



# The Woodlands Primary PE Curriculum

## **Our Vision**

At Woodlands, we relentlessly strive to be 'Outstanding in All' in order to provide the best opportunities for the children in the community we serve.

We believe in a truly inclusive school where there are no barriers to participation and learning. We are ambitious in our drive to ensure all children achieve the highest outcomes. At Woodlands we believe in working collaboratively with our partners and stakeholders to enable all children to succeed.

**Always on the move to creating a better you!**

## **Our Intent**

PE at Woodlands inspires all children to participate and succeed in sport. We intend to deliver high quality teaching and learning opportunities that are consistent throughout the school. Beginning with early skills taught in EYFS we inspire our pupils to develop a love for sport while leading a healthy and active lifestyle. Our curriculum aims to improve the wellbeing and fitness of all children at Woodlands, not only through the sporting skills taught, but through the underpinning values that PE promotes.

Physical education is a beautiful opportunity to develop the whole child. Children are entitled to a rich, broad and balanced curriculum. Through PE, children should develop behaviour and attitudes that will benefit them throughout school life and beyond.

## **Our Principles**

At Woodlands we...

1. Ensure that children are experiencing a variety of sports and physical activities.
2. Promote a healthy, happy life-style and how physical education, activities and sports support us in our lives.
3. Give children the opportunity to participate in competitions and challenges.
4. Support children to learn and develop the underpinning values that PE has to offer.
5. Share a passion for sports and physical activity.
6. Create links across the curriculum to show that PE is truly cross-curricular.

**As a consequence of adopting these principles, Woodlands pupils will:**

- experience a broad range of activities through curriculum PE time, including gymnastics, dance, games, outdoor education, athletics, and swimming.
- Know how to stay fit, healthy, and active and enjoy doing so, choosing to engage in physical activity and sport in their own time.
- Learn to win and lose, support others and be supported, showing sportsmanship and good character.
- Work as part of a team towards a common goal as well as individually improving their performance.
- Be allowed to be creative in a range of activities.
- Play competitively, respecting officials and other players.
- Develop spiritually, morally and culturally through diverse activities and opportunities.

**Quality physical education can develop the whole child:**

- Strengthening thinking and decision-making skills
- Building and increasing confidence and self-esteem
- Developing character and resilience
- Enhancing their commitment and desire to improve
- Allowing opportunities for enjoyment, fun and free-spiritedness
- Fostering feelings of safety and security



The Woodlands Primary School PE Curriculum meets and exceeds the content of the National Curriculum. Across the school, we use the PE Hub scheme that has been designed by an experienced team of primary school teachers creating pre-planned lessons and resources to ensure high-quality PE teaching and learning.

We also use external companies for lunch and after school clubs to ensure that the children have the opportunities that they need to develop a passion for sports. We also use external companies as CPD for teaching staff which supports our high-quality teaching.

## Curriculum Rationale

The Woodlands PE Curriculum is designed to inspire children to be active and lead happy, healthy lives while developing a passion for sport.

- In Early Years there is a firm focus on physical development which is apparent in all that they do.
- Year 1 and 2 the curriculum is centred around developing basic skills and starting to implement them into team games and activities.
- In KS2, there are many opportunities for games, challenges and competitions.
- Through the wide range of sports that Woodlands has to offer, children get to develop their skills that they have gained in KS1 and challenge themselves to improve their skills and knowledge.
- Physical activities and sports will be encouraged and developed through lunchtime and after school clubs, external coaches and cross-curricular links in the curriculum.

## PE Hub Justification

At Woodlands, we use the PE Hub to teach our physical education lessons because it is a scheme offering a clear structure and skills progression throughout the year group and the whole school. The online website is used by teachers to access lesson planning for a broad range of sports and activities. Additionally, videos are found on the website that can be shown to children to explain how to complete an activity; lesson break ideas; weekly challenges for children to complete; assessment tools for teachers to use; and a curriculum builder.

Furthermore, it offers:

- a wide range of sports to be taught and learnt
- a clear learning objective for each lesson which the children will be able to follow and progress throughout the six weeks of planning.
- an evident skills progression from EYFS to Year 6.
- lots of ideas and activities that can be used outside PE lessons.
- Home booklets and challenges that children can participate in.

## Children thrive in this subject because ...

- There is a range of engaging activities and sports.
- Children do not have to rely on their own knowledge and skills as they can work in teams to find strengths and support one another.



