

Curriculum Intent for PE

The intent of the PE Curriculum at Great Bedwyn is to provide a high-quality, progressive, and engaging physical education curriculum that develops pupils' physical skills, promotes a love for lifelong activity, and ensures they meet the requirements of the EYFS and National Curriculum. It aims to build competence in a range of sports and activities, foster physical and mental well-being, and challenge students with age-appropriate, increasingly complex lessons from Reception to Year 6. As a school, we do this through following the Get Set 2 PE program and the utilisation of external PE providers.

By the end of each Key Stage children are expected to:

EYFS	KS1	KS2
<p>Early Learning Goals:</p> <p>Personal, Social and Emotional Development ELG:</p> <ul style="list-style-type: none"> -Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly -Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. -Be confident to try new activities and show independence, resilience and perseverance in the face of challenge -Explain the reasons for rules, know right from wrong and try to behave accordingly -Work and play co-operatively and take turns with others -Show sensitivity to their own and to others' needs <p>Physical Development ELG:</p> <ul style="list-style-type: none"> - Negotiate space and obstacles safely, with consideration for themselves and others -Demonstrate strength, balance and coordination when playing -Move energetically, such as running, jumping, dancing, hopping, skipping and climbing 	<p>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.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, 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 	<p>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.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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, rounder's 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

EYFS	Substantive Knowledge	Disciplinary Knowledge
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Introduction to PE	In this unit, children will be introduced to Physical Education and structured movement through the topic of 'everyday life'. They will spend time learning basic principles of a PE lesson such as safely using space, stopping safely, using and sharing equipment and working individually, with a partner and group. They will take part in activities which will develop fundamental movement skills such as running, jumping and skipping. Children will also play simple games and begin to understand and use rules.	Physical	Moving safely, running, jumping, throwing, catching, rolling
		Social	Sharing and taking turns, encouraging and supporting others. responsibility
		Emotional	Honesty and fair play, confidence, perseverance
		Thinking	Decision making, understanding and using rules
Fundamentals	In this unit children will develop their fundamental movement skills through the topic of 'places and spaces'. Children will develop skills of balancing, running, hopping, jumping, travelling and changing direction. Children will develop fine and gross motor skills, through handling equipment. They will learn how to stay safe using space. They work independently and with a partner to complete tasks.	Physical	Hopping, galloping, skipping, sliding, jumping, changing direction, balancing, running
		Social	Working safely, responsibility, working with others
		Emotional	Managing emotions, challenging myself
		Thinking	Selecting and applying actions
Gymnastics	In this unit, children will develop their basic gymnastic skills through the topic of 'traditional tales', to include 'Jack and the Beanstalk' and 'Goldilocks and the Three Bears'. Children explore basic movements, creating shapes and balances, jumps and rolls. They begin to develop an awareness of space and how to use it safely. They perform basic skills on both floor and apparatus. They copy, create, remember and repeat short sequences. They begin to understand using levels and directions when travelling and balancing.	Physical	Shapes, balances, jumps, rock and roll, barrel roll, straight roll, progressions of a forward roll
		Social	Leadership, taking turns, helping others
		Emotional	Determination
		Thinking	Selecting and applying skills, creating sequences
Dance	In this unit, children will develop their expressive movement through the topic of 'places'. Children explore space and how to use space safely. They explore traveling actions, shapes and balances. Children choose their own actions in response to a stimulus. They also are given the opportunity to copy, repeat and remember actions. They continue to use counting to help them keep in time with the music. They explore dance through the world around them. They perform to others and begin to provide simple feedback.	Physical	Travelling, copying and performing actions, coordination
		Social	Respect, co-operating with others
		Emotional	Working independently, confidence
		Thinking	Counting, observing and providing feedback, selecting and applying actions
Games		Physical	Running, changing direction, striking a ball

	<p>Children will practise and further develop their fundamental movement skills through the topic of 'around the world'. Children will learn and develop these skills by playing a variety of games. They will also start to understand how to work as a team, take turns, keep the score, play against an opponent and play by the rules.</p>	Social	Communication, co-operation, taking turns, respect, supporting and encouraging others
		Emotional	Honesty, managing emotions, perseverance
		Thinking	Using tactics
Ball Skills	<p>In this unit children will develop their ball skills through the topic of 'weather'. Children will develop fundamental ball skills such as throwing and catching, rolling a ball, using targets, dribbling with feet, kicking a ball, bouncing and catching a ball. Children will be able to develop their fine and gross motor skills through a range of game play with balls. Children will work independently and with a partner and will develop decision making and using simple tactics.</p>	Physical	Rolling a ball, tracking a ball, throwing at a target, bouncing a ball, dribbling a ball with feet, kicking a ball
		Social	Co-operation, sharing and taking turns
		Emotional	Determination
		Thinking	Using tactics, decision making

