

Curriculum Map – P.E.

	Year R–		
Topic and Coverage	Autumn Term	Spring Term	Summer Term
CPD Training	<p>Overarching principles of EYFS:</p> <ul style="list-style-type: none"> ▪ Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured ▪ Children learn to be strong and independent through positive relationships ▪ Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers. ▪ Importance of learning and development. Children develop and learn at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND). 		
Disciplinary Knowledge	<p>I am thinking like A Sportsperson...</p> <p>I can enjoy being active I can explore using my body I can work with a partner I can use simple PE equipment I can observe the Teacher modelled examples I can talk about the skills I am experiencing I can explore Fundamental Movement Skills.</p>	<p>I am thinking like A Sportsperson.....</p> <p>I can enjoy being active I can explore using my body I can work with a partner I can use simple PE equipment I can observe the Teacher modelled examples I can talk about the skills I am experiencing I can explore Fundamental Movement Skills.</p>	<p>I am thinking like A Sportsperson ...</p> <p>I can enjoy being active I can explore using my body I can work with a partner I can use simple PE equipment I can observe the Teacher modelled examples I can talk about the skills I am experiencing I can explore Fundamental Movement Skills.</p>
ELG Goals	<p>Physical Development:</p> <p>Gross Motor Skills • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Fine Motor Skills • Use finger and thumb to pick up, transfer, release • Use a range of simple equipment, bean bags, small and large balls, hoops • Begin to show accuracy when rolling and throwing</p>	<p>Physical Development:</p> <p>Gross Motor Skills • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Fine Motor Skills • Use finger and thumb to pick up, transfer, release • Use a range of simple equipment, bean bags, small and large balls, hoops • Begin to show accuracy when rolling and throwing</p>	<p>Physical Development:</p> <p>Gross Motor Skills • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Fine Motor Skills • Use finger and thumb to pick up, transfer, release • Use a range of simple equipment, bean bags, small and large balls, hoops • Begin to show accuracy when rolling and throwing</p>
PE Vocabulary	<p>Balance, gallop, hop, skip, march, stand , move, run, bounce, jog, jump, turn, forwards, backwards, sideways. Balance, high knees walking, running, crawling,</p>	<p>Jump, land, side- step, galloping, skipping, jumping. Athletic stance, show, share, copy, partner. high - down. Low-behind. Tuck in spread out, balance, Follow my leader, mirror moves, pass. , athletic stance, crawl, march forward, backwards. Opposite, encourage/praise, faster, slower, reverse, running, jumping around, over tuck jump, karate kick, star jump, pencil jump, heels raised, quarter turn, Lie down, Bend, stretch, catch, throw, pass, share.</p>	<p>March, silly walks, silly jumps, athletic stance, naughty ball, roll, teach, mini back support position, mini front support, leader, follower, Sailing, rowing, jet- skiing, surfing, water skiing. Zigzag, sidestep, gallop, jump, counter balance. throw, catch, juggle, roll, bounce, catch, throw high, up ,down, run, gallop, sidestep, hop, skip, lift, lower, climb, crouch, stomp, run forward. Term 6 curl up, jumping, crouching, sidestepping, freeze, slither, move slyly, jump high, roll bounce, stop, mini front support, skip, slowly, carefully, push follow, going over, under, around, through.</p>
Trips / Visitors / Enrichment	5 Enrichment Days per year e.g. Team skills, ball skills, Mini Olympics, dance, Health and Fitness,		
Community Engagement	Annual sports day with parents and carers		

Curriculum Map – P.E.

	Year 1 – building on		
Topic and Coverage	Outdoor Topic: Racquet skills Indoor Topic: Personal and Gymnastics	Outdoor Topic: Games - Attacking and Defending Indoor Topic: Cognition and Dance	Outdoor Topic: Athletics Indoor Topic: Physicality
CPD Training	<p>AIMS: Promoting the physical, social, emotional and intellectual development of the child</p> <ul style="list-style-type: none"> • Developing positive personal qualities • Helping to acquire an appropriate range of movement Topic in a variety of contexts • Promoting understanding and knowledge of the various aspects of movement • Developing an appreciation of movement as well as the use of the body as an instrument of expression and creativity • Promoting the enjoyment of, and positive attitudes towards, physical activity and its contribution to lifelong health-related fitness 		
Disciplinary Knowledge	<p>I am thinking like A Sportsperson.... I can develop Fundamental Movement Skills. I can improve my racquet control and ball control skills. I can become increasingly competent and confident. I can access a broad range of opportunities to extend my agility, balance and coordination, individually and with others. I can engage in competitive (both against myself and against others) and cooperative physical activities, in a range of increasingly challenging situations.</p>	<p>I am thinking like A Sportsperson.... I can experience Attacking and Defending Skills. I can begin to become competent and confident. I can develop shapes and movements to express how the music makes me feel I can develop multiple standing and floor shapes I can access a broad range of opportunities to extend my agility, balance and coordination, individually and with others. I can engage in competitive (both against myself and against others) and cooperative physical activities, in a range of increasingly challenging situations.</p>	<p>I am thinking like A Sportsperson.... I can develop Fundamental Athletic Skills. I can become increasingly competent and confident. I can access a broad range of opportunities to extend my agility, balance and coordination, individually and with others. I can engage in competitive (both against myself and against others) and cooperative physical activities, in a range of increasingly challenging situations.</p>
NC objectives	<p>Key stage 1 Aims</p> <ul style="list-style-type: none"> ▪ The national curriculum for P.E. aims to ensure that all pupils: develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. 	<p>Key stage 1 Aims</p> <ul style="list-style-type: none"> ▪ The national curriculum for P.E. aims to ensure that all pupils: develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. 	<p>Key stage 1 Aims</p> <ul style="list-style-type: none"> ▪ The national curriculum for P.E. aims to ensure that all pupils: develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