- In each area there are always ways to challenge and test themselves.

### Knowledge/Skills Progression

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Body Management</b>		<ul style="list-style-type: none"> <li>• Explore balance and managing own body, including manipulating small objects</li> <li>• Able to stretch, reach, extend in a variety of ways and positions</li> <li>• Able to control body and perform specific movements on command</li> <li>• Explore a variety of rolling, sliding and slithering.</li> <li>• Jump using a variety of take offs and landings, moving on and off low apparatus using hands and feet</li> <li>• Participate in a variety of small group cooperative activities.</li> </ul>						
<b>Speed, Agility, Travel</b>		<ul style="list-style-type: none"> <li>• Travel with some control and coordination</li> <li>• Change direction at speed through both choice and instructions</li> <li>• Stop, start, pause, prepare for and anticipate movement in a variety of situations</li> <li>• Agility-based activities moving and controlling objects</li> <li>• Recognise different actions such as: moving softly, quietly, quickly, powerfully</li> <li>• Relate body movements to music and percussion</li> </ul>						
<b>Manipulation and Coordination</b>	<p><b>Personal, social and emotional development</b></p> <p>- Show resilience and perseverance. Think about the perspective of others. Know and talk about the aspects that affect their overall health,</p>	<ul style="list-style-type: none"> <li>• Send and receive objects with different body parts.</li> <li>• Work with others to control objects in space.</li> </ul>						

	<p>such as regular exercise and healthy eating.</p> <p><b>Physical development</b> - Revise and refine fundamental movement skills such as rolling and jumping. Develop overall agility, balance, coordination and strength. Develop small motor skills. Use their core muscle strength. Combine different movements with ease and fluency. Confidently and safely use small and large apparatus. Develop ball skills such as throwing for accuracy.</p>	<ul style="list-style-type: none"> <li>• Coordinate body parts such as hand-eye, foot-eye over a variety of activities and in different ways</li> <li>• Coordinate similar objects in a variety of ways</li> <li>• Differentiate ways to manoeuvre objects</li> <li>• Skip in isolation and with rope</li> </ul>						
<p><b>Cooperate and Solve Problems</b></p>	<p><b>Understanding the world</b> - Draw information from a simple map. Describe what they see, hear and feel outside.</p> <p><b>Expressive arts and design</b> - Listen attentively, move and talk about music. Watch and talk about dance. Develop storylines.</p>	<ul style="list-style-type: none"> <li>• Organise and match various items, images, colours and symbols</li> <li>• Work with a partner to listen, share ideas, question and choose</li> <li>• Move confidently and cooperatively in space</li> <li>• Copy and repeat various patterns and actions</li> <li>• Show an understanding of own feelings and others</li> <li>• Solve more complex tasks using skills learned</li> <li>• Work and play cooperatively and take turns</li> </ul>						
<p><b>Athletics</b></p>		<ul style="list-style-type: none"> <li>• Skip in isolation and with rope</li> <li>• Travel with some control and coordination</li> <li>• Change direction at speed through both choice and instructions</li> <li>• Stop, start, pause, prepare for and anticipate movement in a variety of situations</li> <li>• Agility-based activities moving and controlling objects</li> <li>• Recognise different actions such as: moving softly, quietly, quickly, powerfully</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will begin to link running and jumping.</li> <li>• To learn and refine a range of running, which includes varying pathways and speeds.</li> <li>• Develop throwing techniques to send objects over long distances.</li> <li>• Increase stamina and core strength needed to undertake athletics activities.</li> <li>• Take part in a broad range of opportunities to extend strength, balance, agility and coordination.</li> <li>• Cooperate with others</li> </ul>	<ul style="list-style-type: none"> <li>• Develop power, agility, coordination and balance over a variety of activities.</li> <li>• Can throw and handle a variety of objects, including quoits, beanbags, balls, hoops.</li> <li>• Can negotiate obstacles showing increased control of body and limbs.</li> <li>• Improve running and jumping movements, work for sustained periods.</li> <li>• Reflect on activities and</li> </ul>	<ul style="list-style-type: none"> <li>• Control movements and body actions in response to specific instructions.</li> <li>• Demonstrate agility and speed.</li> <li>• Jump for height and distance with control and balance.</li> <li>• Throw with speed and power and apply appropriate force.</li> </ul>	<ul style="list-style-type: none"> <li>• Using running, jumping, and throwing stations, children investigate different ways of performing these activities in small groups.</li> <li>• Using various equipment, ways of measuring and timing, comparing the effectiveness of different styles of runs, jumps and throws.</li> </ul>	<ul style="list-style-type: none"> <li>• Sustain pace over short and long distances, such as running 100m and running for 2 minutes.</li> <li>• Able to run as part of a relay team working at their maximum speed.</li> <li>• Perform a range of jumps and throws, demonstrating increasing power and accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>• Become confident and expert in a range of techniques and recognise their success.</li> <li>• Apply strength and flexibility to a broad range of throwing, running and jumping activities.</li> <li>• Work in collaboration and demonstrate improvement when working with self and others.</li> <li>• Accurately and confidently judge across a variety of activities.</li> </ul>