Year 1	Substantive Knowledge	Disciplinary Knowledge	
Fundamentals	Pupils will explore the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. They will explore these skills in isolation as well as in combination. Pupils will be given opportunities to identify areas of strength and areas for improvement. Pupils will work collaboratively with others, taking turns and sharing ideas.	Physical	Balancing, sprinting, jogging, dodging, jumping, hopping, skipping
		Social	Taking turns, supporting and encouraging others, working safely, communication
		Emotional	Challenging myself, perseverance, honesty
		Thinking	Identifying strengths, listening and following instructions
Ball Skills	In this unit, pupils will explore their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball. Pupils will have the opportunity to work independently, in pairs and small groups. Pupils will be able to explore their own ideas in response to tasks.	Physical	Rolling, kicking, throwing, catching, bouncing, dribbling, tracking
		Social	Co-operation, communication, leadership, supporting others
		Emotional	Honesty, perseverance, challenging myself
		Thinking	Using tactics, exploring actions, comprehension
Target Games	In this unit pupils will develop their aim using both underarm and overarm actions. Pupils will be given opportunities to select and apply the appropriate action for the target considering the size and distance of the challenge. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by rules to keep themselves and others safe.	Physical	Underarm/overarm throwing, aim, hand-eye coordination
		Social	Communication, supporting and encouraging others, leadership
		Emotional	Perseverance, honesty, fair play
		Thinking	Using tactics, selecting and applying skills, decision making
Sending and Receiving	Pupils will develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball. Pupils will be given opportunities to work with a range of different sized balls. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by the rules to keep themselves and others safe.	Physical	Rolling, kicking, throwing, catching, tracking
		Social	Taking turns, supporting and encouraging others, respect, communication
		Emotional	Perseverance, honesty, being happy to succeed
		Thinking	Transferring skills
Gymnastics	In this unit pupils learn to use space safely and effectively. They explore and develop basic gymnastic actions on the floor and using low apparatus. Basic skills of jumping, rolling, balancing	Physical	Travelling actions, shapes, balances, jumps, barrel roll, straight roll, forward roll
		Social	Sharing, working safely

	and travelling are used individually and in combination to create movement phrases. Pupils are given opportunities to select their own actions to build short sequences and develop their confidence in performing. Pupils begin to understand the use of levels, directions and shapes when travelling and balancing.	Emotional	Confidence
		Thinking	Observing and providing feedback
Invasion	Pupils develop the basic skills required in invasion games such as sending, receiving and dribbling a ball. They develop their understanding of attacking and defending and what being 'in possession' means. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and how to play to the rules. They work independently, with a partner and in a small group and begin to self-manage their own games, showing respect and kindness towards their teammates and opponents.	Physical	Throwing and catching, kicking, dribbling with hands and feet, dodging, finding space
		Social	Cooperation, communication, supporting and encouraging others
		Emotional	Honesty and fair play, managing emotions
		Thinking	Connecting information, decision making, recalling information
Dance	Pupils will explore travelling actions, movement skills and balancing. They will understand why it is important to count to music and use this in their dances. Pupils will copy and repeat actions linking them together to make short dance phrases. Pupils will work individually and with a partner to create ideas in relation to the theme. Pupils will be given the opportunity to perform and also to provide feedback, beginning to use dance terminology to do so.	Physical	Travel, copying and performing actions, using shape, balance and coordination
		Social	Cooperation, communication, coming to decisions with a partner, respect
		Emotional	Confidence, acceptance
		Thinking	Counting, observing and providing feedback, selecting and applying actions
Net and Wall	Pupils will be introduced to the basic skills required in Net and Wall games. Pupils will learn the importance of the ready position. They will develop throwing, catching and racket skills, learning to track and hit a ball. They will learn to play against an opponent and over a net. They will begin to use rules and simple tactics when playing against a partner. They will be encouraged to demonstrate good sportsmanship and show respect towards others.	Physical	Throwing, catching, hitting and tracking a ball
		Social	Respect, communication
		Emotional	Honesty, fair play, determination
		Thinking	Decision making, using simple tactics, recalling information, comprehension
Athletics	In this unit, pupils will develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently.	Physical	Running at varying speeds, agility, balance, jumping, hopping and leaping in combination and for distance, throwing for distance
		Social	Working safely, collaborating with others
		Emotional	Working independently, honesty and playing to the rules, determination
		Thinking	Exploring ideas

Yoga	Pupils learn about mindfulness and awareness. They begin to learn poses and techniques that will help them connect their mind and body. The unit looks to improve wellbeing by building strength, flexibility and balance. The learning includes postures, breathing and meditation taught in through fun and engaging activities.	Physical	Breathing, relaxation, balance, flexibility, strength
		Social	Working safely, sharing ideas, leadership
		Emotional	Calmness, patience, understanding, independence
		Thinking	Selecting actions, comprehension, focus, providing feedback
Team Building	In this unit pupils develop their communication and problem solving skills. They work individually, in pairs and in small groups, learning to take turns, work collaboratively and lead each other. They are given the opportunity to discuss and plan their ideas to get the most successful outcome.	Physical	Balance, travelling actions
		Social	Communication, sharing ideas, inclusion, encouraging and supporting others
		Emotional	Confidence, trust, honesty
		Thinking	Decision making, tactics, providing instructions, planning, problem solving
Striking and Fielding	Pupils develop their basic understanding of striking and fielding games such as Rounders and Cricket. They learn skills including throwing and catching, stopping a rolling ball, retrieving a ball and striking a ball. They are given opportunities to play one against one, one against two, and one against three. They learn how to score points and how to use simple tactics. They learn the rules of the games and use these to play fairly. They show respect towards others when playing competitively and develop communication skills.	Physical	Throwing, catching, retrieving, tracking and striking a ball
		Social	Communication, supporting and encouraging others, consideration of others
		Emotional	Perseverance, honesty and fair play
		Thinking	Using tactics, selecting and applying skills, decision making

