****

**Wibsey Primary School**

**Physical Education Cumulative Curriculum**

This is pupils’ curriculum entitlement in Physical Education:

**By the end of Year 6, our pupils will:**

* Be able to choose the accurate pace for the specific event and attempt to progress performance.
* Begin to show control in throwing and jumping and attempt an analysis of their performance.
* Develop imaginative sequences with more creativity, starting to show strength and stamina. Pupils perform elegant sequences that are expressive and know how to focus on their body posture.
* Begin to explore different tactics whilst developing experience in defending and attacking.
* Identify their strengths and weaknesses in an event and show an improvement in accuracy when striking, passing, catching or fielding.
* Recognise and enjoy leadership and understand their role as part of a team.

**In Physical Education, Pupils at Wibsey will be taught:**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| ***Gymnastics*** | | | | | | | |
| *Gymnastics* | **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Knowledge of how to move**  Vocabulary  (New year group vocabulary underlined. Pupils to be taught the meaning of the word; its spelling and use in context) | **Pupils in EYFS will be taught:**   * That there are different ways of moving the body and **begin** to use the space around them safely. * How to create a short sequence of movements. | **Pupils in Y1 will be taught:**   * That there are different ways of moving the body and confidently use the space around them. * How to link two different movements to form a sequence. | **Pupils in Y2 will be taught:**   * The body can be used to create a wide range of controlled movements and balances. * How to copy, link and remember actions to form a sequence. | **Pupils in Y3 will be taught:**   * The body can be controlled to create movements and balances in isolation and in combination. * How to combine actions, including changes in direction, speed and level of movements. | **Pupils in Y4 will be taught:**   * The body can be controlled to create high quality movements in isolation and in combination. * How to combine an increased range of movements and balances, showing co-ordination and fluidity. | **Pupils in Y5 will be taught:**   * How to use ideas to perform a sequence of movements, shapes and balances. * How to combine equipment with a variety of movements and balances to create sequences. * How to adapt sequences to improve performance. | **Pupils in Y6 will be taught:**   * How to create a complex sequence involving the full range of movements, shapes and balances. * How to create controlled balances, showing strength, precision and understanding of placement of body parts. * How to adapt movements and techniques, in order to consistently produce high quality performances. |
| **Skills in gymnastics** | * To travel in different ways, including slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding, hopping. * To stretch in different ways. * To jump in a range of ways from one space to another with control. * To balance momentarily on different parts of the body. * To move around, under, over, and through different objects and equipment. * To begin to move with care and control. | * To copy actions and movement sequences with a beginning, middle and end. * To link two actions to form a sequence. * To travel in a variety of ways, including rolling (log roll, egg roll, teddy bear roll, bunny hop, wheelbarrow with partner) * Recognise and copy contrasting actions (small/tall, narrow/wide). * To travel in different ways (tiptoe, step, jump, hop, skip, hopscotch, gallop), changing direction and speed. * To hold still shapes (star, straight, tuck) and simple balances (standing, kneeling) * To carry out simple stretches. * To carry out a range of simple jumps (straight jump, tuck jump, jumping jack, half turn jump, cat spring), landing safely. * To demonstrate appropriate safety measures when moving around their environment. | * To copy, explore and remember actions and movements to create their own sequence. * To link actions (tiptoe, step, jump, hop, hopscotch, skip, gallop, straight jump half-turn, scissor kick) to form a sequence. * To perform a variety of controlled rolls (log roll, egg roll, teddy bear roll, rocking forward roll, crouched forward roll). * To hold a still shape whilst balancing (pike, tuck, star, straight, straddle shapes) on different points of the body and with partner or apparatus supporting. * To jump in a variety of ways (straight jump, tuck jump, jumping jack, half turn jump, cat spring, cat spring to straddle) and land with increasing control and balance. * To climb onto and jump off low apparatus safely. * To move with increasing control and care. * To compare own performance with others, using the words distance, longer, shorter, higher, lower, further, nearer | * To choose ideas to compose a movement sequence independently and with others. * To link combinations of actions (including chassis step and cat leap) with increasing confidence, including changes of direction, speed or level. * To develop the quality of their shapes and balances using large and small body parts apparatus and working with a partner (ie, handstand, cartwheel). * To perform a range of increasingly complex rolls (crouched forward roll, forward roll from standing, tucked backward roll). * To use a range of jumps (straight, tuck, jumping jack, star, straddle, pike, straight jump half- turn) in their sequences. * To **begin** to use equipment to vault (hurdle step on to