

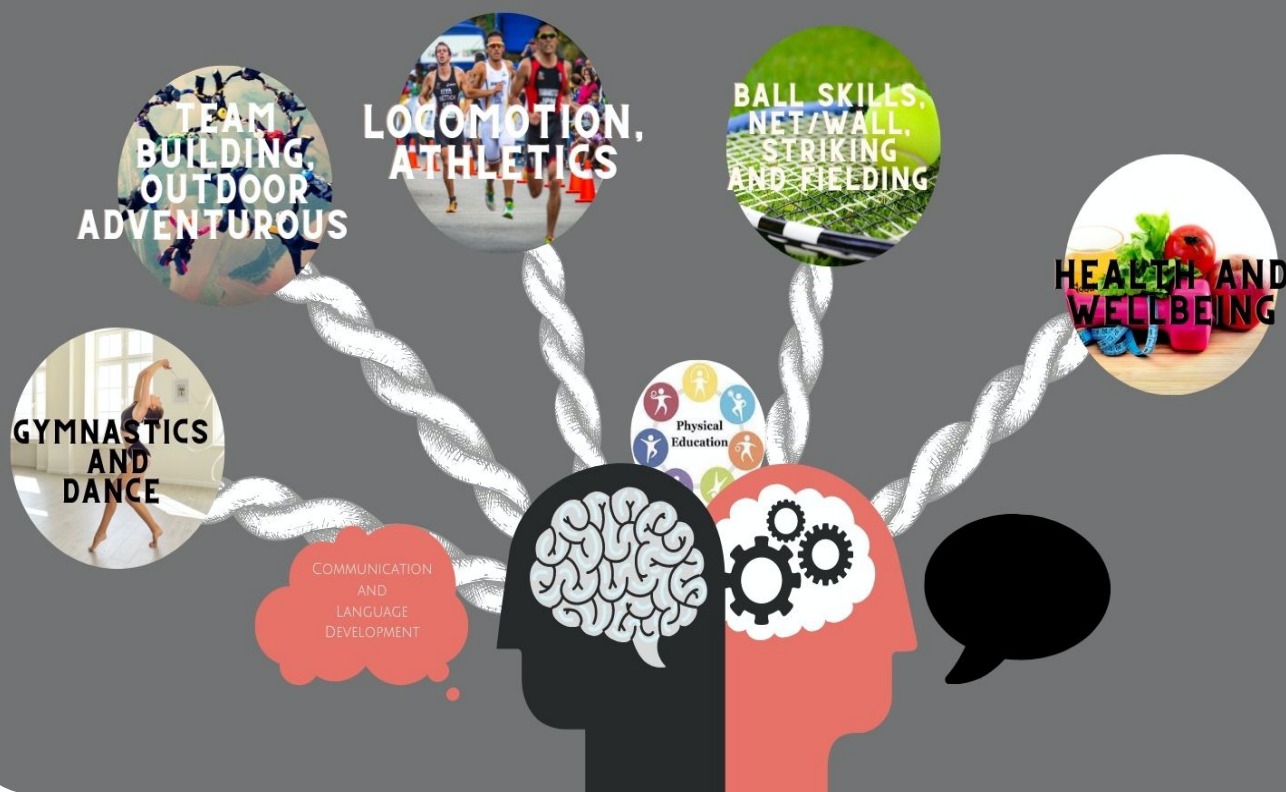


A PE curriculum planned with aspirations for pupils to leave North Wheatley C of E Primary with:

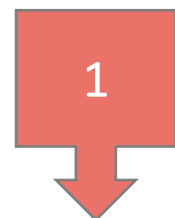
- The knowledge of how to lead an active and healthy life.
- Skills to transfer from familiar sports to an increasing number of sporting and physical activities.
- An understanding that physical education supports well-being.
- The personal motivation and enthusiasm to lead a physical active life and to be able to make connections between these and other knowledge.



PE KNOWLEDGE STRANDS

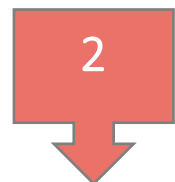


Subject Progression Framework



What do children already know and understand? - Recap prior learning, through class-based quizzes and discussion, linked to new sport and other skills and knowledge that will support pupil in accessing this unit of learning.

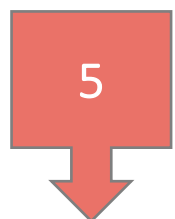
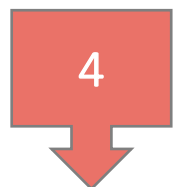
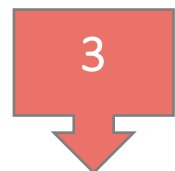
Practically explore and rehearse these skills, addressing any gaps or errors in knowledge and performance. Extend prior knowledge and physical skill to begin to introduce new elements of focus sport for this unit of work.



Recap learning, week on week as part of warm up activity.

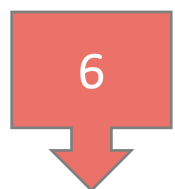
Over the next three weeks, skill will be developed ahead of the end point outcome. This will look slightly different depending on the discipline being taught but should include:

- Knowledge progression of discipline through vocabulary and understanding of game structure/rules.
- Skill progression and evaluation leading to refined performance of skill over three weeks.
- Develop skill and knowledge into short sequence/mini-games/drills building to lining and combining different elements in pre



Competition / performance to peers or wider school community
Assessment/Next steps

- Are learning outcomes achievable for all learners?
- To inform the next progression towards the final outcome
- Is differentiation used effectively to help learners make progress?
- If pupils are not making progress, how are they supported?



Review and evaluation of performance/game etc. Explore questions such as; what went well, what could have gone better and consider teamwork and sportsmanship where appropriate.

Gymnastics

The performance of systematic exercise promoting all round physical development, muscular strength, joint flexibility, balance, coordination and core strength for everyday living joint,

Dance

To creative, perform and appreciate movement through expression, emotion and music.

Team Building

Motivate pupils to work together, develop strengths and weakness. To development organisational skills which will then can be applied to sports games and life skills.

Outdoor adventure

Opportunity to experience a range of experiences such as orienteering, climbing and assault courses. This develops technical, intellectual and social skills by overcoming challenges and sharing decisions.

Locomotion

Skills used to move from one place to another. This could include, rolling, balancing, sliding, jogging, running, leaping, jumping, hopping, dodging, galloping and skipping.

Athletics

Competitive Sporting events that include running and cross country, jumping, throwing, track, and field

Games for Understanding /Invasion

A game where the aim is to attack and defend and score a goal or point.

Ball Skills/Net wall

Games in which players sends an object towards a court, target area that an opponent defends.

Striking and fielding

A team game where one team can score points when a player strikes a ball or similar object. The opposition attempts to retrieve the ball and return it to prevent the opponent scoring

Health and Wellbeing

To have a good balance, coordination and agility in everyday task as well as sport

CURRICULUM STRANDS	Gymnastics And Dance	Team Building	Locomotion	Ball Skills – Feet / Hand Games For Understanding	Health and Wellbeing	Communication And Language
EYFS	See EYFS Tapestry Curriculum for Birth to Early Learning Goal Curriculum. The EYFS Tapestry feeds into the Key Stage One Curriculum.					
Key Vocabulary	sequence, movements, balance	rules, team games	speed, direction	throwing, catching, kicking, passing, batting, aiming, safely	healthy eating, tooth brushing, screen time, sleep, safe pedestrian	
Year 1	- Introduction to wide, narrow and curled (G) - Exploring the difference between wide, narrow and curled (G) - Transitioning between wide, narrow and curled movements (G) - Linking two movements together (G) - Responding to rhythm (D1) - Introduction to motifs (D1) - Creating motifs (D1) - Creating movement sequences (D1) - Relationships and performance (D1) - Exploring expression (D2) - Developing our movements, adding movements together (D2) - Responding to a rhythm: Introducing partner work (D2) - Creating an animal sequence motif (D2) - Exploring relationships within our motifs (D2)	- Introducing teamwork - Building trust and developing communication - Cooperation and communication	- Explore running - Apply running into a game - Explore running at different speeds - Running for speed: Acceleration - Explore running in a team - Apply running into a competitive game - Developing jumping - Explore how jumping affects our bodies - Explore skipping - Apply skipping and jumping into a game	- Introduce sending with control (BH1) - Introduce aiming with accuracy (BH1) - Introduce power and speed when sending a ball (BH1) - Introduce/develop stopping, combining sending skills(BH1) - Combine sending and receiving skills (BH1) - Introduce throwing with accuracy (BH2) - Apply throwing with accuracy in a team - Introduce stopping a ball (BH2) - Develop sending (rolling) skills to score a point - Consolidate sending and stopping to win a game(BH2) - Develop moving the ball using the feet (BF) - Apply dribbling into games (BF) - Consolidate dribbling (BF) - Explore kicking (passing) (BF) - Apply kicking (passing) to score a point (BF)	- Introduce and explore agility - Introduce and explore balance - Introduce and explore coordination: Bouncing, rolling, and throwing	Pupils develop the school games values of: - Respect - Teamwork - Self-belief - Passion - Determination - Honesty through all stands including communication and language.
Key Vocabulary	Timing ,opposite Apparatus, Transition, wide, narrow, curled, big, small	Teamwork Communication Fairness	Speed landing space skipping	Attacker defender Batter, fielder	Aiming	

CURRICULUM STRANDS	Gymnastics And Dance	Team Building	Locomotion	Ball Skills – Feet / Hand Games For Understanding	Health and Wellbeing	Communication And Language
Year 2	- Developing lining on apparatus (G) - Jump, roll, balance sequences/on apparatus (G) - Creation of sequences (G) - Completion of sequences and performance (G) - Responding to stimuli (D1/2) - Developing whole group movement (D1) - Improvisation and physical descriptions (D1) - Creating contrasting movement sequences (D1) - Sequences, relationships and performance (D1) - Developing our motif with expression and emotion (D2) - Applying choreography in our motifs (D2) - Extending our motifs (D2) - Sequences, relationships and performance (D2)	- Develop teamwork - Explore simple strategies - Problem solving: Consolidate teamwork	- Explore/develop dodging - Apply dodging: Explore attacking and defending - Apply dodging in teams - Consolidate dodging - Consolidate jumping - Apply jumping into a game Linking jumping - Explore jumping combinations - Develop jumping combinations	- Develop passing and receiving (BH1)agility - Combine passing and receiving, keeping possession (BH1) - Develop passing and receiving to score a point (BH1) - Combine passing and receiving to score a point (BH1) - Introduce throwing with accuracy a (BH2) - Apply throwing with accuracy in a team (BH2) - Introduce stopping a ball (BH2) - Develop sending (rolling) skills to score a point (BH2) - Consolidate sending and stopping to win a game (BH2) - Develop dribbling/passing/ receiving, keeping possession (BF) - Combine dribbling, passing and receiving, keeping possession/to score a point (BF) - Apply dribbling, passing and receiving as a team to score a point (BF)	- Consolidate agility - Consolidate balancing: Explore balancing on apparatus - Introduce and explore coordination: Dribbling and kicking	Pupils develop the school games values of: - Respect - Teamwork - Self-belief - Passion - Determination - Honesty through all stands including communication and language.
Key Vocabulary	Expression Emotion rhythm Linking sequence jump roll	Inclusion cooperation Trust Strategy Courage Motivation	Distance ,accelerate	Transition, power , accuracy batting ,fielding ,opponent	Hand eye coordination Warm up	

CURRICULUM STRANDS	Gymnastics And Dance	Outdoor Adventurous Activities (OAA)	Athletics	Invasion	Net/Wall And Striking and Fielding	Health Related Exercise	Communication & Language
Year 3	• Introduction to symmetry and asymmetry (G) • Application of learning onto apparatus (G) • Sequence formation (G) • Sequence completion (G) • Responding to stimuli (D1) • Developing character dance into a motif (D1) • Developing sequences with a partner in character that show relationships (D1) • Extending sequences with a partner in character (D1) • Responding to stimuli, extreme weather (D2) • Developing thematic dance into a motif (D2) • Extending dance to create sequences with a partner (D2) • Developing sequences with a partner (D2)	• Creating and applying simple tactics • Developing leadership • Developing communication as a team / collaborate effectively as a team • Create defending and attacking tactics as a team	• Explore running for speed • Explore acceleration (A) • Introduce /develop relay: Running for speed in a team (A) • Throwing: Accuracy vs distance (A) • Standing long jump (A)	Basketball • Introduce dribbling; keeping control • Introduce passing and receiving • Combine dribbling and passing to create space • Develop passing, receiving and dribbling • Introduce shooting Dodgeball • Developing changing direction • Introduce throwing with accuracy • Introduce catching • Develop moving, changing direction at speed • Combine throwing and dodging Football • Introduce/develop dribbling keeping control • Introduce passing and receiving • Combine dribbling and passing to create space • Develop passing, receiving and dribbling Handball • Introduce passing, receiving and creating space • Develop passing and moving • Combine passing and moving • Introduce shooting • Develop passing and shooting Hockey • Introduce dribbling; keeping control • Introduce passing and receiving • Combine dribbling and passing to create space • Develop passing, receiving and dribbling • Introduce shooting Netball • Introduce passing, receiving and creating space • Develop/combine passing and moving • Combine/develop passing and shooting Tag Rugby • Introduce moving with the ball, passing and receiving • Introduce tagging • Create space when attacking • Develop passing and moving • Combine passing/moving to create attacking opportunities	Cricket • Understanding the concept of batting and fielding • Understand the concept • Introduce throwing overarm Introduce throwing underarm Introduce catching • Striking with intent Rounders • Introduce to rounders • Introduce overarm throwing • Apply overarm and underarm throwing • Introduce stopping the ball • Application of stopping the ball in a game Tennis • Introduction tennis, outwitting an opponent • Creating space to win a point • Consolidate how to win a game introduce rackets • Introduce the forehand	• Exploring warm ups • Continuous training • Interval training	Pupils develop the school games values of: • Respect • Teamwork • Self-belief • Passion • Determination • Honesty through all stands including communication and language.

Key Vocabulary	Creativity, character, flow Symmetrical ,asymmetrical	Tactics Orienteering Symbol	Accuracy change over relay	Basketball - Triple threat Possession, intercepting shooting, Footbal – Penalty Referee Goalkeeper Free kick Hockey - intercepting barrier shooting Handball -Ducking Netball - Possession, intercepting shooting, pass, chest pass Footwork Rugby - Tag Ball Carrier	Cricket - Outwit, strike, out Rounder’s- The long barrier, the base post Tennis- rally, out	Continues and interval	
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CURRICULUM STRANDS	Gymnastics And Dance	Outdoor Adventurous Activities (OAA)	Athletics	Invasion	Net/Wall And Striking and Fielding	Health Related Exercise	Communication & Language
Year 4	- Introduction to bridges (G) - Application of bridge learning onto apparatus (G) - Develop sequences with bridges (G) - Sequence formation (G) - Sequence completion (G) - Responding to stimuli working together (D1) - Extending sequences with a partner in character (D1) - Exploring two contrasting Relationships and interlinking dance moves (D1) - Extending sequences with a partner in character. (D2) - Developing sequences with a partner in character that show relationships and	- Focus on cooperation and responsibility - Develop communication and collaboration - Understand why motivating each other is important when working in a team	- Develop running at speed Exploring our stride pattern - Exploring running at pace Understand and apply tactics when running for distance - Introduce the javelin - Standing triple jump	Basketball - Refine dribbling Refine passing and receiving - Refine passing and dribbling creating space - Refine passing and dribbling creating shooting opportunities - Introduce marking Dodgeball - Introduce jumping and ducking - Develop throwing with accuracy and power over an increased distance - Develop catching - Consolidate dodging, jumping and ducking into games - Combine dodging, catching and throwing Football - Refine dribbling - Turning - Refine passing and receiving - Develop passing and dribbling creating space - Introduce shooting Handball - Refine passing and receiving - Develop passing and creating space - Develop passing, moving and shooting - Combine passing and shooting - Introduce defending Hockey - Refine dribbling and passing - Develop shooting; combine passing and dribbling to create shooting opportunities - Develop passing and dribbling creating space for attacking opportunities - Introduce defending; blocking and tackling Netball	Cricket - Develop an understanding of batting and fielding - Introduce bowling underarm - Develop stopping and returning the ball - Develop retrieving and returning the ball - Striking the ball at different angels and speeds Rounders - Develop fielding bowling with a backstop - Introduce batting; how - Develop batting; where and why - Introduce and apply basic fielding tactics Tennis - Developing the forehand - Creating space to win a point using a racket - Introduce the backhand - Applying the forehand and backhand in game situations - Applying the forehand and backhand creating space to win a point	- Mental wellbeing Mindfulness - Leadership - Exploring cool downs	Pupils develop the school games values of: - Respect - Teamwork - Self-belief - Passion - Determination - Honesty through all stands including communication and language.

	- interlinking dance moves (D2) - Sequences, relationships, choreography, and performance (D2)			- Refine passing and receiving - Develop passing and dribbling creating space - Develop passing, moving and shooting - Refine passing and shooting Develop footwork Tag Rugby - Develop passing, moving and creating space - Apply learning to 3v3 mini games - Develop defending in game situations - Combine passing and moving to create an attack and score			
Key Vocabulary	choreography ,Motif bridge, extension	Navigate Map Route	Pace, power, stride pattern	Netball – Marking, Basketball Tackling blocking dribbling Hockey Tackling blocking dribbling Marking, Football Tackling blocking dribbling Marking, Handball Rugby	Cricket Retrieving Bowling, the long barrier Rounder’s - Backstop, half a rounder Tennis- Baseline, forehand		

CURRICULUM STRANDS	Gymnastics And Dance	Outdoor Adventurous Activities (OAA)	Athletics	Invasion	Net/Wall And Striking and Fielding	Health Related Exercise	Communication & Language
Year 5	- Introduction to counterbalance (G) - Application of counterbalance learning onto apparatus (G) - Sequence formation - Counter Tension - Sequence completion (G) - Exploring the Greeks using compositional principles (D1) - Extending sequences with a partner using compositional principles (D1) - Creating movement using improvisation where movement is reactive (D1) - Developing character movements linked to	- Introduce the concept and meaning of orienteering - Introduce the concept of reading a map or a plan, being able to use a key correctly to help us navigate	- Finishing a race - Evaluating our performance Sprinting: My personal best - Relay changeovers - Introduce the Shot Put - Introducing the hurdles	Basketball - Recap and refine dribbling and passing to create - attacking opportunities Develop marking Refine shooting - Refine attacking skills, passing, dribbling and shooting introduce officiating Dodgeball - Introduce blocking Consolidate catching - Understand where we throw and why we need to throw with accuracy and power - Explore basic attacking and defending tactics Football - Refine dribbling and passing to maintain possession - Introduce and develop defending - Develop shooting - Refine attacking skills, passing, dribbling, and shooting, introduce officiating Handball - Consolidate passing and receiving - Explore the function of other passes - Develop defending - Develop passing and creating space, introduce officiating - Refine shooting Hockey - Develop defending; block and tackling	Cricket - Refine batting, understand and develop batting and bowling tactics - Refine fielding stooping, catching and throwing - Combine bowling and fielding creating and applying tactics - Introduce umpiring and scoring Rounders - Develop fielding tactics maximising players - Understand what happens if the batter misses the ball	- Cardio fitness 1 - Flexibility - Strength - Cardio Fitness 2	Pupils develop the school games values of: - Respect - Teamwork - Self-belief - Passion - Determination - Honesty through all stands including communication and language.

	19th Century prejudices (D2) • Creating movements to represent different characters and performers in a 19th Century circus (D2) • Extending our Performance incorporating props and apparatus linked to the variety of performers (D2)			• Recap and refine dribbling and passing to create attacking opportunities • Refine attacking skills, passing dribbling and shooting • Refine defending skills developing transition from defence to attack Netball • Refine passing and receiving • Apply passing, footwork and shooting into mini games, introduce officiating • Introduce defending • Explore the function of other passing styles Tag Rugby • Refine passing and moving to create attacking opportunities • Explore different passes that can be used to outwit defenders • Refine defending as a team • Create and apply defending tactics. Develop officiating	• Refine fielding tactics, what players where? • Applying tactics in mini games Tennis • Introduce/develop the volley • Controlling the game from the serve • Doubles, understanding and applying tactics to win a pint		
Key Vocabulary	Unison, perform Mirroring, matching, canon	Out of bounds Control point scale	Evaluation Personal Best lap	Basketball Bounce Pass Shoulder pass pivot traveling Rebound Football- Man to man marking goal-side tactics tracking back Pressure Hockey- Man to man marking goal-side tactics tracking back Pressure Netball – Bounce Pass Shoulder pass pivot Man to man marking goal-side Rebound Rugby - Loop Pass (R) Miss pass (R)	Cricket Wicket-keeper, no ball, wide, bye run out Forward pass(R) Offside Rounder's Batting and Bowler square, no ball, out Tennis Volley, Serve	Circuit Fitness test	

CURRICULUM STRANDS	Gymnastics And Dance	Outdoor Adventurous Activities (OAA)	Athletics	Invasion	Net/Wall And Striking and Fielding	Health Related Exercise	Communication & Language
Year 6	- Introduction to matching/ (G) - Application of matching/ mirroring learning onto apparatus (G) - Sequence development (G) - Performing with technical control and rhythm in a group. (D1). - Creating rhythmic patterns using the body (D1) - Experiencing dance from a different culture(D1) - Chorographical elements including still imagery. (D1) - Creating Rhythmic patterns using our body (D2) - Extending our choreography through controlled movements, character emotion and expression (D2) - Explore the relationships between characters applying character emotion and expression (D2)	- Orientate a map and locate points on the map in a set order - Consolidate pupils understanding of how to orientate a map, locate points on the map, then travel to them, recording what they find	- Running for speed competition - Running for distance competition - Throwing competition - Jumping competition	Basketball - Consolidate keeping possession, develop officiating - Consolidate defending - Create, understand and apply attacking tactics in game situations - Create, understand and apply defending tactics in game situations Dodgeball - Consolidate / understanding attacking and defending tactics. - Transition between attack and defence - Applying the rules: Officiating games - Managing tactics and officiate games Football - Consolidate keeping possession, develop officiating - Consolidate defending Organise formations and manage teams - Organise formations decide tactics, manage teams and officiate games Handball - Consolidate keeping possession, develop officiating - Understand and apply defending tactics in game situations - Consolidate defensive tactics; understand and apply defensive tactics in game scenarios Hockey - Consolidate keeping possession, develop officiating - Consolidate defending - Create, understand and apply attacking/defending tactics in game situations Netball - Consolidate keeping possession, develop officiating - Consolidate defending - Create, understand and apply attacking/defending tactics in game situations Tag Rugby - Consolidate passing and moving - Consolidate defending - Create, understand and apply attacking/defending tactics in game situations - Consolidate attacking and defending in min games	Cricket - Consolidating batting/fielding/bowling - Create, understand and apply attacking/defensive tactics in game Rounders - Introduction to full rounders - Consolidate fielding tactics - Refine our understanding of what happens if the batter misses or hits the ball backwards - Batting considerations Tennis - Game application - Game application, mixed ability doubles, round robin games	- Cardio Fitness 1 - Flexibility - Strength - Cardio Fitness 2	Pupils develop the school games values of: - Respect - Teamwork - Self-belief - Passion - Determination - Honesty through all stands including communication and language.

Key Vocabulary	Composition, improvisation Counterbalance, counter tension	Leadership Responsibility Cooperation	False start, events	Basketball positions, Backcourt Violation Line Markings Football positions Line Markings Handball Hockey- positions Free hit, Line Markings, Zonal marking Netball – positions, Line Markings Rugby -Knock On , Advantage	Cricket boundary four urns six runs over Rounder's Runout, Outfield, umpire Tennis Doubles		
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Record of Achievement - 25 Meters

[illegible]

Cohort attainment and progress tracker

(Entering=E, Beginning=B, Developing=D, Meeting=M, Exceeding=Exc, Greater Depth Standard=GDS)

Cohort's Achievement Each Term (%)							
		E	B	D	M	Exc	GDS
Year 1	Autumn						
	Spring						
	Summer						
Year 2	Autumn						
	Spring						
	Summer						
Year 3	Autumn						
	Spring						
	Summer						
Year 4	Autumn						
	Spring						
	Summer						
Year 5	Autumn						
	Spring						
	Summer						
Year 6	Autumn						
	Spring						
	Summer						

Continuous dialogue reflecting yearly progress of learning and notes to feedforward for future planning.

	Notes and feedforward (Individual pupils, group, class)	QA by Subject Leader
EYFS		
Year 1		
Year 2		
Year 3		
Year 4		
Year 5		
Year 6		

