

### PE school overview

	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>	<u>Term 5</u>	<u>Term 6</u>
<u>Reception</u>			Dance	Ball skills	Gymnastics	Sports day games
<u>Year 1</u>	Throwing and catching	Gymnastics	Invasion games	Dance	Striking & fielding	Athletics & sport day games
<u>Year 2</u>	Throwing and catching	Dance	Invasion games	Gymnastics	Striking & fielding	Athletics & sport day games
<u>Year 3</u>	Invasion games	Dance	Gymnastics	Striking & fielding	Rounders	Athletics
<u>Year 4</u>	Invasion games	Dance	Gymnastics	Football	Striking & fielding	Athletics
<u>Year 5</u>	Tag rugby	Dance	Gymnastics	Football	Tennis	Athletics
<u>Year 6</u>	Football	Gymnastics	Netball	Cricket	Rounders	Athletics

	<b>Striking and fielding</b>
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	<b>Intent</b>	<b>Skills</b>	<b>Knowledge</b>
<b>EYFS</b>			
<b>Year 1</b>	<ul style="list-style-type: none"> <li>To experience working with a variety of equipment and to explore individual skills during play.</li> <li>To develop movement skills including sending, receiving, chasing, hitting and rolling. To begin to make use of space and improve communication with others.</li> <li>To watch and talk about others' performances.</li> <li>To understand the relationship between exercise and being healthy. To develop turn taking skills and working as a team.</li> </ul>	<ul style="list-style-type: none"> <li>Tracking</li> <li>Sending</li> <li>Receiving</li> <li>Striking</li> <li>Hitting</li> <li>Feeding</li> </ul>	<ul style="list-style-type: none"> <li>Decision making relating to coordination of limbs and striking/throwing of a implement.</li> <li>Awareness of surroundings and start and end points to games.</li> <li>Maintenance of basic rules for set activities.</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>To experience working with a variety of equipment and to develop individual skills leading to co-operative play.</li> <li>To develop core skills relevant to striking and fielding games, including sending, receiving, batting and bowling &amp; chasing. To begin to make use of space and start to think about outwitting an opponent.</li> <li>To watch and describe others' performances, as well as their own.</li> <li>To understand feelings during exercise and link to activity intensity.</li> <li>To develop the ability follow instructions and activity rules fully.</li> </ul>	<ul style="list-style-type: none"> <li>Tracking</li> <li>Sending</li> <li>Receiving</li> <li>Striking</li> <li>Hitting</li> <li>Feeding</li> </ul>	<ul style="list-style-type: none"> <li>Decision making relating to hitting or sending a ball away from an opposition.</li> <li>Awareness of equipment and common game purposes – hitting to a target area.</li> <li>Maintenance of basic rules for games activities.</li> </ul>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>To replicate the basic skills of sending, receiving, batting and bowling in a competitive context.</li> <li>To develop the common principles of point scoring in order to win within a set of rules.</li> <li>To develop the understanding about how to work within a pair/team to outwit an opposition.</li> <li>To understand changes to the body during exercise and physical and mental benefits.</li> </ul>	<ul style="list-style-type: none"> <li>Throwing/Retrieving</li> <li>Catching</li> <li>Striking/Hitting/Batting</li> <li>Feeding</li> <li>Bowling</li> </ul>	<ul style="list-style-type: none"> <li>Decision making in order to send a ball from A to B successfully.</li> <li>Awareness of timing and initiation of skill in order to score.</li> <li>Understanding of basic rules for games activities and accurate application.</li> </ul>