springboard, squat on vault, jump off using star jump, tuck jump, straddle jump, pike jump). * To begin to show flexibility in movements. * Move with coordination, control and care. * Compares and contrasts performances when working with a partner, and think about how to make improvements. | * To create a sequence of actions that fit a theme. * To use an increasing range of actions, directions and levels in their sequences (including tuck jump, straight jump half turn, cat leap half turn and pivot). * To move with clarity, fluency and expression. * To improve the placement and alignment of body parts in balances (including 1, 2, 3 & 4 point balances, balance with and against a partner)). * To perform a range of rolls (forward roll from standing, straddle forward roll, tucked backward roll, backward roll to straddle) with increased confidence and control. * To use equipment to vault in a variety of ways (including straddle on vault). * To carry out balances, recognising the position of their centre of gravity and how this affects the balance. * To begin to develop good technique when travelling, balancing and using equipment (including lunging into handstand & cartwheel). | * To select ideas to compose specific sequences of movements, shapes and balances. * To adapt their sequences to fit new criteria or suggestions. * To perform the range of jumps (including split leap, stag jump), shapes and balances fluently and with control. * To confidently develop the placement of their body parts in balances (ie, balances on apparatus, part body weight partner balance) recognising the position of their centre of gravity and where it should be in relation to the base of the balance. * To confidently use equipment to vault in a variety of ways, showing improvement in technique. * To perform the range of rolls skilfully, including pike forward roll. * To combine apparatus with movement to create sequences. * To **develop** strength, technique and flexibility throughout performances. * To identify different levels of performance - use subject specific vocabulary and break down the various stages involved in creating a well-executed movement. | * To create own complex sequence involving the full range of actions and movements: travelling (including dive forward roll), balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching. * To demonstrate precise and controlled placement of body parts in their actions, shapes and balances. * To confidently use apparatus to vault (including squat through & straddle over). * To incorporate different vaulting techniques into a sequence of movements. * To work with a partner or group to balance and jump using the full range of movements and techniques taught. * To perform a sequence of jumps, moving from floor to apparatus. * Use ipads to record sequences of movements, and analyse and modify skills and techniques used. * Refine techniques to demonstrate greater precision and control. * To demonstrate strength, technique and flexibility throughout performances. |
| **Gymnastics End Points** | **At the end of EYFS pupils can:**   * Move their body freely in different ways, beginning to demonstrate some awareness of the space around them. | **At the end of Year 1 pupils can:**   * Move the body freely, demonstrating an increasing range of movements. * Move around their environment safely demonstrating spatial awareness. | **At the end of Year 2 pupils can:**   * Move their body in controlled ways. * Move around their environment safely showing greater spatial awareness. * Compare their performance to others. | **At the end of Year 3 pupils can:**   * Perform a range of increasingly complex movements, shapes and balance. * Combine shapes and balances to create a sequence, both independently and with a partner. * Compare and contrast their performance with others. | **At the end of Year 4 pupils can:**   * Perform high quality movements by following a set of instructions * Move with fluency and expressions across the floor and using apparatus. * Perform their own sequence of movements, shapes and balances. | **At the end of Year 5 pupils can:**   * Work with a partner to design and perform a sequence of movements * Safely perform a variety of jumps, balances and rolls using a piece of apparatus * Recognise different levels of performance using subject specific vocabulary * Select ideas and use them to compose sequences of movements, making changes as necessary to fit a new criteria or suggestions. | **At the end of Year 6 pupils can:**   * Perform a range of floor movements skilfully, both in isolation and as a sequence. * Vault over apparatus fluidly, using a range of techniques. * Work with others to design and perform a sequence of movements using both the floor and apparatus. * Analyse, modify and refine skills and techniques. |
| **Greater Depth End Points** | Can work with a partner to balance together and hold the balance for 5 seconds | Can show good awareness of space, apparatus and the actions of others | Can repeat a sequence of gymnastic actions incorporating smooth transitions and stillness | Perform multiple combinations of gymnastics actions using floor, mats and apparatus | Can create a sequence – individual and group – using a variety of jumps, leaps, balances, movements and shapes and evaluate and analyse it. | Can consistently perform actions, shapes and balances with good body tension and extension | Combine and perform actions, shapes and balances with fluency and increasingly difficult combinations. |
| ***Dance*** | | | | | | | |