	<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 	<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 	<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
PE Skills	<ul style="list-style-type: none"> • I can balance a ball on a racket • I can move with a ball with racket in forehand position • I can move with a ball with racket in backhand position • I can develop hand/eye coordination without a racket e.g. throwing and catching • I can develop and apply footwork and one leg balance through focused skill development sessions, thematic stories and games. • I can follow instructions and practise safely. • I can work on simple tasks by myself. • I can make my body curled, tense stretched and relaxed I can control my body when travelling and balancing 	<ul style="list-style-type: none"> • I can participate in simple games • I can pass, receive, stop, chase and dodge in small sided games and conditional situations • I can understand the principles of attacking and defending • I can develop and apply dynamic balance on a line and stance through focused skill development sessions, thematic stories and games • I can understand and follow simple rules. • I can name some things I am good at. • I can begin to order instructions, movements and skills. 	<ul style="list-style-type: none"> • I can use varying speeds when running. • I can explore footwork patterns. • I can explore arm mobility. • I can explore different methods of throwing. • I can practise short distance running. • I can develop and apply sending and receiving and reaction and response through focused skill development sessions, thematic stories and games. • I can perform a single skill or movement with some control. • I can perform a small range of skills and link two movements together. • I can perform a range of skills with some control and consistency.
Vocabulary	Ready position, partner, net, underarm, score, points, action, jump, roll, level, speed, point, balance	counts, pose, level, slow, fast, balance, defender, attacker, points, score, dribbling, partner,	Far, hop, aim, fast, slow, bend, improve, direction, travel, body, exercise, hop, safely, land, slowly, balls of feet,
Trips / Visitors / Enrichment	5 Enrichment Days per year e.g. Team skills, ball skills, Mini Olympics, Boccia, Health and Fitness,		
Community Engagement	Annual sports day with parents and carers		

Curriculum Map – P.E.

Year 2 – building on Year 1 Colour Creations/Andy Goldsworthy/Cross Curricular Art			
Topic and Coverage	Outdoor Topic: Striking Skills Indoor Topic: Personal and Dance	Outdoor Topic: Attacking and Defending Gameplay Indoor Topic: Gymnastics and Physicality	Outdoor Topic: Tennis and Athletics Indoor Topic: Health and Fitness
CPD Training	<p>All of the below to be taught with focus on:</p> <ul style="list-style-type: none"> Promoting the physical, social, emotional and intellectual development of the child Developing positive personal qualities Helping to acquire an appropriate range of movement Topic in a variety of contexts Promoting understanding and knowledge of the various aspects of movement Developing an appreciation of movement as well as the use of the body as an instrument of expression and creativity Promoting the enjoyment of, and positive attitudes towards, physical activity and its contribution to lifelong health-related fitness 		
Disciplinary Knowledge	<p>I am thinking like A Sportsperson</p> <p>I can develop my striking skills with a tennis racquet. I can try several times if at first I don't succeed and I ask for help when appropriate I can follow instructions, practise safely and work on simple tasks by myself I can show patience and support others. I am happy to show and tell others about my ideas I can work sensibly with others, taking turns and sharing and I can explain why someone is working or performing well.</p>	<p>I am thinking like A Sportsperson.....</p> <p>I can help praise and encourage others in their learning I can work sensibly with others, taking turns and sharing I can explain what I am doing well and I have begun to identify areas for improvement I can participate in team games, developing simple tactics for attacking and defending I can recognise similarities and differences in performance</p>	<p>I am thinking like A Sportsperson ...</p> <p>I can describe how and why my body feels during and after exercise. u I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely I am aware of why exercise is important for good health I can engage in competitive (both against myself and against others) and cooperative physical activities, in a range of increasingly challenging situations.</p>
NC Objectives	<p>Key stage 1 Aims</p> <ul style="list-style-type: none"> The national curriculum for P.E. aims to ensure that all pupils: develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. 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>Key stage 1 Aims</p> <ul style="list-style-type: none"> The national curriculum for P.E. aims to ensure that all pupils: develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. 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>Key stage 1 Aims</p> <ul style="list-style-type: none"> The national curriculum for P.E. aims to ensure that all pupils: develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. 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
PE Skills	<ul style="list-style-type: none"> I can develop and apply footwork and one leg balance through focused skill development sessions, cooperative and competitive games. I can try several times if at first I don't succeed and ask for help when appropriate. I know where I am with my learning. 	<ul style="list-style-type: none"> I can shoot ,run, pass, receive, stop, chase and dodge in games with simple rules I can practise using space I can begin to attack and defend as a team and I can Create attacking/ defensive tactics I can perform a small range of skills and link two movements together. 	<ul style="list-style-type: none"> I can build upon the basic tennis skills and movements (introduced in Year 1) through various net, ball and wall games I can use a secure grip to control tapping a ball on my own on a racket. I can tap a ball to a partner I can run for distance, complete an obstacle course with control and agility I can learn the best jumping techniques for distance. I can throw different objects in a variety of ways