<b>Year 4</b>	<ul style="list-style-type: none"> <li>To replicate the basic skills of sending, receiving, batting and bowling in different game contexts. To develop the common principles of point scoring within a range of set rules.</li> <li>To develop the ability to work within a pair/team to outwit an opposition.</li> <li>To understand the benefit of physical exertion and develop an attitude of fair play, sportsmanship and enjoyment.</li> </ul>	<ul style="list-style-type: none"> <li>Throwing/Retrieving</li> <li>Catching</li> <li>Striking</li> <li>Batting</li> <li>Feeding</li> <li>Bowling</li> </ul>	<ul style="list-style-type: none"> <li>Timely replication of techniques in a range of contexts.</li> <li>Recognise basic gameplay strategies to help individuals score more points than opposition.</li> <li>Understanding of basic rules and fair application.</li> </ul>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>To develop the basic skills of sending, receiving, batting and bowling in different contexts. Introduce the concepts of small-sided and simplified competitive striking/fielding games to develop the range and consistency of techniques when under pressure.</li> <li>To understand the effect of exercise and develop teamwork and cooperation skills.</li> </ul>	<ul style="list-style-type: none"> <li>Throwing</li> <li>Catching</li> <li>Anticipation</li> <li>Striking/Batting</li> <li>Feeding/Bowling</li> </ul>	<ul style="list-style-type: none"> <li>When to initiate techniques in a range of different contexts.</li> <li>Develop basic gameplay where teams must score more points than opposition.</li> <li>Application of game rules.</li> <li>How best to work cooperatively with others.</li> </ul>
<b>Year 6</b>	<ul style="list-style-type: none"> <li>.</li> </ul>	<ul style="list-style-type: none"> <li>.</li> </ul>	<ul style="list-style-type: none"> <li>.</li> <li>.</li> </ul>

<b>Rounders</b>			
	<b>Intent</b>	<b>Skills</b>	<b>Knowledge</b>
<b>EYFS</b>			

<b>Year 1</b>	•	•	
<b>Year 2</b>	•	•	•
<b>Year 3</b>	<ul style="list-style-type: none"> <li>• To replicate the basic skills of sending, receiving, batting and bowling in a competitive context.</li> <li>• To develop the common principles of point scoring in order to win within a set of rules.</li> <li>• To develop the understanding about how to work within a pair/team to outwit an opposition.</li> <li>• To understand changes to the body during exercise and physical and mental benefits</li> </ul>	<ul style="list-style-type: none"> <li>• Throwing/Retrieving</li> <li>• Catching</li> <li>• Striking/Hitting/Batting</li> <li>• Feeding</li> <li>• Bowling</li> </ul>	<ul style="list-style-type: none"> <li>• Decision making in order to send a ball from A to B successfully.</li> <li>• Awareness of timing and initiation of skill in order to score.</li> <li>• Understanding of basic rules for games activities and accurate application.</li> </ul>
<b>Year 4</b>	•	•	•
<b>Year 5</b>	•	•	•
<b>Year 6</b>	<ul style="list-style-type: none"> <li>• To develop the range and consistency of sending, receiving, batting and bowling skills in isolation and in a competitive context.</li> <li>• To develop an ability to striking the ball with deception and encourage decision making and use of tactics during game play.</li> </ul>	<ul style="list-style-type: none"> <li>• Sending</li> <li>• Receiving</li> <li>• Anticipation</li> <li>• Fielding – Barrier</li> <li>• Batting</li> </ul>	<ul style="list-style-type: none"> <li>• When to initiate skills in a range of contexts.</li> <li>• Generate &amp; implement ideas and strategies to solve problems and improve performances.</li> <li>• Application of a set of game rules.</li> </ul>

	<ul style="list-style-type: none"> <li>To develop confidence and a competence in body movements and understand the effect of exercise. Learning will focus on teamwork and leadership skills throughout.</li> </ul>	<ul style="list-style-type: none"> <li>Bowling</li> </ul>	
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<b>Invasion games</b>			
	<b>Intent</b>	<b>Skills</b>	<b>Knowledge</b>
<b>EYFS</b>			
<b>Year 1</b>	<ul style="list-style-type: none"> <li>To experience working with a variety of equipment and to explore individual skills during play.</li> <li>To develop movement skills including running, stopping, jumping, chasing, dodging and hopping.</li> <li>To begin to make use of space and improve communication with others.</li> <li>To watch and talk about others' performances.</li> <li>To understand the relationship between exercise and being healthy.</li> <li>To develop turn taking skills and working as a team</li> </ul>	<ul style="list-style-type: none"> <li>Running</li> <li>Stopping</li> <li>Chasing</li> <li>Jumping</li> <li>Dodging</li> </ul> <p>Hopping</p>	<ul style="list-style-type: none"> <li>Decision making relating to space.</li> <li>Awareness of surroundings and start and end points.</li> <li>Maintenance of basic rules for set activities.</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>To experience working with a variety of equipment and to develop individual skills leading to co-operative play.</li> <li>To develop movement skills relevant to games, including running, stopping, jumping, chasing, dodging and skipping.</li> <li>To begin to make use of space and start to think about outwitting an opponent.</li> <li>To watch and describe others' performances, as well as their own.</li> </ul>	<ul style="list-style-type: none"> <li>Running</li> <li>Stopping</li> <li>Chasing</li> <li>Jumping</li> <li>Dodging</li> <li>Skipping</li> </ul>	<ul style="list-style-type: none"> <li>Decision making relating to space and opposition.</li> <li>Awareness of equipment and common game purposes – out-smarting an opposition.</li> <li>Maintenance of basic rules for games activities.</li> </ul>

