



JOURNEY CURRICULUM

Physical Education

Our Ultimate End Goal:

What will our sportspeople to be able to do when they leave us?

- We are striving to develop the foundations for all of our sportspeople to have a positive lifelong passion for being active and leading a healthy life as well as understanding the positive relationship between physical activity and mental health.
- By the end of their time at Sharley Park Community Primary School our Year 6 sportspeople will have developed an increasing level of fundamental skills, development and fitness.
- We would also love them to build on their past experiences and incorporate new experiences, ensuring that every child is challenged to be on track to reach their full physical potential. Adults will strive to ensure that each child can achieve and experience their personal best.
- We want to ensure that our sportspeople develop a love of PE by accessing a varied and rich diet of different activities where fundamental skills are linked throughout.
- We want them to succeed and excel in competitive and physically demanding activities but ensure that good sportsmanship is promoted by connecting with the School Games Values (Passion, Self-Belief, Respect, Honesty, Determination and Teamwork).
- From a young age, children will understand the importance of health and the benefits that eating healthy foods and exercise can have on their body.
- By the time they leave us, children will be able to swim at least 25 metres as well as to be able to use a range of effective strokes and perform safe self – rescue in different water based situations.

Curriculum Coverage (NC)		
What are the most basic requirements from the National Curriculum?		
EYFS	Key Stage 1	Key Stage 2
<p>GROSS MOTOR SKILLS negotiate space and obstacles with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Also covering: <u>C+L – LAU:</u></p> <ul style="list-style-type: none"> - Listening attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. <p><u>PSED</u> <u>Self-Regulation:</u></p> <ul style="list-style-type: none"> - Give focused attention to what to what the teacher says, responding appropriately even when engaged in activity and show an ability to follow instructions involving several ideas or actions. <p><u>Managing Self:</u></p> <ul style="list-style-type: none"> - Explain the reasons for rules, know right from wrong and try to behave accordingly <p><u>Building Relationships:</u></p> <ul style="list-style-type: none"> - Work and play cooperatively and try to take turns with others. <p><u>Physical Development:</u> <u>Gross Motor Skills:</u></p> <ul style="list-style-type: none"> - Negotiate space and obstacles safely with consideration for themselves and others. 	<p>Pupils should develop fundamental movement skills, becoming increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils to be taught to:</p> <ul style="list-style-type: none"> • Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co – ordination, and begin to apply these in a range of activities. • Participate in team games, developing simple tactics for attacking and defending. • Perform dances using simple movement patterns. 	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupil should be taught to:</p> <ul style="list-style-type: none"> • Use running, jumping, throwing and catching in isolation and in combination. • Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, Rounders and tennis], and apply basic principles suitable for attacking and defending. • Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. • Perform dances using a range of movement patterns • Take part in outdoor and adventurous activity challenges both individually and within a team. • Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

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| <ul style="list-style-type: none">- Demonstrate strength, balance and coordination when playing- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. | | |
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Whole School PE Overview

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Team Activities	Fundamentals	Dodgeball	Basketball	Handball High-Five Netball	Basketball Hockey	Dodgeball Swimming
Autumn 2	Gymnastics	Gymnastics	Gymnastics	Gymnastics	Gymnastics Pop Lacrosse	Gymnastics Pop Lacrosse	Gymnastics Swimming
Spring 1	Fundamentals	Dance	Dance	Dance Football	Dance Football	Dance Swimming	Dance Tag Rugby
Spring 2	Multi-skills	Multi-Skills	Hockey	Hockey Handball	Tag Rugby Cricket	High-Five Netball Swimming	Cricket Football
Summer 1	Athletics	Athletics	Athletics	Athletics Tennis	Athletics Rounders	Athletics Swimming	Athletics Handball
Summer 2	Team Games	Mini-Tennis	Football	Cricket High-Five Netball	Dodgeball Tennis	Rounders Swimming	Rounders Tennis