		<ul style="list-style-type: none"> I can develop and apply their sending and receiving and reaction and response through focused skill development sessions, cooperative and competitive games. I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed. 	<ul style="list-style-type: none"> I am aware of why exercise is important for good health. I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely.
PE TOPIC	<p>In every unit: Use motor competence – develop pupils’ knowledge of the range of movements that become increasingly sport- and physical activity-specific Explore rules, strategies and tactics – knowledge of the conventions of participation in different sports and physical activities Experience healthy participation – knowledge of safe and effective participation Demonstrate collaboration skills, learning to collaborate with each other through group practices and competitions Demonstrate communication skills, pupils will learn the skills of communicating with others through group practices and competitions. They will then be able to express their own views and feelings clearly and appropriately Show creativity and critical thinking skills.</p>	<p>In every unit: Use motor competence – develop pupils’ knowledge of the range of movements that become increasingly sport- and physical activity-specific Explore rules, strategies and tactics – knowledge of the conventions of participation in different sports and physical activities Experience healthy participation – knowledge of safe and effective participation Demonstrate collaboration skills, learning to collaborate with each other through group practices and competitions Demonstrate communication skills, pupils will learn the skills of communicating with others through group practices and competitions. They will then be able to express their own views and feelings clearly and appropriately Show creativity and critical thinking skills.</p>	<p>In every unit: Use motor competence – develop pupils’ knowledge of the range of movements that become increasingly sport- and physical activity-specific Explore rules, strategies and tactics – knowledge of the conventions of participation in different sports and physical activities Experience healthy participation – knowledge of safe and effective participation Demonstrate collaboration skills, learning to collaborate with each other through group practices and competitions Demonstrate communication skills, pupils will learn the skills of communicating with others through group practices and competitions. They will then be able to express their own views and feelings clearly and appropriately Show creativity and critical thinking skills.</p>
PE Vocabulary	Mirror, action, pathway, direction speed, timing, fielder, send, teammate, runs, batter bowler	Send, teammate, chest pass, possession, goal, dodge, received, link, pathway, sequence, tuck, straddle, speed, star pike	Sprint, jog, speed, distance, height, overarm, underarm, strong, pace, speed, jog, steady, sprint, diet
Trips / Visitors / Enrichment	External PE companies sometimes teach a term’s sport e.g. dance, football, alongside the classteacher		
Community Engagement	Opportunity for parents and carers to come into school to share sports skills e.g. yoga	5-6 Enrichment Days per year e.g. Team skills, ball skills, Mini Olympics, Boccia, Health and Fitness, dance, tennis	Annual sports day with parents and carers

Year 3 – building on Year 2 Skills, Cross curricular P.E. Topic and knowledge			
Topic and Coverage	Outdoor Topic: Attacking and Defending in Football Indoor Topics: Swimming and Dance	Outdoor Topic: Striking and Fielding in Cricket and Hockey Indoor Topics: Cognition and Gymnastics	Outdoor Topic: Tennis and Athletics Indoor Topic: Physicality and Dance
CPD Training	<p>All of the below to be taught with focus on:</p> <ul style="list-style-type: none"> Promoting the physical, social, emotional and intellectual development of the child Developing positive personal qualities Helping to acquire an appropriate range of movement skills in a variety of contexts Promoting understanding and knowledge of the various aspects of movement Developing an appreciation of movement as well as the use of the body as an instrument of expression and creativity Promoting the enjoyment of, and positive attitudes towards, physical activity and its contribution to lifelong health-related fitness 		
Disciplinary Knowledge	<p>I am thinking like A Sportsperson...</p> <p>I can improve my coordination and travelling.</p> <p>I can develop my physical and sporting skills, learning and applying new techniques.</p> <p>I can explain what a healthy lifestyle looks like.</p> <p>I can develop values of determination; tolerance; sportsmanship; respecting others; self-belief.</p> <p>I can evaluate my performance and that of others and identify strengths and weaknesses.</p> <p>I can support others.</p> <p>I can communicate with others in order to achieve an aim.</p>	<p>I am thinking like A Sportsperson...</p> <p>I can improve my coordination and travelling.</p> <p>I can develop my physical and sporting skills, learning and applying new techniques.</p> <p>I can explain what a healthy lifestyle looks like.</p> <p>I can develop values of determination; tolerance; sportsmanship; respecting others; self-belief.</p> <p>I can evaluate my performance and that of others and identify strengths and weaknesses.</p> <p>I can support others.</p> <p>I can communicate with others in order to achieve an aim.</p>	<p>I am thinking like A Sportsperson...</p> <p>I can improve my coordination and travelling.</p> <p>I can develop my physical and sporting skills, learning and applying new techniques.</p> <p>I can explain what a healthy lifestyle looks like.</p> <p>I can develop values of determination; tolerance; sportsmanship; respecting others; self-belief.</p> <p>I can evaluate my performance and that of others and identify strengths and weaknesses.</p> <p>I can support others.</p> <p>I can communicate with others in order to achieve an aim.</p>
NC Objectives	<ul style="list-style-type: none"> 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. Pupils should be taught to: <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 <p>Swimming and Water Safety:</p> <ul style="list-style-type: none"> pupils should be taught to: swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] <p>perform safe self-rescue in different water-based situations</p>	<ul style="list-style-type: none"> 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. Pupils should be taught to: <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 <p>Swimming and Water Safety:</p> <ul style="list-style-type: none"> pupils should be taught to: swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] <p>perform safe self-rescue in different water-based situations</p>	<ul style="list-style-type: none"> 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. Pupils should be taught to: <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 <p>Swimming and Water Safety:</p> <ul style="list-style-type: none"> pupils should be taught to: swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] <p>perform safe self-rescue in different water-based situations</p>
PE Skills	<ul style="list-style-type: none"> I can understand the transition between defence and attack I can attack and defend as a team and I can create and apply attacking/ defensive tactics 	<ul style="list-style-type: none"> I can develop and apply dynamic balance on a line and ball skills through focused skill development sessions, healthy competition, cooperative games and Personal Best challenges. I can explain what I am doing well. 	<ul style="list-style-type: none"> I can show racket control and develop movement skills I can begin practicing and developing different tennis shots (forehand, backhand, volley, underarm serve)