Year 2	Substantive Knowledge	Disciplinary Knowledge	
Fundamentals	Pupils will develop the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. Pupils will be given opportunities to work with a range of different equipment. Pupils will be asked to observe and recognise improvements for their own and others' skills and identify areas of strength. Pupils will be given the opportunity to work collaboratively with others, taking turns and sharing ideas.	Physical	Balancing, sprinting, jogging, dodging, jumping, hopping, skipping
		Social	Taking turns, supporting and encouraging others, respect, communication
		Emotional	Challenging myself, perseverance, honesty
		Thinking	Selecting and applying, identifying strengths

Ball Skills	In this unit, pupils will develop their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball. Pupils will have the opportunity to work independently, in pairs and small groups.	Physical	Rolling, kicking, throwing, catching, bouncing, dribbling
		Social	Cooperation, communication, leadership, supporting others
		Emotional	Honesty, perseverance, challenging myself
		Thinking	Using tactics, exploring actions
Fitness	Pupils will take part in a range of fitness activities to develop components of fitness. Pupils will begin to explore and develop agility, balance, coordination, speed and stamina. Pupils will be given the opportunity to work independently and with others. Pupils will develop perseverance and show determination to work for longer periods of time.	Physical	Agility, balance, coordination, speed, stamina, skipping
		Social	Taking turns, encouraging and supporting others
		Emotional	Acceptance, confidence
		Thinking	Identifying strengths and areas for improvement, observing and providing feedback
Invasion	Pupils develop their understanding of invasion games and the principles of defending and attacking. They use and develop skills such as sending and receiving with both feet and hands, as well as dribbling with both feet and hands. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and learn to play to the rules.	Physical	Throwing, catching, kicking, dribbling with hands and feet, dodging, finding space
		Social	Communication, respect, cooperation, kindness
		Emotional	Empathy, integrity, independence, determination, perseverance
		Thinking	Creativity, reflection, decision making, comprehension
Gymnastics	In this unit pupils learn to explore and develop basic gymnastic actions on the floor and using apparatus. They develop gymnastic skills of jumping, rolling, balancing and travelling individually and in combination to create short sequences and movement phrases. Pupils develop an awareness of compositional devices when creating sequences to include the use of shapes, levels and directions. They learn to work safely with and around others and whilst using apparatus. Pupils are given opportunities to provide feedback to others and recognise elements of high quality performance.	Physical	Shapes, balances, shape jumps, travelling movements, barrel roll, straight roll, forwards roll
		Social	Sharing, working safely
		Emotional	Confidence, independence
		Thinking	Observing and providing feedback, selecting and applying actions
Target Games	Pupils develop their understanding of the principles of target games. Pupils learn how to score points and play to the rules. They develop the skills of throwing, rolling, kicking and striking to targets. They begin to self-manage their own games selecting	Physical	Throwing, rolling, kicking, striking
		Social	Communication, collaboration, kindness, support
		Emotional	Honesty, perseverance, independence, manage emotions

	and applying the skills they have learnt appropriate to the situation.		
		Thinking	Select and apply, using tactics, decision making, provide feedback, problem solving
Dance	Pupils will explore space and how their body can move to express and idea, mood, character or feeling. They will expand their knowledge of travelling actions and use them in relation to a stimulus. They will build on their understanding of dynamics and expression. They will use counts of 8 consistently to keep in time with the music and a partner. Pupils will also explore pathways, levels, shapes, directions, speeds and timing. They will be given the opportunity to work independently and with others to perform and provide feedback beginning to use key terminology.	Physical	Travel, copying and performing actions, using dynamics, pathway, expression and speed, balance and coordination
		Social	Respect, consideration, sharing ideas, decision making with others
		Emotional	Acceptance, confidence
		Thinking	Selecting and applying actions, counting, observing and providing feedback, creating
Net and Wall	Pupils will develop the basic skills involved in net and wall games. They will develop their understanding of the principles of net and wall games such as using the ready position to defend their space and sending the ball away from an opponent to maximise their chances of scoring. They will learn to play games honestly, abiding by the rules and showing respect towards their opponents and teammates.	Physical	Throwing, catching, racket skills, ready position, hitting a ball
		Social	Support, cooperation, respect, communication
		Emotional	Perseverance, honesty
		Thinking	Decision making, reflection, comprehension, selecting and applying
Athletics	In this unit, pupils will develop skills required in athletic activities such as running at different speeds, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently. They learn how to improve by identifying areas of strength as well as areas to develop.	Physical	Running at different speeds, jumping for distance, throwing for distance
		Social	Working safely, collaborating with others
		Emotional	Working independently, determination
		Thinking	Observing and providing feedback, exploring ideas
Yoga	Pupils learn about mindfulness and body awareness. They begin to learn yoga poses and techniques that will help them to connect their mind and body. The unit builds strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities. Pupils will work independently and with others, sharing ideas and creating their own poses in response to a theme.	Physical	Breathing, balance, flexibility, strength
		Social	Working safely, sharing ideas, leadership
		Emotional	Calmness, patience, understanding
		Thinking	Selecting actions, creating poses, focus, providing feedback