Gymnastics

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Propositional Knowledge – what key concepts of knowledge will our sportsman have?</p>	<p>Pupils explore basic movements, creating shapes, balances, and jumps and begin to develop rocking and rolling. They show an awareness of space and how to use it safely and perform basic skills on both floor and apparatus. They copy, create, remember and repeat short sequences. They begin to understand using levels and directions when traveling and balancing.</p>	<p>Pupils explore and develop basic gymnastic actions on the floor and using low apparatus. Basic skills of jumping, rolling, balancing and travelling is used individually and in combination to create movement phrases. Pupils are given opportunities to select their own actions to build short sequences and develop their confidence in performing.</p>	<p>Pupils develop gymnastic skills of jumping, rolling, balancing and travelling individually and in combination to create short sequences and movement phrases. Pupils develop creating sequences to include the use of shapes, levels and directions. Pupils are given opportunities to provide feedback to others and recognise elements of high quality performance.</p>	<p>Pupils focus on improving the quality of their gymnastic movements. They are introduced to the terms ‘extension’ and ‘body tension.’ Pupils develop their sequence work, collaborating with others to use matching and contrasting actions and shapes and develop linking sequences smoothly with actions that flow. Pupils develop their confidence to perform, considering the quality and control of their actions.</p>	<p>Pupils develop more advanced actions such as inverted movements and explore ways to include apparatus. They will demonstrate control in their behaviour to create a safe environment for themselves and others to work in. They work independently and in collaboration with a partner to create and develop sequences.</p>	<p>Pupils learn a wider range of actions such as inverted movements and handstands. They explore partner relationships such as canon, synchronization, matching and mirroring. In Gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.</p>	<p>Pupils use their knowledge of compositional principles e.g. how to use variations in level, direction and pathway, how to combine and link actions, how to relate to a partner and apparatus when developing sequences. Pupils are given opportunities to receive and provide feedback in order to make improvements on performances.</p>
<p>Procedural Knowledge – what skills do we want to have?</p>	<p>Shape Balance Jumping Rocking and rolling</p>	<p>Travelling Barrel Sequencing</p>	<p>Take off and landing Barrel roll Straight roll Forward roll</p>	<p>Balances Straight jump Tuck jump Star jump</p>	<p>Straddle roll Rotating jump Individual and partner shoulder stand Bridge</p>	<p>Handstand Symmetrical and Asymmetrical balance Cartwheel</p>	<p>Vault Headstand Counter balance Counter tension</p>
<p>What Key vocabulary will our sportsman need?</p>	<p>Shape Jumping</p>	<p>Barrel roll – Travelling sequences</p>	<p>Barrel roll Straight roll</p>	<p>Straight jump Tuck jump Star jump</p>	<p>Straddle roll Rotating Jump Bridge Shoulder stand Inverted movements are moves in which</p>	<p>A symmetrical balance is a shape that is the same on either side of the body or a mirror image of a partner.</p>	<p>Counter balance – created when a weight balances another weight. This allows a child to maintain a balance, even when their centre of gravity</p>

					the gymnast holds position upside down	An asymmetrical balance is a shape that is different on either side of the body.	moves outside of their body support. Counter tension allows children to maintain a balance when their centre of gravity moves outside of their base support. Vault
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Dance							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Propositional Knowledge – what key concepts of knowledge will our sportsman have?	Pupils to explore space and how to use space safely. They explore travelling movements, shapes and balances. They are given the opportunity to copy, repeat and remember actions. They perform to others and begin to provide simple feedback.	Pupils will explore travelling actions, movement skills and balancing. Pupils will copy and repeat actions linking them together to make a short dance. Pupils will work individually and with a partner to create ideas. Pupils will be given the opportunity to perform and also to provide feedback, beginning to use dance terminology to do so.	Pupils will explore space and how their body can move to express an idea, mood or feeling. They will expand their knowledge of travelling actions and use them in relation to a stimulus. They will build on their understanding of dynamics and expression. Pupils will also explore pathways, levels, shapes, directions, speed and timing.	Pupils work individually, with a partner and in small groups, sharing their ideas. Pupils develop their use of counting and rhythm. Pupils learn to use canon, unison, formation and levels in their dances. They will be given the opportunity to perform to others and provide feedback using key terminology.	Pupils focus on creating characters and narrative through movement and gesture. They are able to work individually, in pairs and small groups. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and their own thoughts and feelings.	Pupils learn different styles of dance, working individually, as a pair and in small groups. In dance as a whole, pupils think about how to use movement to explore their own thoughts and feelings. Pupils will be provided with the opportunity to create and perform their work. They will be asked to provide feedback using the correct dance terminology and will be able to use this feedback to improve their work.	Pupils will focus on developing an idea or theme into dance choreography. They will work in pairs and groups using different choreographing tools to create dances e.g. formations, timing, dynamics. Pupils will have opportunities to choreograph, perform and provide feedback on dance. Pupils think about how to use movement to show ideas, emotions, feelings and characters. Pupils will have the opportunity to lead others through short warm ups.