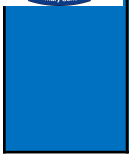
		to carry out more complex tasks.	make connections between a healthy, active lifestyle. • Experience and improve on jumping for distance and height.				
Dance	<p>Recognise that actions can be reproduced in time to music; beat patterns, and different speeds</p> <ul style="list-style-type: none"> <li>• Perform a wide variety of dance actions, both similar and contrasting</li> <li>• Copy, repeat and perform simple movement patterns</li> <li>• Count and move to beats of 8.</li> <li>• Copy and repeat movement patterns.</li> <li>• Work as an individual, in partners, and as a group.</li> </ul>	<ul style="list-style-type: none"> <li>• Respond to a range of stimuli and types of music.</li> <li>• Explore space, direction, levels and speeds.</li> <li>• Experiment creating actions and performing movements with different body parts.</li> <li>• Able to build simple movement patterns from given actions.</li> <li>• Compose and link actions to make simple movement phrases.</li> <li>• Respond appropriately to supporting concepts such as canon and levels.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe and explain how performers can transition and link shapes and balances.</li> <li>• Perform basic actions with control and consistency at different speeds and on different levels.</li> <li>• Challenge themselves to move imaginatively responding to music.</li> <li>• Work as part of a group to create and perform short movement sequences to music.</li> <li>• Perform using more sophisticated formations as well as an individual.</li> <li>• Explore relationships through different dance formations.</li> <li>• Explain the importance of emotion and feeling in dance.</li> <li>• Use the stimuli to copy, repeat and create dance actions and motifs.</li> </ul>	<ul style="list-style-type: none"> <li>• Practise different sections of a dance aiming to put together a performance.</li> <li>• Perform using facial expressions.</li> <li>• Perform with a prop.</li> <li>• Building stylistic qualities of Barn Dance through repetition and applying movement to own bodies.</li> <li>• Building basic creative choreography skills in travelling, dynamics and partner work in the specific style of Barn Dance.</li> </ul>	<ul style="list-style-type: none"> <li>• Work to include freeze frames in routines.</li> <li>• Practise and perform a variety of different formations in dance.</li> <li>• Develop a dance to perform as a group with a set starting position.</li> <li>• Developing choreography and devising skills in relation to a theme.</li> <li>• Exploring dynamic quality and formations to communicate character.</li> <li>• Concentrating on a specific theme throughout and linking all activities to the communication of this to an audience.</li> </ul>	<ul style="list-style-type: none"> <li>• Perform different styles of dance fluently and clearly.</li> <li>• Refine &amp; improve dances adapting them to include the use of space rhythm &amp; expression.</li> <li>• Worked collaboratively in groups to compose simple dances.</li> <li>• Recognise and comment on dances suggesting ideas for improvement.</li> <li>• Developing choreography and devising skills in relation to a theme.</li> <li>• Exploring dynamic quality and formations to communicate character.</li> <li>• Concentrating on one simple theme throughout and linking all activities to the communication of this to an audience.</li> </ul>	<ul style="list-style-type: none"> <li>• Work collaboratively to include more complex compositional ideas</li> <li>• Develop motifs and incorporate them into self composed dances as individuals, pairs &amp; groups</li> <li>• Talk about different styles of dance with understanding, using appropriate language &amp; terminology</li> <li>• Developing group devices and greater use of teamwork.</li> <li>• Demonstrating narrative through contact and relationships</li> <li>• Showing tension through pattern and formation</li> </ul>
Gymnastics	<p>To develop confidence in fundamental movements</p> <ul style="list-style-type: none"> <li>• To experience jumping, sliding, rolling, moving over, under and on apparatus</li> <li>• To develop coordination and gross motor skills</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and use simple gymnastics actions and shapes.</li> <li>• Apply basic strength to a range of gymnastics actions.</li> </ul>	<p>Describe and explain how performers can transition and link gymnastic elements.</p> <ul style="list-style-type: none"> <li>• Perform with control and consistency basic actions at different</li> </ul>	<ul style="list-style-type: none"> <li>• Modify actions independently using different pathways, directions and shapes.</li> <li>• Consolidate and improve the quality of movements and</li> </ul>	<ul style="list-style-type: none"> <li>• To become increasingly competent and confident to perform skills more consistently.</li> <li>• Able to perform in time with a partner and group.</li> <li>• Independently use</li> </ul>	<ul style="list-style-type: none"> <li>• Create longer and more complex sequences and adapt performances.</li> <li>• Take the lead in a group when preparing a sequence.</li> <li>• Develop symmetry</li> </ul>	<ul style="list-style-type: none"> <li>• Lead group warm-up showing understanding for the need for strength and flexibility.</li> <li>• Demonstrate accuracy, consistency, and clarity of movement.</li> </ul>