Team Building	Pupils develop their communication and problem-solving skills. They work individually, in pairs and in small groups. Throughout, there is an emphasis on teamwork. They learn to discuss, plan and reflect on ideas and strategies. They lead a partner whilst considering safety. Pupils have the opportunity to show honesty and fair play.	Physical	Travelling actions, jumping, balancing
		Social	Communication, leading, inclusion
		Emotional	Trust, honesty, fair play, acceptance
		Thinking	Planning, decision making, problem solving
Striking and Fielding	In this unit, pupils develop their understanding of the principles of striking and fielding games. They develop the skills of throwing and catching, tracking and retrieving a ball and striking a ball. They begin to self-manage small sided games. Pupils learn how to score points and play to the rules. Pupils will begin to think about how to use skills, strategies and tactics to outwit the opposition appropriate to the situation.	Physical	Throwing and catching, tracking a ball, bowling, batting
		Social	Communication, collaboration
		Emotional	Honesty, acceptance, controlling emotions
		Thinking	Select and apply, using tactics, decision making

Year 3	Substantive Knowledge	Disciplinary Knowledge	
Fundamentals	Pupils will develop the fundamental skills of balancing, running, jumping, hopping and skipping. Pupils will develop their ability to change direction with balance and control. They will be given the opportunity to explore how the body moves at different speeds as well as how to accelerate and decelerate. Pupils will be asked to observe and recognise improvements for their own and others' performances and identify areas of strength and areas for development. Pupils will be given the opportunity to work on their own and with others, taking turns and sharing ideas	Physical	Balancing, running, hopping, jumping, dodging, skipping
		Social	Supporting and encouraging others, respect, communication, taking turns
		Emotional	Challenging myself, perseverance, honesty
		Thinking	Selecting and applying skills, observing others and providing feedback, identifying strengths and areas for development
Swimming	This unit is aimed at developing swimmers. In this unit, pupils will be introduced to specific swimming strokes on their front and on their back. They will learn how to travel, float and submerge with increasing confidence. They will learn and use different kicking and arm actions. Pupils will be given opportunities to observe others and provide feedback. They will also be introduced to some personal survival skills and how to stay safe around water.	Physical	Submersion, floating, gliding, front crawl, backstroke, breaststroke, rotation, sculling, treading water, handstands, surface dives, H.E.L.P and huddle position
		Social	Communication, supporting and encouraging others, keeping myself and others safe
		Emotional	Confidence
		Thinking	Comprehension, planning tactics
Ball Skills		Physical	Tracking a ball, throwing, catching, dribbling

	Pupils will have the opportunity to develop their accuracy and consistency when tracking a ball. They will explore a variety of throwing techniques and will learn to select the appropriate throw for the situation. They will develop catching with one and two hands as well as dribbling with feet and hands. These skills will then be applied to small group games. Pupils will have the opportunity to take on different roles and work both individually and with others		
		Social	Supporting others, co-operation, communication, managing games
		Emotional	Perseverance, honesty, respect, challenging self
		Thinking	Decision making, developing tactics, creativity
Gymnastics	In this unit pupils focus on improving the quality of their gymnastic movements. They are introduced to the terms 'extension' and 'body tension.' They develop the basic skills of rolling, jumping and balancing and use them individually and in combination. Pupils develop their sequence work, collaborating with others to use matching and contrasting actions and shapes and develop linking sequences smoothly with actions that flow. Pupils develop their confidence to perform, considering the quality and control of their actions.	Physical	Individual point and patch balances, straight roll, barrel roll, forward roll, straight jump, tuck jump, star jump, rhythmic gymnastics
		Social	Collaboration, communication, respect
		Emotional	Confidence
		Thinking	Observing and providing feedback, selecting and applying actions, evaluating and improving
Dodgeball	Pupils will improve on key skills used in dodgeball such as throwing, dodging and catching. They learn how to apply simple tactics to the game to outwit their opponent. In dodgeball, pupils achieve this by hitting opponents with a ball whilst avoiding being hit. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules. Pupils are given opportunities to evaluate and improve on their own and others performances.	Physical	Throwing, catching, dodging, blocking
		Social	Communication, collaboration, respect
		Emotional	Honesty, perseverance
		Thinking	Decision making, selecting and applying skills
Dance	Pupils create dances in relation to an idea including historical and scientific stimuli. Pupils work individually, with a partner and in small groups, sharing their ideas. Pupils develop their use of counting and rhythm. Pupils learn to use canon, unison, formation and levels in their dances. They will be given the opportunity to perform to others and provide feedback using key terminology.	Physical	Using canon, unison, formation, dynamics, pathways, direction, copying and performing actions, control, balance
		Social	Sharing ideas, respect, inclusion of others, leadership, working safely
		Emotional	Confidence, acceptance
		Thinking	Selecting and applying actions, creating, observing and providing feedback
Tag Rugby	In this unit pupils will learn to keep possession of the ball using attacking skills. They will play uneven and then even sided games, developing strategies and social skills to self-manage games. Pupils will understand the importance of playing fairly and keeping to the rules. Pupils will think about how to use skills,	Physical	Passing, catching, dodging, tagging, scoring
		Social	Communication, collaboration, inclusion
		Emotional	Emotional Honesty and fair play, perseverance, confidence