	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • I have begun to identify areas for improvement. • I can travel and jump fluently and hold balanced positions demonstrating a variety of stretched and curled shapes (transferring and receiving body weight safely) • I can move into and from a range of travelling, jumping and turning movements with control and accuracy. • I can understand and identify asymmetry and symmetry. 	<ul style="list-style-type: none"> • I can begin to run at speeds appropriate for the distance. e.g. sprinting and Trim Trail distances. • I can perform a running jump with some accuracy • I can perform a variety of throws using a selection of equipment. • I can develop and apply reaction and response and floor work balance through focused skill development sessions, healthy competition, cooperative games and Personal Best challenges. • I can perform a sequence of movements with some changes in level, direction or speed. • I can perform and repeat longer sequences with clear shapes and controlled movement. • I can select and apply a range of skills with good control and consistency.
PE TOPIC AND KNOWLEDGE	<p>In Every Unit: Use motor competence – develop pupils’ knowledge of the range of movements that become increasingly sport- and physical activity-specific Explore rules, strategies and tactics – knowledge of the conventions of participation in different sports and physical activities Experience healthy participation – knowledge of safe and effective participation Demonstrate collaboration skills, learning to collaborate with each other through group practices and competitions Demonstrate communication skills, pupils will learn the skills of communicating with others through group practices and competitions. They will then be able to express their own views and feelings clearly and appropriately Show creativity and critical thinking skills.</p>	<p>In Every Unit: Use motor competence – develop pupils’ knowledge of the range of movements that become increasingly sport- and physical activity-specific Explore rules, strategies and tactics – knowledge of the conventions of participation in different sports and physical activities Experience healthy participation – knowledge of safe and effective participation Demonstrate collaboration skills, learning to collaborate with each other through group practices and competitions Demonstrate communication skills, pupils will learn the skills of communicating with others through group practices and competitions. They will then be able to express their own views and feelings clearly and appropriately Show creativity and critical thinking skills.</p>	<p>In Every Unit: Use motor competence – develop pupils’ knowledge of the range of movements that become increasingly sport- and physical activity-specific Explore rules, strategies and tactics – knowledge of the conventions of participation in different sports and physical activities Experience healthy participation – knowledge of safe and effective participation Demonstrate collaboration skills, learning to collaborate with each other through group practices and competitions Demonstrate communication skills, pupils will learn the skills of communicating with others through group practices and competitions. They will then be able to express their own views and feelings clearly and appropriately Show creativity and critical thinking skills.</p>
P.E. Vocabulary	Track, shoulder, chest, accurate., flow, explore, create, perform, match, circle, feedback, artistic, pairwork,	Rhythm, tension, technique, control, create, contrasting, interesting, matching, strike, grip, backstop, bowl, post, wicket, batting, keeper, fielding	Serve, accurately, rally, control, grip, bounce, tap, net, underarm, flow, explore, create, perform, match, circle, feedback, artistic, pairwork
Trips / Visitors / Enrichment	A variety of additional sports offered as part of the Corsham Cluster Schools partnership e.g Mini Mudder, Playground Games, Problem Solving, Dance, rounders, Athletics, Cricket	6 Enrichment Days per year e.g. Team skills, ball skills, Mini Olympics, Boccia, Health and Fitness,	
Community Engagement	Children participate in Corsham Cluster Schools festivals and tournaments, together with Box, Neston, Corsham, Colerne, Corsham Regis primary schools		Annual sports day with parents and carers

Curriculum Map – P.E.