		<ul style="list-style-type: none"> <li>• To develop confidence in fundamental movements</li> <li>• To learn and refine a variety of shapes, jumps, balances and rolls</li> <li>• To link simple balance, jump and travel actions</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to carry simple apparatus such as mats and benches.</li> <li>• To recognise 'like' actions and link them.</li> <li>• To perform a variety of basic gymnastics actions showing control.</li> <li>• To introduce turn, twist, spin, rock and roll and link these into movement patterns.</li> <li>• To perform longer movement phrases and link with confidence.</li> </ul>	<p>speeds and on different levels. • Challenge themselves to develop strength and flexibility.</p> <ul style="list-style-type: none"> <li>• Create and perform a simple sequence that is judged using simple gymnastic scoring.</li> <li>• Develop body management through a range of floor exercises.</li> <li>• Use core strength to link recognised gymnastics elements, e.g., back support and half twist.</li> <li>• Attempt to use rhythm while performing a sequence.</li> </ul>	<p>gymnastics actions.</p> <ul style="list-style-type: none"> <li>• Relate strength and flexibility to the actions and movements they are performing.</li> <li>• To use basic compositional ideas to improve sequence work.</li> <li>• Identify similarities and differences in sequences.</li> <li>• Develop body management over a range of floor exercises.</li> <li>• Attempt to bring explosive moves into floor work through jumps and leaps.</li> <li>• Show increasing flexibility in shapes and balances.</li> </ul>	<p>compositional ideas in sequences such as changes in height, speed and direction.</p> <ul style="list-style-type: none"> <li>• Develop an increased range of body actions and shapes to include in a sequence.</li> <li>• Define muscles groups needed to support the core of their body.</li> <li>• Refine taking weight on small and large body parts, for example, hand and shoulder.</li> </ul>	<p>individually, as a pair and in a small group.</p> <ul style="list-style-type: none"> <li>• Compare performances and judge strengths and areas for improvement.</li> <li>• Select a component for improvement—for example - timing or flow.</li> <li>• Take responsibility for your own warm-up, including remembering and repeating a variety of stretches.</li> <li>• Perform more complex actions, shapes and balances with consistency.</li> <li>• Use the information given by others to improve performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Work independently and in small groups to make up your own sequences.</li> <li>• Arrange own apparatus to enhance work and vary compositional ideas.</li> <li>• Experience flight on and off of high apparatus.</li> <li>• Perform increasingly complex sequences.</li> <li>• Combine your ideas with others to build sequences.</li> <li>• Compose and practise actions and relate to music.</li> <li>• Show a desire to improve across a broad range of gymnastics actions</li> </ul>