	strategies and tactics to outwit the opposition. They will learn how to evaluate their own and others' performances and suggest improvements.		
		Thinking	Planning strategies and using tactics, observing and providing feedback
Athletics	In this unit, pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best. Pupils are also given opportunities to measure, time and record scores.	Physical	Sprinting, jumping for a distance, push and pull throwing for a distance
		Social	Working collaboratively, working safely
		Emotional	Perseverance, determination
		Thinking	Observing and providing feedback
Netball	Netball is an invasion game. Pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In netball, pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self managing games and learning and abiding by key rules.	Physical	Run, throw, catch, change direction, change speed, shoot, balance, jump
		Social	Communication, collaboration, sporting behaviour
		Emotional	Honesty, perseverance, confidence
		Thinking	Select and apply skills, apply tactics, observation, apply rules
Cricket	Pupils learn how to strike the ball into space so that they can score runs. When fielding, they learn how to keep the batters' scores low. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball trying avoid fielders, so that they can run between wickets to score runs. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.	Physical	Underarm and overarm throwing, catching, over and underarm bowling, batting
		Social	Collaboration and communication, respect
		Emotional	Perseverance, honesty
		Thinking	Observing and providing feedback, applying strategies
Hockey	Hockey is an invasion game. Pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In hockey, pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.	Physical	Run, dribble, pass, receive, intercept, shoot, balance, jump
		Social	Communication, collaboration, work safely, respect, co-operation
		Emotional	Honesty, perseverance, determination, support others
		Thinking	Decision making, select and apply, comprehension, identifying strengths and areas for development, reflection

Year 4	Substantive Knowledge	Disciplinary Knowledge	
Ball Skills	Pupils will have the opportunity to develop their accuracy and consistency when tracking a ball. They will explore a variety of throwing techniques and will learn to select the appropriate throw for the situation. They will develop catching with one and two hands as well as dribbling with feet and hands. These skills will then be applied to small group games. Pupils will have the opportunity to take on different roles and work both individually and with others.	Physical	Tracking a ball, throwing, catching, dribbling
		Social	Supporting others, co-operation, communication, managing games
		Emotional	Perseverance, honesty, respect, challenging self
		Thinking	Decision making, developing tactics, creativity
Football	Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, sending, receiving and dribbling a ball. They will start by playing uneven and then move onto even sided games. They learn to work one on one and cooperatively within a team, showing respect for their teammates, opposition and referee. Pupils will be given opportunities to select and apply tactics to outwit the opposition.	Physical	Dribbling, passing, ball control, tracking/jockeying, turning, receiving
		Social	Communication, collaboration, cooperation
		Emotional	Honesty, perseverance
		Thinking	Selecting and applying tactics, decision making
Golf	Golf is a target game. As in all target games, pupils will explore and develop their accuracy of aiming at a target. In golf, pupils do this using a club. Pupils will develop their understanding of techniques to use over long and short distances. They will have opportunities to apply their skills and knowledge in a range of challenges working individually and with others in both co-operative and competitive environments. Pupils will learn how to work safely whilst playing golf and develop an awareness of how to play within the rules of the given game.	Physical	Balance, co-ordination, striking
		Social	Work safely, support and encourage others, collaboration, respect, communication
		Emotional	Perseverance, determination, honesty
		Thinking	Comprehension, observation, provide feedback, select and apply skills
Netball	Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, throwing, catching and shooting. They will learn to use a range of different passes in different situations to keep possession and attack towards goal. Pupils will learn about defending and attacking play as they begin to play even-sided versions of 5-a-side Netball. They will learn key rules of the game such as footwork, held ball, contact and obstruction.	Physical	Passing, catching, footwork, intercepting, shooting
		Social	Working safely, communication, collaboration
		Emotional	Honesty and fair play, perseverance
		Thinking	Planning strategies and using tactics, observing and providing feedback
Gymnastics	Pupils create more complex sequences. They learn a wider range of travelling actions and include the use of pathways. They develop more advanced actions such as inverted movements and	Physical	Individual and partner balances, jumps using rotation, straight roll, barrel roll, forward roll, straddle roll, bridge, shoulder stand
		Social	Collaboration, communication, respect, responsibility

	explore ways to include apparatus. They will demonstrate control in their behaviour to create a safe environment for themselves and others to work in. They work independently and in collaboration with a partner to create and develop sequences. Pupils are given opportunities to receive and provide feedback in order to make improvements on their performances. In gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions		
		Emotional	Confidence
		Thinking	Observing and providing feedback, selecting and applying skills, evaluating and improving
Hockey	Pupils will learn to contribute to the game by helping to keep possession of the ball, use simple attacking tactics using sending, receiving and dribbling a ball. They will start by playing uneven and then move onto even sided games. They will begin to think about defending and winning the ball. Pupils will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition. Pupils will understand the importance of playing fairly and keeping to the rules. They will be encouraged to be a supportive teammate and identify why this behaviour is important.	Physical	Passing, dribbling, receiving, intercepting, tackling
		Social	Communication, collaboration, inclusive
		Emotional	Honesty and fair play, empathy
		Thinking	Planning strategies and using tactics, observing and providing feedback, decision making
Dance	Pupils focus on creating characters and narrative through movement and gesture. They gain inspiration from a range of stimuli, working individually, in pairs and small groups. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. Pupils will develop confidence in performing and will be given the opportunity to provide feedback and utilise feedback to improve their own work.	Physical	Performing a variety of dance actions, using canon, unison, formation, dynamics, character, structure, space, balance, control, technique
		Social	Collaboration, consideration, inclusion, respect
		Emotional	Empathy, confidence
		Thinking	Observing and providing feedback, selecting and applying actions
Fitness	Pupils will take part in a range of fitness challenges testing and record their scores. They will learn about different components of fitness; speed, stamina, strength, coordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve their fitness levels. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas for improvement and suggest activities that they could do to do this. Pupils will be encouraged to work safely and with control.	Physical	Strength, speed, power, agility, coordination, balance, stamina
		Social	Supporting others, working safely
		Emotional	Perseverance, determination
		Thinking	Identifying areas of strength and areas for development
Athletics	In this unit, pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and	Physical	Sprinting, jumping for a distance, push and pull throwing for a distance

