

P.E –Raynville Primary School progression of skills and knowledge in P.E

Physical Education National Curriculum Purpose of Study

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

Aims - The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives

Foundation: The highlighted sections are skills needed specifically in physical learning sessions.

The Early Learning Goals		Children at the expected level of development will:
Communication and Language	Listening, Attention and Understanding	<ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions • Make comments about what they have heard and ask questions to clarify their understanding • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers
	Speaking	<ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary
Personal, Social and Emotional Development	Self-Regulation	<ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate • 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.
	Managing Self	<ul style="list-style-type: none"> • 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 • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices
	Building Relationships	<ul style="list-style-type: none"> • Work and play cooperatively and take turns with others • Form positive attachments to adults and friendships with peers • Show sensitivity to their own and to others' needs
Physical Development	Gross Motor Skills	<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
	Fine Motor Skills	<ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases • Use a range of small tools, including scissors, paint brushes and cutlery • Begin to show accuracy and care when drawing
Expressive Arts and Design	Being Imaginative and Expressive	<ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher • Sing a range of well-known nursery rhymes and songs • Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music

Foundation Expectations

I know how to travel therefore I can:

- move freely and with pleasure and confidence in a range of ways, such as walking, running, jumping, hopping, skipping, galloping and sliding.
- I can experiment in traveling in different directions such as backwards and sideways
- experiment with different ways of moving
- negotiates space successfully adjusting speed or changing direction to avoid obstacles

I know how to use bean bags therefore I can:

- balance bean bags on different body parts whilst walking in different directions
- Jump, hop etc over bean bags on the floor
- pass bean bags round different parts of the body
- perform aim type activities using underarm throwing and looking at the target
- throw into spaces, over lines and at targets
- throw and catch a bean bag

I know how to use a ball and therefore I can:

- roll and receive a ball individually and with a partner
- pass a ball around different body parts
- pat and bounce a ball downwards
- individually throw and catch a ball high and low
- throw and catch a small ball and bounce it downwards
- aim at a target, individually and with a partner
- kick and dribble a ball

I know how to use bats and balls and therefore I can:

- push a ball along the ground, with a hand or bat, forwards and in different directions
- balance a ball on a bat when standing still and then when walking around
- bounce a ball downwards and upwards with the hand and then with a bat
- hit a ball along the ground with a hand and then with a bat with or without a partner
- move to get in line with a ball when receiving it
- play aiming games in twos using bats and balls

I know how to use ropes, hoops and quoits and therefore I can:

- travel around and over skipping ropes when they are laid out in different shapes on the floor
- use a hoop in imaginative and different ways, e.g. stepping in and out, jumping over, moving around the outside edge
- hula hoop around different body parts
- roll the hoop along the ground
- use a quoit in imaginative and different ways, e.g. balancing, twirling, rolling and spinning, throwing and catching
- pass the quoit around different parts of the body

I know how to play small sided games and therefore I can:

- follow simple rules

Assessment Focus. I can:

- travel confidently in a range of ways and directions, such as walking, running, jumping, hopping, skipping, galloping and sliding showing an awareness of space
- show good control and coordinate my movements when using small and large equipment in a range of ways, for example - steering a ball along the ground with hands, feet, body parts or a bat, sending equipment by sliding, rolling, throwing, kicking or hitting, receiving equipment with my hands, feet or with a bat, aiming at a target/receiver
- play small-sided games following simple rules

Ks1 Expectations

National Curriculum for PE - Key Stage 1 Attainment Target - Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in **competitive** (both against self and against others) and **co-operative physical activities**, in a range of increasingly challenging situations.

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in **team games**, developing simple tactics for attacking and defending
- perform **dances** using simple movement patterns

The following contexts (**statutory requirements** as they are referred to in the PE Programme of study) **should** be used for delivering the PE Curriculum in KS1 and should become increasingly challenging as children progress:

- Team games
- Dance/Gymnastics
- A range of physical activities (individual and cooperative)
- Competitive situations (against self and others)

Year 1

Year 1 - Activities leading to Games	Year 1- Gymnastics	Year 1 - Activities leading to Dance	Year 1 - Running, Throwing and Jumping
<p>I know how to travel in different ways therefore I can:</p> <ul style="list-style-type: none"> - use different ways of travelling in different directions or pathways - run at different speeds and begin to use space in a game - combine travelling movements with simple defensive skills such as marking a player or defending a space - combine travelling movements with simple attacking skills such as dodging to get past a defender - combine travelling movements with travelling with equipment in different directions (side to side, forwards and backwards) with control and fluency <p>I know how to use a ball and therefore I can:</p> <ul style="list-style-type: none"> - demonstrate coordination when passing a ball around different parts of the body - bounce and pat bounce a ball with a degree of control - dribble a ball with control <p>I know how to use a bat and ball and work with a partner and therefore I can:</p>	<p>I know gymnastics shapes, therefore I can:</p> <ul style="list-style-type: none"> - perform the basic shapes on different body parts on the floor, e.g. on my back, side, front, bottom and feet, exploring different levels - perform the shapes on low apparatus and on high apparatus <p>I know different ways to travel in gymnastics, therefore I can:</p> <ul style="list-style-type: none"> - demonstrate ways of traveling on the floor on small and large body parts including step, jump and hop, hopscotch, skipping and galloping - hop and bounce in different directions, forwards, sideways and backwards - travel showing long and narrow, wide and short shapes - know and use a variety of ways of travelling in a curled-up shape - make a simple shape for a partner to step over or travel underneath - perform these travelling movements on low and high apparatus <p>I know different ways to jump in gymnastics therefore I can:</p> <ul style="list-style-type: none"> - understand the safety implications and show a tucked jump, straight jump, half turn jump on the floor 	<p>I know about actions and dynamics in dance related activities, therefore I can:</p> <ul style="list-style-type: none"> - Make shapes with my whole body showing how to make the shapes large and small - know and perform the basic dance actions with some understanding of mood and feeling in relation to the dance idea - demonstrate travelling actions, such as walking, stepping running skipping, galloping, creeping, rolling, sliding and hopping, at different speeds - demonstrate jumping actions such as springing, bounding, leaping and pouncing in different ways - demonstrate turning actions such as spinning, twirling, pivoting, rolling and spiralling - demonstrate gesturing actions such as punching, stamping, stretching, leaning and reaching 	<p>I know how to run, therefore I can:</p> <ul style="list-style-type: none"> - develop specific basic skills for running focusing on the technique needed for different speeds - run with a basic technique over different distances - change speeds - develop my spatial awareness when running and control my movement <p>I know how to throw, therefore I can:</p> <ul style="list-style-type: none"> - show control in picking up / putting down equipment