<p><b>Invasion Games</b></p> <p><b>Attack, Defend and Shoot</b></p>	<p>N/A</p>	<ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns</li> <li>• Send and receive objects with different body parts.</li> <li>• Work with others to control objects in space.</li> <li>• Coordinate body parts such as hand-eye, foot-eye over a variety of activities and in different ways</li> <li>• Coordinate similar objects in a variety of ways</li> <li>• Differentiate ways to manoeuvre objects</li> <li>• Travel with some control and coordination</li> <li>• Change direction at speed through both choice and instructions</li> <li>• Stop, start, pause, prepare for and anticipate movement in a variety of situations</li> </ul>	<ul style="list-style-type: none"> <li>• To practice basic movements, including running, jumping, throwing and catching.</li> <li>• To begin to engage in competitive activities.</li> <li>• To experience opportunities to improve agility, balance and coordination.</li> <li>• To recognise rules and apply them in competitive and cooperative games.</li> <li>• Use and apply simple strategies for invasion games.</li> <li>• Preparing for and explaining the reasons why we enjoy exercise.</li> </ul>	<ul style="list-style-type: none"> <li>• Can send a ball using feet and can receive a ball using feet.</li> <li>• Refine ways to control bodies and a range of equipment.</li> <li>• Recall and link combinations of skills, e.g. dribbling and passing.</li> <li>• To select and apply a small range of simple tactics.</li> <li>• Recognise good quality in self and others.</li> <li>• To work with others to build basic attacking play.</li> </ul>	<ul style="list-style-type: none"> <li>• To perform some basic invasion games skills, throwing, catching, kicking and dribbling.</li> <li>• To build attacking/offensive play.</li> <li>• Able to show basic control skills, including sending and receiving the ball.</li> <li>• To send the ball with some accuracy to maintain possession and build attacking play.</li> <li>• Able to implement basic rules of modified games, e.g. basketball.</li> <li>• Develop motor skills to handle sticks with ease and improve agility.</li> </ul>	<ul style="list-style-type: none"> <li>• Show increases confidence and performs with more consistency a selection of basic skills such as dribbling, throwing and shooting</li> <li>• Develop a broader range of ball handling skills</li> <li>• Use footwork rules in a game situation and explore basic marking.</li> <li>• Passing over a longer distance.</li> <li>• Moving towards the ball to receive the pass.</li> <li>• Pass and move with the ball as a team to build attacks.</li> <li>• Apply a small range of</li> </ul>	<ul style="list-style-type: none"> <li>• Use strength, agility and coordination when defending.</li> <li>• Increase power and strength of passes, moving the ball accurately in a variety of situations.</li> <li>• Select and apply a range of tactics and techniques and play with consistency.</li> <li>• To play effectively in a variety of positions and formations on the pitch.</li> <li>• Relate a more significant number of attacking and defensive tactics to gameplay</li> <li>• Become more skilful</li> </ul>	<ul style="list-style-type: none"> <li>• Apply aspects of fitness to the game such as power, strength, agility and coordination.</li> <li>• Choose and implement a broader range of strategies to play defensively and offensively.</li> <li>• Grasp more technical aspects of the game.</li> <li>• Observe, recognise and analyse good individual and team performances.</li> <li>• Suggest, plan and lead simple drills for given skills.</li> <li>• Combine and perform more complex skills at speed in games.</li> </ul>