Year 4			
Topic and Coverage	Outdoor Topic: Attacking and Defending in Netball Indoor Topic: Social and Dance	Outdoor Topic: Teamwork in Rugby and Cricket Indoor Topic: Creativity and Gymnastics	Outdoor Topic: Fielding and Striking in Tennis and Athletics Indoor Topic: Fitness
CPD Training	All of the below to be taught with focus on: <ul style="list-style-type: none"> • Promoting the physical, social, emotional and intellectual development of the child • Developing positive personal qualities • Helping to acquire an appropriate range of movement Topic in a variety of contexts • Promoting understanding and knowledge of the various aspects of movement • Developing an appreciation of movement as well as the use of the body as an instrument of expression and creativity • Promoting the enjoyment of, and positive attitudes towards, physical activity and its contribution to lifelong health-related fitness 		
Disciplinary Knowledge	I am thinking like A Sportsperson I can improve my coordination and travelling. I can develop my physical and sporting skills, learning and applying new techniques. I can cooperate well with others and give helpful feedback. I can guide a small group through a task I show patience and support others, listening well to others about our work. I am happy to show and tell them about my ideas I can help praise and encourage others in their learning.	I am thinking like A Sportsperson I can improve my coordination and travelling. I can refine attacking and defending skills. I can work in a team. I can develop my physical and sporting skills, learning and applying new techniques. I can develop values of determination; tolerance; sportsmanship; respecting others; self-belief. I can evaluate my performance and that of others and identify strengths and weaknesses. I can support others. I can communicate with others in order to achieve an aim.	I am thinking like A Sportsperson I can explain what a healthy lifestyle looks like. I can develop my physical and sporting skills, learning and applying new techniques. I can develop values of determination; tolerance; sportsmanship; respecting others; self-belief. I can evaluate my performance and that of others and identify strengths and weaknesses. I can support others. I can communicate with others in order to achieve an aim.
NC Objectives	<ul style="list-style-type: none"> ▪ 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. 	<ul style="list-style-type: none"> ▪ 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. 	<ul style="list-style-type: none"> ▪ 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.

	<ul style="list-style-type: none"> ▪ Pupils should be taught to: <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 <p>Swimming and Water Safety:</p> <ul style="list-style-type: none"> • pupils should be taught to: • swim competently, confidently and proficiently over a distance of at least 25 metres • use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] <p>perform safe self-rescue in different water-based situations</p>	<ul style="list-style-type: none"> ▪ Pupils should be taught to: <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 <p>Swimming and Water Safety:</p> <ul style="list-style-type: none"> • pupils should be taught to: • swim competently, confidently and proficiently over a distance of at least 25 metres • use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] <p>perform safe self-rescue in different water-based situations</p>	<ul style="list-style-type: none"> ▪ Pupils should be taught to: <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 <p>Swimming and Water Safety:</p> <ul style="list-style-type: none"> • pupils should be taught to: • swim competently, confidently and proficiently over a distance of at least 25 metres • use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] <p>perform safe self-rescue in different water-based situations</p>
PE Skills	<ul style="list-style-type: none"> • I can take part in competitive games with a strong understanding of tactics and composition. • I can identify space to move into and show a clear target to receive a pass. • I can mark another player and begin to attempt interceptions. Know where positions are allowed on a court. • I can develop and apply jumping and landing and seated balance through focused skill development sessions, healthy competition, cooperative games and group Personal Best challenges. • I show patience and support others, listening carefully to them about our work. • I am happy to show and tell others about my ideas. 	<ul style="list-style-type: none"> • I can refine attacking and defending skills. • I can develop tactics as a team. • I can collaborate as a team to choose, use and adapt rules. • I can apply learned skills in a game of tag rugby / cricket • I can pass and receive a pass at speed in a game situation in rugby. • I can use a range of tactics for attacking and defending in role of bowler, batter and fielder in cricket. • I can develop and apply sending and receiving and counter balance with a partner through focused skill development sessions, healthy competition, cooperative games and group Personal Best challenges. • I can recognise similarities and differences in movements and expression. • I can link actions and develop sequences of movements that express my own ideas. • I can understand how different body parts are capable of transferring and receiving body weight. • I can rotate and roll on different body parts and roll in different directions showing different shapes, speeds and sizes. • I can move into and from a range of skills with control and accuracy 	<ul style="list-style-type: none"> • I can use a racquet to hit a ball with accuracy and control. • I can accurately serve underarm. • I can build a rally with a partner. • I can use at least two different shots in a game situation. • I can use hand-eye coordination to strike a moving/stationary ball • I can run at different speeds smoothly and with consistency. • I can demonstrate different combinations of jumps, showing control, coordination and consistency. • I can throw a range of objects in to a target area using a range of techniques with some accuracy and power. • I can describe how and why my body changes during and after exercise. • I can explain why we need to warm-up and cool down.
PE Topic/	<p>In every unit:</p> <p>Use motor competence – develop pupils’ knowledge of the range of movements that become increasingly sport- and physical activity-specific</p> <p>Explore rules, strategies and tactics – knowledge of the conventions of participation in different sports and physical activities</p> <p>Experience healthy participation – knowledge of safe and effective participation</p> <p>Demonstrate collaboration skills, learning to collaborate with each other through group practices and competitions</p> <p>Demonstrate communication skills, pupils will learn the skills of communicating with others through group practices and competitions. They will then be able to express their own views and feelings clearly and appropriately</p> <p>Show creativity and critical thinking skills.</p>	<p>In every unit:</p> <p>Use motor competence – develop pupils’ knowledge of the range of movements that become increasingly sport- and physical activity-specific</p> <p>Explore rules, strategies and tactics – knowledge of the conventions of participation in different sports and physical activities</p> <p>Experience healthy participation – knowledge of safe and effective participation</p> <p>Demonstrate collaboration skills, learning to collaborate with each other through group practices and competitions</p> <p>Demonstrate communication skills, pupils will learn the skills of communicating with others through group practices and competitions. They will then be able to express their own views and feelings clearly and appropriately</p> <p>Show creativity and critical thinking skills.</p>	<p>In every unit:</p> <p>Use motor competence – develop pupils’ knowledge of the range of movements that become increasingly sport- and physical activity-specific</p> <p>Explore rules, strategies and tactics – knowledge of the conventions of participation in different sports and physical activities</p> <p>Experience healthy participation – knowledge of safe and effective participation</p> <p>Demonstrate collaboration skills, learning to collaborate with each other through group practices and competitions</p> <p>Demonstrate communication skills, pupils will learn the skills of communicating with others through group practices and competitions. They will then be able to express their own views and feelings clearly and appropriately</p> <p>Show creativity and critical thinking skills.</p>