| *Dance* | **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Knowledge of how to dance**  Vocabulary  (New year group vocabulary underlined. Pupils to be taught the meaning of the word; its spelling and use in context) | **Pupils in EYFS will be taught:**   * Know that the body can be moved in different ways to express feelings, ideas and experiences. * Begin to know how to move body rhythmically to music. | **Pupils in Y1 will be taught:**   * Know how to use their body and the space around them to put a sequence of movements together to create a motif including the simple choreographic device, unison. * Know how to move body rhythmically to music. | **Pupils in Y2 will be taught:**   * Know that the body can be used to move in controlled ways, including those involving speed and level. * Know how to create a short motif, use simple choreographic devices, including canon and mirroring. * Know how to move in time to music. | **Pupils in Y3 will be taught:**     * Know that the body can be controlled to create high quality movements to for a simple dance. * Know how to use a variety of stimuli to create motifs using variety of choreographic devices, including isolation. * **Begin** to know how to compare and adapt movements to create a longer sequence. * Know how to perform showing some understanding of rhythm and expression. | **Pupils in Y4 will be taught:**   * B**egin** to know how to repeat the movement patterns and actions when composing a dance of varying lengths and styles. * Confidently know how to improvise with a partner or on their own. * To know how to respond to stimuli, showing precision and variety of dynamics and actions. * Know how to move rhythmically and with spatial awareness. * Know how to adapt dance as a result of self-evaluation. | **Pupils in Y5 will be taught:**   * Know how to repeat movement patterns and actions when composing individual, partner and group dances that reflect different styles. * Know how to use imagination, pace, timing and space for dramatic effect in response to stimuli. * Know how to create smooth transitions when linking actions, recognising which ones match the rhythm of the music. * To know how to modify parts of a sequence through self and peer evaluation. | **Pupils in Y6 will be taught:**   * Confidently know how to repeat movement patterns and actions when composing individual, partner and group dances that reflect different styles. * Know how to perform a range of dance movements and sequences with control, fluidity and dramatic expression. * Know how to move rhythmically, showing awareness of pace and timing in dance sequences. * Know how to confidently modify some elements of a sequence through self and peer evaluation. |
| **Skills in dancing** | * To join a range of different movements together. * To change the speed of their actions. * To change the style of their movements. * To create a short movement phrase which demonstrates their own ideas. * To begin to move their body rhythmically to music. | * To combine a sequence of actions to create a short motif. * To copy and repeat actions * To vary the speed of their actions during dance. * To **begin** to use simple choreographic devices, including unison. * To move their body rhythmically to music. | * To create a short motif inspired by a stimulus. * To copy, remember and repeat actions. * To change the speed and level of their actions. * Use simple choreographic devices such as unison, canon and mirroring. * Use different transitions within a dance motif. * Move in time to music and improve the timing of their actions. | * To begin to improvise with a partner to create a simple dance. * To create motifs from different stimuli, using a range of choreographic devices (isolation, unison, canon and mirroring). * To begin to compare and adapt movements and motifs to create a larger sequence. * To perform with some awareness of rhythm and expression. | * To begin to identify and repeat the movement patterns and actions of a chosen dance style. * To compose a dance that reflects the chosen dance style. * To confidently improvise with a partner or on their own. * To compose longer dance sequences in a small group. * To demonstrate precision and some control in response to stimuli. * To begin to vary dynamics and develop actions and motifs in response to stimuli. * To demonstrate rhythm and spatial awareness. * To change parts of a dance as a result of self-evaluation. | * To identify and repeat the movement patterns and actions of a chosen dance style. * To compose individual, partner and group dances that reflect the chosen dance style. * To show a change of pace and timing in their movements. * To develop an awareness of their use of space. * To demonstrate imagination and creativity in the movements they devise in response to stimuli. * To use transitions to link motifs smoothly together. * To improvise with confidence, still demonstrating fluency across the sequence. * To ensure their actions fit the rhythm of the music. * To modify parts of a sequence as a result of self and peer evaluation. | * To compose individual, partnered and group dances that reflect the chosen dance style. * To perform with confidence, using a range of movement patterns. * To confidently identify and repeat the movement patterns and actions of a chosen dance style. * To use dramatic expression in dance movements and motifs. * To demonstrate strong and controlled movements throughout a dance sequence. * To combine flexibility, techniques and movements to create a fluent sequence. * To move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs. * To show a change of pace and timing in their movements. * Use ipads to record movements patterns, then evaluate and modify techniques and choreographic devices used. * Refine techniques to demonstrate greater precision and control. |