		<ul style="list-style-type: none"> <li>• Agility-based activities moving and controlling objects</li> <li>• Participate in a variety of small group cooperative activities.</li> </ul>			<ul style="list-style-type: none"> <li>• Show basic skills to maintain possession.</li> <li>• Use space efficiently to build an attack.</li> <li>• Link skills to perform as a team.</li> </ul>	<p>tactics in a competitive situation.</p> <ul style="list-style-type: none"> <li>• Demonstrate increased speed and endurance during gameplay.</li> <li>• Evaluating skills, tactics and team play to aid improvement.</li> </ul>	<p>when performing movements at speed.</p> <ul style="list-style-type: none"> <li>• Select and apply the appropriate skill in a game situation.</li> <li>• Play effectively as a team in defence, taking individual responsibility for your role.</li> </ul>	<ul style="list-style-type: none"> <li>• Use set plays in game situations and explain when and why they are used.</li> <li>• Switch effectively as a team between defence and attack.</li> </ul>
<p>Net/Wall Games</p> <p>Send and Return</p>	<p>N/A</p>	<ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns</li> <li>• Send and receive objects with different body parts.</li> <li>• Work with others to control objects in space.</li> <li>• Coordinate body parts such as hand-eye, foot-eye over a variety of activities and in different ways</li> <li>• Coordinate similar objects in a variety of ways</li> <li>• Differentiate ways to manoeuvre objects</li> <li>• Travel with some control and coordination</li> <li>• Change direction at speed through both choice and instructions</li> <li>• Stop, start, pause, prepare for and anticipate movement in a variety of situations</li> <li>• Agility-based activities moving and controlling objects</li> <li>• Participate in a variety of small group cooperative activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Able to send an object with increased confidence using hand or bat.</li> <li>• Move towards a moving ball to return it.</li> <li>• Sending and returning a variety of balls/objects such as balloons and beachballs.</li> <li>• Track, intercept and stop a variety of objects such as balls and beanbags.</li> <li>• Select and apply skills to beat the opposition</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to track the path of a ball over a net and move towards it</li> <li>• Begin to hit and return a ball using hands and racquets with some consistency</li> <li>• Play modified net/wall games throwing, catching and sending over a net</li> <li>• Be able to make it difficult for their opponent to score a point.</li> <li>• Begin to choose specific tactics appropriate to the situation.</li> <li>• Improve agility and coordination and use in a game.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and describe some rules of net/wall games.</li> <li>• Serve to begin a game.</li> <li>• Explore forehand hitting.</li> <li>• Play with some understanding of modified court boundaries.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore and use different shots with both the forehand and backhand.</li> <li>• Demonstrate different net/wall skills.</li> <li>• Practise some trick shots in isolation.</li> <li>• Work to return the serve.</li> <li>• Demonstrate different court positions in gameplay.</li> </ul>	<ul style="list-style-type: none"> <li>• Use different types of serves in-game and new shots learnt in games.</li> <li>• Play with others to score and defend points in competitive games.</li> <li>• Move confidently around the playing area using footwork techniques.</li> <li>• Develop different ways of playing with others cooperatively and in competition.</li> <li>• Introduce Volley shots and Overhead shots.</li> <li>• Further, explore Tennis service rules.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a broader range of shots.</li> <li>• Begin to select and apply more sophisticated tactics such as netplay and offensive and defensive positioning.</li> <li>• Play with fluency with a partner in doubles/partner scenarios.</li> <li>• Develop backhand shots.</li> <li>• Begin to use full scoring systems</li> <li>• Continue developing doubles play and tactics to improve.</li> </ul>
<p>Striking and Fielding Games</p>	<p>N/A</p>	<ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns</li> <li>• Send and receive objects with different body parts.</li> <li>• Work with others to control objects in space.</li> </ul>	<ul style="list-style-type: none"> <li>• Able to hit objects with a hand or bat.</li> <li>• Track and retrieve a rolling ball.</li> <li>• Throw and catch a variety of balls and</li> </ul>	<ul style="list-style-type: none"> <li>• To develop hitting skills with a variety of bats.</li> <li>• Practice feeding/bowling skills.</li> <li>• Hit and run to score points in games.</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to adhere to some of the basic rules of cricket of striking and fielding games.</li> <li>• To develop a range of skills to use in isolation</li> </ul>	<ul style="list-style-type: none"> <li>• To develop the range of striking and fielding skills they can apply in a competitive context</li> <li>• Choose and use a range of simple tactics in</li> </ul>	<ul style="list-style-type: none"> <li>• Link together a range of skills and use them in combination.</li> <li>• Collaborate with a team to choose, use and adapt rules in games.</li> </ul>	<ul style="list-style-type: none"> <li>• Apply consistently standard rules in a variety of different styles of games.</li> <li>• Attempt a small range of shots in isolation and</li> </ul>