PE Vocabulary	Release, select, technique, persever, consistently, reaction, dynamics, control, unison	quality, perform, apparatus, inverted, stance, opposition, retrieve, stumped, two-handed pick up, backwards pass	Communicate, swing, forehand, backhand, court, perseverance, accuracy, personal best, progress, co-ordination
Trips / Visitors / Enrichment	External PE companies sometimes teach a term's sport, alongside the classteacher	6 Enrichment Days per year e.g. Team skills, ball skills, Mini Olympics, Boccia, Health and Fitness, Indoor Kurling, Handball	A variety of additional sports offered as part of the Corsham Cluster Schools partnership e.g Mini Mudder, Playground Games, Problem Solving, Dance, rounders, Athletics, Cricket
Community Engagement	Children participate in Corsham Cluster Schools festivals and tournaments, together with Box, Neston, Corsham, Colerne, Corsham Regis primary schools		Annual sports day with parents and carers

Curriculum Map – P.E.

	Year 5 – building on knowledge of paintings, portaits and colour learning in Year 4		
Topic and Coverage	Outdoor Topic: Healthy Heroes Indoor Topic: Social and Hockey	Outdoor Topic: Attacking and Defending in Tag Rugby Indoor Topic: Cognition and Dance	Outdoor Topics: Tennis and Athletics Indoor Topic: Gymnastics
CPD Training	All of the below to be taught with focus on: <ul style="list-style-type: none"> • Promoting the physical, social, emotional and intellectual development of the child • Developing positive personal qualities • Helping to acquire an appropriate range of movement Topic in a variety of contexts • Promoting understanding and knowledge of the various aspects of movement • Developing an appreciation of movement as well as the use of the body as an instrument of expression and creativity • Promoting the enjoyment of, and positive attitudes towards, physical activity and its contribution to lifelong health-related fitness 		

<p>Disciplinary Knowledge and Topic</p>	<p>I am thinking like a Sportsperson... I can give and receive sensitive feedback to improve myself and others. I can negotiate and collaborate appropriately. I can begin to lead others; involve others and motivate those around me to perform better. I can evaluate my performance and that of others and identify strengths and weaknesses. I can support others. I can communicate with others in order to achieve an aim.</p>	<p>I am thinking like a Sportsperson... I can travel between shapes, including rotation I can create complex movement led by a combination of circles made with different body parts and in different planes leading into different shapes and poses I can develop my physical and sporting skills, learning and applying new techniques. I can evaluate my performance and that of others and identify strengths and weaknesses. I can support others. I can communicate with others in order to achieve an aim.</p>	<p>I am thinking like a Sportsperson... I can improve my coordination and travelling. I can develop my physical and sporting skills, learning and applying new techniques. I can explain what a healthy lifestyle looks like. I can develop values of determination; tolerance; sportsmanship; respecting others; self-belief. I can evaluate my performance and that of others and identify strengths and weaknesses. I can effectively transfer skills and movements across a range of activities and sports. I can perform a variety of skills consistently and effectively in challenging or competitive situations.</p>
<p>NC Objectives</p>	<ul style="list-style-type: none"> ▪ 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. ▪ Pupils should be taught to: <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 <p>Swimming and Water Safety:</p> <ul style="list-style-type: none"> • pupils should be taught to: • swim competently, confidently and proficiently over a distance of at least 25 metres • use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] <p>perform safe self-rescue in different water-based situations</p>	<ul style="list-style-type: none"> ▪ 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. ▪ Pupils should be taught to: <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 <p>Swimming and Water Safety:</p> <ul style="list-style-type: none"> • pupils should be taught to: • swim competently, confidently and proficiently over a distance of at least 25 metres • use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] <p>perform safe self-rescue in different water-based situations</p>	<ul style="list-style-type: none"> ▪ 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. ▪ Pupils should be taught to: <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 <p>Swimming and Water Safety:</p> <ul style="list-style-type: none"> • pupils should be taught to: • swim competently, confidently and proficiently over a distance of at least 25 metres • use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] <p>perform safe self-rescue in different water-based situations</p>
<p>PE Skills</p>	<ul style="list-style-type: none"> • I know and understand the reasons for warming up and cooling down. I can explain some safety principles when preparing for and during exercise. • I can use different techniques to hit a ball. I can explore when different shots are best used. I can develop a backhand technique and use it in a game. I can practice techniques for all strokes. I can consolidate different ways of throwing and catching and know when each is appropriate in a game. • I can use a variety of ways to dribble in a game with success. I can use ball skills in various ways and begin to link together. I can pass a ball with speed and accuracy • I can develop and apply dynamic balance on a line and counter balance with a partner through focused skill development sessions, modified/non-traditional games and sports and healthy competition. 	<ul style="list-style-type: none"> • I can evade and tag opponents, running at speed, changing direction at speed. • I can play effectively in attack and defence • I can support player with the ball • I can explain what I am doing well. • I have begun to identify areas for improvement. • I can understand ways (criteria) to judge performance. 	<ul style="list-style-type: none"> • I can begin to record peers' performances, and evaluate these. • I can demonstrate accuracy and confidence in throwing and catching activities. • I can use equipment safely and with good control • I can explore when different shots are best used. • I can develop a backhand technique and use it in a game. I can practice techniques for all strokes. • I can balance on different body parts to create the bridge shapes both as individuals and with a partner. • I can understand and demonstrates five basic jumps showing different shapes and directions in the air and show flight from feet to hands to feet. • I can identify and use spinning, rotation and rolling around three

