work with others to turn a rope and encourage others to jump at the right time.		I can say what I liked about someone else's performance. I can use apparatus safely and wait for my turn.
Vocabulary: Team, pass, tag, defender, points, dribbling, attacker, score, received, send, goal, possession, dodge, chest pass and bounce pass.		Vocabulary: Strong, pace, race, speed, jog, steady, sprint, exercise, heart, lungs and body.		Vocabulary: Action, jump, direction, speed, balance, link, pathway, roll, direction, straddle and sequence.	

Spring 2: Striking and Fielding		Summer 1: Net and Wall		Summer 2: Athletics	
Knowledge I know what the key words are. I know what an underarm throw is. I know how to perform an underarm throw. I know what an overarm throw is. I know how to through the ball overarm. I know the rules to a game.	End Points I am beginning to provide feedback using key words. I am developing underarm and overarm throwing skills. I can hit a ball using equipment with some consistency. I can track a ball and collect it. I can use simple tactics. I know how to score points and can remember the score. I understand the rules of the game and can use these to play fairly in a small group.	Knowledge I know what defence is. I know how to defend space. I know the effects of exercise on my body. I know how to hit a ball over a net. I know how to throw accurately. I know what tactics are. I know how to score points in a game. I know how to be a good sportsman.	End Points I can defend space on my court using the ready position. I can describe how my body feels during exercise. I can hit a ball over the net and into the court area. I can throw accurately to a partner. I can use simple tactics to make it difficult for an opponent. I know how to score points and can remember the score. I show good sportsmanship when playing against an opponent.	Knowledge I know how to show balance and co-ordination when running. I know how to jump and land with control. I know how to perform an underarm throw. I know how to work as part of a team. I know what good technique looks like. I know how my body feels during exercise.	End Points I show balance and co-ordination when running at different speeds. I can jump and land with control. I can use an overarm throw to help me to throw for distance. I can work with others, taking turns and sharing ideas. I can identify good technique. I can describe how my body feels during exercise. I try my best.
Vocabulary: Hit, score, catch, target, send, fielder, batter, teammate, runs, received, bowler.		Vocabulary: Partner, net, underarm, score, points, receive, quickly, trap, defend, return, collect and against.		Vocabulary: Sprint, jog, distance, height, fast, slow, bend, travel, overarm, landing, underarm.	

Year 3

Autumn Term:

Football
Dance

Spring Term

Fitness
Cricket

Summer Term

Tennis
Athletics

Autumn 1: Football

Knowledge

I know what tactics are.
I know the rules of a game.
I know how to dribble, pass, receive and shoot a football with control.
I know how to create space.
I know how to mark an attacker.
I know the roles of a defender and attacker.

End Points

I am beginning to use simple tactics.
I am learning the rules of the game and I am beginning to use them to play honestly and fairly.
I can dribble, pass, receive and shoot the ball with some control.
I can find space away from others and near to my goal.
I can provide feedback using key words.
I can track an opponent to slow them down.

Autumn 2: Dance

Knowledge

I know how to be respectful.
I know the key words.
I know how to repeat an action.
I know how to use counts in dance.
I know how to work with a partner.
I know how to create a short dance.

End Points

I am respectful of others when watching them perform.
I can provide feedback using key words.
I can repeat, remember and perform a dance phrase.
I can use counts to keep in time with a partner and group.
I can use dynamic and expressive qualities in relation to an idea.
I can work with a partner and in a small group, sharing ideas.

Spring 1: Fitness

Knowledge

I know how to record scores.
I know what I'm good at.
I know how to persevere.
I know the components of fitness.
I know how to show balance.

End Points

I can collect and record my scores, recognising my strengths.
I can complete exercises with control.
I can persevere when I find a challenge hard.
I can provide feedback using key words.
I can use key points to help me to improve my sprinting technique.
I can work safely with others.
I show balance when changing direction.