| **Dance**  **End Points** | **At the end of EYFS pupils can:**   * Can move their body in different ways, demonstrating an emerging awareness of rhythm when dancing to music. | **At the end of Year 1 pupils can:**   * Can move in different ways * Begins to link actions to create short sequences and demonstrates awareness of rhythm. | **At the end of Year 2 pupils can:**   * Can use their movements to create short motifs which show changes in actions and use simple choreographic techniques. * Can demonstrate improved timing when moving to music. | **At the end of Year 3 pupils can:**   * Can work alone and with a partner to create simple dances. * Use stimuli to develop dances, demonstrating the use of choreographic devices. * Timing and expression are starting to play a greater part in their performance. | **At the end of Year 4 pupils can:**   * Can start to identify different dance styles and begin to compose their own dances on a similar theme. * Can work on their own and with a partner. * To show varied and control movements with greater expression and begin to adapt where necessary. | **At the end of Year 5 pupils can:**   * Can identify and repeat movements from different dance styles. * Can use movements from different dance styles to develop their own individual, partner and group dances. * Can demonstrate imagination reflecting the rhythm of the music * Can evaluate and adapt their dance as necessary | **At the end of Year 6 pupils can:**   * Can use a range of stimuli to compose and confidently perform, individual, partnered and group dances. * Can demonstrate using a range of techniques and choreographic devices with strength and expression. * Can evaluate and modify dance alone and with peers, to enhance performance. |
| **Greater Depth End Points** | Can explain to an adult why they are moving their feet heavily or lightly when reflecting a piece of music | Can create and perform a movement phrase with a start, middle and end | Can understand the difference between tension and relaxation in their body | Can lead a group, evaluate their performance and make changes where necessary – explaining to the others in the group. | Can create specific movements and focus on emotions, for given pieces of music. | Can compose, perform and evaluate a dance sequence to a specific song, using specific movements and emotions to fit the music. | Can adapt their own creative techniques and skills within a dance sequence and take into account group safety |
| ***Games*** | | | | | | | |
| *Games* | **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Knowledge of games**  Vocabulary  (New year group vocabulary underlined. Pupils to be taught the meaning of the word; its spelling and use in context) | **Pupils in EYFS will be taught:**   * To begin to know that equipment can be moved in different ways. | **Pupils in Y1 will be taught:**   * To know that equipment can be moved and stopped in different ways. | **Pupils in Y2 will be taught:**   * To begin to know that using the correct technique allows them to have greater control of a piece of equipment. * To begin to know how to use basic attacking and defending skills. | **Pupils in Y3 will be taught:**     * To know that using the correct technique allows them to have greater control when using an object. * To know how to participate in a game of dodgeball. * To know how to participate in a game of corner football. * To know how to use basic attacking and defending skills. | **Pupils in Y4 will be taught:**   * To know that using the correct technique allows them to have greater control and consistency when using an object. * To know how to participate in a game of bench ball. * To know how to participate in a game of rounders. * To know how to participate in a simplified game of football. * To begin to apply attacking and defending skills when participating in team games. | **Pupils in Y5 will be taught:**   * To know that certain skills and techniques can be applied to different sports/games. * To know how to participate in high five netball. * To know how to participate in a game of cricket singles. * To know how to participate in a game of football. * To apply attacking and defending skills in game situations. | **Pupils in Y6 will be taught:**   * To know when and how to use the correct techniques and attacking & defending skills when playing a range of games. * To know how to participate in a game of basketball. * To know how to participate in a game of quick cricket. * To know how to participate in a game of hockey. |