	<ul style="list-style-type: none"> • I cooperate well with others and give helpful feedback. • I help organise roles and responsibilities and can guide a small group through a task. 		<ul style="list-style-type: none"> • I can adapt, refine and improves specific skills. • The pupil can transfer flight safely onto apparatus
P.E. Topic	<p>In every unit: Use motor competence – develop pupils’ knowledge of the range of movements that become increasingly sport- and physical activity-specific Explore rules, strategies and tactics – knowledge of the conventions of participation in different sports and physical activities Experience healthy participation – knowledge of safe and effective participation Demonstrate collaboration skills, learning to collaborate with each other through group practices and competitions Demonstrate communication skills, pupils will learn the skills of communicating with others through group practices and competitions. They will then be able to express their own views and feelings clearly and appropriately Show creativity and critical thinking skills.</p>	<p>In every unit: Use motor competence – develop pupils’ knowledge of the range of movements that become increasingly sport- and physical activity-specific Explore rules, strategies and tactics – knowledge of the conventions of participation in different sports and physical activities Experience healthy participation – knowledge of safe and effective participation Demonstrate collaboration skills, learning to collaborate with each other through group practices and competitions Demonstrate communication skills, pupils will learn the skills of communicating with others through group practices and competitions. They will then be able to express their own views and feelings clearly and appropriately Show creativity and critical thinking skills.</p>	<p>In every unit: Use motor competence – develop pupils’ knowledge of the range of movements that become increasingly sport- and physical activity-specific Explore rules, strategies and tactics – knowledge of the conventions of participation in different sports and physical activities Experience healthy participation – knowledge of safe and effective participation Demonstrate collaboration skills, learning to collaborate with each other through group practices and competitions Demonstrate communication skills, pupils will learn the skills of communicating with others through group practices and competitions. They will then be able to express their own views and feelings clearly and appropriately Show creativity and critical thinking skills.</p>
P.E. Vocabulary	Tactics, tactical ,control, foul, pressure, obstruction, footwork, dig,	Posture, canon, formation, relationship, performance, onside, offside, outwit, tracking, backing up	Release, technique, persevere, control, choreograph, connect, structure Distance, tension, rhythm
Trips / Visitors / Enrichment	Kilve Court Residential provides an opportunity for pupils to participate in exciting new physical activities outside their normal ‘comfort zone’ enabling enjoyable and inclusive challenges in a safe supportive environment	6 Enrichment Days per year e.g. Team skills, ball skills, Mini Olympics, Boccia, Health and Fitness, Indoor Kurling, Handball	A variety of additional sports offered as part of the Corsham Cluster Schools partnership e.g Mini Mudder, Playground Games, Problem Solving, Dance, rounders, Athletics, Cricket
Community Engagement	Children participate in Corsham Cluster Schools festivals and tournaments, together with Box, Neston, Corsham, Colerne, Corsham Regis primary schools		Annual sports day with parents and carers

Curriculum Map – P.E.