	I understand my role as an attacker and as a defender. I work co-operatively with my group to self-manage games.		I create short dance phrases that communicate the idea.		I understand that there are different areas of fitness.
Vocabulary: Defender, attacker, score, dribbling, possession, footwork, rebound, interception, mark, travelling, playing area.		Vocabulary: Mirror, action, pathway, direction, speed, flow, explore, match, perform, feedback, expression.		Vocabulary: Strength, balance, accurately, control, distance, speed, jog, pace, sprint, ready.	

Spring 2: Cricket		Summer 1: Tennis		Summer 2: Athletics	
Knowledge	End Points	Knowledge	End Points	Knowledge	End Points
I know how to throw a ball towards a target. I know how to strike a ball after a bounce. I know the tactics of cricket. I know how to use the overarm throw. I know how to work as a team.	I am able to bowl a ball towards a target. I am beginning to strike a bowled ball after a bounce. I am developing an understanding of tactics and I am beginning to use them in game situations. I am learning the rules of the game and I am beginning to use them honestly. I can persevere when learning a new skill. I can provide feedback using key words. I can use overarm and underarm throwing, and catching skills.	I know the basic rules of tennis. I know how to provide feedback. I know how to return the ball to a partner. I know how to hold a racket. I know how to strike a racket.	I am learning the rules of the game and I am beginning to use them to play fairly. I can provide feedback using key words. I can return a ball to a partner. I can use basic racket skills. I understand the aim of the game. I understand the benefits of exercise. I work cooperatively with my group to self-manage games.	I know how to jump further. I know what a relay is. I know how to throw objects accurately. I know how to land correctly. I know what determination means.	I am developing jumping for distance. I can identify when I was successful. I can take part in a relay activity, remembering when to run and what to do. I can throw a variety of objects, changing my action for accuracy and distance. I can use different take off and landings when jumping. I can use key points to help me to improve my sprinting technique. I can work with a partner and in a small group, sharing ideas. I show determination to achieve my personal best.

	I work co-operatively with my group to self-manage games.				
Vocabulary: Strike, grip, wicket, batter, runs, wicket keeper, bowler, fielder.		Vocabulary: Serve, racket, control, rally, accurately, opponent, track.		Vocabulary: Speed, power, higher, officiate, determination, perseverance.	

Year 4

Autumn Term:

Basketball
 Fitness

Spring Term

Gymnastic
 Rounders

Summer Term

Swimming
Tennis
Athletics

Autumn 1: Basketball

Knowledge

I know how to defend in basketball.
I know how to dribble in basketball.
I know how to pass a ball correctly.
I know how to receive a ball.
I know the simple tactics of basketballs.

End Points

I can delay an opponent and help to prevent the other team from scoring.
I can dribble, pass, receive and shoot the ball with increasing control.
I can move to space to help my team to keep possession and score goals.
I can provide feedback using key terminology and understand what I need to do to improve.
I can use simple tactics to help my team score or gain possession.
I share ideas and work with others to manage our game.
I understand the rules of the game and I can use them often and honestly.

Vocabulary:

Outwit, pivot, opposition, court, field, contact, interception, receiver.

Autumn 2: Fitness

Knowledge

I know how to sprint.
I know how to show balance when changing direction.
I know how to use control when sprinting.

End Points

I can collect and record my scores and identify areas I need to improve.
I can use key points to help me to improve my sprinting technique.
I share ideas and work with others to manage activities.
I show balance when changing direction at speed.
I show control when completing activities to improve balance.
I show determination to continue working over a period of time.
I understand there are different areas of fitness and that each area challenges my body differently.

Vocabulary:

Progress, technique, muscle, coordination, stamina, healthy.

Spring 1: Gymnastic

Knowledge

I know the effects of exercise on my body.
I know how to keep healthy.
I know what a sequence is.
I know what muscle groups are.

End Points

I can explain what happens to my body when I exercise and how this helps to make me healthy.
I can identify some muscle groups used in gymnastic activities.
I can plan and perform sequences with a partner that include a change of level and shape.
I can provide feedback using appropriate language relating to the lesson.
I can safely perform balances individually and with a partner.
I can watch, describe and suggest possible improvements to others' performances and my own.
I understand how body tension can improve the control and quality of my movements.

Vocabulary:

Technique, quality, apparatus, perform, extension, inverted.