	time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best.	Social	Working collaboratively, working safely
		Emotional	Perseverance, determination
		Thinking	Observing and providing feedback
Tennis	In this unit pupils develop the key skills required for tennis such as the ready position, racket control and forehand and backhand ground strokes. Pupils learn how to score points and how to use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules.	Physical	Underarm throwing, catching, forehand, backhand, ready position
		Social	Collaboration, respect, supporting others
		Emotional	Honesty, perseverance
		Thinking	Decision making, understanding rules, selecting and applying skills and tactics
Rounders	Pupils learn how to score points by striking a ball into space and running around cones or bases. When fielding, they learn how to play in different fielding roles. They focus on developing their throwing, catching and batting skills. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.	Physical	Underarm and overarm throwing, catching, tracking a ball, fielding and retrieving a ball, batting
		Social	Collaboration and communication, respect, supporting and encouraging others
		Emotional	Honesty and fair play, confident to take risks, managing emotions
		Thinking	Observing and providing feedback, using tactics, decision making
Outdoor and Adventure	Pupils develop problem solving skills through a range of challenges. Pupils work as a pair and small group to plan, solve, reflect and improve on strategies. They learn to be inclusive of others and work collaboratively to overcome challenges. Pupils learn to orientate a map, identify key symbols and follow routes.	Physical	Balance, running
		Social	Communication, teamwork, trust, inclusion, listening
		Emotional	Confidence
		Thinking	Planning, map reading, decision making, problem solving

Year 5	Substantive Knowledge	Disciplinary Knowledge	
Football	Pupils will improve their defending and attacking play, developing further knowledge of the principles and tactics of each. Pupils will begin to develop consistency and control in dribbling, passing and receiving a ball. They will also learn the basics of goalkeeping. Pupils will evaluate their own and other's	Physical	Dribbling, passing, ball control, tracking/jockeying, turning, goalkeeping, receiving
		Social	Communication, collaboration, cooperation, respect

	performances, suggesting improvements. They will learn the importance of playing games fairly, abiding by the rules of the game and being respectful of their teammates, opponents and referees.	Emotional	Honesty, perseverance
		Thinking	Selecting and applying tactics, decision making
Fitness	Pupils will take part in a range of fitness challenges to test and record their scores. They will learn different components of fitness including speed, stamina, strength, coordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve their fitness levels. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas in which they make the most improvement using the scores they have collected.	Physical	Physical Strength, speed, power, agility, coordination, balance, stamina
		Social	Supporting and encouraging others, working collaboratively
		Emotional	Perseverance, determination
		Thinking	Analysing scores
Dodgeball	Pupils will improve on key skills used in dodgeball such as throwing, dodging and catching. They also learn how to select and apply tactics to the game to outwit their opponent. In dodgeball, pupils achieve this by hitting opponents with a ball whilst avoiding being hit. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules. Pupils learn officiating skills when refereeing games and are given opportunities to evaluate and suggest improvements to their own and others' performances.	Physical	Throwing, catching, dodging, blocking
		Social	Collaboration, respect, leadership
		Emotional	Honesty, determination, confidence
		Thinking	Decision making, selecting and applying tactics
Outdoor and Adventure	Pupils develop teamwork skills through completion of a number of challenges. Pupils work individually, collaboratively in pairs and groups to solve problems. They are encouraged to be inclusive of others, share ideas to create strategies and plans to produce the best solution to a challenge. Pupils are also given t	Physical	Stamina, running
		Social	Communication, teamwork, trust, inclusion, listening
		Emotional	Confidence
		Thinking	Planning, map reading, decision making, problem solving
Dance	Pupils learn different styles of dance, working individually, as a pair and in small groups. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. As they work, they develop an awareness of the historical and cultural origins of different dances. Pupils will be provided with the opportunity to create and perform their work. They will be asked to provide	Physical	Performing a variety of dance actions, using canon, unison, formation, dynamics, character, structure, space, emotion, matching, mirroring, transitions
		Social	Collaboration, consideration and awareness of others, inclusion, respect, leadership,
		Emotional	Empathy, confidence

