









# Physical Education components and Assessment checkpoints (2023 – 2024)

*If you have faith as small as a mustard seed, you can say to this mountain, move from here to there and it will move; nothing would be impossible. Matthew 17:20*







EYFS sticky knowledge	
Overview	Physical development is one of the prime areas of the Early Years Foundation stage and is split into the development of both gross motor and fine motor skills. Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Physical development also links closely to other areas of development, teaching children's how to manage their own needs and make healthy choices. It is also vital to children developing spatial awareness, co-ordination and muscle strength, all of which support the development of early literacy and writing development.
What Physical Education might look like in our school.	<ul style="list-style-type: none"> <li>- Weekly PE sessions.</li> <li>- Opportunities for children to experiment and use a wide range of one-handed tools of varying sizes.</li> <li>- Opportunities for children to use tools to manipulate materials, combining and joining.</li> <li>- Large scale and small-scale construction.</li> <li>- Opportunities to develop gross motor skills through digging, pouring, climbing and lifting.</li> <li>- Fine motor activities such as threading, cutting, sewing, handwriting.</li> </ul>
Early Learning Goal: Gross Motor	Children at the expected level of development will: <ul style="list-style-type: none"> <li>-Negotiate space and obstacles safely, with consideration for themselves and others;</li> <li>-Demonstrate strength, balance and coordination when playing;</li> <li>-Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>
Early Learning Goal: Fine Motor	Children at the expected level of development will: <ul style="list-style-type: none"> <li>-Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</li> <li>-Use a range of small tools, including scissors, paint brushes and cutlery;</li> <li>-Begin to show accuracy and care when drawing.</li> </ul>
Early Learning Goal:	Children at the expected level of development will:

PSED – Managing Self	-Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.					
EYFS	Autumn 1		Spring		Summer 1	
Christian Values	Perseverance	Compassion	Respect	Forgiveness	Trust	Courage
						
Area of Focus	Fundamentals 1	Fundamentals 2	EYFS Gymnastics	Games 1	Fundamental Athletics	Games 2
Golden Threads	<b>Courage</b> to be agile and to move in different ways. <b>Aspire</b> to improve agility and balance.	<b>Perseverance</b> to continue working on agility and balance and allowing students to <b>achieve</b> progression.	To <b>respect</b> each other as they learn new skills and begin to use their body differently. To have the <b>courage</b> to use your body in a way that they have not done before.	To <b>belong</b> to part of a team and to work together in a game scenario. To <b>trust</b> your team mates and those around you.	To <b>believe</b> in yourself, to practice and improve. To use <b>achieve</b> small improvement in athletic disciplines.	<b>Perseverance</b> to improve accuracy and technique. <b>Compassion</b> and <b>forgiveness</b> to work effectively with a partner.
Disciplinary knowledge	Jumping, running and moving in different directions	Moving at different speeds, balancing, control and rhythm	Moving at different speeds, balancing, control and rhythm	Ball skills with controlled movement	Combination of progressive skills learnt throughout the year	Ball skills with controlled movement – throwing and bouncing + team games
Tier 3 Vocabulary	Instructions, bound, jump,	Control, walking, jogging, running,	Awareness, space, variety,	Stop, start, balance, control,	Skills, speed, direction,	Travel, directions,