Spring 2: Rounders		Summer 1: Tennis /Swimming		Summer 2: Athletics	
<p>Knowledge</p> <p>I know how to throw a ball.</p> <p>I know the rules of Rounders.</p> <p>I know the tactics of Rounders.</p> <p>I know what a base is.</p> <p>I know how to strike a ball.</p> <p>I know how to bowl underarm.</p>	<p>End Points</p> <p>I am able to bowl a ball with some accuracy, and consistency.</p> <p>I am learning the rules of the game and I am beginning to use them to play honestly and fairly.</p> <p>I can communicate with my teammates to apply simple tactics.</p> <p>I can explain what happens to my body when I exercise and how this helps to make me healthy.</p> <p>I can provide feedback using key terminology and understand what I need to do to improve.</p> <p>I can strike a bowled ball with adapted equipment (e.g. a tennis racket).</p> <p>I can use overarm and underarm throwing and catching skills with increasing accuracy.</p> <p>I share ideas and work with others to manage our game.</p>	<p>Knowledge</p> <p>I know the basic rules of tennis.</p> <p>I know the key terminology used in tennis.</p> <p>I know how to use a racket.</p>	<p>End Points</p> <p>I understand the rules of the game and I can use them often and honestly.</p> <p>I can communicate with my teammates to apply simple tactics.</p> <p>I can explain what happens to my body when I exercise and how this helps to make me healthy.</p> <p>I can provide feedback using key terminology and understand what I need to do to improve.</p> <p>I can return to the ready position to defend my own court.</p> <p>I can sometimes play a continuous game.</p> <p>I can use a range of basic racket skills.</p> <p>I share ideas and work with others to manage our game.</p> <p>End Points – Swimming</p> <p>I can swim 25metres unaided</p> <p>I can use a variety of strokes effectively</p> <p>I can perform safe water-rescue in a variety of situations</p>	<p>Knowledge</p> <p>I know how to sprint.</p> <p>I know the difference between sprinting and jogging.</p> <p>I know the changes in my body when I exercise.</p>	<p>End Points</p> <p>I can demonstrate the difference in sprinting and jogging techniques.</p> <p>I can explain what happens in my body when I warm up.</p> <p>I can identify when I was successful and what I need to do to improve.</p> <p>I can jump for distance with balance and control.</p> <p>I can throw with some accuracy and power to a target area.</p> <p>I show determination to improve my personal best.</p> <p>I support and encourage others to work to their best.</p>

Vocabulary: Stance, retrieve, opposition, stumped, short barrier and two-handed pick up.	Vocabulary: Backhand, forehand, receive, outwit and court.	Vocabulary: Power, stamina, officiate, perseverance, determination, accuracy and personal best.
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Year 5

Autumn Term:

Hockey
Dance

Spring Term

Fitness
Cricket

Summer Term

Volleyball
Athletics

Autumn 1: Hockey

Knowledge

I know how to dribble.
I know how to pass.
I know how to receive.
I know how to intercept.
I know how to control the ball.
I know the rules.
I know the positions in hockey.

End Points

I can communicate with my team and move into space to keep possession and score.
I can dribble, pass, receive and shoot the ball with some control under pressure.
I can identify when I was successful and what I need to do to improve.
I can use tracking, tackling and intercepting when playing in defence.

Autumn 2: Dance

Knowledge

I know what choreography is.
I know how to choreograph.
I know how to lead a warm up.
I know the different dance styles.
I know what a canon is.
I know what a formation is.
I know the key terminology.

End Points

I can accurately copy and repeat set choreography.
I can choreograph phrases individually and with others considering actions and dynamics.
I can confidently perform different styles of dance, clearly and fluently, showing
I can lead a group through short warm-up routines.

Spring 1: Fitness

Knowledge

I know how to identify areas for improvement.
I know how to motivate people.
I know the key components of fitness.
I know what posture is.
I know how to change position and maintain centre of gravity.
I know the techniques for body exercises.

End Points

I can analyse my fitness scores to identify areas for improvement.
I can choose the best pace for a running event and maintain speed.
I can encourage and motivate others to work to their personal best.
I can identify how different activities can benefit my physical health.
I can work with others to manage activities.