| **Skills in playing games** | * To kick a large ball. * To catch a large ball. * To throw a large ball. * To move a large ball along the floor by pushing and patting with hands and a bat. | * To kick a large ball in a given direction. * To use hands to roll and stop a large ball travelling along the floor using hands or feet. * To catch a beanbag. * To throw a small soft ball underarm using correct technique. | * To kick a large ball through a target. * To catch a small soft ball. * To throw a small soft ball overarm using the correct technique. * To begin to develop basic attacking and defending skills during simple 2v1 ball games. | * To stop a moving football using the foot. * To catch a variety of equipment (eg: ball, beanbag, quoit) with consistency. * To throw a small ball underarm and overarm with direction, using previously learnt techniques. * To hit a small ball with a large bat. * To develop basic attacking and defending skills during 2v2 ball games. * To play small sided games of dodgeball. * To play small sided games of corner football rules. | * To stop a football and redirect it with greater control. * To pass a ball from chest height to a partner. * To hit a moving small ball with a rounder’s bat. * To begin to apply attacking and defending skills when participating in bench ball and 4v4 football games. | * To dribble a football between cones. * To throw and catch a large ball with improved control and accuracy. * To strike a small ball using a cricket bat. * To apply attacking and defending skills when participating in netball and singles cricket and football. | * To perform a drop kick. * To dribble a ball in a range of different ways. * To strike a ball with a range of bats for accuracy and distance. * To use attacking and defending skills consistently when playing basketball, cricket, hockey and other previously learnt games. |
| **Games**  **End Points** | **At the end of EYFS pupils can:**   * Can move a large ball in different ways, including kicking, catching, throwing, patting and pushing with both hands, feet and a bat. | **At the end of Year 1 pupils can:**   * Can kick a large ball in a given direction, and stop it when being rolled along the floor. * Can catch a beanbag. * Can throw a small soft ball underarm, using correct technique. | **At the end of Year 2 pupils can:**   * Can kick a large ball through a target and is beginning to apply this to attacking and defending 2v1 ball games. * Can catch a small soft ball and throw it overarm, using the correct technique. | **At the end of Year 3 pupils can:**   * Can use foot to stop a moving ball. * Can consistently catch a range of different equipment. * Can throw a small ball underarm and overarm in intended direction. * Can hit a ball with a large bat. * Can use basic attacking and defending skills. * Can participate in a game of dodgeball. * Can participate in a game of corner football | **At the end of Year 4 pupils can:**   * Can stop and redirect a ball with greater control * Can pass a ball from chest height to a partner * Can hit a moving ball with a rounder’s bat * Can begin to apply attacking and defending skills when participating in team games * Can participate in a game of bench ball * Can participate in a game of rounders * Can participate in a simplified game of football | **At the end of Year 5 pupils can:**   * Can dribble a football between cones * Can throw and catch with improved control and accuracy * Can strike a ball using a cricket or rounder’s bat * Can apply attacking and defending when participating in team games * Can participate in a game of high five netball * Can participate in a game of singles cricket * Can participate in a game of football | **At the end of Year 6 pupils can:**   * Can perform a drop kick * Can dribble a ball in different ways * Can strike a ball with a variety of bats for accuracy and distance. * Can use attacking and defending skills consistently in a range of team games * Can participate in a game of basketball * Can participate in a game of quick cricket * Can participate in a game of hockey |
| **Greater Depth End Points** | Can take the lead in a game setting when working with a partner or in a small team | Can explain to a peer how to follow a set of game rules and why it is important to follow them | Can lead a team in a competitive sport, evaluating why they performed well or not | Can throw a variety of objects, changing their action for accuracy and distance. | Can lead a team in a game situation to success, being able to choose the correct strength in each player for the correct position they should play in. | Develop a broad range of techniques and skills for attacking and defending, using them with consistent accuracy, confidence and control | Can evaluate and analyse their own and a partner’s performance in a range of team games and give feedback on how to make improvements. |
| ***Athletics*** | | | | | | | |
| *Athletics* | **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Knowledge of athletics**  Vocabulary  (New year group vocabulary underlined. Pupils to be taught the meaning of the word; its spelling and use in context) | **Pupils in EYFS will be taught:**   * To begin to know that there are different ways of moving the body and using the space around them. * To begin to know that the body can be used to move objects. | **Pupils in Y1 will be taught:**   * To know that there are different ways of moving the body and using the space around them. * To know that the body can be used to move a ball with force. | **Pupils in Y2 will be taught:**   * To **begin** to know that using the correct technique enables them to have more control over their body when running and jumping. * To know how to throw a small soft ball underarm and overarm. | **Pupils in Y3 will be taught:**   * To know that using the correct technique enables them to have more control over their body. * To know how to throw a javelin correctly. | **Pupils in Y4 will be taught:**   * To **begin** to know that having greater endurance and using the correct technique allows them to have increased control when running, jumping and throwing. * To **begin** to recognise that using the correct technique improves their performance when throwing a piece of equipment, including a medicine ball. | **Pupils in Y5 will be taught:**   * To know that having greater endurance and using the correct technique allows them and others to have increased control and consistency when running, jumping and throwing. * To recognise that using the correct technique improves their own and others’ performance when throwing a piece of equipment, including a shot putt. | **Pupils in Y6 will be taught:**   * To know how to pace themselves correctly according to the set distance. * To know how to analyse, modify and refine running, jumping and throwing techniques for maximum impact. * To know how to control different pieces of equipment for maximum impact. |
| **Skills in athletics** | * Put whole of foot down on the ground when running freely. * Alter speed, stop and change direction to avoid bumping into an object or another person. * Jump and bend knees when landing on two feet. * Throw a large ball using both hands to push it forwards. | * To zigzag through a series of evenly spaced markers (2 meters apart) demonstrating increased agility and co-ordination. * To hop on the spot using the same foot. * To jump from two feet to two feet for height. * To throw a large ball for distance * To comment on own running, jumping and throwing performances using the words *fast/slow, high/low, near/far, long/short.* | * To zigzag through a series of tightly spaced markers demonstrating agility and co-ordination. * To run continuously for 3 minutes. * To hop along a straight line using the same foot. * To jump from two feet to two feet for distance. * To throw a small soft ball underarm and overarm using the correct techniques. * To comment on own and others’ running, jumping and throwing performance using comparative language. | * To run over markers. * To run at speed over a short distance. * To jump from 2 feet to 2 feet for distance and height, controlling the landing * To jump from one foot to two feet for distance. * To throw a javelin using the correct technique. * To compare and contrast own running, jumping and throwing performance with others, using the words *fastest/slowest, highest/lowest, nearest/furthest, longest/shortest.* | * To run over low obstacles. * To run continuously for 4 minutes. * To skip forward in a fluid motion. * To safely perform a combination of different jumps (1 to 2 feet and 2 to 2 feet) for distance and height. * To throw a medicine ball using a chest push. * To comment on own running, jumping and throwing and make the necessary adjustments to their performance. | * To run over obstacles at speed. * To begin to set correct pace to run at speed or distance. * To run continuously demonstrating greater endurance. * To perform a long jump. * To throw a shot putt. * To comment on own and others’ running, jumping and throwing techniques and make the necessary adjustments to improve their performance and support others’ improve too. | * To run with speed and control over obstacles. * To run at the correct pace depending on distance. * To perform a triple jump – hop on one foot, step on alternate foot, jump and land on two feet. * To throw a range of athletics equipment using the correct, previously learnt techniques – javelin, shot putt * Analyse, modify and refine running, jumping and throwing techniques in own and others’ performances using ipads. |
| **Athletics**  **End Points** | **At the end of EYFS pupils can:**   * Can run safely on whole foot. * Can adjust speed and change direction to avoid an obstacle. * Can jump and land appropriately on two feet. * Can throw a large ball. | **At the end of Year 1 pupils can:**   * Can travel at varying speeds through evenly spaced markers (2 metres apart). * Can hop on the spot using the same foot. * Can jump   from two feet to two feet for height and stop on command.   * Can throw a large ball for distance. * Can comment on own running, jumping and throwing performances. | **At the end of Year 2 pupils can:**   * Can travel at varying speeds through **tightly spaced** markers, and run continuously for 3 minutes. * Can hop along a straight line using the same foot, and jump from two feet to two feet for distance. * Can throw a small soft ball underarm and overarm. * Can comment on own and others’ running, jumping and throwing performances using comparative language. | **At the end of Year 3 pupils can:**   * Can run over markers. * Can run at   speed over a short distance.   * Can jump for distance and height controlling the landing * Can jump from one foot to two feet for distance * Can perform a javelin throw using correct technique. * Compare and contrast own running, jumping and throwing performance with others. | **At the end of Year 4 pupils can:**   * Can run over low obstacles * Can run continuously for 4 minutes * Can skip forward in a fluid motion * Can jump from two feet to two feet * Can safely perform a combination of different jumps * Can perform a chest push * Can comment on running, jumping and throwing techniques applied in own and others work and use this understanding to improve performance | **At the end of Year 5 pupils can:**   * Can run over obstacles at speed * Can run at speed or distance * Can perform a long jump * Can throw a shot putt using the correct technique * Can identify different levels of running, jumping and throwing performances and use subject specific vocabulary | **At the end of Year 6 pupils can:**   * Can run with speed and control over obstacles * Can run at the correct pace depending on distance * Can perform a triple jump * Can correctly throw a range of athletics equipment * Can analyse, modify and refine running, jumping and throwing techniques |
| **Greater Depth End Points** | Can choose the action best suited to a situation/ game (crawl, walk, run, climb) and be able to explain why they have chosen to use that movement | Can understand why running, jumping and throwing is good for them and describe what it feels like | Can explain that exercise such as running, jumping and throwing increases the heart rate. | Knows and describes the effects of different exercise activities on the body and knows how to improve their stamina. | Can evaluate and analyse the impact of running, jumping and throwing on the body and the heart rate | Can understand the reasons for the specific techniques needed to perform specific actions and consistently use them accurately. | Perform sprints and throws with complete accuracy and take charge of a team relay ensuring techniques applied correctly. |
| ***Swimming*** | | | | | | | |
| *Swimming* |  |  |  |  |  | **Year 5** |  |
| **Knowledge of how to swim**  Vocabulary  (New year group vocabulary underlined. Pupils to be taught the meaning of the word; its spelling and use in context) |  |  |  |  |  | **Pupils in Y5 will be taught:**   * To know how to enter the pool safely. * To know how to perform varies swimming strokes. * To know how to perform safe self-rescue in different water based situations. |  |
| **Skills in swimming** |  |  |  |  |  | * To perform a sequence of changing shapes whilst floating on the surface. * To swim 5m breast stroke, front crawl and back stroke * To swim competently for 25 meters using any stroke. * To enter the pool safely. * To fully submerge body and face in the water. * To tread water for 30 seconds including a rotation. * To signal for help. * To hold a huddle position. |
| **Swimming**  **End Points** |  |  |  |  |  | **At the end of Year 5 pupils can:**   * Can float on the water’s surface in a sequence of changing shapes * Can swim 5m breast stroke, front crawl and back stroke * Can swim competently for 25 meters using any stroke * Can enter the pool safely * Can fully submerge body and face in the water * Can tread water for 30 seconds including a rotation * Can signal for help * Can hold a huddle position   . |  |
| **Greater Depth End Points** |  |  |  |  |  | Can perform all swimming strokes taught with consistent ease and know and perform lifesaving skills when in the water. |  |
| ***Outdoor and Adventurous*** | | | | | | | |
| *Outdoor and Adventurous* |  |  |  | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Knowledge**  Vocabulary  (New year group vocabulary underlined. Pupils to be taught the meaning of the word; its spelling and use in context) |  |  |  | **Pupils in Y3 will be taught:**     * To know that a solution to a problem can be reached through perseverance. * To **begin** to recognise that a solution to a problem can be achieved by working collaboratively in a team. | **Pupils in Y4 will be taught:**   * To recognise that a solution to a problem can be achieved by working collaboratively with a partner or in a team. | **Pupils in Y5 will be taught:**   * To **begin** to recognise that ideas or techniques sometimes need adapting to achieve a solution to a problem. * To know that each member of a team has an important part to play when overcoming a challenge or problem. | **Pupils in Y6 will be taught:**   * To know that ideas or techniques sometimes need adapting to achieve a solution to a problem. * To know how to evaluate individual and team techniques to understand how to work more effectively in future problem solving tasks. |
| **Skills in OAA** | * To begin to independently use maps, firstly in the classroom then in the playground, to find solutions and answers to basic picture clue challenges. * To complete an orienteering challenge, working in groups of 6, following location points on map routes to solve picture clues. | * To work in pairs to find solutions to picture/symbol challenges or problems, following a route in the FS outdoor areas during a scavenger hunt. * To work without adult intervention, in a group of 4 to solve a problem or physical challenge. * To set up routes for each other using simple plans for other groups of 4. | * To find solutions to a problem or physical challenge independently as a group, and **begin** to recognise when to adapt ideas or techniques. * To **begin** to identify individual strengths, expertise and interests, including use of BLP learning muscles, to solve a problem effectively as a team. * To take on different roles within a team to solve a problem or physical challenge * To begin to look at using a compass when following a map | * Take on the role of team leader to delegate and lead effectively a small group in solving a problem or physical challenge. * To evaluate individual and team techniques to understand how to work more effectively in solving problems. * To apply BLP learning muscles, in order to work more effectively in solving problems. |
| **End Points** | * Can work individually to find solutions to basic picture clue challenges in the playground. * Can work in a group of 6 to solve picture clues during a simple orienteering challenge. | * Can work with a partner to develop map work and orientation of the FS outdoor areas. * Can work in a group of 4 to find solutions to picture and symbol clues and create their own plans for setting up routes for another group. | * Can adapt plans and ideas, both independently and whilst in a group, to find the solution to the given challenge. * Can **begin** to use problem solving strategies (ie, collaboration, perseverance, questioning, noticing) to work effectively with others. * Can understand how to solve a problem or challenge when in different roles of a team. | * Can delegate and lead a team to solving an orienteering challenge both on site and off site (school playground/ field over the road). * Can evaluate strategies both individually and as a team to understand how to work more effectively in the future. |
| **Greater Depth End Points** |  |  |  | Can work with a partner to create their own clues and symbols to match an orienteering game. | Can confidently lead a team to accurately solve the clues in a scavenger hunt, understanding who is best for which role. | Design and lead activities to a group of peers. | Can lead a team to successfully complete a problem solving activity/ assault course, working effectively as a team leader. |
|  | | | | | | | |
| **Vocabulary** | **Gymnastics**  Stretch, tiptoes (and consolidate: balance, slither, shuffle, roll, crawl, walk, run, jump, skip, slide, hop)  **Dance**  Heavy, light, tiptoe, whole foot, heel, stomp, plod, shuffle, creep  **Games**  Direction  **Athletics**  Balance | **Gymnastics**  Crouch, bunny hop, skip, hopscotch, gallop, log roll, egg roll, teddy bear roll, star jump, straight jump, tuck jump, jumping jack, straight position, twist, star  **Dance**  Soft, float, gentle, jerky  **Games**  Strike, receive, underarm, overarm, dodge  **Athletics**  Crouch, zigzag | **Gymnastics**  Scissor kick, forward roll, straddle, cat spring  **Dance**  Open/closed movements, flow, jagged/sharp, sequence, mirror, level, speed, strength  **Games**  Attack, defend, dribble  **Athletics**  Pace | **Gymnastics**  Tucked backwards roll, handstand, pike jump, chassis step, cat leap  **Dance**  Stillness, slash/chop, horizontal, vertical, diagonal, transition  **Games**  Bowl, trap, fielding  **Athletics**  Relay, long jump, pull throw  **Outdoor & Adventurous**  Orienteering. | **Gymnastics**  Straddle forward roll, backward roll to straddle, lunge, cartwheel, tuck jump, straight jump half turn, cat leap half turn, vault, leapfrog, pivot  **Dance**  Advance, retreat, spoke-like  **Games**  Rally, penalty, chest pass, overhead pass, redirect, shielding  **Athletics**  Sprint, butterfly grip pass, push throw, chest push  **Outdoor and Adventurous**  Scavenger hunt | **Gymnastics**  Stag jump, split leap, squat through vault, pike forward roll,  **Dance**  Canon, carve  **Games**  Shoulder throw, bounce pass, intercept  **Swimming**  Submerge, tread water, rotation, huddle position. breast stroke, front crawl, back stroke  **Athletics**  Crouch start, shot put, heave  **Outdoor and Adventurous**  Balance, coordination | **Gymnastics**  Cat leap – full turn, straddle over balance  **Dance**  Spatial tension, effort types (float, punch, glide, slash, dab, wring, flick, press)  **Games**  Mark opponent  **Athletics**  Check mark, triple jump, sling  **Outdoor and Adventurous**  Agility, endurance, navigation |
| **Concepts** | * Exercise is important for good health and physical activity is fun with others if participating co-operatively. | * Physical activity is necessary as part of a healthy lifestyle. | * Know the benefits of maintaining physical activity as a source of enjoyment and part of a healthy lifestyle. | * Identifies in competitive situations what **choices** positively and negatively affect their physical and emotional well-being. | * Evaluates the personal choices they make in terms of what positively and negatively affects their physical and emotional health. | * Understands through the practise and application of physical and collaborative skills the positive impact on physical, mental and emotional   health. | * Understands how to improve in different physical activities and sports and be able to evaluate and recognise their own and others’ success. |
| **Core Learning Experience**  (CLE) | * **FS sports fun day** * Wibsey active challenge fun day | * **Sports day** carousel - egg & spoon, sprint, beanbag on head, zig zag relay, ladder, target toss, hoping relay * Wibsey half marathon fun day | * **Sports day** carousel - egg & spoon, sprint, throwing ball for distance, beanbag on head, zig zag relay, ladder, target toss, two footed jumping relay * Wibsey half marathon fun day | * **Sports day** carousel - egg & spoon, sprint, javelin, beanbag on head, low hurdle relay, ladder, target toss, one foot to two footed jump * Wibsey half marathon fun day * Flamenco – Spanish day * Judy Woods: * Orienteering/trail | * **Sports day** carousel - 30m sprint, egg and spoon race, speed bounce, javelin, medicine ball, low hurdle relay, target throw, agility ladders, jumping * Wibsey half marathon fun day * Inter competitions - U9 cricket, badminton festival, mini tennis, cross country * Intra competitions – bench ball, rounder’s and football * Bleep test * Scavenger Hunt around FS outdoor areas | * **Sports day run by sports leaders** - 40m sprint, egg and spoon race, speed bounce, javelin, shot put, hurdles, archery, agility ladders, long jump * Wibsey half marathon fun day * Inter competitions - U11 kwik cricket, tag rugby, cross country, football * Intra competitions – netball, singles cricket and football * Bleep test * Robinwood: * Including crate challenge, night line, raft building, zip wire, trapeze, archery | * **Sports day run by sports leaders** - 50m sprint, egg and spoon race, speed bounce, javelin, shot put, hurdles, archery, agility ladders, triple jump * Wibsey half marathon fun day * Inter competitions - U11 kwik cricket, tag rugby, sports hall athletics, cross country, orienteering, hockey * Intra competitions – basketball, quick cricket and hockey * Bleep test * Bushcraft skills - during transition weeks |