Year 6– building on knowledge of art movements and drawing, painting Topic			
Topic and Coverage	Outdoor Topic: Netball and Football Indoor Topic: Healthy Heroes	Outdoor Topic: Netball Indoor Topic: Physicality and Gymnastics	Outdoor Topic: Athletics Indoor Topic: Creativity and Dance
CPD Training	<p>All of the below to be taught with focus on:</p> <ul style="list-style-type: none"> Promoting the physical, social, emotional and intellectual development of the child Developing positive personal qualities Helping to acquire an appropriate range of movement Topic in a variety of contexts Promoting understanding and knowledge of the various aspects of movement Developing an appreciation of movement as well as the use of the body as an instrument of expression and creativity Promoting the enjoyment of, and positive attitudes towards, physical activity and its contribution to lifelong health-related fitness 		
Disciplinary Knowledge and Topic	<p>I am thinking like A Sportsperson.....</p> <p>I can use combinations of skills confidently in sport specific contexts. I can perform a range of skills fluently and accurately in practice situations.</p> <p>I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group through a task.</p> <p>I cope well and react positively when things become difficult. I can persevere with a task and improve my performance through regular practice.</p>	<p>I am thinking like A Sportsperson.....</p> <p>I can create my own learning plan and revise that plan when necessary. I can accept critical feedback and make changes</p> <p>I can use combinations of skills confidently in sport specific contexts. I can perform a range of skills fluently and accurately in practice situations.</p> <p>I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow in running, jumping and throwing activities.</p> <p>I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group through a task.</p>	<p>Key stage 2 Pupils should be taught to:</p> <p>I can create my own learning plan and revise that plan when necessary. I can accept critical feedback and make changes</p> <p>I see all new challenges as opportunities to learn and develop.</p> <p>I can recognise my strengths and weaknesses and can set myself appropriate targets.</p> <p>I can make up my own rules and versions of activities. I can respond differently to a variety of tasks or music</p> <p>L can independently compare my movements and skills with those of others.</p> <p>I can confidently select and link movements together to fit a theme</p>
NC Objectives	<ul style="list-style-type: none"> 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. Pupils should be taught to: <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 <p>Swimming and Water Safety:</p> <ul style="list-style-type: none"> pupils should be taught to: swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations 	<ul style="list-style-type: none"> 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. Pupils should be taught to: <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 <p>Swimming and Water Safety:</p> <ul style="list-style-type: none"> pupils should be taught to: swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] <p>perform safe self-rescue in different water-based situations</p>	<ul style="list-style-type: none"> 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. Pupils should be taught to: <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 <p>Swimming and Water Safety:</p> <ul style="list-style-type: none"> pupils should be taught to: swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] <p>perform safe self-rescue in different water-based situations</p>

PE Skills	<ul style="list-style-type: none"> I can use good hand-eye coordination to be able to direct a ball when striking or hitting. I understand how to serve in order to start a game. I can throw and catch accurately and successfully under pressure in a game. I can show confidence in using ball skills in various ways in a game situation and link these together effectively. I can choose and make the best pass in a game situation and link a range of skills together with fluency e.g passing and receiving the ball on the move. I can keep and win back possession of the ball effectively and in a variety of ways in a team game. I can demonstrate a good awareness of space. I can think ahead and create a plan of attack or defence. I can apply knowledge of skills for attacking and defending. I can work as a team to develop fielding strategies to prevent the opposition from scoring. I can understand why exercise is good for health, fitness and wellbeing. I know ways in which I can become healthier. 	<ul style="list-style-type: none"> I can consolidate different ways of throwing and catching and know when each is appropriate in a game. I can play within the rules using blocking skills for shots and passes. I can develop and apply jumping and landing and one leg balance through focused skill development sessions, modified/non-traditional games and sports and healthy competition. I can link actions together so that they flow. I can perform a range of skills fluently and accurately. I can synchronise and canon the movements of my partner. • I can balance on different body parts using different levels and shapes. • I can use a variety of clear body shapes when jumping. • I can use counter balance 	<ul style="list-style-type: none"> I can throw with greater control, accuracy and efficiency. I can sustain their pace over longer distances. • I can perform a range of jumps showing power, control and consistency at both take off and landing. I can change tactics, rules or tasks to make activities more fun or more challenging. I can respond imaginatively to different situations. I can adapt and adjust my skills, movements or tactics so they are different to others.
P.E. Topic/	<p>In every unit: Use motor competence – develop pupils’ knowledge of the range of movements that become increasingly sport- and physical activity-specific Explore rules, strategies and tactics – knowledge of the conventions of participation in different sports and physical activities Experience healthy participation – knowledge of safe and effective participation Demonstrate collaboration skills, learning to collaborate with each other through group practices and competitions Demonstrate communication skills, pupils will learn the skills of communicating with others through group practices and competitions. They will then be able to express their own views and feelings clearly and appropriately Show creativity and critical thinking skills.</p>	<p>In every unit: Use motor competence – develop pupils’ knowledge of the range of movements that become increasingly sport- and physical activity-specific Explore rules, strategies and tactics – knowledge of the conventions of participation in different sports and physical activities Experience healthy participation – knowledge of safe and effective participation Demonstrate collaboration skills, learning to collaborate with each other through group practices and competitions Demonstrate communication skills, pupils will learn the skills of communicating with others through group practices and competitions. They will then be able to express their own views and feelings clearly and appropriately Show creativity and critical thinking skills.</p>	<p>In every unit: Use motor competence – develop pupils’ knowledge of the range of movements that become increasingly sport- and physical activity-specific Explore rules, strategies and tactics – knowledge of the conventions of participation in different sports and physical activities Experience healthy participation – knowledge of safe and effective participation Demonstrate collaboration skills, learning to collaborate with each other through group practices and competitions Demonstrate communication skills, pupils will learn the skills of communicating with others through group practices and competitions. They will then be able to express their own views and feelings clearly and appropriately Show creativity and critical thinking skills.</p>
P.E. Vocabulary	Accelerate, decelerate, pace, stability, transfer, momentum, heart rate, pulse, at rest, in motion, endurance	Cooperatively, sportsmanship, location, boundaries, strategy, critical thinking	Fluently, stability, formation, counter tension, canon, generate force, measure, analyse
Trips / Visitors / Enrichment		6 Enrichment Days per year e.g. Team skills, ball skills, Mini Olympics, Boccia, Health and Fitness, Indoor Kurling, Handball	
Community Engagement	Children participate in Corsham Cluster Schools festivals and tournaments, together with Box, Neston, Corsham, Colerne, Corsham Regis primary schools		Annual sports day with parents and carers