	<ul style="list-style-type: none"> <li>To understand feelings during exercise and link to activity intensity.</li> <li>To develop the ability follow instructions and activity rules fully.</li> </ul>		
<b>Year 3</b>	<ul style="list-style-type: none"> <li>To focus on the development of game play using a range of throwing, catching and kicking techniques.</li> <li>To explore ways of attacking successfully using simple tactics such as keeping possession, space and getting into positions to score.</li> <li>To begin to watch and describe others' performances and suggest ways to improve.</li> <li>To run a game using a set of kept rules.</li> <li>To understand changes to the body during exercise and physical and mental benefits.</li> </ul>	<ul style="list-style-type: none"> <li>Passing and receiving – hand and foot</li> <li>Running/Jumping</li> <li>Control</li> <li>Throwing/shooting</li> </ul>	<ul style="list-style-type: none"> <li>Decision making in order to move ball from A to B successfully.</li> <li>Awareness of space and exploiting it.</li> <li>Understanding of basic rules for games activities and accurate application.</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>To replicate the skills of sending, receiving, striking and travelling with a ball in different game contexts.</li> <li>To explore ways of attacking successfully using general movement skills, simple tactics, keeping possession of the ball as a team and getting into positions to score.</li> <li>To develop decision making skills during small sided games and maintain a set of rules.</li> <li>To understand the benefit of physical exertion and develop an attitude of fair play, sportsmanship and enjoyment.</li> </ul>	<ul style="list-style-type: none"> <li>Running/Jumping</li> <li>Passing and receiving</li> <li>Dribbling</li> <li>Shooting</li> <li>Control</li> </ul>	<ul style="list-style-type: none"> <li>Principle of maintaining possession in order to attack.</li> <li>Awareness of space and how to support teammates.</li> <li>Understanding of basic rules for games activities and fair application.</li> </ul>
<b>Year 5</b>			
<b>Year 6</b>			

# Gymnastics

	<b>Gymnastics</b>		
	<b>Intent</b>	<b>Skills</b>	<b>Knowledge</b>
<b>EYFS</b>	<ul style="list-style-type: none"> <li>Revising and refining fundamental movement skills</li> <li>Developing the overall body strength, co-ordination, balance and agility needed to engage successfully with future PE sessions</li> <li>Progressing towards a more fluent style of moving with developing control and grace</li> </ul>	<ul style="list-style-type: none"> <li>Rolling</li> <li>Jumping</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others</li> </ul>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>To introduce basic body management skills.</li> <li>To explore, replicate and improve the quality of simple balances, rolls and turns on the floor.</li> <li>To follow a sequence of movement using stillness, control and direction.</li> <li>To understand the relationship between exercise and being healthy.</li> <li>To develop turn taking skills and working as a team</li> </ul>	<ul style="list-style-type: none"> <li>Shapes</li> <li>Balances</li> <li>Travelling</li> <li>Jumps</li> <li>Rolls</li> </ul>	<ul style="list-style-type: none"> <li>Replication of movements/actions accurately.</li> <li>Using simple actions as part of a set sequence that is copied.</li> <li>Understanding of turn taking and sharing.</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>To replicate the basic skills of shape making, turning, jumping, balancing and travelling.</li> <li>To develop body management skills on the floor and across apparatus as part of simple sequences.</li> <li>To appreciate good performances and understand some reasons for this.</li> <li>To understand feelings during exercise and link to activity intensity.</li> <li>To develop the ability follow instructions and activity rules fully.</li> </ul>	<ul style="list-style-type: none"> <li>Shapes</li> <li>Balances</li> <li>Travelling</li> <li>Jumps/Vaulting</li> <li>Rotation</li> </ul>	<ul style="list-style-type: none"> <li>Use of link moves to build small sequences.</li> <li>Fluency of sequence and presentation to an audience.</li> <li>An understanding of how to replicate basic movements under control.</li> </ul>