	<p>I know what position I am playing in and how to contribute when attacking and defending. I understand the need for tactics and can identify when to use them in different situations. I understand the rules of the game and I can use them most of the time to play fairly and honestly. I understand there are different skills for different situations and I am beginning to apply this.</p>		<p>I can refine the way I use actions, dynamics, relationships and space in my dance in response to a stimulus. I can suggest ways to improve my own and other people's work using key terminology. I can use counts when choreographing to stay in time with others and the music. I can use feedback provided to improve my work.</p>	<p>I know how to use my breathe to pro-long periods of exercise.</p>	<p>I understand the different components of fitness and how to test them. I understand what my maximum effort looks and feels like and I am determined to achieve it.</p>
<p>Vocabulary: Tactics, control, opposition, foul, pressure, offside, onside and obstruction.</p>		<p>Vocabulary: Formation, posture, performance, cannon and relationship.</p>		<p>Vocabulary: Technique, agility, momentum, drive, rhythm and power.</p>	

Spring 2: Cricket		Summer 1: Volleyball		Summer 2: Athletics	
Knowledge	End Points	Knowledge	End Points	Knowledge	End Points
<p>I know how to field in cricket. I know how to drive a ball. I know how to defend a ball. I know how to hit a ball on the bounce. I know how to bowl underarm. I know what the long barrier is.</p>	<p>I am developing a wider range of fielding skills and I am beginning to use these under some pressure. I can identify when I was successful and what I need to do to improve. I can strike a bowled ball with increasing consistency.</p>	<p>I know how to serve a ball. I know how to keep a rally. I know how to move around the court. I know the rules of the game. I know the key terminology of volleyball.</p>	<p>I am developing a wider range of skills and I am beginning to use these under some pressure. I can identify when I was successful and what I need to do to improve. I can use feedback provided to improve my work.</p>	<p>I know how to choose run. I know the jumping techniques. I know how to control a landing. I know how to take off. I know how to use accuracy and power when throwing.</p>	<p>I can choose the best pace for a running event. I can identify good athletic performance and explain why it is good. I can perform a range of jumps showing some technique.</p>

<p>I know what short barrier is. I know how to catch the ball like a wicket keeper.</p>	<p>I can work co-operatively with others to manage our game. I understand the need for tactics and can identify when to use them in different situations. I understand the rules of the game and I can apply them honestly most of the time. I understand there are different skills for different situations and I am beginning to use this.</p>		<p>I can use the rules to referee a game. I can work co-operatively with others to manage our game. I understand the need for tactics and can identify when to use them in different situations. I understand the rules of the game and I can apply them honestly most of the time. I understand there are different skills for different situations and I am beginning to use these.</p>		<p>I can show control at take-off and landing in jumping activities. I can take on the role of coach, official and timer when working in a group. I can use feedback to improve my sprinting technique. I persevere to achieve my personal best. I show accuracy and power when throwing for distance.</p>
<p style="text-align: center;">Vocabulary:</p> <p style="text-align: center;">Overtake, pressure attacking, backing up, outwit, support.</p>		<p style="text-align: center;">Vocabulary:</p> <p style="text-align: center;">Tactics, volley, cooperatively, footwork, set and dig.</p>		<p style="text-align: center;">Vocabulary:</p> <p style="text-align: center;">Technique, down sweep, up sweep, flight, rhythm, stride.</p>	

Year 6

Autumn Term:

Rugby
Fitness

Spring Term

Gymnastics
Rounders

Summer Term

Autumn 1: Rugby

Knowledge

I know the rules of rugby.
I know how to create space in Rugby.
I know how to pass the rugby ball.
I know how to catch a rugby ball.
I know how to tag people at rugby.
I know to score a try.

End Points

I can create and use space to help my team.
I can pass and receive the ball with increasing control under pressure.
I can select the appropriate action for the situation and make this decision quickly.
I can tag opponents individually and when working within a unit.
I can use the rules of the game consistently to play honestly and fairly.
I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.
I can work in collaboration with others so that games run smoothly.
I recognise my own and others strengths and areas for development and can suggest ways to improve.