	feedback using the correct dance terminology and will be able to use this feedback to improve their work. Pupils will work safely with each other and show respect towards others.	Thinking	Creating, observing and providing feedback, using feedback to improve, selecting and applying skills
Hockey	In this unit pupils will improve their defending and attacking skills playing even-sided games. They will start to show control and fluency in dribbling, sending and receiving a ball in a small game situation and under some pressure. Pupils will be encouraged to think about how to use tactics and collaborate with others to outwit their opposition. Pupils will comment on their own and other's performances and suggest ways to improve. They will also recognise the importance of fair play and honesty while self managing games.	Physical	Dribbling, passing, receiving, tracking, creating and using space, shooting
		Social	Communication, collaboration
		Emotional	Perseverance, honesty and fair play
		Thinking	Planning strategies and using tactics, observing and providing feedback, selecting and applying skills
Gymnastics	In this unit, pupils create longer sequences individually, with a partner and a small group. They learn a wider range of actions such as inverted movements to include cartwheels and handstands. They explore partner relationships such as canon and synchronisation and matching and mirroring. Pupils are given opportunities to receive and provide feedback in order to make improvements on their performances. In Gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.	Physical	Symmetrical and asymmetrical balances, straight roll, forward roll, straddle roll, backward roll, cartwheel, bridge, shoulder stand
		Social	Responsibility, collaboration, communication, respect
		Emotional	Confidence
		Thinking	Observing and providing feedback, selecting and applying actions, evaluating and improving sequences
Tag Rugby	In this unit pupils will develop key skills and principles such as defending, attacking, throwing, catching, running and dodging. When attacking, pupils will support the ball carrier using width and drawing defence. When defending, pupils learn how to tag, how to track and slow down an opponent, working as a defensive unit. They will play collaboratively in both uneven and then even sided games. Pupils will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition. They develop their understanding of the importance of fair play and honesty while self managing games, as well as developing their ability to evaluate their own and others' performances.	Physical	Throwing, catching, running, dodging, scoring
		Social	Communication, collaboration
		Emotional	Perseverance, confidence, honesty and fair play
		Thinking	Planning strategies and using tactics, observing and providing feedback, decision making
Athletics	In this unit, pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best. They learn how to improve by identifying areas of	Physical	Pacing, sprinting technique, relay changeovers, jumping for distance, push and pull throwing for distance
		Social	Collaborating with others, supporting others
		Emotional	Perseverance, determination

	strength as well as areas to develop. Pupils are also given opportunities to lead when officiating as well as observe and provide feedback to others. In this unit pupils learn the following athletic activities: running over longer distances, sprinting, relay, triple jump, shot put and javelin	Thinking	Observing and providing feedback
Volleyball	Pupils focus on developing the skills they need to play continuous rallies in volleyball. They will learn about the ready position, ball control, sending a ball over a net and how to use these skills to make the game difficult for their opponent. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils will be given the opportunity to work collaboratively with others and will develop confidence to achieve their best. They will understand the importance of abiding by rules to keep themselves & others safe. Pupils will develop character and control through engaging with coping strategies when exposed to competition and will be given the opportunity to take on the role of referee.	Physical	Volley, dig, set, serve, ready position
		Social	Communication, respect, supporting and encouraging others
		Emotional	Confidence, perseverance, honesty
		Thinking	Decision making, selecting and applying tactics, identifying strengths and areas for development
Cricket	Pupils develop the range and quality of striking and fielding skills and their understanding of cricket. They learn how to play the different roles of bowler, wicket keeper, fielder and batter. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to avoid fielders, so that they can run between wickets to score runs. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.	Physical	Underarm and overarm throwing, catching, over and underarm bowling, long and short barrier, batting
		Social	Collaboration and communication, respect
		Emotional	Honesty
		Thinking	Observing and providing feedback, selecting and applying strategies
Tennis	In this unit pupils develop their competencies in racket skills when playing Tennis. They learn specific skills such as a forehand, backhand, volley and underarm serve. Pupils are given opportunities to work cooperatively with others and show honesty and fair play when abiding by the rules. Pupils develop their tactical awareness, learning how to outwit an opponent.	Physical	Forehand groundstroke, backhand groundstroke, forehand volley, backhand volley, underarm serve
		Social	Collaboration, communication, respect
		Emotional	Honesty
		Thinking	Using tactics, Selecting and applying skills

Year 6	Substantive Knowledge	Disciplinary Knowledge
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Football	Pupils will improve their defending and attacking play, developing further knowledge of the principles and tactics of each. Pupils will begin to develop consistency and control in dribbling, passing and receiving a ball. They will also learn the basics of goalkeeping. Pupils will evaluate their own and other's performances, suggesting improvements. They will learn the importance of playing games fairly, abiding by the rules of the game and being respectful of their teammates, opponents and referees.	Physical	Dribbling, passing, ball control, tracking/jockeying, turning, goalkeeping, receiving
		Social	Communication, collaboration, cooperation, respect
		Emotional	Honesty, perseverance
		Thinking	Selecting and applying tactics, decision making
Netball	In this unit pupils will develop defending and attacking play during even-sided 5-a-side netball. Pupils will learn to use a range of different passes to keep possession and attack towards a goal. Pupils will be encouraged to work collaboratively to think about how to use skills, strategies and tactics to outwit the opposition. They will start to show control and fluency when passing, receiving and shooting the ball. They will learn key rules of the game such as footwork, held ball, contact and obstruction. Pupils also develop their understanding of the importance of fair play and honesty while self managing games.	Physical	Passing, catching, footwork, intercepting, shooting, dodging
		Social	Communication, collaboration
		Emotional	Perseverance, honesty and fair play, selecting and applying skills, decision making
		Thinking	Planning strategies and using tactics, selecting and applying skills, decision making
Fitness	Pupils will take part in a range of fitness challenges to test and record their scores. They will learn different components of fitness including speed, stamina, strength, coordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve their fitness levels. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas in which they make the most improvement using the scores they have collected.	Physical	Strength, speed, power, agility, coordination, balance, stamina
		Social	Supporting and encouraging others, working collaboratively
		Emotional	Perseverance, determination
		Thinking	Analysing scores
Dance	Pupils will focus on developing an idea or theme into dance choreography. They will work in pairs and groups using different choreographing tools to create dances e.g. formations, timing, dynamics. Pupils will have opportunities to choreograph, perform and provide feedback on dance. Pupils think about how to use movement to convey ideas, emotions, feelings and characters. Pupils will show an awareness of keeping others safe and will have the opportunity to lead others through short warm ups.	Physical	Performing a variety of dance actions, using canon, unison, formation, dynamics, character, emotion, transitions, matching & mirroring
		Social	Sharing ideas, consideration of others, inclusion, respect, leadership, supporting others
		Emotional	Empathy, confidence
		Thinking	Observing & providing feedback, using feedback to improve, selecting & applying skills