<p><b>Hit, Catch and Run</b></p>		<ul style="list-style-type: none"> <li>• Coordinate body parts such as hand-eye, foot-eye over a variety of activities and in different ways</li> <li>• Coordinate similar objects in a variety of ways</li> <li>• Travel with some control and coordination</li> <li>• Change direction at speed through both choice and instructions</li> <li>• Stop, start, pause, prepare for and anticipate movement in a variety of situations</li> <li>• Agility-based activities moving and controlling objects</li> <li>• Participate in a variety of small group cooperative activities.</li> </ul>	<p>objects.</p> <ul style="list-style-type: none"> <li>• Develop sending and receiving skills to benefit fielding as a team.</li> <li>• Distinguish between the roles of batters and fielders.</li> <li>• Introduce the concept of simple tactics.</li> </ul>	<ul style="list-style-type: none"> <li>• Work on a variety of ways to score runs in the other hit, catch, run games.</li> <li>• Attempt to work as a team to field.</li> <li>• Begin to play the role of wicket keeper or backstop.</li> </ul>	<p>and a competitive context.</p> <ul style="list-style-type: none"> <li>• To use basic skills with more consistency, including striking a bowled ball.</li> <li>• Work cooperatively with others to complete fielding tasks.</li> </ul>	<p>isolation and in a game context.</p> <ul style="list-style-type: none"> <li>• Consolidate existing skills and apply with consistency.</li> <li>• Strike to the ball with intent, use decision making and attempt direction.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise how some aspects of fitness apply to striking and fielding, e.g., power, flexibility, and cardiovascular endurance</li> <li>• Develop retrieving and returning the ball.</li> </ul>	<p>competitive scenarios.</p> <ul style="list-style-type: none"> <li>• Use a range of tactics for attacking and defending in the role of bowler, batter and fielder.</li> </ul>
<p><b>Outdoor and Adventure Activity</b></p>	<p><b>Understanding the world</b> - Draw information from a simple map. Describe what they see, hear and feel outside.</p>	<ul style="list-style-type: none"> <li>• Organise and match various items, images, colours and symbols</li> <li>• Work with a partner to listen, share ideas, question and choose</li> <li>• Move confidently and cooperatively in space</li> <li>• Copy and repeat various patterns and actions</li> <li>• Show an understanding of own feelings and others</li> <li>• Solve more complex tasks using skills learned</li> <li>• Work and play cooperatively and take turns</li> <li>• Participate in a variety of small group cooperative activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Use thinking skills to follow multi-step instructions.</li> <li>• Solve more challenging problems as an individual.</li> <li>• Comprehend that one thing can represent another.</li> <li>• Take part in activities with increasing challenge to build confidence.</li> </ul>	<ul style="list-style-type: none"> <li>• Use searching skills to find given items from clues and pictures.</li> <li>• Work as a pair to navigate space.</li> <li>• Use and explore unusual equipment to develop coordination, problem-solving and motor skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Work with others to solve problems.</li> <li>• Describe their work and use different strategies to solve problems.</li> <li>• Lead others and be led</li> <li>• Differentiate between when a task is competitive and when it is collaborative.</li> </ul>	<ul style="list-style-type: none"> <li>• Work well in a team or group within defined and understood roles.</li> <li>• Plan and refine strategies to solve problems.</li> <li>• Identify the relevance of and use maps, compass and symbols.</li> <li>• Identify what they do well and suggest what they could do to improve.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore ways of communicating in a range of challenging activities.</li> <li>• Navigate and solve problems from memory.</li> <li>• Develop and use trust to complete the task and perform under pressure.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the information given by others to complete tasks and work collaboratively.</li> <li>• Undertake more complex tasks.</li> <li>• Take responsibility for a role in a task.</li> <li>• Use knowledge of PE and physical activities to suggest design ideas &amp; amendments to games</li> </ul>
<p><b>Swimming</b></p>	<p style="text-align: center;">Beginners</p>		<p style="text-align: center;">Intermediate</p>		<p style="text-align: center;">Advanced</p>			
	<ul style="list-style-type: none"> <li>• Swim short distances unaided between 5 &amp; 20 metres using one consistent stroke.</li> <li>• Propel themselves over longer distances with the assistance of swimming aids.</li> <li>• Move with more confidence in the water, including submerging themselves fully.</li> <li>• Enter and exit the water independently.</li> </ul>		<ul style="list-style-type: none"> <li>• Swim over greater distances, between 10 &amp; 20 meters, with confidence in shallow water.</li> <li>• Begin to use basic swimming techniques, including correct</li> </ul>		<ul style="list-style-type: none"> <li>• Bring control and fluency to at least two recognised strokes.</li> <li>• Implement good breathing techniques to allow for smooth stroke patterns.</li> <li>• Attempt personal survival techniques as an individual and group with success.</li> </ul>			



arm and leg action.

- Explore and use basic breathing patterns.
- Enter and exit the water in a variety of ways.
- Take part in problem-solving activities such as group floats and team challenges.

- Link lengths together with turns and attempt tumble turns in isolation and during a stroke.