<ul style="list-style-type: none"> - steer a ball along the ground with a bat in a controlled way using different directions and weaving through slaloms - balance a ball on a bat when standing still or walking - hit a ball with a bat, upwards and downwards with some control - send a ball along the ground and through the air for a partner to catch or receive <p>I know how to send and receive, showing a degree of control, individually and in pairs using a variety of apparatus and therefore I can:</p> <ul style="list-style-type: none"> - throw and catch individually and in pairs using a variety of apparatus including hoops - send a ball, beanbag or quoit, using under arm throw, roll or kick - receive a ball, beanbag or quoit with control, understanding how to get in line with the equipment to receive it - roll and retrieve a hoop <p>I know how to skip and therefore I can:</p> <ul style="list-style-type: none"> - show skipping with a rope <p>I know how to play simple games and therefore I can:</p> <ul style="list-style-type: none"> - follow simple rules to play games, including team games. - play safely with a partner in running games and when using equipment - send a ball in various ways to play individual target games or target games with a partner - aim consistently between, into, at or over a variety of targets using a range of small equipment - play aiming games cooperatively with a partner and 'keep the score' - practise and develop my sending and receiving skills in cooperative games with a partner -- use steering, hitting along the ground and hitting through the air to play individual and cooperative target games - understand the concept of simple games and how to make my games harder 	<ul style="list-style-type: none"> - bounce using feet in different combinations and repeat a pattern of movements on the floor - jump from one foot to two feet and from one foot to the other foot and understand how to land safely on the floor - understand high and low level and link two jumps with a low-level movement <p>I know different ways to balance in gymnastics, therefore I can:</p> <ul style="list-style-type: none"> - understand which small parts of the body can safely take weight and show high and low balanced positions using different combinations on the floor - balance upon large body parts and know how to make the shape of the balance on the floor - show a variety of wide and narrow balances on the floor - perform the balances on low apparatus <p>I know how to roll in gymnastics, therefore I can:</p> <ul style="list-style-type: none"> - understand and show which parts of the body can be used for spinning or rocking on the floor - rock on different parts of the body to stand up or turn over on the floor (progressions for forward roll) - understand the safety implications involved in various types of rolling (egg roll, log roll, teddy bear roll) and be able to show rolling sideways in curled and stretched shapes and move into and out of a sideways roll in different ways on the floor <p>I know how to and can confidently combine gymnastics skills in shape, travel, jumps and balance, therefore I can:</p> <ul style="list-style-type: none"> - show different combinations of shapes, linked by a travelling movement on the floor, on low apparatus and high apparatus - link together a jump, safe landing and balance on low apparatus - understand high and low level and link two jumps with a low-level movement on low apparatus - select two balances and link them together using travel on low apparatus, showing control and change of speed <p>I know how to develop a sequence, therefore I can:</p> <ul style="list-style-type: none"> - choose and link movements together - start to consider the beginning, middle and end of a sequence <p>I know how to use apparatus, therefore I can:</p> <ul style="list-style-type: none"> - follow instructions to carry and place apparatus. 	<ul style="list-style-type: none"> - demonstrate stillness such as go and stop, freezing, holding, pausing - demonstrate the ability to hold clear body shapes both in movement and stillness - change and vary actions – demonstrate using contrasting levels, directions, speeds and weights (dynamic elements) - copy and perform simple actions/ movements and rhythmic patterns, <p>I know about space in dance related activities, therefore I can:</p> <ul style="list-style-type: none"> - change and vary actions – demonstrate using contrasting sizes (spatial elements) - go and stop in control showing this in my personal and using general space <p>I know about relationships in dance related activities, therefore I can:</p> <ul style="list-style-type: none"> - copy and perform short dance phrases in different formations i.e. circle / line / pair - use simple choreographic devices such as unison, canon and mirroring. <p>I know about performance in dance related activity, therefore I can:</p> <ul style="list-style-type: none"> - remember and repeat short dance phrases and simple routines - keep in time with a steady beat to perform a short dance phrase 	<ul style="list-style-type: none"> - complete an underarm throw with accuracy - begin to show the difference between a push throw (underarm throwing) and a pull throw (overarm throwing) - explore how different body positions and pieces of equipment are suitable for different situations and tasks, showing that I can improve distance throwing <p>I know how to jump, therefore I can:</p> <ul style="list-style-type: none"> - show simple take offs and landings (1-1, 1- other 1, 2-2) - show a variety of jumping techniques – jumping for distance, jumping for height - perform a simple jumping sequence, e.g. hop and jump <p>I know and understand how to take part in competition, therefore I can:</p> <ul style="list-style-type: none"> - compete against myself, to improve my personal best
---	--	--	---