<b>Year 3</b>	<ul style="list-style-type: none"> <li>• To replicate the basic skills of shape making, turning, rolling, jumping, balancing and travelling.</li> <li>• To link movements both on the floor and when using low apparatus or obstacles.</li> <li>• To adapt and refine sequences of movement using changes in levels and direction.</li> <li>• To work with others to evaluate movements and suggest changes.</li> <li>• To understand changes to the body during exercise and physical and mental benefits.</li> </ul>	<ul style="list-style-type: none"> <li>• Shapes</li> <li>• Balances</li> <li>• Travelling</li> <li>• Jumps</li> <li>• Rotation</li> </ul>	<ul style="list-style-type: none"> <li>• An understanding of how to replicate basic movements under control.</li> <li>• Use of link moves to build small sequences.</li> <li>• Timing of routine and presentation to an audience.</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>• To replicate and build on the basic skills of turning, rolling, jumping, climbing, balancing and travelling.</li> <li>• To link more complex phrases of movement both on the floor and when using medium to high apparatus.</li> <li>• To adapt and refine sequences of movement using changes in speed and direction.</li> <li>• To use specific vocabulary to describe and evaluate the effectiveness and quality of a performance.</li> <li>• To understand the benefit of physical exertion and develop an attitude of sportsmanship and enjoyment.</li> </ul>	<ul style="list-style-type: none"> <li>• Balances</li> <li>• Travelling</li> <li>• Jumps</li> <li>• Rotation</li> </ul>	<ul style="list-style-type: none"> <li>• Replication of movements with control.</li> <li>• How to link jumps, travel, balance and rotation together.</li> <li>• Development of timing and working in a group.</li> </ul>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>• To develop the basic skills of turning, rolling, jumping, climbing, balancing and travelling on hands and feet. Actions will be replicated, adapted and refined on the floor and on apparatus.</li> <li>• To use changes of shape, speed and direction when performing gymnastic actions as part of a sequence.</li> </ul>	<ul style="list-style-type: none"> <li>• Balances</li> <li>• Travelling</li> <li>• Jumps</li> <li>• Rotation</li> </ul>	<ul style="list-style-type: none"> <li>• Explored jumps, travel, balance and rotation.</li> <li>• How to develop a performance linking gymnastic actions together.</li> <li>• Use of canon and matching to develop small sequences</li> </ul>



	<ul style="list-style-type: none"> <li>To develop creativity in a pair or small group and evaluate own movements in order to improve.</li> </ul>		
<b>Year 6</b>	<ul style="list-style-type: none"> <li>To demonstrate the basic actions of travelling, jumping and landing, transferring of weight, balancing, rolling and turning both on the floor and when using apparatus.</li> <li>To develop control, levels and aesthetics into sequences showing creativity.</li> <li>To evaluate and assess movements to improve sequences.</li> <li>To understand the effect of exercise and develop teamwork and leadership skills.</li> </ul>	<ul style="list-style-type: none"> <li>Travelling</li> <li>Jumps</li> <li>Rolls</li> <li>Rotation</li> <li>Balances – Individual</li> <li>Balances – Paired</li> </ul>	<ul style="list-style-type: none"> <li>Explored ways of travel, balance and rotation with fluency.</li> <li>Use of space, formations, levels as part of small sequences.</li> <li>How to develop a performance linking gymnastic actions together.</li> </ul>