Dodgeball	Pupils will improve on key skills used in dodgeball such as throwing, dodging and catching. They also learn how to select and apply tactics to the game to outwit their opponent. In dodgeball, pupils achieve this by hitting opponents with a ball whilst avoiding being hit. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules. Pupils learn officiating skills when refereeing games and are given opportunities to evaluate and suggest improvements to their own and others' performances.	Physical	Throwing, catching, dodging, blocking
		Social	Collaboration, respect, leadership
		Emotional	Honesty, determination, confidence
		Thinking	Decision making, selecting and applying tactics
Gymnastics	In this unit, pupils use their knowledge of compositional principles e.g. how to use variations in level, direction and pathway, how to combine and link actions, how to relate to a partner and apparatus, when developing sequences. They build trust when working collaboratively in larger groups, using formations to improve the aesthetics of their performances. Pupils are given opportunities to receive and provide feedback in order to make improvements on performances. In Gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.	Physical	Straddle roll, forward roll, backward roll, counterbalance, counter tension, bridge, shoulder stand, handstand, cartwheel, headstand, vault
		Social	Responsibility, collaboration, communication, respect
		Emotional	Confidence
		Thinking	Observing and providing feedback, selecting and applying skills, evaluating and improving sequences
Badminton	Pupils focus on developing the skills they need to play continuous rallies in badminton. They will learn about the ready position, racket control, serving and hitting over a net and how to use these skills to make the game difficult for their opponent. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils will be given the opportunity to work collaboratively with others. They will understand the importance of abiding by rules to keep themselves & others safe. Pupils will develop character and control through engaging with coping strategies when exposed to competition and will be given the opportunity to take on the role of referee.	Physical	Ready position, grip, forehand, backhand, serve, footwork
		Social	Communication, respect, supporting and encouraging others
		Emotional	Confidence, perseverance, honesty
		Thinking	Using tactics, selecting and applying skills, identifying strengths and areas for development
Athletics	In this unit, pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best. They learn how to improve by identifying areas of strength as well as areas to develop. Pupils are also given opportunities to	Physical	Pacing, sprinting, jumping for distance, push throwing for distance, fling throwing for distance
		Social	Negotiating, collaborating with others
		Emotional	Perseverance, determination
		Thinking	Observing and providing feedback

	lead when officiating as well as observe and provide feedback to others. In this unit pupils learn the following athletic activities: long distance running, sprinting, triple jump, discus and shot put.		
Yoga	Pupils learn about mindfulness and body awareness. They learn yoga poses and techniques that will help them to connect their mind and body. The unit looks to improve well being by building strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities. Pupils will be given the opportunity to work collaboratively with others and be given the opportunity to create their own flows and lead others.	Physical	Balance, flexibility, strength, coordination
		Social	Leadership, sharing ideas, working safely
		Emotional	Confidence, working independently
		Thinking	Creating, selecting and applying actions, observing and providing feedback
Rounders	Pupils develop the quality and consistency of their fielding skills and understanding of when to use them such as throwing underarm and overarm, catching and retrieving a ball. They learn how to play the different roles of bowler, backstop, fielder and batter and to apply tactics in these positions. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils work with a partner and group to organise and self-manage their own games. Pupils play with honesty and fair play when playing competitively.	Physical	Throwing & catching, bowling, tracking, fielding & retrieving a ball, batting
		Social	Organising & self-managing a game, respect, supporting & encouraging others, communicating ideas & reflecting with others
		Emotional	Honesty & fair play, confident to take risks, managing emotion
		Thinking	Decision making, using tactics, identifying how to improve, selecting skills
Outdoor and Adventure	Pupils develop teamwork skills through completion of a number of challenges. Pupils work individually, collaboratively in pairs and groups to solve problems. They are encouraged to be inclusive of others, share ideas to create strategies and plans to produce the best solution to a challenge. Pupils are also given the opportunity to lead a small group. Pupils learn to orientate and navigate using a map.	Physical	Stamina, running
		Social	Communication, teamwork, trust, inclusion, listening
		Emotional	Confidence
		Thinking	Planning, map reading, decision making, problem solving