Year 2

Year 2 - Activities leading to Games	Year 2 - Activities leading to Gymnastics	Year 2 - Activities leading to Dance	Year 2 - Running, Throwing and Jumping
<p>I know how to travel with control and fluency and therefore I can:</p> <ul style="list-style-type: none"> - use different ways of traveling with increasing speed and agility - use different ways of travelling at different speeds and following different pathways, directions or courses. <ul style="list-style-type: none"> - change speed and direction whilst running - begin to choose and use the best space in a game <p>I know how to bounce, throw, catch, dribble, kick and hit (strike) equipment with control and accuracy and therefore I can:</p> <ul style="list-style-type: none"> - demonstrate consistency and accuracy in bouncing, throwing, catching, dribbling, kicking and striking skills, for example: <ul style="list-style-type: none"> • show continuous and controlled bouncing with one hand and two hands, whilst static and on the move, changing speed and direction • show sending and receiving skills using throwing, catching and kicking with consistency, coordination and control, using a variety of apparatus, when in a stationary position and when on the move - demonstrate passing and receiving skills when under pressure - understand and demonstrate striking, passing and receiving with a partner using a range of apparatus - understand and use 'beat your own record' activities to put skills under pressure and improve performance <p>I know how to play group games and invent rules and therefore I can:</p> <ul style="list-style-type: none"> - identify and use simple attacking and defending strategies e.g. vary the height and speed of the pass - understand and use simple tactics e.g. passing at different angles to outwit an opponent 	<p>I know and understand how to perform different balance in gymnastics, therefore I can:</p> <ul style="list-style-type: none"> - take weight confidently on my hands to lift my feet high (bunny hop) - take weight on hands and feet to perform a front support, back support or side support - understand and demonstrate various ways of travelling and balancing with different parts of the body being the highest point or the closest to the ground - travel underneath a partner who is holding a balanced position - understand how one movement can link with another smoothly and continuously and that movement can be performed at different speeds and on different levels <p>I know and understand how to use hand, low and high apparatus and develop sequence work in gymnastics, therefore I can:</p> <ul style="list-style-type: none"> - show various ways of travelling and balancing with the body close to, or far away from the ground or apparatus - plan and link together two or three movements showing control and coordination - understand and perform movements where different parts of the body lead into the next action e.g. hands and head can lead into a forward roll and knees and hips lead into a shoulder stand - compose a short sequence of three movements using different combinations of travel, balance and shape and show changes in direction - perform a simple sequence with a partner - understand and show different pathways on the floor or apparatus e.g. straight, zig zag and curving and travel along them using different directions - show an understanding of different curves and levels - understand and identify appropriate movements to travel along different shaped pathways - select and link three different ways of travelling to create an interesting pathway (have a definite beginning, middle and end) 	<p>I know and understand actions and dynamics in dance related activities, therefore I can:</p> <ul style="list-style-type: none"> - make shapes with my whole body and with isolated body parts, showing how to make the shapes round, spikey, twisty, flat - know and perform the basic dance actions with expressions to show mood and feelings - demonstrate travelling actions at different speeds (fast / slow) that fit to a purpose, for example in a hurry - demonstrate travelling actions at different levels (high / medium / low) that fit to a purpose, for example trying to hide - demonstrate jumping actions such as springing, bounding, leaping, pouncing in different ways (light and heavy) to fit a purpose, for example for joy - demonstrate turning actions that fit a purpose, for example away from source - demonstrate gesturing actions that fit a purpose, for example to a friend - demonstrate stillness to fit a purpose, for example waiting for something - begin to give consideration to the timing of their actions, considering rhythm <p>I know and understand space in dance related activities, therefore I can:</p> <ul style="list-style-type: none"> - travel using curved and zig zag pathways - move confidently in a wider space as well as in my own personal space <p>I know and understand relationships in dance related activities, therefore I can:</p> <ul style="list-style-type: none"> - dance using an awareness of different formations to communicate different ideas 	<p>I know how to run, therefore I can:</p> <ul style="list-style-type: none"> - develop a technique to use in short distance running and when following a curved line - pace myself when running and travel at different speeds, starting to be aware of my different stride lengths - run over a series of hurdles without knocking them over <p>I know how to throw, therefore I can:</p> <ul style="list-style-type: none"> - push throw with two hands and with a bounce - underarm throwing (fling throw) for distance and accuracy - pull throw (overarm throwing) <p>I know how to jump, therefore I can:</p> <ul style="list-style-type: none"> - jump with different take offs and landings (2 – 1, 1 – other 1 starting with non-dominant foot) - jump for height with control, showing an understanding of