<b>Football</b>			
	<b>Intent</b>	<b>Skills</b>	<b>Knowledge</b>
<b>EYFS</b>			
<b>Year 1</b>			
<b>Year 2</b>			
<b>Year 3</b>			
<b>Year 4</b>	<ul style="list-style-type: none"> <li>To develop the ability to pass and receive the ball with accuracy, control and purpose.</li> </ul>	<ul style="list-style-type: none"> <li>Passing</li> <li>Receiving</li> <li>Dribbling</li> <li>Ball control</li> <li>Shooting</li> </ul>	<ul style="list-style-type: none"> <li>Principle of maintaining possession in order to attack.</li> <li>Awareness of space and how to support teammates.</li> <li>Understanding of basic rules for games activities and fair application.</li> </ul>

	<ul style="list-style-type: none"> <li>To understand how to use basic strategies to advance on the opposition and score.</li> <li>To develop decision making skills during small sided games and maintain a set of rules.</li> <li>To understand the benefit of physical exertion and develop an attitude of fair play, sportsmanship and enjoyment</li> </ul>		
<b>Year 5</b>	<ul style="list-style-type: none"> <li>To develop the basic skills for football and apply them in a controlled manner.</li> <li>To understand how to use tactics and strategies to outwit the opposition.</li> <li>To plan basic principles of attack and make timely decisions during small sided games.</li> <li>To understand the physical and mental benefits of exercise and develop cooperation and communication skills.</li> </ul>	<ul style="list-style-type: none"> <li>Passing</li> <li>Receiving</li> <li>Dribbling</li> <li>Ball control</li> <li>Teamwork</li> <li>Communication</li> </ul>	<ul style="list-style-type: none"> <li>Basic principles of attack (<i>passing and running in space</i>)</li> <li>Timely decision making to maintain possession.</li> <li>Application of game rules.</li> </ul>
<b>Year 6</b>	<p>To develop the skills for football in a range of different contexts with and without pressure from an opponent. To understand the basic principles of attack and defence and encourage decision making and use of tactics during game play.</p> <p>To understand the effect of exercise and develop teamwork and leadership skills</p>	<ul style="list-style-type: none"> <li>Passing</li> <li>Receiving</li> <li>Dribbling</li> <li>Ball control</li> <li>Shooting</li> <li>Teamwork/leadership/communication</li> </ul>	<ul style="list-style-type: none"> <li>Basic principles of attack (<i>use of space to avoid others</i>)</li> <li>Decision making and implementing ideas/strategies to improve performances.</li> <li>Application of game rules</li> </ul>

<b>Balls skills</b>			
	<b>Intent</b>	<b>Skills</b>	<b>Knowledge</b>
<b>EYFS</b>	<ul style="list-style-type: none"> <li>To develop the ability to throw accurately at a target.</li> <li>To use throwing skills in a small sided game.</li> <li>To be able to use a bat or racket to move and control an object.</li> <li>To develop the ability catch and bounce a ball.</li> </ul>	<p>Coordination Agility</p>	<p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. (PD: Reception)</p> <ul style="list-style-type: none"> <li>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming. (PD: Reception) To develop the ability to control a ball in a range of ways.</li> </ul>