Autumn 2: Fitness

Knowledge

I know how to demonstrate pace.
I know what the triple jump is.
I know how to develop power and control in triple jump.
I know what shot put is.
I know how to throw a shot put.
I know how to accurately throw a shot put.

End Points

I can change my running technique to adapt to different distances.
I can collect, record and analyse scores to identify areas where I have made the most improvement.
I can work with others to organise, manage and record information at a station.
I encourage and motivate others to work to their best.
I understand that there are different areas of fitness and how this helps me in different activities.
I understand the different components of fitness and ways to test and develop them.
I work to my maximum consistently when presented with challenges.

Spring 1: Gymnastics

Knowledge

I know how to perform and combine shapes.
I know how to safely perform a headstand.
I know how to safely perform a cartwheel.
I know the difference between counter balance and tension balance.
I know how to control the straddle.
I know how to control a forward roll.

End Points

I can combine and perform gymnastic actions, shapes and balances with control and fluency.
I can create and perform sequences using compositional devices to improve the quality.
I can lead a small group through a short warm-up routine.
I can use appropriate language to evaluate and refine my own and others' work.
I can work collaboratively with others to create a sequence.
I understand how to work safely when learning a new skill.
I understand what counter balance and counter tension is and can show examples with a partner.

<p>Vocabulary: Consecutively, formation, dictate, conceding, turn over, shutdown.</p>	<p>Vocabulary: Generate force, measure, flexibility, analyse, record.</p>	<p>Vocabulary: Formation, counter-balance, momentum, fluently, counter tension and stability.</p>
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Spring 2: Rounders		Summer 1: Badminton		Summer 2: Athletics	
Knowledge	End Points	Knowledge	End Points	Knowledge	End Points
<p>I know how to strike a ball with accuracy. I know how to strike a ball consistently. I know the rules of Rounders. I know how to use tactics in Rounders. I know how to make good decisions. I know when to run from base to base. I know how to use good technique.</p>	<p>I can strike a bowled ball with increasing consistency. I can use a wider range of skills with increasing control under pressure. I can use the rules of the game consistently to play fairly. I can work collaboratively with others to get batters out. I can work in collaboration with others so that games run smoothly. I recognise my own and others strengths and areas for development and can suggest ways to improve. I understand and can apply some tactics in the game as a batter, bowler and fielder.</p>	<p>I know the correct technique of playing a shot. I know how to serve accurately. I know some tactics when serving. I know a variety of shots in badminton. I know how to use my feet to increase participation in badminton.</p>	<p>I can select the appropriate action for the situation and make this decision quickly. I can use a wider range of skills with increasing control under pressure. I can use feedback provided to improve the quality of my work. I can use the rules of the game consistently to play honestly and fairly. I can work collaboratively to create tactics with my team and evaluate the effectiveness of these. I can work in collaboration with others so that games run smoothly. I recognise my own and others strengths and areas for development and</p>	<p>I know how to use pace. I know how to develop power in the triple-jump. I know the techniques of triple jump.</p>	<p>I can compete within the rules showing fair play and honesty. I can help others to improve their technique using key teaching points. I can identify my own and others' strengths and areas for development and can suggest ways to improve. I can perform jumps for distance using good technique. I can select and apply the best pace for a running event. I can show accuracy and good technique when throwing for distance. I understand that there are different areas of fitness and how this helps me in different activities.</p>

			can suggest ways to improve.		I use different strategies to persevere to achieve my personal best.
Vocabulary: Obstruction, drive-hit, continuous, defensive hit, cooperatively and consistently.		Vocabulary: Deep, forecourt, defensive, attacking, backcourt, consistently, consecutive.		Vocabulary: Rotation, force, trajectory, compete, momentum and transfer of weight.	

Healthy Body / Mind

Is descretly taught in each lesson through questioning, science topics and assemblies promoting a Healthy Lifestyle.