<ul style="list-style-type: none"> - understand and use simple tactics to work as a team e.g. when defending there must always be one person between the goal and the person with the ball - play co-operative and competitive striking, net, aiming and invasion type games with a partner using appropriate apparatus and skills - play with confidence in varying formations e.g. 2v2, 4v4, 3v1 - know how to score, invent rules and explain how to improve the game - understand and use a range of strategies for making games harder (e.g. high/low, different directions, over the head, over arm throwing, one hand, the other hand etc) 	<ul style="list-style-type: none"> - observe and copy a partner in follow my leader formation to show different pathways and link appropriate movements - understand and show a variety of controlled jumps e.g. $\frac{1}{4}$ $\frac{1}{2}$ $\frac{3}{4}$ or full turn using one foot to two feet or two feet to two feet - understand the safety implications and show a variety of rolls and spins on different parts of the body showing contrast in the speed - link together a turning movement in the air with a turning or spinning movement on the floor using a jump - understand that fixing one half of the body to the floor and turning the other half produces a twisted position and show various ways of moving out of it <p>I know how to use apparatus, therefore I can:</p> <ul style="list-style-type: none"> - carry and place small apparatus and follow instructions to set up large apparatus 	<ul style="list-style-type: none"> - work with a partner to show simple relationships and compositional ideas including follow my leader, copying movements, follow side by side, back to back, moving at the same time or one after another <p>I know how to perform a dance activity, therefore I can:</p> <ul style="list-style-type: none"> - improvise, create and perform simple movements / rhythmic patterns in different formations in response to a variety of stimuli, including dancing with an object - perform short dances, linking actions fluently and with control 	<p>how the arms can affect jumping for height</p> <ul style="list-style-type: none"> - using different patterns of take offs and landings, increase my ability to jump far <p>I know and understand how to take part in competition, therefore I can:</p> <ul style="list-style-type: none"> - perform learnt skills with increasing control - compete against myself and others
--	--	--	--

KS2 Expectations

Key Stage 2 Attainment Target – Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in **different physical activities and sports** and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play **competitive games**, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- 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

The following contexts (**statutory requirements** as they are referred to in the PE Programme of study) **should** be used for delivering the PE Curriculum in KS2 and should become increasingly challenging as children progress:

- Competitive games
- Gymnastics/include dance elements in performances.
- Outdoor and Adventurous Activity
- Different physical activities and sports (individual and team)
- Swimming (if not scheduled in KS1).

Schools may also consider the following contexts to ensure that they are offering their pupils a broad and balanced curriculum:

- Developing skills and knowledge in relation to Net and Wall Games (Badminton, Tennis)
- Developing skills and knowledge in relation to Invasion Games (Basketball, Football, Hockey, Netball, Rugby)
- Developing skills and knowledge in relation to Striking and Fielding Games (Cricket, Rounders)
- Developing skills and knowledge in relation to Target Games (Tri Golf, Archery)
- Developing skills and knowledge in relation to Gymnastics
- Developing skills and knowledge in relation to Athletics

Swimming is the only sport to be included within the national curriculum physical education programme of study. All primary schools must provide swimming and water safety lessons in either Key Stage 1 or 2. Each pupil is required to be able to do the following:

- Perform safe self-rescue in different water based situations
- Swim competently, confidently and proficiently over a distance of **at least** 25 metres

Use a range of strokes effectively, for example, front crawl, backstroke and breaststroke.

Year 3

Year 3 - Developing skills and knowledge in relation to Invasion Games / Net and Wall Games / Striking and Fielding Games	Year 3 - Developing skills and knowledge in relation to Gymnastics	Year 3 - Developing skills and knowledge in relation to Athletics	Year 3 - Developing skills and knowledge in relation to OAA
<p>I know how to use and select travelling movements in a game, therefore I can:</p> <ul style="list-style-type: none"> - change direction and speed with control and coordination - move to find space - travel with equipment keeping possession <p>I know how to use ball skills (passing and receiving) in relation to invasion games, therefore I can:</p> <ul style="list-style-type: none"> - accurately pass and receive a range of balls in different ways with hands (e.g. chest pass, bounce pass, shoulder pass) - demonstrate control when dribbling, passing and receiving with feet - signal for the ball and pass and receive in sequential order (1-2-3-4-1 etc) - pass and receive on the move and signal for the ball to retain possession and show progression down the court / pitch - play with confidence in various small game formations (e.g. 2v1, 3v1, 3v2, 2v2, 3v3) <p>I know how to use skills focusing on net/wall games, therefore I can:</p> <ul style="list-style-type: none"> - strike a ball with reasonable control and accuracy at a target or over a net - select and use appropriate basic shots in different situations - understand simple principles and tactics and use them effectively in a game activity e.g. a long shot followed by a short one makes the return shot difficult for an opponent - play confidently and competitively in small sided games (2v2, 3v3) and apply net/wall principles to other activities e.g. adapted volleyball games - know and use the rules and keep games going without dispute <p>I know how to use skills focusing on striking and fielding games, there I can:</p>	<p>I know and understand how to consistently perform and combine shape, travel, flight, balance and rotation movements in gymnastics, therefore I can:</p> <ul style="list-style-type: none"> - demonstrate different ways of travelling along various pathways and in different directions, i.e. towards, backwards, sideways, diagonally forwards, diagonally backwards - travel showing a range of shapes - travel demonstrating a cat leap and scissor kick - show different rolls including a shoulder roll and a forward roll - take weight on hands and feet consistently to transfer from a front support to a back support or side support - join together two or more contrasting actions e.g. rolling, jumping, spinning and beginning of cartwheel activities - demonstrate stretched and curled balances on different body parts showing an understanding of high, medium and low positions - identify and perform matching shapes with a partner, one behind the other, side by side or passing over a partner e.g. one is on a long thin shape on the ground and partner jumps over showing a long thin shape in the air - understand what symmetry and asymmetry means and identify and demonstrate symmetrical and asymmetrical balances on different body parts. - compose a short sequence with a partner demonstrating an understanding of levels, directions and speeds, matching and mirroring and be able to identify what adaptations were required to enhance the overall performance - transfer and extend all these ideas and skills onto low and high apparatus <p>I know how to use apparatus, therefore I can:</p> <ul style="list-style-type: none"> - follow instructions to set up small and large gymnastics apparatus 	<p>I know how to develop my skills and knowledge in relation to running, therefore I can:</p> <ul style="list-style-type: none"> - understand and show the basic principles of running as an individual, in a team, in relays and over obstacles - demonstrate walking / jogging / running in various directions and speeds in a controlled manner - focus on my arm and leg action to improve my sprinting technique - begin to focus on trail leg and lead leg action when running over hurdles <p>I know how to develop my skills and knowledge in relation to throwing, therefore I can:</p> <ul style="list-style-type: none"> - demonstrate safety for self and others' and the basic principles of throwing - understand and show how changes in throwing actions can be affected by varying the amount of effort and speed - demonstrate various throwing actions e.g. pushing, pulling and slinging - continue to develop techniques to throw for increased distance. <p>I know how to develop my skills and knowledge in relation to jumping, therefore I can:</p> <ul style="list-style-type: none"> - understand and demonstrate safe landings and the basic principles of jumping - show the five basic jumps stationary and on the move in control - demonstrate combination jumps performed in a rhythmical way - know the action needed when jumping for height 	<p>I know how to problem solve, therefore I can:</p> <ul style="list-style-type: none"> - develop an awareness of the importance of planning and reviewing an activity - begin to choose equipment that is appropriate for an activity - begin to complete activities in a set period of time - follow multi-step instructions with support when necessary <p>I know and understand the concept of a map, therefore I can:</p> <ul style="list-style-type: none"> - use a key and symbols on a simple map, with support if necessary - know the meaning of some common map symbols - orientate a map, to follow a simple course with support if necessary - understand what orienteering involves and know some of

<ul style="list-style-type: none"> - strike a ball with confidence and control and direct it accurately into a simple target area - receive the ball from one direction and throw or strike it away in another direction - understand and identify good striking and fielding techniques - make judgements about how best to intercept a ball travelling towards, to one side or beyond the fielder - combine the skills to play effectively in small sided striking and fielding games and use simple attacking and defending tactics, e.g. work as a team to field the ball - understand and demonstrate the roles of a bowler, striker, fielder, backstop / wicket keeper <p>I know how to develop my own games, therefore I can:</p> <ul style="list-style-type: none"> - demonstrate previously learned skills in independently constructed group games - work cooperatively and creatively in a group of specified numbers to achieve a given object using a limited choice of equipment - plan and adjust rules and strategies to make the game fairer, safer and more challenging - describe the format and intention of the game and explain why particular rules have been made - know how to use space in games 		<ul style="list-style-type: none"> - develop an effective take-off for the standing long jump. <p>I know and understand how to take part in competition, therefore I can:</p> <ul style="list-style-type: none"> - compete as part of a team - compete against myself and others in a controlled manner. 	<p>the basic orienteering symbols</p> <ul style="list-style-type: none"> - follow four compass directions and arrive at the correct destination - show how to set a simple map of a small area and establish direction of travel - understand and sometimes use directional language to navigate others with some success <p>I recognise and know the importance of team work, therefore I can:</p> <ul style="list-style-type: none"> - cooperate willingly most of the time with others in problem solving activities e.g. trust activities - identify and use effective communication to begin to work as a team, demonstrating some verbal and non-verbal methods of communication
--	--	---	---

Year 4

Year 4 - Developing skills and knowledge in relation to Invasion Games / Net and Wall Games / Striking and Fielding Games	Year 4 - Developing skills and knowledge in relation to Gymnastics	Year 4 - Developing skills and knowledge in relation to Athletics	Year 4 - Developing skills and knowledge in relation to OAA
<p>I know how to combine travelling skills with strategies for attacking and defending, therefore I can:</p> <ul style="list-style-type: none"> - move into space - move and signal to obtain possession - move with equipment using a range of techniques showing control and fluency, whilst considering my next move <p>I know how to use and apply invasion games skills, therefore I can:</p> <ul style="list-style-type: none"> - play confidently in small sided invasion games using various formations - use a range of techniques to pass and travel with the ball (e.g. travel by carrying, bouncing, dribbling etc) - use a range of tactics to keep possession of the ball and get into position to shoot or score - understand how to dodge, mark, signal for the ball and intercept - play within the rules - recognise aspects that need improving <p>I know how to use and apply net/wall games skills, therefore I can:</p> <ul style="list-style-type: none"> - use a bat to strike a ball with a degree of accuracy and control - throw or strike a ball over a range of high, low and ground level barriers to show variations in level, speed and directions - aim a ball over a barrier to land in spaces on the other side - understand, plan and combine skills to play 1v1 net games cooperatively with a partner and then trying to make it difficult to return the shots - understand and play a game over a low or high barrier throwing into spaces to score (1v1 3v3) <p>I know how to use and apply striking and Fielding games skills, therefore I can:</p>	<p>I know, understand, and can recognise and perform, individually and with a partner, an increasing range of actions and skills following the gymnastic themes of shape, travel, flight, balance and rotation, therefore I can:</p> <ul style="list-style-type: none"> - identify and use a range of travelling, jumping and turning movements on different levels and show ways of balancing on different body parts (1,2,3 and 4 point balances) - balance with and against a partner - move into a balance, then move out of it in a different direction - identify and use a variety of body parts for supporting balances and understand which combinations produce the most stable bases, including the progressions for a handstand, an Arabesque, Y balance and T balance - identify and use skills which transfer weight from feet to hands and back to feet again - jump and land in a controlled way when completing $\frac{1}{4}$ and $\frac{1}{2}$ turn - demonstrate various sliding, rolling and turning movements, which lead smoothly into balanced positions - identify and show at least two different types of rolls in different directions sideways, forwards and backwards - demonstrate how to land safely and sink down into a roll on the floor and match different types of jumps with different types of rolls - with a partner, link together a series of movements and balances which demonstrate changes of direction, speed and levels - transfer and extend all these ideas and skills onto low and high apparatus with control <p>I know how to use apparatus, therefore I can:</p> <ul style="list-style-type: none"> - set up small and large gymnastics apparatus whilst considering the safety of others 	<p>I know how to develop my skills and knowledge in relation to running, therefore I can:</p> <ul style="list-style-type: none"> - show how changes in height, arm, leg, head and foot movement can affect the walking / running / jogging response - show techniques used in a sprinting race, including accelerating and decelerating rapidly - find my leading leg when running over obstacles - discover a suitable rhythm when running over obstacles - understand that the back foot at the start of the race will be the lead leg over an obstacle in a race - show a suitable method of relay changeovers for both the incoming and outgoing runners <p>I know how to develop my skills and knowledge in relation to throwing, therefore I can:</p> <ul style="list-style-type: none"> - demonstrate safety for self and others' and the basic principles of throwing - identify and show how changes in throwing actions can be affected by varying the level, direction and distance - understand that the coordinated use of the arms, trunk and legs will affect the speed and distance of the throw - discover that the force applied to a throwing implement will affect its speed - show different push throw techniques in the context of the shot put throw <p>I know how to develop my skills and knowledge in relation to jumping, therefore I can:</p>	<p>I know how to problem solve, therefore I can:</p> <ul style="list-style-type: none"> - recognise the importance of planning and reviewing activities - try a range of equipment for creating and completing an activity - make an informed decision on the best equipment to use for an activity <p>I know and understand the concept of a map, therefore I can:</p> <ul style="list-style-type: none"> - orientate myself with accuracy around a short trail - create a short trail for others with a physical challenge - start to recognise features of an orienteering course - associate the meaning of a key in context of the environment - begin to use a map to compete an orienteering course

<ul style="list-style-type: none"> - know and use different ways of sending into and fielding from different directions (e.g. fielding a ball coming directly towards or to one side of the fielder) - throw accurately and be a reliable bowler or feeder of the ball (e.g. with one bounce, with no bounce) - strike a ball along the ground or through the air in different directions with control - understand how to direct or place a ball into spaces in order to score and how to best intercept and field the ball to return it - combine the skills to play small sided striking and fielding games to show understanding of simple attacking and defending strategies <p>I know how to problem solve and invent games, therefore I can:</p> <ul style="list-style-type: none"> - negotiate, plan and make collective decisions on the nature shape and construction of the game - select and use skills and tactics appropriate for the type of game - understand and transfer principles of play from known games to use in my own game - make up rules and be prepared to modify them to make the games more challenging - adapt rules in agreement with others - work cooperatively in groups of varying sizes (e.g. 6 and 8) to organise and keep my games going 		<ul style="list-style-type: none"> - demonstrate which foot must be placed forward at the start of a four-pace run up in order to jump from my strongest foot - describe which three basic jumps are used in athletics - develop an effective flight phase for the standing long jump - perform a hop, step and jump to perform, the standing triple jump <p>I know and understand how to take part in competition, therefore I can:</p> <ul style="list-style-type: none"> - adapt my performance to focus on being the best I can be 	<ul style="list-style-type: none"> - complete an orienteering course more than once and begin to identify ways of improving completion time <p>I recognise and know the importance of team work, therefore I can:</p> <ul style="list-style-type: none"> - communicate clearly with other people in a team and with other teams - experience a range of roles within a team and begin to identify the key skills required to succeed at each role
--	--	---	--