	<ul style="list-style-type: none"> <li>To develop the ability to kick a ball.</li> </ul>		
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<b>Dance</b>			
	<b>Intent</b>	<b>Skills</b>	<b>Knowledge</b>
<b>EYFS</b>	<ul style="list-style-type: none"> <li>Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. (EAD BI 40-60)</li> <li>Begins to build a repertoire of songs and dances. (EAD M&amp;M 40-60)</li> <li>Children represent their own ideas, thoughts and feelings through dance. (EAD BI ELG)</li> </ul> <p>Children sing songs, make music and dance, and experiment with ways of changing them. (EAD M&amp;M ELG)</p>	<ul style="list-style-type: none"> <li>Coordination</li> <li>Balance</li> <li>Creativity</li> </ul>	<ul style="list-style-type: none"> <li>To develop the ability to adapt a known dance.</li> <li>To develop the ability to share my ideas about how to adapt a dance.</li> <li>To develop the ability to change movements and adapt a simple dance.</li> </ul> <p>To share opinions and give my own ideas about how to adapt and alter a simple dance</p>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>To explore simple body movements and actions using different parts of their bodies.</li> <li>To understand how to match movements to different stimuli and remember and repeat sequences.</li> <li>To understand the relationship between exercise and being healthy. To develop turn taking skills and working as a team.</li> </ul>	<ul style="list-style-type: none"> <li>Gestures</li> <li>Expression</li> <li>Travel</li> <li>Jumps</li> <li>Turns</li> </ul>	<ul style="list-style-type: none"> <li>Replication of movements to music.</li> <li>Using simple actions as part of a set sequence that is repeated and committed to memory.</li> <li>Understanding of turn taking and sharing.</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>To explore basic body movements and actions using different parts of the body.</li> <li>To understand how to match movements to different types of music and using a range of gestures. Repeat a small sequence and perform to others.</li> <li>To understand feelings during exercise and link to activity intensity.</li> <li>To develop the ability follow instructions and activity rules fully.</li> </ul>	<ul style="list-style-type: none"> <li>Gestures</li> <li>Expression</li> <li>Travel</li> <li>Jumps</li> <li>Turns</li> </ul>	<ul style="list-style-type: none"> <li>Replication of movements to music with changes in tempo.</li> <li>Using simple actions as part of a set sequence that is rehearsed and performed to an audience.</li> <li>Importance of timing with music</li> </ul>

<b>Year 3</b>	<ul style="list-style-type: none"> <li>• To create movement to music in a controlled manner varying shape, direction, level, speed and tension.</li> <li>• To create simple characters and narratives in response to a range of musical stimuli using an expression of feelings and moods through dance.</li> <li>• To work with others to evaluate movements and suggest changes.</li> <li>• To understand changes to the body during exercise and physical and mental benefits</li> </ul>	<ul style="list-style-type: none"> <li>• Gestures</li> <li>• Expression</li> <li>• Jumps</li> <li>• Turns</li> </ul>	<ul style="list-style-type: none"> <li>• Replication of linked movements to music with control.</li> <li>• Using simple actions as part of a larger sequence.</li> <li>• Importance of timing with music, expression of emotion and presentation to an audience.</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>• To copy and create a series of movements by varying direction, level, speed, body shape and tension.</li> <li>• To express feelings and moods in response to a musical stimulus and to create simple abstract sequences.</li> <li>• To work with a partner or in small group and evaluate movements and make changes to improve.</li> </ul>	<ul style="list-style-type: none"> <li>• Rhythm</li> <li>• Timing</li> <li>• Gestures</li> <li>• Expression</li> <li>• Jumps</li> </ul>	<ul style="list-style-type: none"> <li>• Replication of linked movements to music.</li> <li>• Combining simple actions on their own and as part of a group with fluency.</li> <li>• Importance of timing to a performance ensuring control, co-ordination and expression of emotion.</li> </ul>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>• To create and replicate dance sequences using a range of movement patterns, including those from different times, places and cultures.</li> <li>• To use expressions, feelings and moods in response to a range of stimuli and accompanying music.</li> <li>• To develop creativity in a pair or small group and evaluate own movements in order to improve</li> </ul>	<ul style="list-style-type: none"> <li>• Rhythm</li> <li>• Timing</li> <li>• Gestures</li> <li>• Expression</li> <li>• Jumps</li> </ul>	<ul style="list-style-type: none"> <li>• Replication of movements to music.</li> <li>• How to composed simple dances on their own and as part of a group.</li> <li>• Importance of creativity and timing in order to create an effect.</li> </ul>
<b>Year 6</b>			