	<p>directions, sideways, agile, stable</p>	<p>sprinting, bound, landing, balance, hop, leap, skip, agility, rhythm</p>	<p>gymnastics, body shapes, tension, roll,</p>	<p>bounce, pass, target, control, instructions, skills</p>	<p>control, balance, obstacles, jump, land, accuracy, distance</p>	<p>target, object, pat, bounce, send, receive, situation, skills.</p>
<p><b>Learning Objectives (Components)</b></p>	<p>1. Can you follow instructions? Can you bound and jump? 2. Can you run? 3. Can you move sideways? 4. Can you move in different directions while being agile? 5. Can you stay balanced and stable in different positions? 6. Can you complete the pupil challenge?</p>	<p>1. Can you move with control looking out for other children and not bumping into them whilst walking, jogging, running and sprinting? 2. Can you bound with rhythm and balance? Can you jump for height and distance bending your knees for landing and using your arms as shown? 3. Can you hop and leap without falling over by keeping balanced? 4. Can you skip with control and rhythm on your own, with a partner and in a game?</p>	<p>1. Can you listen to instructions? Can you show an awareness of space? 2. Can you move in a variety of ways with control? Can you make some gymnastic shapes? 3. Can you move like an animal and describe the movement? Can you feel that you get hotter with exercise? 4. Can you balance on different parts of your body showing tension? 5. Can you move with control using different pathways? Can you show a</p>	<p>1. Can you stop and start with control? 2. Can you stay balanced and stable in different positions? 3. Can you bounce a ball and pass a ball into a target? 4. Can you listen to instructions and move in different ways with control? 5. Can you use the skills you have learned to play a game? 6. Can you use the skills you have learned to play a game?</p>	<p>1. Can you move and run in different ways and at different speeds? 2. Can you change direction and speed with control? Can you throw a beanbag into a space? 3. Can you run at different speeds over obstacles? 4. Can you jump and land in different ways? 5. Can you throw a beanbag accurately over a distance? 6. Can you jump for a distance?</p>	<p>1. Can you move that scarf, large ball, balloon, beanbag in different ways? 2. Can you make a scarf, large ball, beanbag or balloon travel in different directions? 3. Can you send an object towards a target with an object? 4. Can you hit a target with an object? 5. Can you pat and bounce a large ball? 6. Can you send and receive a ball to / from a partner in a game situation using the skills you have learnt?</p>

		<p>5. Can you take part in an agility course using the skills you have learnt to bound, hop, jump and skip?</p> <p>6. Can you confidently remember how to do a PE session safely by looking for space, following instructions and take turns with other children?</p> <p>Can you take part in an agility course and be part of a team using the skills you have learnt to bound, hop, jump, leap and skip? Do you know the three changes that may occur to your body when you exercise and know that exercise will help you to be healthy?</p>	<p>balance at the start and finish with body tension?</p> <p>6. Can you roll in different ways with control? Can you work sensibly to get the mats out?</p>			
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Assessment checkpoints	Children who are secure will be able to: Move with speed in difference directions and maintain balance. Hold static balances in difference positions.	Children who are secure will be able to: Move in different styles, maintain balance and move with spatial awareness.	Children who are secure will be able to: Move as different things, such as animals, hold balances and forward roll in control.	Children who are secure will be able to: Hold balance in different positions, move and control a ball effectively so that a game can be played	Children who are secure will be able to: Run, move, accelerate (over obstacles), jump and land with control and throw a bean bag a distance.	Children who are secure will be able to: Learn basic ball control: moving, throwing and bouncing.
When do Assessment checkpoints happen?	L4 – Can the student move in different directions whilst maintaining balance. L5 – Assess students’ ability to balance in different positions.	L1 – End of lesson, can students move with out colliding with others. L3 – can students move in different styles whilst maintain balancing and not colliding with others.	L2 - Can students move in a variety of ways with spatial awareness. L5 – end of, can students balance, do they have control of their movements before moving onto rolling.	L2 - is student able to stop, start and move with balance? L4 – is student able to listen to instructions and control the ball?	L2 – can student run, move and stop in different ways with control and balance? L2 - can student throw a bean bag with accuracy?	L2 – can the student make a ball all object move in different ways (push, throw, kick)? L3 – assess students accuracy for lesson 6 when it comes to partner work.