KS1	LKS2	UKS2
<p>Explain why they enjoy playing games and physical activities.</p> <p>Talk about what our bodies do during exercise e.g. breathing.</p> <p>Children can recall why we warm up, cool down and exercise in simple statements.</p> <p>Children can identify the benefits of exercise on physical and mental health.</p> <p>Show an understanding of how exercise helps to lead a healthy life style</p> <p>Show understanding of how being active can help with a healthy mind</p>	<p>Know and understand the importance of exercise to lead a healthy life.</p> <p>To understand how a healthy diet can provide fuel for your body.</p> <p>Children can explain why we warm up, cool down and exercise and begin to name major muscle groups.</p> <p>Children can understand the benefits of exercise on physical and mental health using age appropriate vocabulary.</p> <p>Begin to evaluate how active of a life style they lead.</p> <p>Begin to evaluate the food they eat and what effect it has on their body</p>	<p>Evaluate how active their lifestyle is.</p> <p>Create and evaluate a healthy meal that provides food for the body.</p> <p>Children can explain why we warm up, cool down and exercise and link muscle groups to activities and stretches.</p> <p>Children can evaluate the benefits of exercise on physical and mental health using age appropriate vocabulary.</p> <p>Understand the importance of hydration.</p> <p>Evaluate and make choices about leading a healthy life style including nutrition.</p>

<p>Children can understand why we warm up, cool down and exercise using appropriate vocabulary.</p> <p>Children can recall the benefits of exercise on physical and mental health using age appropriate vocabulary.</p>	<p>Children can explain why we warm up, cool down and exercise and begin to link muscle groups to activities and stretches.</p> <p>Children can explain the benefits of exercise on physical and mental health using age appropriate vocabulary.</p> <p>Understand the importance of each food group in order to enhance performance. (For example, carbohydrates slow releasing energy good for long lasting exercise.)</p>	<p>Categorize food into how they help the body.</p> <p>Children can explain why we warm up, cool down and exercise and analyse which muscle groups are used within activities.</p> <p>Children can critique the benefits of exercise on physical and mental health using age appropriate vocabulary.</p>
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EYFS

1 2

3 4

5 6

SOCIAL

Take turns.
Learn to share equipment with others.
Share their ideas with others.

Encourage others to keep trying.
Talk to a partner about their ideas and take turns to listen to each other.
Work with a partner and small group to play games and solve challenges.

Encourage and motivate others to work to their personal best.
Work with others to achieve a shared goal.
Work with others to self manage games.

Share ideas with others and work together to decide on the best approach to a task.
Lead others and show consideration of including all within a group.
Communicate with others clearly and effectively.

EMOTIONAL

Try again if they do not succeed.
Practise skills independently.
Confident to try new tasks and challenges.

Show determination to continue working over a longer period of time.
Determined to complete the challenges and tasks set.
Explore skills independently before asking for help.
Confident to share ideas, contribute to class discussion and perform in front of others.

Persevere when finding a challenge difficult.
Understand what their best looks like and they work hard to achieve it.
Begin to use rules showing awareness of fairness and honesty.
Show an awareness of how other people feel.

Understand what maximum effort looks and feels like and show determination to achieve it.
Use different strategies to persevere to achieve personal best.
Compete within the rules showing fair play and honesty when playing independently.
Confident to attempt tasks and challenges outside of their comfort zone.

THINKING

Begin to identify personal success.
Choose own movements and actions in response to simple tasks e.g. choosing to travel by skipping.
Begin to provide simple feedback saying what they liked or thought was good about someone else's performance.

Make decisions when presented with a simple challenge. E.g. move to an open space towards goal.
Begin to select and apply skills to use in a variety of differing situations. E.g. choose to use a balance on their bottom on a wider piece of apparatus.
Provide feedback beginning to use key words from the lesson.

Pupils make quicker decisions when selecting and applying skills to a situation. E.g. who to pass to and where to move.
Select and apply from a wider range of skills and actions in response to a task.
Provide feedback using key terminology.

Reflect and evaluate their performances both as a group and as an individual and suggest areas for improvement.
Recognise and explain their thought process when playing games or completing tasks. E.g. I moved here because my teammate was over there.
Identify their own and others' strengths and areas for development providing sensitive feedback and can suggest ways to improve.
Select and apply appropriate skills for the situation when under pressure.