	<h1>Athletics</h1>
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	<b>Intent</b>	<b>Skills</b>	<b>Knowledge</b>
<b>EYFS</b>			
<b>Year 1</b>	<ul style="list-style-type: none"> <li>To experience simplified jumping and throwing activities in a series of challenges.</li> <li>To replicate simple running games that require speed, changes in direction and obstacles both as an individual and part of a team.</li> <li>To understand the relationship between exercise and being healthy.</li> <li>To develop turn taking skills and working as a team</li> </ul>	<ul style="list-style-type: none"> <li>Running</li> <li>Jumping</li> <li>Pushing</li> <li>Pulling</li> <li>Throwing</li> </ul>	<ul style="list-style-type: none"> <li>To demonstrate different running speeds and directional challenges.</li> <li>To develop an understanding of repetition to bring about improvement.</li> <li>Understanding of turn taking and sharing.</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>To experience running, jumping and throwing activities in a competitive format.</li> <li>To replicate simple running challenges that require speed, changes in direction and obstacles.</li> <li>To measure and record own performances and make basic comparisons to others.</li> <li>To understand feelings during exercise and link to activity intensity.</li> <li>To develop the ability follow instructions and activity rules fully.</li> </ul>	<ul style="list-style-type: none"> <li>Running</li> <li>Jumping</li> <li>Pushing</li> <li>Pulling</li> <li>Throwing</li> </ul>	<ul style="list-style-type: none"> <li>Understand and demonstrate different running speeds.</li> <li>To develop an understanding of distance.</li> <li>Play different roles as a pair.</li> </ul>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>To introduce to the concept of throwing for distance using a range of objects, jumping for distance with control and carrying out sprinting activities.</li> <li>To accurately replicate running challenges and competitions that require speed.</li> <li>To measure and record own performance with the help of others.</li> <li>To understand changes to the body during exercise and physical and mental benefits.</li> </ul>	<ul style="list-style-type: none"> <li>Running</li> <li>Jumping</li> <li>Throwing</li> </ul>	<ul style="list-style-type: none"> <li>Understand and demonstrate the difference between sprinting and running for sustained periods.</li> <li>How to record and describe the effectiveness of performances.</li> <li>Play different roles in small groups.</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>To develop the basic understanding and ability to run for time or over obstacles, throw using a range of objects and jump for distance.</li> <li>To accurately replicate athletic challenges both in isolation and during mini competitions against others.</li> <li>To develop an understanding about performing, measuring and recording own performances.</li> </ul>	<ul style="list-style-type: none"> <li>Running</li> <li>Jumping</li> <li>Throwing</li> <li>Relay/Speed Matching</li> </ul>	<ul style="list-style-type: none"> <li>Develop consistency of skill replication to achieve an outcome in isolation and competitively.</li> <li>Describe the effectiveness of performances &amp; recognise aspects that need improving.</li> <li>Use of simple tactics &amp; strategies in different situations.</li> </ul>

	<ul style="list-style-type: none"> <li>To investigate how to achieve the greatest speed, height, distance or accuracy both independently and as part of a group.</li> </ul>		
<b>Year 5</b>	<ul style="list-style-type: none"> <li>To accurately replicate skills in a range of challenges and competitions that require precision, speed and endurance.</li> <li>To develop the ability to throw, using a range of objects, over an increasing height and distance and with greater accuracy.</li> <li>To accurately measure and record own and others' performances over time.</li> <li>To develop independence and resilience as part of character development.</li> </ul>	<ul style="list-style-type: none"> <li>Running</li> <li>Jumping</li> <li>Throwing</li> <li>Relay</li> </ul>	<ul style="list-style-type: none"> <li>Develop timing of skill replication to achieve a standard while maintaining a set of rules.</li> <li>Generate ideas and strategies about how to improve performances.</li> <li>Ways of communicating and working with others effectively.</li> </ul>
<b>Year 6</b>	<ul style="list-style-type: none"> <li>To accurately replicate and use running, jumping and throwing skills both singly and in combination.</li> <li>To take part in and design challenges that require precision, speed and stamina. In all athletic activity, pupils will engage in performing and improving their skills, measuring and comparing times &amp; distances.</li> <li>To develop a deeper knowledge of type of fitness needed for each event category.</li> </ul>	<ul style="list-style-type: none"> <li>Running</li> <li>Jumping</li> <li>Throwing</li> <li>Relay exchange</li> </ul>	<ul style="list-style-type: none"> <li>When to initiate skill replication in a range of different contexts.</li> <li>Generate &amp; implement ideas and strategies to improve performances.</li> <li>Application of event rules</li> <li>How best to work cooperatively with others.</li> </ul>

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