<p>Procedural Knowledge – what skills do we want to have?</p>	<p>Travelling Copying Performing Observing and Feedback Self and Apply Actions</p>	<p>Using shape, communication to talk through ideas and make decisions with a partner</p>	<p>Dynamics, pathways, expression & speed, sharing ideas, observing & providing feedback.</p>	<p>Using canon, unison, formation, dynamics, pathways, directions, selecting & applying actions</p>	<p>Performing a variety of dance actions Using canon, unison, formation, dynamics, character, space and structure.</p>	<p>Using canon, unison, formation, dynamics, characters, structure, space, emotions, matching, mirroring and transitions. Use feedback to improve</p>	<p>Choreograph & structure dance using skills that they have learnt. Lead small groups and apply the skills that they have learnt.</p>
<p>What Key vocabulary will our sportsman need?</p>	<p>Travelling Shape Balance</p>	<p>Communication Actions</p>	<p>Dynamics – expresses the way in which a shape is executed. Pathways - patterns created in the air or on the floor by the body or body parts as a dancer moves in and through space expression, speed.</p>	<p>Directions Formation Canon - a section of movement that consists of one phrase that is performed at different times in either an overlapping or sequential relationship by two or more dancers.</p>	<p>Structure - how the total work is put together. Unison - when two or more dancers perform the same steps at the same time on the same stage. Character</p>	<p>Mirroring – involves imitation by the therapist of movements, emotions, or intentions Transitions – is “movement, passage, or change from one position, state, stage, subject, style, concept or place, etc., to another”. Formation is “movement, passage, or change from one position, state, stage, subject, style, concept or place, etc., to another”.</p>	<p>Choreography is the act of designing dance. Structure - how the total work is put together.</p>

Athletics

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Propositional Knowledge – what key concepts of knowledge will our sportsman have?	Pupils are introduced to the basic skills of athletics through movement and using the equipment. They are given opportunities to explore these independently and when working with their peers.	Pupils will develop skills such as running at different speeds, changing direction, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others.	Pupils will increase their confidences in skills such as running at different speeds, changing direction, jumping and throwing. They are given opportunities to work collaboratively as well as independently. They learn how to improve by identifying areas of strength as well as areas to develop.	Pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. Pupils are also given opportunities to measure, time and record scores.	Pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As with all athletic activities, pupils think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best.	Pupils develop with increasing accuracy their speed, height, and distance and learn how to persevere to achieve their personal best. They learn how to improve by identifying areas of strength as well as areas to develop.	Pupils have the opportunity to embed the skills which they have practised across the year groups. Pupils are also given opportunities to lead when officiating as well as observe and provide feedback to others.
Procedural Knowledge – what skills do we want to have?	Travelling at different speeds. Jumping with control Introduction to different throwing skills.	Running at speed Agility Balance Jumping, hopping and leaping for distance Throwing for distance	Jumping for distance and height Agility and coordination Running at different speeds	Sprinting Running obstacle Push and pull throwing for distance	Pacing Sprinting Technique Throw and launch for distance	Pacing Relay changeover Push and pull throwing for distance	Push and fling throwing Sprinting Pacing Jumping for height and distance.
What Key vocabulary will our sportsman need?	Throwing Speed Control	Speech Direction Leaping Distance	Coordination Height performance	Sprinting Pull throwing - performs a two-handed pull throw when making a throw-in from the side of the pitch. Push throw is applied to gain maximum distance and elevation.	Pacing Launch Perseverance Accuracy	Relay Pacing Pull throwing - performs a two-handed pull throw when making a throw-in from the side of the pitch. Push throw is applied to gain maximum distance and elevation	Fling throwing – a forceful throwing action. Distance Height

OAA

	End of KS1	End of LKS2	End of UKS2
Propositional Knowledge – what key concepts of knowledge will our sportsman have?	Pupils are introduced to maps are able to use direction to follow a simple route. Pupils will begin to communicate with peers in order to read simple maps and follow directions.	Pupils learn to orientate a map, identify key symbols and follow routes. Pupils develop problem solving skills through a range of challenges. Pupils work as a pair and small group to plan, solve, reflect and improve on strategies. They learn to be inclusive of others and work collaboratively to overcome challenges.	Pupils develop teamwork skills through completion of a number of challenges. Pupils work individually, collaboratively in pairs and groups to solve problems. They are encouraged to be inclusive of others, share ideas to create strategies and plans to produce the best solution to a challenge. Pupils are also given the opportunity to lead a small group. Pupils learn to orientate and navigate using a map.
Procedural Knowledge – what skills do we want to have?	Balance Running	Communication Teamwork	Map reading Listening skill Communication
What Key vocabulary will our sportsman need?	Balance Running	Map Problem Solving Orienteering Symbols	Strategies Navigate Orientate

Football

	Year 2	Year 3	Year 4	Year 6
Propositional Knowledge – what key concepts of knowledge will our sportsman have?	Pupils will be introduced to the basic ball skills linked to football. They will begin to be able to dribble around cones and show increasing control. Pupils will also be able to pass the ball to a partner with increasing control, demonstrating how to stop the ball too.	Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, sending, receiving and dribbling a ball. They will start by playing uneven and then move onto even sided games. They learn to work one on one and cooperatively within a team,	Pupils will be introduced to defending and attacking play, developing further knowledge of the principles and tactics of each. Pupils will begin to develop consistency and control in dribbling, passing and receiving a ball. They will also learn the basics of goalkeeping and refereeing games.	Pupils will improve their defending and attacking play, developing further knowledge of the principles and tactics of each. Pupils will have consistency and control when dribbling, passing and receiving a ball. They will also have the skills to goal keep effectively. Pupils will evaluate their own and other’s performances, suggesting improvements. They

		<p>showing respect for their teammates, opposition and referee.</p> <p>Pupils will be given opportunities to select and apply tactics to outwit the opposition.</p>		<p>will learn the importance of playing games fairly, abiding by the rules of the game and being respectful of their teammates, opponents and referees.</p>
Procedural Knowledge – what skills do we want to have?	<p>Dribbling</p> <p>Passing to partner</p> <p>Ball control</p>	<p>Tracking Turning</p> <p>Defending and attacking opponents</p>	<p>Goalkeeper skills:</p> <p>Catching the ball</p> <p>Being able to kick the ball over distance</p> <p>Saving techniques</p>	<p>Decision making</p> <p>Passing at speed</p> <p>Defending Control</p>
What Key vocabulary will our sportsman need?	<p>Control</p> <p>Passing</p> <p>dribbling</p>	<p>Tracking – observing where the ball is around the pitch</p> <p>Turning</p>	<p>Distance</p> <p>Goalkeeper</p> <p>Techniques</p>	<p>Passing at speed</p> <p>Consistency</p>

Fundamentals		
	EYFS	Year 1
Propositional Knowledge – what key concepts of knowledge will our sportsman have?	<p>Fundamental skills will be introduced such as: balancing, running, changing direction, jumping, hopping and travelling.</p> <p>Children will develop gross motor skills through a range of activities. They will learn how to stay safe using space, working independently and with a partner.</p>	<p>Children will develop skills of balancing, running, hopping, jumping, travelling and changing direction. Children will develop fine and gross motor skills, through handling equipment.</p> <p>They will learn how to stay safe using space. They work independently and with a partner to complete tasks.</p>
Procedural Knowledge – what skills do we want to have?	<p>Hopping Jumping Catching</p>	<p>Skipping</p> <p>Sliding</p> <p>Galloping</p>
What Key vocabulary will our sportsman need?	<p>Direction</p> <p>Jumping</p> <p>Hopping</p> <p>Travelling</p>	<p>Balancing</p> <p>Changing direction</p>

High-Five Netball

	Year 3	Year 4	Year 5
Propositional Knowledge – what key concepts of knowledge will our sportsman have?	<p>Pupils will learn the key rules and concepts of High-Five Netball.</p> <p>Pupils will be introduced to the different types of passing and work on using these to improve their aim and accuracy.</p> <p>Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules e.g. moving feet whilst holding the ball.</p>	<p>Pupils will be encouraged to persevere when developing key skills such as defending, attacking, throwing, catching and shooting.</p> <p>They will learn to use a range of different passes in different situations to keep possession and attack towards the goal.</p> <p>Pupils will learn about defending and attacking play as they begin to play even-sided versions of 5-a-side Netball. They will learn key rules of the game such as footwork, held ball, contact and obstruction.</p>	<p>Pupils will develop defending and attacking play during an even-sided 5-a-side netball.</p> <p>Pupils will confidently use a range of different passes to keep possession and attack towards a goal at speed. Pupils will be encouraged to work collaboratively to think about how to use skills, strategies and tactics to outwit the opposition. They will start to show control and fluency when passing, receiving and shooting the ball. Pupils also develop their understanding of the importance of fair play and honesty while self-managing games.</p>
Procedural Knowledge – what skills do we want to have?	<p>Chest Pass</p> <p>Bounce Pass</p> <p>Overhead Pass</p>	<p>Passing</p> <p>Catching</p> <p>Footwork</p> <p>Shooting</p>	<p>Intercepting</p> <p>Strategies</p> <p>Tactics</p>
What Key vocabulary will our sportsman need?	<p>Chest Pass</p> <p>Bounce Pass</p> <p>Overhead Pass</p>	<p>Footwork</p> <p>Shooting</p> <p>Passing</p> <p>Possession</p> <p>Attack</p>	<p>Intercepting – regains possession during a pass to the opposition.</p> <p>Strategies Tactics</p>

Pop Lacrosse

	Year 4	Year 5
Propositional Knowledge – what key concepts of knowledge will our sportsman have?	<ul style="list-style-type: none"> • Pass, receive and travel with the ball with some control and accuracy • Know how to win the ball back by intercepting • Begin to use and create space to pass and receive the ball 	<ul style="list-style-type: none"> • Pass, dribble and shoot with control • Identify and use tactics to help themselves and their team keep possession of the ball • Tackle opponents with success and intercept the ball to win back possession

	<ul style="list-style-type: none"> • Know what they and their team needs to do to keep possession and contribute to this occasionally • Identify some areas that could be improved in games. 	<ul style="list-style-type: none"> • Use space well to pass and receive a ball • Identify areas and suggest ways that performances and games could be improved.
Procedural Knowledge – what skills do we want to have?	Under throw Over Throw Interceptions Throwing	Under throw Over Throw Interceptions Throwing Defending and Attacking Principles
What Key vocabulary will our sportsman need?	Under throw Over Throw Intercept	Changing direction Precise running

Dodgeball			
	Year 2	Year 4	Year 6
Propositional Knowledge – what key concepts of knowledge will our sportsman have?	<p>Pupils will be introduced to skills used in dodgeball such as throwing, dodging and catching working on their accuracy and aim.</p> <p>They will achieve this by hitting opponents with a ball whilst avoiding being hit. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules.</p> <p>Pupils are given opportunities to evaluate and improve on their own and others performances.</p>	<p>Pupils will use increasing accuracy when using key skills in dodgeball such as throwing, dodging and catching. In dodgeball, pupils achieve this by hitting opponents with a ball whilst avoiding being hit. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules.</p>	<p>Pupils will think tactically when using the skills they have learnt. They will think strategically before throwing the ball using precise aiming. They also learn how to select and apply tactics to the game to outwit their opponent. Pupils will learn officiating skills when refereeing games and are given opportunities to evaluate and suggest improvements to their own and others' performances.</p>

Procedural Knowledge – what skills do we want to have?	Throwing Catching Dodging	Block Think strategically at speed	Select and apply tactics e.g. strategies to use to outwit their opponents Evaluate performance
What Key vocabulary will our sportsman need?	Accuracy Aim Dodging	Blocking Performance	Strategy Precise aiming

Multi Skills			
	EYFS	Year 1	
Propositional Knowledge – what key concepts of knowledge will our sportsman have?	Pupils will take part in a range of fitness and ball skill activities such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball. Pupils will have the opportunity to work independently, in pairs and small groups. Pupils will be able to explore their own ideas in response to tasks.	Pupils will develop in a range of fitness activities to develop components of fitness and throwing and catching skills. They will also begin more confident in exploring and develop agility, balance, co-ordination, speed and stamina. Pupils will be given the opportunity to work independently and with others. Pupils will develop perseverance and show determination to work for longer periods of time.	
Procedural Knowledge – what skills do we want to have?	Throwing Catching Rolling Aiming at a target Dribbling	Agility Balance Coordination Speed Stamina	
What Key vocabulary will our sportsman need?	Dribbling Aiming	Agility Balance Coordination Stamina	

Tag Rugby

	Year 4	Year 6
Propositional Knowledge – what key concepts of knowledge will our sportsman have?	<p>Pupils will learn to keep possession of the ball using attacking skills. They will play uneven and then even sided games, developing strategies and social skills to self-manage games.</p> <p>Pupils will develop key skills and principles such as defending, attacking, throwing, catching, running and dodging. When attacking, pupils will support the ball carrier using defence. They develop their understanding of the importance of fair play and honesty while self-managing games, as well as developing their ability to evaluate their own and others' performances.</p>	<p>Pupils learn how to defend and tag, how to track and slow down an opponent, working as a defensive unit. They will play collaboratively in both uneven and then even sided games. Pupils will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition</p>
Procedural Knowledge – what skills do we want to have?	<p>Throwing Catching Running with the ball Collaboration Strategies Tactics</p>	<p>Dodging Intercepting Track and slow down an opponent</p>
What Key vocabulary will our sportsman need?	<p>Defending Dodging Defence Possession Attacking skills</p>	<p>Defensive Collaboratively</p>

Basketball

	Year 3	Year 5
Propositional Knowledge – what key concepts of knowledge will our sportsman have?	<p>Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, throwing, catching and dribbling.</p> <p>Pupils will learn to use attacking skills to maintain possession of the ball.</p> <p>They will start by playing uneven and then move onto even sided games. Pupils will understand the</p>	<p>Pupils will develop key skills and principles such as defending, attacking, throwing, catching, dribbling and shooting. Pupils will learn to use attacking skills to maintain possession as well as defending skills to gain possession. Pupils will be encouraged to work collaboratively to think about how to use skills, strategies and tactics to outwit the opposition. They develop their understanding of the importance of fair</p>

	importance of playing fairly and keeping to the rules. They will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition.	play and honesty while self-managing games, as well as developing their ability to evaluate their own and others' performances.
Procedural Knowledge – what skills do we want to have?	Throwing Catching Shooting Dribbling	Changing direction and speed Intercepting Finding space
What Key vocabulary will our sportsman need?	Defending Attacking Possession	Possession Intercepting

Tennis					
	EYFS	Year 1	Year 3	Year 4	Year 6
Propositional Knowledge – what key concepts of knowledge will our sportsman have?	Pupils develop their throwing and catching skills before beginning to use a racket. They will then work in partners to practise hitting the ball with the racket back and forth.	Pupils develop the key skills required for tennis such as racket control and hitting a ball. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules.	Pupils develop the key skills required for tennis such as the ready position. They learn how to score points and how to use skills, simple strategies and tactics to outwit the opposition.	Pupils develop the key skills required for tennis such as the ready position, racket control and forehand and backhand ground strokes. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules.	Pupils develop their racket skills when playing tennis. They learn specific skills such as a forehand, backhand, volley and underarm serve. Pupils develop their tactical awareness including how to play with a partner and against another pair. They are encouraged to show respect for their teammates as well as their opponents when self-managing games.

<p>Procedural Knowledge – what skills do we want to have?</p>	<p>Aiming the ball towards the racket</p> <p>Being able to hit a ball with the racket when it is thrown to them.</p>	<p>How to control the racket?</p> <p>Be able to hit the ball back with control and direction</p>	<p>Learn about the ready position</p> <p>How to score points in tennis</p>	<p>How to use forehand and backhand ground strokes in tennis.</p>	<p>How to volley in tennis</p> <p>Embed the backhand, forehand and underarm serve.</p>
<p>What Key vocabulary will our sportsman need?</p>	<p>Racket</p> <p>Tennis</p> <p>Aim</p>	<p>Control</p> <p>Direction</p>	<p>Ready position</p> <p>Forehand is a shot made by swinging the racket across one's body with the hand moving palm-first.</p> <p>Backhand is a tennis shot in which one swings the racquet around one's body with the back of the hand preceding the palm.</p> <p>Ready position - the stance you take before your opponent hits the ball that allows you to move quickly around the tennis court in any direction.</p>	<p>Forehand volley – strike or hit the ball before it bounces on the ground using the front of your hand.</p> <p>Backhand volley - the racket is taken back high and supported by the non-dominant hand.</p> <p>Forehand and backhand groundstroke - A groundstroke is a forehand or backhand shot that is executed after the ball bounces once on the court. It is usually hit from the back of the tennis court, around the baseline.</p>	<p>Volley</p> <p>Underarm Serve</p>

<p>Rounders</p>			
	<p>Year 4</p>	<p>Year 5</p>	<p>Year 6</p>
<p>Propositional Knowledge – what key concepts of knowledge will our sportsman have?</p>	<p>Pupils learn how to score points by striking a ball into space and running around cones or bases. When fielding, they learn how to play in different fielding roles. They focus on developing their throwing, catching and batting skills.</p>	<p>Pupils develop the quality and consistency of their fielding skills and understanding of when to use them such as throwing underarm and overarm, catching and retrieving a ball. They learn how to play the different roles of bowler, backstop, fielder and</p>	<p>Pupils improve their accuracy of their fielding skills and understanding of when to use them such as throwing underarm and overarm, catching and retrieving a ball. In all games activities, pupils have to think about how they use skills, strategies and tactics to</p>

	In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition.	batter and to apply tactics in these positions.	outwit the opposition. Pupils work with a partner and group to organise and self-manage their own games. Pupils play with honesty and fair play when playing competitively.
Procedural Knowledge – what skills do we want to have?	Underarm throwing Overarm throwing Catching Batting	Tracking Fielding Bowling	Tactics Retrieving
What Key vocabulary will our sportsman need?	Underarm throwing Overarm throwing	Tracking Fielding Bowling	Tactics Retrieving

Cricket			
	Year 3	Year 4	Year 6
Propositional Knowledge – what key concepts of knowledge will our sportsman have?	<p>Pupils learn how to score points by striking a ball into space and running around cones or bases.</p> <p>When fielding, they learn how to play in different fielding roles. They focus on developing their throwing, catching and batting skills.</p> <p>In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition.</p>	<p>Pupils develop the quality and consistency of their fielding skills and understanding of when to use them such as throwing underarm and overarm, catching and retrieving a ball.</p> <p>They learn how to play the different roles of bowler, wicket keeper , fielder and batter and to apply tactics in these positions.</p>	<p>Pupils improve their accuracy of their fielding skills and understanding of when to use them such as throwing underarm and overarm, catching and retrieving a ball.</p> <p>In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition.</p> <p>Pupils work with a partner and group to organise and self-manage their own games.</p> <p>Pupils play with honesty and fair play when playing competitively.</p>

Procedural Knowledge – what skills do we want to have?	Underarm Bowling Hitting the ball straight Catching and Collecting the Ball Straight Drive Chase and Pick Up	Overarm Bowling Defending the ball when batting – Backward and Forwards	Running Up to Bowl Playing the pull shot Fielding the ball – Long Barrier
What Key vocabulary will our sportsman need?	Underarm throwing Straight Drive	Overarm Bowling Forward Defense Backward Defense	Long Barrier Pull shot

Handball			
	Year 3	Year 4	Year 6
Propositional Knowledge – what key concepts of knowledge will our sportsman have?	Pupils will begin to learn the basic skills of how to play Handball. They will learn how to run at speed and be able to start and stop in a controlled way.	Pupils will continue to embed their Handball skills. They will be able to demonstrate their throwing shots with increased accuracy and will also experiment with two handed bounce passes.	Pupils will learn how to think tactically when playing Handball. They will be able to land confidently whilst being able to dribble and pass at speed.
Procedural Knowledge – what skills do we want to have?	Running at speed and being able to stop with control Throwing shots – overhead, sidearm and underhand	Two handed bounce pass	Utilizing dribbling and passing
What Key vocabulary will our sportsman need?	Handball Overhead pass Sidearm pass Underhand pass	Two handed bounce pass landing	Dribbling

Hockey

	Year 2	Year 3	Year 5
Propositional Knowledge – what key concepts of knowledge will our sportsman have?	<ul style="list-style-type: none"> • Pass, receive and travel with the ball with some control and accuracy • Know how to win the ball back by tackling and intercepting • Begin to use and create space to pass and receive the ball • Know what they and their team needs to do to keep possession and contribute to this occasionally • Identify some areas that could be improved in games. 	<ul style="list-style-type: none"> • Pass, dribble and shoot with control • Identify and use tactics to help themselves and their team keep possession of the ball • Tackle opponents with success and intercept the ball to win back possession • Use space well to pass and receive a ball • Identify areas and suggest ways that performances and games could be improved. 	<ul style="list-style-type: none"> • Use a number of different techniques to pass and dribble • Control the ball confidently • Tackle confidently and safely • Read the game to be able to intercept effectively • Use space effectively and intentionally • Use a range of attacking and defending skills during team games • Make changes that improve their team and individual performance.
Procedural Knowledge – what skills do we want to have?	Running at speed and being able to stop with control Push Pass	Drive Pass Leading – anticipating the play and moving into the space Flat stick tackle	Sweep Pass Tactics Positional Awareness Indian Dribbling
What Key vocabulary will our sportsman need?	Tackle Intercept Push Pass Receive Dribbling	Drive Pass Leading Flat stick	Sweep Pass Indian Dribbling

What experiences do we want our sportsman to have had?

What opportunities will our sportsman have had to 'make the world a better place'?

- Each child in every year group will have the opportunity throughout the year to take part in an inter – school competition and an intra – school competition.
- As a school we will mark and acknowledge national and international sporting events e.g. Olympics, Paralympics, Invictus Games etc.
- Children will be inspired by a motivational sportsman who will come in and host workshops.
- All children will compete in an end of year sporting event with a range of challenges.
- Each lunchtime there will be a range of activities and sports planned to allow children to further practice skills learnt through their PE lessons.
- Pupils will get the opportunity weekly to share any sporting achievements through the Golden Book assembly.

Fundraising ideas – How can we make the world a better place?

Sports Relief – Ideas: Children to dress up as a famous sportsman and complete challenges.

Race for Life – Raising money for cancer. This could be a whole school community fundraiser, including parents, staff and children (pack can be ordered online)

https://raceforlife.cancerresearchuk.org/about-our-events/schools/primary-schools?gclid=EAIaIQobChMI2a3o5f6C6AIVVODtCh012wHCEAAYASAAEgJGKvD_BwE&gclid=aw.ds

This will be continually developed each year and added to in collaboration with the School Council when deciding any fundraising priorities.