Year 1		Autumn 1		Spring		Summer 1	
Christian Values	Perseverance 	Compassion 	Respect 	Forgiveness 	Trust 	Courage 	
Lead enquiry question. (Composite Outcome)	Fundamentals movement	Gymnastics basic skills / direction and pathways	Dance	Games 1/2	Athletics 1	Net and wall	
Golden Threads	<p><b>Courage</b> to combine to technical skills of running and hitting.</p> <p><b>Perseverance</b> to improve my technique and to improve outcomes in a game scenario.</p>	<p>To <b>belong</b> to part of a team who is comfortable to express themselves through movement.</p> <p>To <b>respect</b> each-others work.</p>	<p>To <b>belong</b> to part of a team who is comfortable to express themselves through movement.</p> <p><b>Forgiveness</b> and <b>trust</b> to work cooperatively with a partner.</p>	<p>To <b>aspire</b> to improve on technical skills of catching, controlling and striking a ball.</p> <p>To show <b>compassion</b> to teammates and opposing teams when playing a game.</p>	<p>To <b>achieve</b> through throwing, running and jumping in competitive situations.</p> <p>To <b>believe</b> in your ability to improve in technical athletic skills.</p>	<p><b>Compassion</b> to work closely with a partner in receiving and sending.</p> <p><b>Respect</b> each other to play games with good sportsmanship.</p>	
Disciplinary knowledge	Moving in different directions, throwing, catching, and hitting a ball	show control and coordination when travelling and balancing. Jump in a variety of ways and land with control	Focus on fluency of movement and working in unison. (Link to topic)	Move or stop to catch or collect a ball. Understand basic tactics. Decide on best positions and move accordingly.	Run and jump with control. Explore different jump techniques	Receive and send a ball in a ready position and use a racket with accuracy	







<p><b>Tier 3 Vocabulary</b></p>	<p>Movements, successfully, consistently, directions, competitive, effectively, equipment, under-arm</p>	<p>Variety, gymnastics, travel, apparatus, neatness, balance, link, sequence, performance, practice,</p>	<p>Actions, dance phrase, cooperation, interactive, recall, movements, sequence, body position,</p>	<p>Roll, throw, catch, strike, bat, control, kick, game, competition, tactics, position, collect,</p>	<p>Coordination, speed, distance, throw, implements, obstacles, pace, stamina, triple jump, variety, sequence, competition,</p>	<p>Ready position, receive, send, racket, accuracy, skills, competition, tactics, control,</p>
<p><b>Learning Objectives (Components)</b></p>	<p>1. Can you follow instructions and move in different ways?                  2. Can you move in different directions staying balanced?                  3. Can you catch a ball in different ways?                  4. Can you throw under arm with a range of sporting equipment?                  5. Can you hit a ball effectively?                  6. Can you use the following skills: to move, change direction and hit a ball in a competitive situation?</p>	<p>1. Can you make a variety of gymnastic shapes? Can you travel and stop and link 2 shapes together with control?                  2. Can you jump safely from the floor and apparatus with neatness and control?                  3. Can you balance on large and small parts of your body neatly? Can you recognize good shapes and suggest improvements for others?</p>	<p>1. Can you use appropriate dance actions to create a dance phrase based on penguins?                  2. Can you use appropriate dance actions to create a dance phrase based on explorers?                  3. Can you work cooperatively with a partner to create an interactive dance phrase based on a picture?                  4. Can toy learn and perform the set phrase from Happy Feet?</p>	<p>1. Can you roll a ball?                  2. Can you throw and catch a ball?                  3. Can you strike a ball with a bat?                  4. Can you control and kick a ball?                  5. Can you use the skills you have learnt to play a game?                  6. Can you use the skills you have learner to play a game?</p>	<p>1. Can you walk and run in a coordinated way, at different speeds for short and long distances?                  2. Can you throw a range of implements for distance?                  3. Can you run and jump over obstacles?                  4. Can you run short and fast or pace yourself for a longer run?                  5. Can you demonstrate a variety of jumps and link them together?</p>	<p>1. Can you get into the ready position to receive the ball?                  2. Can you send and receive the ball?                  3. Can you use a racket to return a ball?                  4. Can you use a racket to return a ball with accuracy?                  5. Can you use the skills you have learned to play a game?                  6. Can you use the skills you have learned to play a competitive game?</p>

		<p>4. Can you roll with control in different ways? Can you link a jump, roll and balance neatly? 5. Can you create a sequence, as detailed in the pupil challenge? 6. Can you evaluate your sequence from last week for improvement to the next level and to practice for performance?</p>	<p>5. Can you recall the dance so far and create a story? 6. Can you practice and perform the dance based on Antarctica? Can you describe and comment on others work explaining what you like, dislike and why?</p>		<p>6. Can you confidently apply the skills you have learned, to throw jump and run in a competitive situation?</p>	
<p>Assessment checkpoints</p>	<p>Children who are secure will be able to: Throw, catch and hit a ball.</p>	<p>Children who are secure will be able to: Move in a variety of ways, balance on large and small parts of the body.</p>	<p>Children who are secure will be able to: move in a variety of ways to create dance phrases, work in unison with a partner, choreograph movements to suit a theme.</p>	<p>Children who are secure will be able to: Move or collect a ball in a variety of ways, develop basic tactics to play a game</p>	<p>Children who are secure will be able to: Run and jump with control, explore different jump techniques</p>	<p>Children who are secure will be able to: Receive and send a ball with hands and using a racket.</p>
<p>When do Assessment checkpoints happen?</p>	<p>L2 – can students move in different directions whilst maintaining balance.</p>	<p>L2 - Can students move in a variety of ways with control and awareness of those around them?</p>	<p>L2 - can student link poses and movements together to make a dance phrase?</p>	<p>L4 - is student able to roll, throw, catch, control, hit and kick a ball?</p>	<p>L2 – can student throw an implement? L3 – is student able to jump over obstacles?</p>	<p>L2 – is student able to send a receive a ball with control and accuracy? L4 – is student able to use a racket</p>



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	L4 - Can student throw under arm and catch from a small distance. L5 – are students able to hit a ball?	L3 – are students able to balance on small and large parts of their bodies neatly?	L3 – can the student change movements and poses to suit a theme.		L4 – can student recognize distance and change pace to suit?	effectively to incorporate into a game (L5 and L6)

Year 2	Autumn 1		Spring		Summer 1	
Christian Values	Perseverance 	Compassion 	Respect 	Forgiveness 	Trust 	Courage 
Lead enquiry question. (Composite Outcome)	Fundamentals movement	Gymnastics stretching and curling	Dance	Games 3/4	Athletics 2	KS1 OAA
Golden Threads	<b>Courage</b> to apply learnt skills moving, changing direction and hitting a ball. To <b>believe</b> in your abilities to combine skills in a competitive scenario.	<b>Courage</b> to jump and roll from different heights. To show <b>respect</b> when evaluating your own and other people's work.	To <b>trust</b> those you work with to create a unison dance phrase. To <b>respect</b> our classmates dance interpretations of environments and animals.	<b>Perseverance</b> to improve technical skills of ball control. To <b>believe</b> in your ability to improve technique and ball control.	To <b>achieve</b> through the development of athletic skills. To <b>aspire</b> to improve athletic technique, to run with more pace, jump with more distance and throw a further distance.	<b>Compassion</b> to work collaboratively in problem solving scenarios. To <b>belong</b> as part of a team that can work effectively together.
Disciplinary knowledge	Moving in different directions, throwing, catching, and hitting a ball	Jump, roll and balance neatly. Creating stretching and curling shapes within a sequence	Focus on fluency of movement and working in unison. (Link to topic)	Move or stop to catch or collect a ball. Understand basic tactics. Decide on best positions and move accordingly.	Run and jump with more pace and control. Throwing with more technique	Explain what orienteering means, follow a map with symbols and work collaboratively).
Tier 3 Vocabulary	Moving in different directions,	Stretched / curled shapes,	Fluency of movement,	Pass, receive, body position,	Pace, control, technique,	Orienteering, map, symbols,

	<p>throwing, catching, and hitting a ball</p>	<p>apparatus, travel, sequence, body tension, pose, posture,</p>	<p>unison, collaboration, phrase of movement, levels, evaluate,</p>	<p>intercept, spatial awareness, space, control, accuracy, distance, tactics</p>	<p>coordination, hurdles, athletics, triple jump,</p>	<p>orientate, trail, collaboration, course, navigation,</p>
<p><b>Learning Objectives (Components)</b></p>	<p>1. Can you follow instructions and move in different ways?                  2. Can you move in different directions staying balanced?                  3. Can you catch a ball in different ways?                  4. Can you throw under arm with a range of sporting equipment?                  5. Can you hit a ball effectively?                  6. Can you use the following skills: to move, change direction and hit a ball in a competitive situation?</p>	<p>1. Can you travel and stop in a variety of ways showing movements and shapes that are stretched and curled? Can you recognize the different between them and perform them with control?                  2. Can you jump safely and with control from the floor and apparatus showing both stretched and curled shapes? Can you name the shapes include them in a sequence?                  3. Can you balance on different parts of</p>	<p>1. Can you use large body actions and small body actions to create a dance about a cat?                  2. Can you develop and remember movement actions for a dance? Can you include a change in levels and speed within your dance?                  3. Can you create animal shapes and link them together in a polar bear and penguin dance? Can you travel from one move to another move?                  4. Can you perform a dance about the</p>	<p>1. Can you stop, move and control a ball?                  2. Can you pass and receive a ball?                  3. Can you send, receive and intercept a ball (bench variant)?                  4. Can you use your feet to control a ball?                  5. Can you use equipment to control a ball?                  6. Can you decide between equipment or feet to control a ball?</p>	<p>1. Running – can you choose the correct pace to enable you to keep moving for a longer period of time for long distance and un/jog on a curve with control and coordination?                  2. Throwing – can you improve the distance you can throw a range of implements for distance showing some technique?                  3. Running over hurdles – can you run at speed with control over hurdles?                  4. Jumping – Can you increase the distance you can jump by improving your</p>	<p>1. Can you explain what is meant by orienteering? Can you learn some map symbols?                  2. Can you follow a simple trail remembering objects seen on the way? Can you remember the map symbols from last sessions and learn some more?                  3. Can you recognize pictures and relate them to areas on the ground? Can I work collaboratively with my partner?</p>

		<p>my body with good body tension showing a variety of stretched and curled shapes? Can you recognize good shapes and suggest improvements for others?</p> <p>4. Can you roll with control sometimes stretched and sometimes curled? Can you link a jump, roll and balance neatly?</p> <p>5. Can you create a sequence as detailed in the pupil challenge?</p> <p>6. Can you evaluate your sequence from last week for improvement to the next level and practice for performance?</p>	<p>rainforest linking moves together fluently and in unison?</p> <p>5. Can you develop your skills in the performance of a dance?</p> <p>6. Can you practice and perform a dance based on animals around the world? Can you describe and comment on others work explaining what you like, dislike and why?</p>		<p>technique and can you link hopping, jumping and leaping together?</p> <p>5. Athletics competition – can you take part in a competition, sharing equipment and taking turns whilst demonstrating the athletic skills you learnt over the last 4 weeks?</p> <p>6. Athletics competitions – can you assess/decide where you are in your learning? (Pupil challenge)</p>	<p>4. Can you navigate using a simple map?</p> <p>5. Can you work collaboratively in a group to complete the problem solving activity as detailed in the pupil challenge?</p> <p>6. Working in pairs, can you use a map of your playground to try an orienteering course?</p>
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<p>Assessment checkpoints</p>	<p>Children who are secure will be able to: Throw, catch and hit a ball.</p>	<p>Children who are secure will be able to: display stretched and curled shapes using body tension, move from one shape to the next maintaining balance</p>	<p>Children who are secure will be able to: move in a variety of ways with fluency and in unison with a partner.</p>	<p>Children who are secure will be able to: Move to catch or collect a ball, understand basic tactics, decide on best positions</p>	<p>Children who are secure will be able to: Run and jump with more pace and control, throw with more technique</p>	<p>Children who are secure will be able to: Basic map reading, how to orientate self and map and work as part of a team.</p>
<p>When do Assessment checkpoints happen?</p>	<p>L2 – can students move in different directions whilst maintaining balance. L4 - Can student throw under arm and catch from a small distance. L5 – are students able to hit a ball?</p>	<p>L1 – are students able to perform at least one stretched and curled shape? L2 – can students hold shape with adequate balance and body tension? L3 – Can students maintain balance as they move one posture to another?</p>	<p>L3 – is student able to move fluently from one pose to another? L4 – is student able to manipulate body to imitate an animal?</p>	<p>L2 – can student pass and receive a ball? L4 – can student use feet to control a ball?</p>	<p>L1 – is student able to adapt pace and run around corners with control? L2 – does the student have good technique when throwing implements? L4 – does student have adequate jumping technique?</p>	<p>L2 – can student identify key features and symbols of a map? L3 – can student link image with their knowledge of the area?</p>







Year 3	Autumn 1		Spring 1		Summer 1	
Christian Values	<b>Perseverance</b> 	<b>Compassion</b> 	<b>Respect</b> 	<b>Forgiveness</b> 	<b>Trust</b> 	<b>Courage</b> 
Lead enquiry question. (Composite Outcome)	Hockey	Tennis	Dance	Netball	Cricket	Football
Golden Threads	To <b>aspire</b> to learn and develop in a new discipline. The <b>perseverance</b> to learn new techniques and skills as part of a new sport.	The <b>courage</b> to try a new sport with new equipment. To <b>belong</b> to a community that can play sport against one another and maintain <b>respect</b> and sportsmanship.	<b>Perseverance</b> to refine movements and improve phrases. To <b>achieve</b> by delivering a performance to your peers.	To <b>aspire</b> to improve on learnt skills to reach the next level. <b>Trust</b> to play in a game setting with peers and maintain sportsmanship.	<b>Courage</b> to strike and catch a ball moving towards you. <b>Perseverance</b> to work on techniques and improve accuracy.	To <b>believe</b> in your peers and team mates during a defensive setting. <b>Trust</b> in your opponent to defend with skill and accuracy, respecting the rules of football.
Disciplinary knowledge	Dribble, pass, receive, defend and attack skills	Ground stroke, forehand, backhand, volley, serve, baseline, tramline, service line, advantage, match, deuce, love	Refine movements and create more complex sequence to match purpose (link to topic).	Pass in 3 ways, dodging and accelerating. Understanding the footwork.	Throw underarm with accuracy, catch a head height ball, strike a ball with accuracy.	Travelling, passing and receiving the ball and tackling skills
Tier 3 Vocabulary	Dribble, pass, receive, attack, defend, grip, accuracy, weight, spatial	Control, racket, court, net, tactics, forehand, backhand, serve,	Phrase, duet, complex, characteristics, stimulus,	Chest pass, bounce pass, over arm pass, footwork, foul spatial	Underarm throw, fielding, bowling, batting, wicket, stumps, bails, long barrier, body	Travelling, dribbling, passing, receiving, tackling, touch,

	awareness, marking,	tournament, baseline	inspiration, imitate,	awareness, marking, accelerating, shoot, attack, defend, release,	position, release, stroke	weight, accuracy, possession, defense, attack, mark, space
Learning Objectives (Components)	<ol style="list-style-type: none"> <li>1. Can you dribble the ball holding the hockey stick correctly?</li> <li>2. Can you pass and receive the ball to/from another player?</li> <li>3. Can you pass / receive the ball whilst moving?</li> <li>4. Can you select the best ways to defend?</li> <li>5. Can you select the best ways to attack and defend?</li> <li>6. Can you select the best ways to attack and defend?</li> </ol>	<ol style="list-style-type: none"> <li>1. Can you control a tennis ball with a tennis racket and work effectively with a partner?</li> <li>2. Can you complete a throw and catch match successfully with a partner using some tactics?</li> <li>3. Can you perform a forehand tennis shot with accuracy?</li> <li>4. Can you perform a backhand tennis show with accuracy?</li> <li>5. Can you perform a serve in tennis to start a game and use tactics in the game?</li> </ol>	<ol style="list-style-type: none"> <li>1. Can you develop a phrase based on the characteristics of animals that live in the forest?</li> <li>2. Can you create a group phrase based on the actions of an explorer in the rainforest?</li> <li>3. Can you create and perform a duet based on the journey an explorer may take through the rainforest?</li> <li>4. Can you use a clip as the stimulus to create a class tribal dance phrase?</li> <li>5. Can you remember and recall the dance</li> </ol>	<ol style="list-style-type: none"> <li>1. Can you accurately pass the ball in 3 different ways?</li> <li>2. Can you understand and use the footwork rule?</li> <li>3. Can you move into a space to receive a ball by dodging and / or accelerating? (attacking skills). Can you evaluate your performance and those of others?</li> <li>4. Can you perform a netball shot using good technique? i.e. balance, high release, wrist action.</li> <li>5. Can you play a game of high 5 netball and have</li> </ol>	<ol style="list-style-type: none"> <li>1. Can you throw underarm with accuracy?</li> <li>2. Can you effectively catch a ball at head height?</li> <li>3. Are you able to use your body to stop the ball?</li> <li>4. Can you strike an underarm bowl?</li> <li>5. Are you able to strike a ball to a partner?</li> <li>6. Can you put your skills into a game scenario?</li> </ol>	<ol style="list-style-type: none"> <li>1. Can you develop ways of travelling with the ball?</li> <li>2. Can you pass and receive a ball along the ground with control?</li> <li>3. Can you practice passing and receiving the ball in a competitive game?</li> <li>4. Can you use a range of skills to tackle and keep possession of the ball?</li> <li>5. Can you play as part of a team</li> <li>6. Can you use tactics for attacking and defending?</li> </ol>

		6. Can you compete in a tennis tournament?	sections so far and suggest a story for the whole rainforest dance? 6. Can you practice and perform a dance based on the rainforest? Can you describe and comment on others work explaining what you like, dislike and why?	an understanding of the roles of different positions? 6. Can you objectively evaluate your previous performance to achieve the next level?		
Assessment checkpoints	Children who are secure will be able to: Dribble with balance, pass effectively and use space to defend.	Children who are secure will be able to: Control a tennis ball with a tennis racket, accurate forehand and backhand shots, serve.	Children who are secure will be able to: Work in unison with a group to choreograph a dance sequence, continue to manipulate the body based on a variety of stimulus.	Children who are secure will be able to: Pass in 3 ways, dodge and accelerate, understand footwork.	Children who are secure will be able to: Roll, throw and strike with accuracy, understand basic fielding techniques.	Children who are secure will be able to: Tackling, passing and receiving.
When do Assessment checkpoints happen?	L2 – Are students able to dribble and maintain balance? Can a student complete a push pass and stop the ball?	L1 – can student control a tennis ball with a tennis racket? L4 – Can student perform accurate forehand and backhand tennis shot?	L2 – are students able to create a phrase of actions based on the stimulus? L4 – is student able to remember and perform a phrase of	L2 – can student accurately pass and use footwork? L4 – can student move into space and accurately shoot?	L2 – can they effectively throw to a waiting partner? L4 – Can they strike with accuracy?	L3 – is the competitive nature needed, do they just need to practice passing and dribbling?









	L4 - Are students able to mark players and use spatial awareness?	L5 - Is student able to serve?	movement without prompts?			L4 – are students able to tackle safely?
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Year 4	Autumn 1		Spring		Summer 1	
<b>Christian Values</b>	<b>Perseverance</b> 	<b>Compassion</b> 	<b>Respect</b> 	<b>Forgiveness</b> 	<b>Trust</b> 	<b>Courage</b> 
<b>Lead enquiry question. (Composite Outcome)</b>	Tag Rugby	Hockey	Gymnastics – symmetrical / asymmetrical	Basketball	Judo	Striking and fielding
<b>Golden Threads</b>	To <b>belong</b> to a team that work together to attack and defend. To <b>believe</b> in your teammates that they will undertake their role in attack or defense.	<b>Perseverance</b> to learn a new skill that requires precision and accuracy. <b>Compassion</b> towards your fellow players by abiding by the rules and playing safely.	<b>Aspire</b> to evaluate, reflect and improve on a completed performance. <b>Compassion</b> and <b>forgiveness</b> to work closely with a part to create symmetrical and asymmetrical shapes.	<b>Respect</b> to complete a 5v5 game. <b>Achieve</b> , to be able to apply learnt skills in a competition setting.	<b>Respect</b> to follow strict guidance to ensure all my classmates are safe. <b>Perseverance</b> to refine technique to result in improvements.	To <b>belong</b> to a team of fielders that can restrict run rate. To <b>trust</b> in your team mates to undertake their role and work as effective feilders.
<b>Disciplinary knowledge</b>	Throw, pass, attack and defending skills	Dribble, pass, receive, defend and attack skills	Symmetrical and asymmetrical shapes. Jump, roll and balance	Dribble, attack, defend and chest pass.	Breakfalling, turning, throwing, sweeping with a	Roll and throw, strike with accuracy. Intercept and fielding skills

			with good body tension.		sequence throw to hold down.	
<b>Tier 3 Vocabulary</b>	Touch, pass, spiral pass, pop pass, backwards, line of attack, line of defense, opposing, attacking, defending, accelerate, space	Dribble, pass, receive, attack, defend, grip, accuracy, weight, spatial awareness, marking,	Symmetrical, asymmetrical, body shape, posture, balance body tension, elements, fluency, sequence,	Chest pass, bounce pass, over arm pass, footwork, double dribble, spatial awareness, marking, accelerating, shoot, attack, defend, release,	Hold down, sweep, turn, throw, breakfalling, sensei, dojo, stance, grappling, counter, unbalance,	Striking, fielding, intercept, long barrier, accuracy, field, runs, fielder, batsman, bowler, backstop, wicket, run rate
<b>Learning Objectives (Components)</b>	<ol style="list-style-type: none"> <li>1. Can you throw a rugby ball with accuracy?</li> <li>2. Can you pass the ball backwards in a line of players?</li> <li>3. Can you select the best ways to attack and defend the opposing team?</li> <li>4. Can you select the best ways to defend?</li> <li>5. Can you select the best ways to attack and defend?</li> <li>6. Can you select the best ways to</li> </ol>	<ol style="list-style-type: none"> <li>1. Can you dribble the ball holding the hockey stick correctly?</li> <li>2. Can you pass and receive the ball to/from another player?</li> <li>3. Can you pass / receive the ball whilst moving?</li> <li>4. Can you select the best ways to defend?</li> <li>5. Can you select the best ways to attack and defend?</li> <li>6. Can you select the best ways to</li> </ol>	<ol style="list-style-type: none"> <li>1. Can you create symmetrical shapes and balances? Can you link symmetrical travelling movements and balance together with control and good body tension?</li> <li>2. Can you perform and name different symmetrical jumps and rolls? Can you link a jump, roll and balance in which all elements are</li> </ol>	<ol style="list-style-type: none"> <li>1. Can you dribble a basketball with control?</li> <li>2. Can you adapt your body position to attack/ defend an opponent?</li> <li>3. Can you demonstrate a successful chest pass?</li> <li>4. Can you recall the features of a successful basketball shot?</li> <li>5. Can you apply the skills and understanding you have learnt in</li> </ol>	<ol style="list-style-type: none"> <li>1. How do you win?</li> <li>2. How can I avoid losing?</li> <li>3. What are the rules?</li> <li>4. How can I fall without getting hurt?</li> <li>5. How to escape when held on your back?</li> <li>6. How to give up?</li> </ol>	<ol style="list-style-type: none"> <li>1. Can you roll / throw and receive a ball with accuracy?</li> <li>2. Can you strike a ball with increasing accuracy?</li> <li>3. Can you strike a bowled ball?</li> <li>4. Can you intercept and stop a ball as a fielder?</li> <li>5. