

St Michael's Catholic Primary School September 2019

Developing a progressive school curriculum to support the whole child in Physical Education

The purpose of this document is to create a flexible framework for schools to ensure a robust, progressive curriculum.

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With Jesus we can achieve what we dream and believe

1. [Acknowledgements](#)

With Jesus we can achieve what we dream and believe

Rationale

The Physical Education, School Sport and Physical Activity landscape is a complex environment. With many members of the school community and external organisations contributing to the development of children in this area, it is important for the school to have a systematic and progressive approach to the delivery of the subject.

With time being so precious it is essential that we are as efficient as possible with the allocated time we have. Good planning will support all staff delivering the subject.

Our starting point for this is to understand the difference between PE, School Sport and Physical Activity and whilst we aim to get children more active and less sedentary in all aspects of school life, this is to complement the delivery of PE and not to displace it.

All schools have their own challenges in the delivery of PE, whether it be facilities, weather, school plays or multi-use halls. When designing the curriculum map, it is important that these factors are understood in your own setting and not over looked. The examples in this document have been designed with the assumption that pupils receive the recommended 2 hours of quality physical education, but it is flexible to meet different school needs.

The following document has a focus on Physical Education and progression through the National Curriculum. It has been designed to support schools to develop a thoughtful and progressive curriculum which can be adapted to schools individual PE curriculum map.

How to use this document

This document has been developed to support schools to create a progressive curriculum in Physical Education. It is important that as a school you create a bespoke curriculum that meets the needs of your pupils and the skills of your teachers, whilst fulfilling the requirements of the National Curriculum.

Please look at the progression statements, objectives & learning outcomes and change them accordingly to meet the needs of your school and the requirements of your staff.

It is important that all staff work to the same plan. Support staff by giving them a [half term overview](#) of what learning outcomes you expect the pupils to achieve and what they are assessing against.

Staff should indicate on the overview what activities they have delivered, which children are working above and which are working below the standards expected.

For further details of how to use this document, please get in touch with Chris Price, Christopher.price@si.liverpool.gov.uk

Curriculum map

To understand progression throughout school life, it is important that we know where we are progressing from and where we are going to. In PE we have traditionally split it into 8 different categories, Athletics, Dance, (fundamental) Games, Gymnastics, Invasion Games, Outdoor and Adventurous Activities, Net and Wall Games, Striking and Fielding Games. Through these categories we aim to support schools to develop the whole child. We look at three aspects of the child. The Association for PE (AfPE) looks at 3 aspects of development, described as 'Heads, Hands, Heart'.

- Head – Thinking
 - Decision making
 - Analytical – deep understanding
 - Confidence
 - Creativity
- Hands – Doing
 - Physical competence
 - Growth and development
 - Physical activity
 - Competition
- Heart – Behaviour
 - Being involved and engaged
 - Growing socially and emotionally
 - Building character and values
 - Leading a healthy active lifestyle

By colour co-ordinating your curriculum map so you can see clear threads running through it and develop a systematic progressive curriculum, figure 1.

	A1	A2	Sp1	Sp2	Su1	Su2
Y1						
Outside	Games	Games	Games	Games	Games	Games
Hall	Gymnastics	Dance	Gymnastics	Dance	Gymnastics	Dance
Y2						
Outside	Games	Games	Games	Games	Games	Games
Hall	Gymnastics	Dance	Gymnastics	Dance	Gymnastics	Dance
Y3						
Outside	Basketball	Handball	Hockey	OAA	Rounders	Volleyball
Hall	Dodgeball	Gymnastics	Dance	Mattball	Gymnastics	Dance
Y4						
Outside	Basketball	Handball	Hockey	Athletics	Cricket	Tennis
Hall	Indoor Athletics	Gymnastics	Dance	Dodgeball	Gymnastics	Dance
Y5						
Outside	Hockey	Football	OAA	Athletics	Rounders	Volleyball
Hall	Indoor Athletics	Gymnastics	Dance	Dodgeball	Gymnastics	Dance
Y6						
Outside	Hockey	Football	OAA	Athletics	Cricket	Tennis
Hall	Indoor Athletics	Gymnastics	Dance	Dodgeball	Gymnastics	Dance

(Fundamental) Games
Invasion Games
Gymnastics
Dance
Athletics
Net and Wall
Striking and Fielding
Outdoor Adventurous

Figure 1

With Jesus we can achieve what we dream and believe

My Personal Best

To support the whole child approach, The Youth Sports Trust have developed a product called My Personal Best. This programme supports children to develop as a whole progressively and uses a life skills approach to teaching PE. It supports every child to flourish and to achieve their personal best in PE, in school and life.

At KS1 the focus is on giving pupils a strong foundation

At lower KS2 the scheme promotes core Strengths. Support pupils' personal growth.

At upper KS2 the pupils develop their performance Skills and enable pupils to act independently.

More information on My Personal Best can be found at www.youthsporttrust.org/mypersonalbest.

If you want to purchase the product in Liverpool please get in touch with LSSP. Contact details: www.lssp.co.uk/contact-us

Progression statements per category

Looking at each of the 8 threads we want to create a bank of statements which show a clear development year by year. These learning outcomes can be used to support the school community to understand to development of a child through PE. We consulted with 9 primary school subject leads to decide what statements would be fit for purpose for each stage of a child's progression in PE. Below are the suggested outcomes for each of the categories.

Athletics

National Curriculum Aims		
<p>The national curriculum for physical education aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • 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. 		
National Curriculum Statement:		
Key Stage 1	Key Stage 2	
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 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.	
Objectives:		

Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
Develop fundamental movement skills, becoming increasingly competent and confident, and access a broad range of activities to extend their agility, balance and coordination;		Become increasingly competent and confident, and access a broad range of opportunities to extend their agility, Balance and coordination		Develop an understanding of how to improve in different physical activities and sports, and learn how to evaluate and recognise their own success	
Learning Outcomes:					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Be able to evaluate their performance using time; Know and understand quicker and slower ways of travelling; Develop fundamental movement skills. E.g. hopping, skipping...; Engage in competitive and cooperative physical activities in a range of increasingly challenging situations;	Be able to attempt a variety of throwing techniques in order to improve accuracy; Know and understand how the position of the body affects throwing performance; Develop fundamental movement skills, becoming increasingly competent and confident, and access a broad range of activities to extend their agility, balance and coordination;	Run at fast, medium and slow speeds, changing speed and direction; Be able to run, jump and throw using a variety of techniques Know and understand how altering the movement of any parts of the body during performance affects end results Learn to use skills in different ways and link them to make actions	Link running and jumping activities with some fluency, control and consistency; Make up and repeat a short sequence of linked jumps; Take part in a relay activity, remembering when to run and what to do; Throw a variety of objects, changing their action for accuracy and distance;	Understand and demonstrate the difference between sprinting and running for sustained periods; Know and demonstrate a range of throwing techniques; Throw with some accuracy and power into a target area; Perform a range of jumps, showing consistent technique and sometimes using a short run-up;	Choose the best pace for a running event, so that they can sustain their running and improve on a personal target; Show control at take-off in jumping activities; Show accuracy and good technique when throwing for distance; Organise and manage an athletic event well;

	<p>Engage in competitive and cooperative physical Activities in a range of increasingly challenging situations;</p> <p>Be able to perform 1:2, 2:2, 2:1 and 1:1 jumps</p> <p>Know and understand how different jumping techniques affect distance travelled;</p>	<p>Develop an understanding of how to improve in different physical activities</p>	<p>Recognize when their heart rate, temperature and breathing rate have changed</p>	<p>Play different roles in small groups;</p> <p>Relate different types of activity to different heart rates and body temperatures, and use some of these activities when warming up;</p> <p>Compare and contrast performances using appropriate language</p>	<p>Understand how stamina and power help people to perform well in different athletic activities;</p> <p>Identify good athletic performance and explain why it is good, using agreed criteria</p>
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Dance

National Curriculum 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.

National Curriculum:

Key Stage 1		Key Stage 2	
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 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.	
Objectives:			
Key Stage 1		Lower Key Stage 2	Upper Key Stage 2
Be able to link and perform a series of movements based on an imaginary character; Develop fundamental movement skills, becoming increasingly competent and confident, and		Know and understand how to maximise personalities by making powerful face and body movement changes; Become increasingly competent and confident, and access a broad range of	Continue to apply and develop a broad range of skills, learning how to use them in different ways and link them to make actions and sequences of movement;

access a broad range of opportunities to extend agility, balance and coordination;	opportunities to extend agility, balance and coordination; Continue to apply and develop a broad range of skills, learning how to use them in different ways and link them to make actions and sequences of movement;	Become more competent, confident and expert in techniques, and understand what makes a performance effective and how to apply these principles to their own and others work;
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Learning Outcomes:

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Perform basic body actions;</p> <p>Use different parts of the body singly and in combination;</p> <p>Show some sense of dynamic, expressive and rhythmic qualities in their own dance;</p> <p>Choose appropriate movements for different dance ideas;</p> <p>Remember and repeat short dance phrases and simple dances;</p>	<p>Perform body actions with control and coordination;</p> <p>Choose movements with different dynamic qualities to make a dance phrase that expresses an idea, mood or feeling;</p> <p>Link actions;</p> <p>Remember and repeat dance phrases;</p> <p>Perform short dances, showing an understanding of expressive qualities;</p>	<p>Improvise freely, translating ideas from a stimulus into movement;</p> <p>Create dance phrases that communicate ideas;</p> <p>Share and create dance phrases with a partner and in a small group;</p> <p>Repeat, remember and perform these phrases in a dance;</p> <p>Use dynamic, rhythmic and expressive qualities</p>	<p>Respond imaginatively to a range of stimuli related to character and narrative;</p> <p>Use simple motifs and movement patterns to structure dance phrases on their own, with a partner and in a group;</p> <p>Refine, repeat and remember dance phrases and dances;</p> <p>Perform dances clearly and fluently;</p>	<p>Compose motifs and plan dances creatively and collaboratively in groups;</p> <p>Adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of dance they use;</p> <p>Perform different styles of dance clearly and fluently;</p> <p>Organise their own warm-up and cool-down exercises;</p>	<p>Work creatively and imaginatively on their own, with a partner and in a group to compose motifs and structure simple dances;</p> <p>Perform to an accompaniment expressively and sensitively;</p> <p>Perform dances fluently and with control;</p> <p>Warm up and cool down independently;</p>

<p>Move with control;</p> <p>Vary the way they use space;</p> <p>Describe basic body actions and simple expressive and dynamic qualities of movement</p>	<p>Describe how dancing affects their body;</p> <p>Know why it is important to be active;</p> <p>Suggest ways they could improve their work;</p> <p>Be able to link and perform a series of Movements based on imaginary characters</p>	<p>clearly and with control;</p> <p>Understand the importance of warming up and cooling down;</p> <p>Recognise and talk about the movements used and the Expressive qualities of dance;</p> <p>Suggest improvements to their own and other people's dances</p>	<p>Show sensitivity to the dance idea and the accompaniment;</p> <p>Show a clear understanding of how to warm up and cool down safely;</p> <p>Describe, interpret and evaluate dance,</p> <p>Using appropriate language</p>	<p>Show an understanding of safe exercising;</p> <p>Recognise and comment on dances, showing an understanding of style;</p> <p>Suggest ways to improve their own and other people's work</p>	<p>Understand how dance helps to keep them healthy;</p> <p>Use appropriate criteria to evaluate and refine their own and others' work;</p> <p>Talk about dance with understanding, using appropriate Language and terminology</p>
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(Fundamental) Games

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.

National Curriculum:

Key Stage 1

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

Objectives:

Key Stage 1

Develop fundamental movement skills, becoming increasingly competent and confident;

Access a broad range of opportunities to extend their agility, balance and coordination, individually and with others;

Key Stage 2

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

Lower Key Stage 2

Upper Key Stage 2

Engage in competitive and cooperative physical activities in a range of increasingly challenging situations.					
Learning Outcomes:					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Use basic underarm, rolling and hitting skills; Sometimes use overarm skills e.g. throwing a bean bag; Intercept, retrieve and stop a beanbag and a medium-sized ball with some consistency; Sometimes catch a beanbag and a medium-sized ball; Track balls and other equipment sent to them, moving in line with the ball to collect it; Throw, hit and kick a ball in a variety of ways, depending on	Show awareness of opponents and team-mates when playing games; Perform basic skills of rolling, striking and kicking with more confidence; Apply these skills in a variety of simple games; Be able to throw and catch a ball with a team member; Know and understand the term intercept; Make choices about appropriate targets, space and equipment; Use a variety of simple tactics;				

<p>The needs of the game;</p> <p>Choose different ways of hitting, throwing, striking or kicking the ball;</p> <p>Decide where to stand to make it difficult for their opponent and to understand the term defend;</p> <p>Describe what they and others are doing;</p> <p>Describe how their body feels during games</p>	<p>Describe how their bodies work and feel when playing games;</p> <p>Work well with a partner and in a small group to improve their skills;</p> <p>Be able to catch a moving ball</p> <p>Know and understand the term 'feed'</p> <p>Be aware of space and use it to support team-mates and cause problems for the opposition;</p>				
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Gymnastics

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.

National Curriculum:

Key Stage 1

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

Key Stage 2

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

Objectives:

Key Stage 1

Develop core movement, become increasingly competent and confident, and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.

Lower Key Stage 2

Continue to implement and develop a broader range of skills, learning how to use them in different ways and link them to make actions and sequences of movement

Upper Key Stage 2

Continue to implement and develop a broader range of skills, learning how to use them in different ways and link them to make actions and sequence of movements;

				Enjoy communicating and collaborating;	
Learning Outcomes:					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Show basic control and coordination when travelling and when remaining still;</p> <p>Choose and link 'like' actions;</p> <p>Remember and repeat these actions accurately and consistently;</p> <p>Find and use space safely, with an awareness of others;</p> <p>Identify and copy the basic actions of gymnasts;</p> <p>Use words such as rolling, travelling, balancing, climbing;</p>	<p>Plan and repeat simple sequences of actions; show contrasts in shape;</p> <p>Perform a sequence that shows clear change of speed;</p> <p>Perform the basic gymnastic actions with coordination, control and variety;</p> <p>Recognise and describe how they feel after exercise;</p> <p>Describe what their bodies feel like during gymnastic activity;</p> <p>Describe what they and others have done;</p>	<p>Use a greater number of their own ideas for movements in response to a task;</p> <p>Choose and plan sequences of contrasting actions;</p> <p>Adapt sequences to suit different types of apparatus and their partner's ability;</p> <p>Explain how strength and suppleness affect performance;</p> <p>Compare and contrast gymnastic sequences, commenting on Similarities and differences;</p>	<p>Perform actions, balances, body shapes and agilities with control;</p> <p>Plan, perform and repeat longer sequences that include changes of speed and level, clear shapes and quality of movement;</p> <p>Adapt their own movements to include a partner in a sequence;</p> <p>Understand that strength and suppleness can be improved;</p> <p>Recognise criteria that lead to</p>	<p>Create, practise and refine longer, more complex sequences for a performance, including changes in level, direction and speed;</p> <p>Choose actions, body shapes and balances from a wider range of themes and ideas;</p> <p>Adapt their performance to the demands of a task, using their knowledge of composition;</p> <p>Use basic set criteria to make simple judgements about performances and</p>	<p>Make up longer, more complex sequences, including changes of direction, level and speed;</p> <p>Develop their own solutions to a task by choosing and applying a range of compositional principles;</p> <p>Combine and perform gymnastic actions, shapes and balances;</p> <p>Show clarity, fluency, accuracy and consistency in their movements;</p>

<p>Make their body tense, relaxed, stretched and curled;</p> <p>Describe what they do in their movement phrases</p>	<p>Say why they think gymnastic actions are being performed well</p> <p>Be able to perform a sequence that flows;</p>	<p>With help, recognise how performances could be improved;</p> <p>Be able to perform a sequence in time with a partner;</p> <p>Know and understand to teach a sequence to a partner;</p> <p>Suggest warm-up activities;</p>	<p>improvement, e.g. <i>changing a level</i>; watch, describe and suggest possible improvements to others' performances;</p> <p>Suggest improvements to their own performance</p> <p>Be able to perform a sequence following a pathway, in time with a partner;</p> <p>Know and understand how to sequence movements that move people together and apart</p> <p>lead a partner through short warm-up routines;</p>	<p>Suggest ways they could be improved</p> <p>Be able to link and perform multiple sequential elements e.g. up to 8</p> <p>understand the need for warming up and working on body strength, tone and flexibility;</p> <p>Lead small groups in warm-up activities;</p>	<p>Say, in simple terms, why activity is good for their health, fitness and wellbeing;</p> <p>Show an awareness of factors influencing the quality of a performance and suggest aspects that need improving</p> <p>Be able to link at 3 different levels;</p> <p>Know and understand how to perform at different levels;</p> <p>Be able to link and perform multiple sequential elements e.g. up to 10</p> <p>Be able to adapt an individual sequence to become a group sequence;</p>
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					Understand the importance of warming up and cooling down;
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Invasion Games

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.

National Curriculum:

Key Stage 1

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

Objectives:

Key Stage 1

Key Stage 2

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

Lower Key Stage 2

Continue to develop fundamental movement skills and become increasingly confident and competent;

Upper Key Stage 2

Apply and develop a broader range of skills, using them in different ways and linking them to make actions and sequences of movement;

	<p>Apply a broader range of skills, learning how to use them in different ways</p> <p>Be able to engage in competitive and cooperative physical activities in a range of increasingly challenging situations, and enjoy communicating, collaborating and competing with each other;</p>	<p>Develop and understanding of how to improve in different physical activities and sports, and learn how to evaluate and recognise their own success;</p> <p>Further develop and understand resilience and fairness in sports;</p>
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Learning Outcomes:

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<p>Throw and catch with control to keep possession and score 'goals';</p> <p>Pass and dribble with control without opponent;</p> <p>Be able to bounce the ball in the direction of a target;</p> <p>Know and use rules fairly to keep games going;</p>	<p>Play games with some fluency and accuracy, using a range of throwing and catching techniques;</p> <p>Pass and dribble with control under pressure;</p> <p>Find ways of attacking successfully when using other skills;</p> <p>Use a variety of simple tactics for attacking well, keeping possession of the ball as a team,</p>	<p>Pass, dribble and shoot with control in games;</p> <p>Identify and use tactics to help their team keep the ball and take it towards the opposition's goal;</p> <p>Identify tactics that present opportunities to score goals</p> <p>Mark opponents and help each other in defence;</p> <p>Pick out things that could be improved in</p>	<p>Use different techniques for passing, controlling, dribbling and shooting the ball in games;</p> <p>Apply basic principles of team play to keep possession of the ball; use marking, tackling and/or interception to improve their defence;</p> <p>Play effectively as part of a team;</p>

		<p>Say when a player has moved to help others;</p> <p>Apply this knowledge to their own play</p> <p>Suggest warm-up activities;</p>	<p>and getting into positions to score;</p> <p>Know the rules of the games;</p> <p>Understand that they need to defend as well as attack;</p> <p>Understand how strength, stamina and speed can be improved by playing invasion games;</p> <p>Watch and describe others' performances, as well as their own, and suggest practices that will help them and others to play better</p> <p>Be able to move to the correct position in order to attempt to score;</p>	<p>Performances and suggest ideas and practices to make them better</p> <p>To develop their own game and to be able to agree and teach the rules of it;</p> <p>Know how to make games safe;</p> <p>Be able to attempt to intercept</p> <p>Be able to participate in small sided game e.g. 5 a-side</p> <p>Understand the need for warming up and working on body strength, tone and flexibility;</p> <p>Lead small groups in warm-up activities;</p>	<p>Know what position they are playing in and how to contribute when attacking and defending;</p> <p>Recognise their own and others' strengths and weaknesses in games;</p> <p>Suggest ideas that will improve performance</p> <p>Be able to describe an attacking position and a defending position within a game situation;</p> <p>Know and understand positions that help attacking and defending positions within a game;</p> <p>Understand the importance of</p>
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			Lead a partner through short warm-up routines;		warming up and cooling down;
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Net and Wall Games

Aims		
<p>The national curriculum for physical education aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • 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. 		
National Curriculum:		
Key Stage 1	Key Stage 2	
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 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.	
Objectives:		
Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Develop fundamental movement skills, becoming increasingly competent and confident;	Know and understand how to position themselves to make defending an area easier;	Continue to apply and develop a broader range of skills, learning how to use them in different ways

<p>Access a broad range of opportunities to extend their agility, balance and coordination, individually and with others;</p> <p>Engage in competitive and cooperative physical activities in a range of increasingly challenging situations.</p>	<p>Continue to develop fundamental movement skills and become increasingly confident and competent;</p> <p>Apply and develop a broader range of skills, learning how to use them in different ways</p> <p>Develop an understanding of how to improve in different physical activities and sports, and learn how to evaluate and recognise their own success;</p>	<p>Enjoy communicating, collaborating and competing with each other;</p> <p>Develop an understanding of how to improve in different physical activities and sports, and learn how to evaluate and recognise their own success;</p>			
Learning Outcomes:					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Able to send an object with increased confidence using hand or bat;</p> <p>Moves towards a moving ball to return with hand or bat;</p> <p>Scores points against opposition over a line/net;</p> <p>Selects and applies skills to win points;</p> <p>Chases, stops and controls balls and</p>	<p>Demonstrates basic sending skills in isolation and small games;</p> <p>Tracks the path of ball over a line/net and move towards it;</p> <p>Hits a ball using both hand and racquet with some consistency;</p> <p>Returns a ball coming towards them using hand or racquet;</p>	<p>Attempts to serve to begin a game. E.g. underarm;</p> <p>Plays a continuous game using: throwing and catching or some simple hitting;</p> <p>Keeps count/score of a game;</p> <p>Can play within boundaries;</p> <p>Uses a small range of basic racquet skills;</p>	<p>Explores shots on both sides of the body and attempt with confidence; introduction of forehand and backhand</p> <p>Uses a small range of racquet/hand skills;</p> <p>Works with a partner / small groups to return a served ball;</p> <p>Plays competitively with others and</p>	<p>Plays a range of basic shots on both sides of the body, move feet to hit ball;</p> <p>Plays modified games sending and returning a ball;</p> <p>Plays with others with some flow to the game, keeping track of their own scores;</p> <p>Recognises where they should stand on the court when playing</p>	<p>Uses forehand, backhand and overhead shots with more confidence in games;</p> <p>Makes appropriate choices in games about the best shot to use;</p> <p>Starts games with the appropriate serve;</p> <p>Begins to use full scoring systems;</p>

<p>other objects such as beanbags and hoops;</p> <p>Identifies space to send a ball;</p> <p>Be able to send an object in isolation;</p> <p>Moves towards a moving ball to return it with hand or bat;</p> <p>Be able to demonstrate basic sending skills in isolation;</p>	<p>Plays in a modified game send and returning the ball over a line/barrier;</p> <p>Decides on and play with dominant hand;</p> <p>Be able to send a ball in small games with increased confidence;</p> <p>Tracks the path of a ball over a line/net and moves towards it;</p> <p>Be able to demonstrate sending skills in isolation and basic games;</p>	<p>Moves towards a ball to return over a line/net;</p> <p>Plays over a net;</p> <p>Suggest warm-up activities;</p>	<p>against others in modified games;</p> <p>Uses basic defensive tactics to defend the court i.e. moving to different positions on the court;</p> <p>Chooses ways to send the ball to make it difficult for opponent to return;</p> <p>Suggests and lead warm ups that prepare the body appropriately for net/wall activities;</p> <p>Enjoy communicating, collaborating and competing with each other;</p> <p>Lead a partner through short warm-up routines;</p>	<p>on their own and with others;</p> <p>Applies some control when returning the ball including foot placement, shot selection and aim;</p> <p>Be able to describe their scoring system;</p> <p>Understand the need for warming up and working on body strength, tone and flexibility;</p> <p>Lead small groups in warm-up activities;</p>	<p>Develops doubles play (team play for volleyball);</p> <p>Applies tactics in games effectively;</p> <p>Understand the importance of warming up and cooling down;</p>
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Outdoor and Adventurous Activities

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.

National Curriculum:

Key Stage 1

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

Key Stage 2

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

Objectives:

Key Stage 1

Lower Key Stage 2

Enjoy communicating, collaborating and competing in physical activities in a range of increasingly challenging situations;

Upper Key Stage 2

Continue to apply and develop a broader range of skills, learning how to use them in different ways;

		<p>Start to develop an understanding of how to improve in different activities, and learn how to evaluate and recognise their own success;</p> <p>Become increasingly competent in a range of skills, and access a broad range of activities;</p> <p>Apply and develop these skills, learning to use them in different ways</p>	<p>Enjoy communicating, collaborating and competing with each other.</p> <p>Develop an understanding of how to improve in different physical activities and sports, and learn how to evaluate and recognise their own success;</p>		
Learning Outcomes:					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			<p>Identify where they are by using simple plans and diagrams of familiar environments;</p> <p>Use simple plans and diagrams to help them follow a short trail and go from one place to another;</p> <p>Respond to a challenge or problem they are set;</p> <p>Begin to work and behave safely;</p>	<p>Use maps and diagrams to orientate themselves and to travel around a simple course;</p> <p>Start to plan sensible responses to physical challenges or problems, talking and working with others in their group;</p> <p>Recognise some of the physical demands that activities make on them;</p>	<p>Choose and perform skills and strategies effectively;</p> <p>Find solutions to problems and challenges;</p> <p>Respond when the task or environment changes and the challenge increases;</p> <p>Plan, implement and refine the strategies they use;</p>

			<p>Work increasingly cooperatively with others, discussing how to follow trails and solve problems;</p> <p>Recognise that different tasks make their body work in different ways;</p> <p>Comment on how they went about tackling tasks</p> <p>Be able to devise different methods of communication;</p> <p>Comment on how they went about tackling tasks</p>	<p>Identify parts of the work that were successful;</p> <p>Respond to feedback on how to go about their work differently</p> <p>Respond to feedback on how to go about their work differently</p> <p>Work on some tasks independently</p> <p>Complete activities with increasing confidence</p>	<p>Adapt the strategies as necessary;</p> <p>Work increasingly well in a group or in a team where roles and responsibilities are understood;</p> <p>Prepare physically and organisationally for challenges they are set, taking into account the group's safety;</p> <p>Identify what they do well, as individuals and as a group;</p> <p>Suggest ways to improve individuals and as a group</p> <p>Work independently</p> <p>Complete activities with confidence and competence</p>
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Striking and Fielding Games

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.

National Curriculum:

Key Stage 1	Key Stage 2	
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 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.	
Objectives:		
Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
	<p>Apply and develop a broader range of skills, learning how to use them in different ways;</p> <p>Be able to engage in competitive and cooperative physical activities in a range of increasingly challenging situations, and</p>	<p>Continue to develop fundamental movement skills and become increasingly competent and confident;</p> <p>To know and understand the tactics in a range of striking and fielding games. E.g. in</p>

	enjoying communicating and collaborating and competing with each other;	cricket multiple fielders attempt to stop the batter's play;			
	Start to develop and understand how to improve, and learn to evaluate and recognise their own success;	Apply and develop a broader range of skills, learning how to use them in different ways;			
		Be able to engage in competitive and cooperative activities in a range of increasingly challenging situations, and enjoying communicating, collaborating and competing with each other;			
Learning Outcomes:					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Use a range of skills, <i>e.g. throwing, striking, intercepting and stopping a ball</i> , with some control and accuracy;	Use a range of skills, <i>e.g. throwing, striking, intercepting and stopping a ball</i> , with good control and accuracy;	Strike a bowled ball with some accuracy; use a range of fielding skills, <i>e.g. catching, throwing, bowling, intercepting</i> , with growing control and consistency;	Strike a bowled ball with precision ball; use a range of fielding skills, <i>e.g. catching, throwing, bowling, intercepting</i> , with growing control and consistency;
		Continue to develop fundamental movement skills and become increasingly competent and confident;	Choose and vary skills and tactics to suit the situation in a game;	Work collaboratively in pairs, group activities and small-sided games;	Continue to work collaboratively in pairs, group activities and small-sided games;
		To understand the need for tactics;	Carry out tactics successfully;	Use and apply the basic rules consistently and fairly;	

		<p>To be able to pass and catch within pairs;</p> <p>Know and understand rules of the game;</p> <p>Set up small games;</p> <p>Explain what they need to do to get ready to play games;</p> <p>Suggest what needs practising;</p> <p>Know and understand how hitting the ball further increases the chances of running further distances;</p> <p>Suggest warm-up activities;</p>	<p>To be able to pass and catch within a small team;</p> <p>Know rules and use them fairly to keep games going;</p> <p>Carry out warm ups with care and an awareness of what is happening to their bodies;</p> <p>Describe what they and others do that is successful;</p> <p>Be able to bat and run to distance bases;</p> <p>Lead a partner through short warm-up routines;</p>	<p>Recognise the activities and exercises that need including in a warm up;</p> <p>Identify their own strengths and suggest practices to help them improve;</p> <p>Know and understand how to score points;</p> <p>Start to develop an understanding of how to improve, and learn to evaluate and recognise their own success;</p> <p>Be able to score points by hitting a ball and running safely to the target;</p> <p>Know that it is advantageous to attempt to strike a batter 'out';</p>	<p>Continue to use and apply the basic rules consistently and fairly;</p> <p>Understand and implement a range of tactics in games with success;</p> <p>Deliver a specific warm up to a small group of peers;</p> <p>Identify their own and others strengths and suggest practices to help them improve;</p> <p>Understand the importance of warming up and cooling down;</p>
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				<p>Understand the need for warming up and working on body strength, tone and flexibility;</p> <p>Lead small groups in warm-up activities;</p>	
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Vocabulary

In the following section we have looked at age appropriate vocabulary that we would expect teachers to use and pupils to understand in each unit.

	Y1	Y2	Y3	Y4	Y5	Y6
Games	Avoiding; Tracking a ball; Rolling; Striking; Overarm throwing; Bouncing; Catching; Free space; Own space; Opposite team	Rebound; Tracking; Following the movement of a ball; Aiming; Speed; Direction; Passing; Controlling; Shooting; Scoring;				
Dance	Travel; Stillness; Gallop; Skip; Jump; Hop; Bounce; Spring; Turn; Spin; Freeze; Statue; Direction; Forwards; Backwards; Sideways; Space; Near; Far; In and out; On the spot; Beginning; Middle; End; Mood; Feelings; Jolly; Stormy; Fast; Strong; Gentle	Stimulus; High; Medium; Low; Direction; Pathways; Curved; Zigzag; Happy; Angry; Calm; Excited; Sad; Lonely; Tired; Hot; Sweaty; Heart rate; Warm up; Cool down	Dynamics; Space; Relationships; Square; Circle; Line; Partner; Copy; Follow; Lead; Unison; Canon; Repeat; Structure; Motif; Improvisation; Explore	Character; Narrative; Costume; Props; Describe; Analyse; Interpret; Evaluate; Communication; Gesture; Unison; Canon; Repetition; Action; Reaction; Question and answer; Myth; Legend; Mobilise joints; Diet	Dance style; Technique; Formation; Pattern; Gesture; Rhythm; Haka; Motif; Variation	Style; High energy; Fast footwork; Contact work; Lean; Push; Pull; Lift; Unison; Canon; Lindy Hop; Scarecrow; Frog; Stamina

Gymnastics	Jump; Land; Rock; Roll; Grip; Hang; Push; Pull; Bounce; Hop; Skip; Step; Spring; Crawl; Slide; Speed; Stop; Still; Slowly; Shape; Tall; Long; Wide; Narrow; Up; Down; Forwards; Level; High; Low; Zigzag; Straight; Feet; Hands; Toes; Heels; Knees; Head; Elbows; Bottom; Back; Tummies; Along; Around; Across; On; Off; Over; Under; Through; Tension; Extension; Relaxation	Hang; Swing; Sequence; Copy; Upside-down; Take off; Smooth; Quarter-turn; Fast; Shape; Twisted; Curled; Wide; Narrow; Medium; Backwards; Sideways; Zigzag; Angular; Legs; Arms; Hips; Fingers; Shoulders; Tummy; Sides; Under; Through; Towards; In front; Behind; Over	Inverted; Contrasting; Flow; Combinations; Half-turn; Sustained; Explosive;	Rotation; 90°; 180°; 270°; Spinning; Axis; Strength; Suppleness; Stamina; Combine; Approaching; Leaving; Height; Inversion; Against; Towards; Away; Across	Asymmetry; Symmetry; Display; Matching; Flight; Feet apart; Feet together; Crouch; Inclined	Counterbalance; Counter-tension; Tension; Obstacle; Straddle over; Aesthetic; Judgement
Athletics				Run; Catch; Hop; Skip; Step; Sideways; Forwards; Backwards; Throw; High; Low; Far; Near; Straight; Aim; Drop; Bounce;	Sprint; Jog; Pace; Steady; Fast; Medium; Slow; Sling; Push; Pull; Power; Stamina; Speed; Safety; Relay; Time; Measure; Record;	Race; Run- up; Position of feet on last stride; Pacing; Stamina; Strength; Speed; Power; Suppleness; Safety; Rules; Relay take-over area;

				Fast; Medium; Slow; Safely		Time; Measure; Record; Set targets
OAA				Listen; Explore; Plan and do; Maps; Diagrams; Pictures; Symbols; Follow a trail; Seek and find; Challenges; problem solving; Plan, do and talk	Maps; Diagrams; Symbols; Scale; Orienteering; Controls; Challenges; Problem solving; Plan alone; Plan in pairs; Groups; Try; Review	Maps; Diagrams; Orienteering; Planning a journey; Challenges; Problem solving; Plan; Strategies; Try review try again; Improve; Talk about; Agree good ways of working; Team work; Collaborate; Roles and responsibilities
Invasion games			Keeping possession; Keeping the ball; Scoring goals; Keeping the score; Making space; Pass; Send and receive; Dribble; Travel with the ball; Back up; Support partners	Keep; Keep control; Make and use space; Support; Pass; Points; Goals; Rules; Tactics	Passing; Dribbling; Shooting; Shielding the ball; Width; Depth; Support; Marking; Covering	Possession; Repossession; Attackers; Defenders; Marking; Covering; Supporting; Team play; Team positions
Striking and Fielding			Batting; Fielding; Bowler; Wicket; Tee; Base; Boundary; Innings; Rounder; Backstop; Score		Stance; Crease; Batting point; Non- striker; Leg-side; Offside; Home base; Pitch; Over; Innings	

Net / Wall games			Court; Target; Net; Striking; Hitting; Defending; Making it difficult for the opponent; Tactics; Scoring points	Forehand; Backhand; Volley; Overhead; Rally; Singles; Doubles; Width; Depth; Changing direction; Changing speed; Short tennis; Badminton; Defending court; Covering court; Partner
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With Jesus we can achieve what we dream and believe

Half termly overview

It is essential that teachers and support staff who are delivering these units of work understand where the children have come from and where they are going to. Not all children will be working at the same level, so it is important that staff can easily access this information and interpret it into relevant activities. The documents below demonstrate how a member of staff can recognise what the expected outcomes are for the children, what language and vocabulary the children and staff should be using and then where they can access activities to support the delivery. With a good understanding of the learning outcomes for each unit, it is easier for a teacher to assess the needs of the children without onerous paperwork. Prior learning outcomes are taken from the previous year's learning outcomes and next learning outcomes are from the following years learning outcomes.

Activity:		Colour matches category	
Category:			
Year Group/Class:			
Term:			
Space:			
Objectives:			
Prior Learning Outcomes	Learning Outcomes	Next Learning Outcomes	
Vocabulary:			
Activities: <i>Links to any activities used by class teacher</i>			
End of Unit Assessment			
<i>Supporting evidence: any video evidence of photos may support your assessment judgements</i>			

Working Above:	
Working Below:	
Notable absentees <i>such as long-term injury, persistent absence or regular 'no kit'</i>	

The example below shows how the planning for the outside timetable would look for a year 4 teacher against the curriculum map in figure 1.

Activity:		Basketball	
Category:		Invasion Games	
Year Group/Class:	4		
Term:	Autumn	1	
Space:	Outside		
Objectives:	<p>Continue to develop fundamental movement skills and become increasingly confident and competent;</p> <p>Apply a broader range of skills, learning how to use them in different ways</p> <p>Be able to engage in competitive and cooperative physical activities in a range of increasingly challenging situations, and enjoy communicating, collaborating and competing with each other;</p>		
Prior Learning Outcomes (Y3)	Learning Outcomes (Y4)	Next Learning Outcomes (Y5)	
<p>Throw and catch with control to keep possession and score 'goals';</p> <p>Pass and dribble with control without opponent;</p> <p>Be able to bounce the ball in the direction of a target;</p> <p>Know and use rules fairly to keep games going;</p> <p>Say when a player has moved to help others;</p>	<p>Play games with some fluency and accuracy, using a range of throwing and catching techniques;</p> <p>Pass and dribble with control under pressure;</p> <p>Find ways of attacking successfully when using other skills;</p> <p>Use a variety of simple tactics for attacking well, keeping possession of the ball as a team, and getting into positions to score;</p> <p>Know the rules of the games;</p>	<p>Pass, dribble and shoot with control in games;</p> <p>Identify and use tactics to help their team keep the ball and take it towards the opposition's goal;</p> <p>Identify tactics that present opportunities to score goals;</p> <p>Mark opponents and help each other in defence;</p> <p>Pick out things that could be improved in performances and suggest ideas and practices to make them better;</p>	

Apply this knowledge to their own play	<p>Understand that they need to defend as well as attack;</p> <p>Understand how strength, stamina and speed can be improved by playing invasion games;</p> <p>Watch and describe others' performances, as well as their own, and suggest practices that will help them and others to play better</p> <p>Be able to move to the correct position in order to attempt to score;</p>	<p>To develop their own game and to be able to agree and teach the rules of it;</p> <p>Know how to make games safe;</p> <p>Be able to attempt to intercept;</p> <p>Be able to participate in small sided game e.g. 5 a-side;</p>
Vocabulary:	Keep; Keep control; Make and use space; Support; Pass; Points; Goals; Rules; Tactics	
Activities: <i>Links to any activities used by class teacher</i>		
End of Unit Assessment		
<i>Supporting evidence:</i>		
Working Above:		

Working Below:	
Notable absentees <i>such as long-term injury, persistent absence or regular 'no kit'</i>	

Activity:		Handball	
Category:		Invasion Games	
Year Group/Class:	4		
Term:	Autumn	2	
Space:	Outside		
Objectives:	Continue to develop fundamental movement skills and become increasingly confident and competent; Apply a broader range of skills, learning how to use them in different ways Be able to engage in competitive and cooperative physical activities in a range of increasingly challenging situations, and enjoy communicating, collaborating and competing with each other;		
Prior Learning Outcomes (Y3)	Learning Outcomes (Y4)	Next Learning Outcomes (Y5)	
Throw and catch with control to keep possession and score 'goals'; Pass and dribble with control without opponent; Be able to bounce the ball in the direction of a target; Know and use rules fairly to keep games going; Say when a player has moved to help others; Apply this knowledge to their own play	Play games with some fluency and accuracy, using a range of throwing and catching techniques; Pass and dribble with control under pressure; Find ways of attacking successfully when using other skills; Use a variety of simple tactics for attacking well, keeping possession of the ball as a team, and getting into positions to score; Know the rules of the games; Understand that they need to defend as well as attack;	Pass, dribble and shoot with control in games; Identify and use tactics to help their team keep the ball and take it towards the opposition's goal; Identify tactics that present opportunities to score goals; Mark opponents and help each other in defence; Pick out things that could be improved in performances and suggest ideas and practices to make them better; To develop their own game and to be able to agree and teach the rules of it;	

	<p>Understand how strength, stamina and speed can be improved by playing invasion games;</p> <p>Watch and describe others' performances, as well as their own, and suggest practices that will help them and others to play better</p> <p>Be able to move to the correct position in order to attempt to score;</p>	<p>Know how to make games safe;</p> <p>Be able to attempt to intercept;</p> <p>Be able to participate in small sided game e.g. 5 a-side;</p>
Vocabulary:	Keep; Keep control; Make and use space; Support; Pass; Points; Goals; Rules; Tactics	
Activities: <i>Links to any activities used by class teacher</i>		
End of Unit Assessment		
<i>Supporting evidence:</i>		
Working Above:		
Working Below:		

Notable absentees <i>such as long-term injury, persistent absence or regular 'no kit'</i>	

Activity:		Hockey	
Category:		Invasion Games	
Year Group/Class:	4		
Term:	Spring	1	
Space:	Outside		
Objectives:	<p>Continue to develop fundamental movement skills and become increasingly confident and competent;</p> <p>Apply a broader range of skills, learning how to use them in different ways</p> <p>Be able to engage in competitive and cooperative physical activities in a range of increasingly challenging situations, and enjoy communicating, collaborating and competing with each other;</p>		
Prior Learning Outcomes (Y3)	Learning Outcomes (Y4)	Next Learning Outcomes (Y5)	
<p>Throw and catch with control to keep possession and score 'goals';</p> <p>Pass and dribble with control without opponent;</p> <p>Be able to bounce the ball in the direction of a target;</p> <p>Know and use rules fairly to keep games going;</p> <p>Say when a player has moved to help others;</p> <p>Apply this knowledge to their own play</p>	<p>Play games with some fluency and accuracy, using a range of throwing and catching techniques;</p> <p>Pass and dribble with control under pressure;</p> <p>Find ways of attacking successfully when using other skills;</p> <p>Use a variety of simple tactics for attacking well, keeping possession of the ball as a team, and getting into positions to score;</p> <p>Know the rules of the games;</p>	<p>Pass, dribble and shoot with control in games;</p> <p>Identify and use tactics to help their team keep the ball and take it towards the opposition's goal;</p> <p>Identify tactics that present opportunities to score goals;</p> <p>Mark opponents and help each other in defence;</p> <p>Pick out things that could be improved in performances and suggest ideas and practices to make them better;</p>	

	<p>Understand that they need to defend as well as attack;</p> <p>Understand how strength, stamina and speed can be improved by playing invasion games;</p> <p>Watch and describe others' performances, as well as their own, and suggest practices that will help them and others to play better</p> <p>Be able to move to the correct position in order to attempt to score;</p>	<p>To develop their own game and to be able to agree and teach the rules of it;</p> <p>Know how to make games safe;</p> <p>Be able to attempt to intercept;</p> <p>Be able to participate in small sided game e.g. 5 a-side;</p>
Vocabulary:	Keep; Keep control; Make and use space; Support; Pass; Points; Goals; Rules; Tactics	
Activities: <i>Links to any activities used by class teacher</i>		
End of Unit Assessment		
<i>Supporting evidence:</i>		
Working Above:		
Working Below:		

Notable absentees <i>such as long-term injury, persistent absence or regular 'no kit'</i>	

Activity:		Athletics	
Category:		Athletics	
Year Group/Class:	4		
Term:	Autumn	1	
Space:	Outside		
Objectives:			
Prior Learning Outcomes (Y3)	Learning Outcomes (Y4)	Next Learning Outcomes (Y5)	
<p>Run at fast, medium and slow speeds, changing speed and direction;</p> <p>Be able to run, jump and throw using a variety of techniques;</p> <p>Know and understand how altering the movement of any parts of the body during performance affects end results;</p> <p>Become increasingly competent and confident, and access a broad range of opportunities to extend their agility, balance and coordination;</p> <p>Learn to use skills in different ways and link them to make actions;</p> <p>Develop an understanding of how to improve in different physical activities;</p>	<p>Link running and jumping activities with some fluency, control and consistency;</p> <p>Make up and repeat a short sequence of linked jumps;</p> <p>Take part in a relay activity, remembering when to run and what to do;</p> <p>Throw a variety of objects, changing their action for accuracy and distance;</p> <p>Recognize when their heart rate, temperature and breathing rate have changed;</p>	<p>Understand and demonstrate the difference between sprinting and running for sustained periods;</p> <p>Know and demonstrate a range of throwing techniques;</p> <p>Throw with some accuracy and power into a target area;</p> <p>Perform a range of jumps, showing consistent technique and sometimes using a short run-up;</p> <p>Play different roles in small groups;</p> <p>Relate different types of activity to different heart rates and body temperatures, and use some of these activities when warming up;</p> <p>Compare and contrast performances using appropriate language</p>	

Vocabulary:	Run; Catch; Hop; Skip; Step; Sideways; Forwards; Backwards; Throw; High; Low; Far; Near; Straight; Aim; Drop; Bounce; Fast; Medium; Slow; Safely	
Activities: <i>Links to any activities used by class teacher</i>		
End of Unit Assessment		
<i>Supporting evidence:</i>		
Working Above:		
Working Below:		
Notable absentees <i>such as long-term injury, persistent absence or regular 'no kit'</i>		

Activity:		Cricket	
Category:		Striking and Fielding	
Year Group/Class:	4		
Term:	Autumn	1	
Space:	Outside		
Objectives:	<p>apply and develop a broader range of skills, learning how to use them in different ways;</p> <p>be able to engage in competitive and cooperative physical activities in a range of increasingly challenging situations, and enjoying communicating and collaborating and competing with each other;</p> <p>Start to develop and understand how to improve, and learn to evaluate and recognise their own success;</p>		
Prior Learning Outcomes (Y3)	Learning Outcomes (Y4)	Next Learning Outcomes (Y5)	
<p>Use a range of skills, <i>e.g. throwing, striking, intercepting and stopping a ball</i>, with some control and accuracy;</p> <p>Continue to develop fundamental movement skills and become increasingly competent and confident;</p> <p>To understand the need for tactics;</p> <p>To be able to pass and catch within pairs</p> <p>Know and understand rules of the game</p> <p>Set up small games;</p>	<p>Use a range of skills, <i>e.g. throwing, striking, intercepting and stopping a ball</i>, with good control and accuracy;</p> <p>Choose and vary skills and tactics to suit the situation in a game;</p> <p>Carry out tactics successfully;</p> <p>To be able to pass and catch within a small team;</p> <p>Know rules and use them fairly to keep games going;</p>	<p>Strike a bowled ball with some accuracy; use a range of fielding skills, <i>e.g. catching, throwing, bowling, intercepting</i>, with growing control and consistency;</p> <p>Work collaboratively in pairs, group activities and small-sided games;</p> <p>Use and apply the basic rules consistently and fairly;</p> <p>Recognise the activities and exercises that need including in a warm up;</p>	

<p>Explain what they need to do to get ready to play games;</p> <p>Suggest what needs practising;</p> <p>Know and understand how hitting the ball further increases the chances of running further distances;</p>	<p>Carry out warm ups with care and an awareness of what is happening to their bodies;</p> <p>Describe what they and others do that is successful;</p> <p>Be able to bat and run to distance bases;</p>	<p>Identify their own strengths and suggest practices to help them improve;</p> <p>Know and understand how to score points;</p> <p>Start to develop an understanding of how to improve, and learn to evaluate and recognise their own success;</p> <p>Be able to score points by hitting a ball and running safely to the target;</p> <p>Know that it is advantageous to attempt to strike a batter 'out';</p>
Vocabulary:	Batting; Fielding; Bowler; Wicket; Tee; Base; Boundary; Innings; Rounder; Backstop; Score	
Activities: <i>Links to any activities used by class teacher</i>		
End of Unit Assessment		
<i>Supporting evidence:</i>		
Working Above:		

Working Below:	
Notable absentees <i>such as long-term injury, persistent absence or regular 'no kit'</i>	

Activity:		Tennis	
Category:		Net and Wall	
Year Group/Class:	4		
Term:	Autumn	1	
Space:	Outside		
Objectives:	<p>Know and understand how to position themselves to make defending easier;</p> <p>Continue to develop fundamental movement skills and become increasingly confident and competent;</p> <p>Apply and develop a broader range of skills, learning how to use them in different ways</p> <p>Develop an understanding of how to improve in different physical activities and sports, and learn how to evaluate and recognise their own success</p>		
Prior Learning Outcomes (Y3)	Learning Outcomes (Y4)	Next Learning Outcomes (Y5)	
<p>Attempts to serve to begin a game. E.g. underarm;</p> <p>Plays a continuous game using: throwing and catching or some simple hitting;</p> <p>Keeps count/score of a game;</p> <p>Can play within boundaries;</p> <p>Uses a small range of basic racquet skills;</p> <p>Moves towards a ball to return over a line/net;</p> <p>Plays over a net;</p>	<p>Explores shots on both sides of the body and attempt with confidence; introduction of forehand and backhand</p> <p>Uses a small range of racquet/hand skills;</p> <p>Works with a partner / small groups to return a served ball;</p> <p>Plays competitively with others and against others in modified games;</p>	<p>Plays a range of basic shots on both sides of the body, move feet to hit ball;</p> <p>Plays modified games sending and returning a ball;</p> <p>Plays with others with some flow to the game, keeping track of their own scores;</p> <p>Recognises where they should stand on the court when playing on their own and with others;</p>	

Suggest warm-up activities;	<p>Uses basic defensive tactics to defend the court i.e. moving to different positions on the court;</p> <p>Chooses ways to send the ball to make it difficult for opponent to return;</p> <p>Suggests and lead warm ups that prepare the body appropriately for net/wall activities;</p> <p>Enjoy communicating, collaborating and competing with each other;</p> <p>Lead a partner through short warm-up routines;</p>	<p>Applies some control when returning the ball including foot placement, shot selection and aim;</p> <p>Be able to describe their scoring system Understand the need for warming up and working on body strength, tone and flexibility; Lead small groups in warm-up activities;</p>
Vocabulary:	Court; Target; Net; Striking; Hitting; Defending; Making it difficult for the opponent; Tactics; Scoring points	
Activities: <i>Links to any activities used by class teacher</i>		
End of Unit Assessment		
<i>Supporting evidence:</i>		
Working Above:		

Working Below:	
Notable absentees <i>such as long-term injury, persistent absence or regular 'no kit'</i>	

Useful resources and Links

School Improvement Liverpool – www.schoolimprovementliverpool.co.uk

LSSP – www.lssp.co.uk

AfPE – www.afpe.org.uk

Youth Sports Trust – www.youthsporttrust.org

MSP - www.merseysidesport.com

Liverpool City Council – www.liverpoolactivepromise.co.uk

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With Jesus we can achieve what we dream and believe