Year 5

Year 5 – Invasion Games / Net and Wall Games / Striking and Fielding Games	Year 5 – Gymnastics	Year 5 – Athletics	Year 5 – OAA (Residential)
<p>I know how to apply and combine footwork and travelling skills to all games, therefore I can:</p> <ul style="list-style-type: none"> - use width and depth changing direction and speed - use skills such as dodge and weave to create an advantage over my opponents - understand the footwork rules for specific sports, for example netball, tchoukball, basketball - travel with equipment combining skills, for example dribble and shoot <p>I know how to use, apply and vary invasion games skills, therefore I can:</p> <ul style="list-style-type: none"> - choose and use skills which meet the specific needs of the ball, for example, passing by throwing, bouncing and striking, receiving, carrying, dribbling and shooting - understand and show how a team can retain possession and find ways of progressing towards an opponent's goal - know how to mark an opponent effectively and defend a goal - demonstrate a range of skills using one hand or two hands, feet or implement for passing and receiving - carry, bounce and dribble the ball in a controlled manner whilst moving - find and use space to help their team and use a variety of tactics to keep the ball e.g. changing speed and direction - work as a team in various small sided ball handling, kicking and implement invasion games and be able to transfer common principles of play and basic attacking strategies across the game <p>I know how to use, apply and vary net and wall games skills, therefore I can:</p> <ul style="list-style-type: none"> - play shots on both sides of the body and from above the head with reasonable control - understand how to position their bodies to receive a ball coming from different heights and angles - recognise where there are spaces on an opponent's court and try to hit into them 	<p>I know, understand, and can recognise and perform with control and fluency, individually, with a partner and in a group , an increasing range of actions and skills following the gymnastic themes of shape, travel, flight, balance and rotation, therefore I can:</p> <ul style="list-style-type: none"> - explore different entries and exits when rolling, for example a forward roll from standing or a forward roll from straddle - explore travelling incorporating leaps and jumps, for example a split leap, stag leap, full turn jumps - explore weight on hands developing my ability to be able to do a handstand - explore the terms counter balance and counter tension (i.e. counter balance is pushing or leaning against a partner and counter tension is pulling or leaning away) - show counter balance / counter tension in in twos or threes and know that variations can be developed through changing body shape or being on different levels - compose an individual sequence comprising travel, jump, turn and balance and then teach it to a partner and perform it together exploring matching and mirroring - understand and use a variety of spatial relationships when working with a partner, i.e. follow my leader, side by side, face to face, back to back and meeting and parting and explore ways of traveling over and under a partner - understand and use the terms synchronisation and canon when working with a partner - understand and use the possible variations in level, speed and direction when working with a partner - work with a partner to develop partner sequences involving partner balances and large apparatus - work as part of a group to develop a group sequence involving hand apparatus and benches - transfer and extend all these ideas and skills onto low and high apparatus with control and fluency <p>I know how to use apparatus, therefore I can:</p> <ul style="list-style-type: none"> - suggest ways to set up small and large gymnastics apparatus whilst considering the safety of others 	<p>I know how to develop my skills and knowledge in relation to running, therefore I can:</p> <ul style="list-style-type: none"> - run at a steady pace when running at different speeds - demonstrate some ability to judge pace and be able to plan a run - discover the different effects produced by standing starts / falling starts / reaction starts - accelerate from a variety of starting positions and select my preferred position <p>I know how to develop my skills and knowledge in relation to throwing, therefore I can:</p> <ul style="list-style-type: none"> - identify the basic throwing actions of the pull, push, fling and heave - demonstrate the core principles of throwing - model the correct throwing stance and the transference of weight from back foot to front foot - understand that the coordinated use of the arms, trunk and legs will affect the speed and distance of the throw <p>I know how to develop my skills and knowledge in relation to jumping, therefore I can:</p> <ul style="list-style-type: none"> - demonstrate the principles of jumping for height and length - recognise that to jump long, height is required - show that good jumps need to have head up, torso erect, an even rhythm and flat-footed landings - use a run up with control and consistency to increase the jumping distance 	<p>I know how to problem solve, therefore I can:</p> <ul style="list-style-type: none"> - improve my ability to plan and an activity and improve performance by changing or adapting approaches as necessary - choose the best equipment for an outdoor activity <p>I know and understand the concept of a map, therefore I can:</p> <ul style="list-style-type: none"> - improve my accuracy and consistency in setting a map of a familiar area and the ability to establish direction of travel - follow a short route correctly being confident in my map reading skills - identify a key on a map and begin to use the information in activities - design an orienteering course that can be followed and offers some challenge to others

<ul style="list-style-type: none"> - recognise which things they need to practise more - understand and apply net/wall principles to a range of small sided games (1v1, 2v2, 3v3) <p>I know how to use, apply and vary striking and fielding games skills, therefore I can:</p> <ul style="list-style-type: none"> - use a rounders bat or a cricket shaped bat with confidence - strike and throw the ball with reasonable accuracy and consistency - bowl underarm so the ball arrives appropriately for the batter to hit (bowling with a bounce and without a bounce) - understand when and how to move when fielding a ball e.g. move across the path of the ball to intercept it or move towards a ball traveling slowly and directly towards the fielder - play confidently in a range of small sided striking – fielding games using different bats, balls and rules and experience all roles 		<ul style="list-style-type: none"> - develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight. <p>I know and understand how to take part in competition, therefore I can:</p> <ul style="list-style-type: none"> - take part in competition with a strong understanding of tactics and how technique can affect performance 	<ul style="list-style-type: none"> - begin to use navigation equipment to orientate a trail, e.g. a compass - identify the quickest route to accurately navigate an orienteering course <p>I recognise and know the importance of team work, therefore I can:</p> <ul style="list-style-type: none"> - consistently cooperate with others in problem solving activities regardless of my role - use clear communication to effectively complete a particular role within a team
---	--	--	--

Year 6

Year 6 - Invasion Games / Net and Wall Games / Striking and Fielding Games	Year 6 - Gymnastics	Year 6 - Athletics	Year 6 – OAA Castle Howard Triathlon. Junior Warrior.
<p>I know how to select and apply footwork and travelling skills to all games, therefore I can:</p> <ul style="list-style-type: none"> - apply appropriate footwork skills and rules with control and accuracy to games activities, for example landing in different ways without the ball, coordinating catching the ball with different landings and pivoting, - move at different speeds and in different directions and transfer this into a game scenario - move with equipment using the correct technique in one or more invasion games with increasing speed and control, including changing direction <p>I know how to select and apply invasion games skills, therefore I can:</p> <ul style="list-style-type: none"> - understand and demonstrate a range of controlled passing, receiving, striking, dribbling and shooting skills when kicking or using an implement or playing in ball handling invasion games and adapt them to meet the needs of the situation - play in a range of small sided games and make effective choices about when, how and where to pass so that I / my team retain possession and progress towards an opponent's goal - know and understand the positions I play and identify and show specific attacking and defending skills e.g. marking a player or a space, intercepting, dodging, moving into space and shooting - understand how to organise my team into different formations to concentrate more on attack or on defence e.g. overload the attack or give it numerical advantage; recognise how to transfer these principles to other invasion games <p>I know how to select and apply net and wall games skills, therefore I can:</p> <ul style="list-style-type: none"> - play a variety of shots with intent when striking a ball after one bounce or on the volley 	<p>I know, understand, and can recognise and perform with control, precision and fluency, individually, with a partner and in a group , an increasing range of actions and skills following the gymnastic themes of shape, travel, flight, balance and rotation, therefore I can:</p> <ul style="list-style-type: none"> - explore different ways of entries and exits when performing specific skills such as handstands - perform a range of straightforward part-weight partner balances safely and effectively - travel in different directions showing a range of bridge shapes with back, front or side towards the floor or apparatus - identify and show the five basic jumps (1-1, 1- other 1, 1-2, 2-2, 2-1) and demonstrate a variety of clear body shapes in the air - understand how to take off and land safely in different directions and join together three different jumps or a jump and a roll showing variation in pathway - understand that spinning occurs around a body part in contact with the floor and show a variety of shapes and speeds when spinning on different body parts - identify a variety of rotations around the long axis (an imaginary line from the head to the feet) e.g. turning jumps, sideways rolls, cartwheels and turning on hands - know and understand that rotation around the side to side axis (an imaginary line through the hips from one side of the body to the other) involves rocking, forward rolls and progressions for backwards rolling - spring from feet to hands and back to feet again - with a partner join together in a controlled manner a jump and a roll to show contrasting body shapes e.g. tucked jump/ stretched roll - identify and show different ways of gripping apparatus with hands and different body parts to climb, swing and spring onto/off over or balance 	<p>I know how to develop my skills and knowledge in relation to running, therefore I can:</p> <ul style="list-style-type: none"> - understand and describe what is required to make a fast start - understand and demonstrate an effective relay takeover technique - understand how to position others in a relay team - run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern - confidently and independently select the most appropriate pace for different distances and different parts of the run <p>I know how to develop my skills and knowledge in relation to throwing, therefore I can:</p> <ul style="list-style-type: none"> - display a strong release position and strong braced side - demonstrate the sequence of events in a throw (legs first, arms last, low to high, slow to fast, strong to weak) - identify which athletics throwing events use push, pull or heave techniques and know how the different equipment suits different styles <p>I know how to develop my skills and knowledge in relation to jumping, therefore I can:</p> <ul style="list-style-type: none"> - understand that a long stride will help increase distance or height - explain the need to start consistently from their own special starting position and to mark out a run up 	<p>I know how to problem solve, therefore I can:</p> <ul style="list-style-type: none"> - discuss and plan an activity and consider the most effective approach for successful completion, adapting the approach as necessary - select, based on agreed criteria, the best equipment for an outdoor activity <p>I know and understand the concept of a map, therefore I can:</p> <ul style="list-style-type: none"> - orientate myself, partner and team with confidence and accuracy around an orienteering course when under pressure - design an orienteering course that is clear to follow and offers challenge to others - use navigation equipment (maps and compasses) to improve the trail - use a range of map styles and make

<ul style="list-style-type: none"> - direct a ball into an opponents' court at different speeds, heights and angles and explain why I am doing it - evaluate the effectiveness of a shot and suggest ways of improving - work cooperatively as a team in twos or small groups to create rules and play them - play a range of small sided net/wall games and apply basic common principles for attack and defence across the activities <p>I know how to select and apply striking and fielding games skills, therefore I can:</p> <ul style="list-style-type: none"> - know, understand and show correct striking stance and direct the ball away from fielders using different angles and speeds - bowl in competitive situations and understand strategies that can be deployed between bowler / wicket keeper / backstop / bases - field the ball and return it with an overarm throw - know when to run after hitting a ball - play confidently and effectively in a range of small sided striking and fielding games and work as a team to develop strategies to outwit the batters 	<ul style="list-style-type: none"> - compose a sequence showing different actions / moves e.g. two different jumps, landings and rolls and one action of flight taking weight from feet to hands to feet - work as part of a group to develop a group sequence transferring all these skills to apparatus with control, precision and fluency <p>I know how to use apparatus, therefore I can:</p> <ul style="list-style-type: none"> - plan and set up the layout for small and large gymnastics apparatus whilst considering the safety of others 	<p>I know and understand how to take part in competition, therefore I can:</p> <ul style="list-style-type: none"> - perform as an athlete but also take on the role of an official 	<p>informed decisions on the most effective</p> <ul style="list-style-type: none"> - manage an orienteering event for others to compete in <p>I recognise and know the importance of team work, therefore I can:</p> <ul style="list-style-type: none"> - discuss and allocate roles within my team fairly - use clear and effective communication to make a positive contribution to a team - work effectively as part of a team, demonstrating leadership skills where necessary
---	---	--	---

Swimming

Swimming is the only sport to be included within the national curriculum physical education programme of study. All primary schools must provide swimming and water safety lessons in either Key Stage 1 or 2. Each pupil is required to be able to do the following:

- Perform safe self-rescue in different water based situations
- Swim competently, confidently and proficiently over a distance of **at least** 25 metres
- Use a range of strokes effectively, for example, front crawl, backstroke and breaststroke.

End of KS2 Expectation Swimming - by the end of KS2 most children will be able to:

Swim confidently and fluently on the surface and under water

- swim on their front and back using smooth coordination arm and leg actions
- move comfortably with controlled breathing both on the surface and under water
- swim in a controlled and fluent manner when using back crawl, front crawl and breast stroke
- know and use personal survival techniques, e.g. floating, sculling and surface diving
- swim at least 25 metres with confidence
- answer any tasks by using varied and appropriate strokes and personal survival skills

At Raynville swimming is targeted so that every child has the opportunity to achieve the requirement of 25M by the end of Year 6.

Over the last 5 years we have had a 95%+ rate of children achieving the requirements for swimming.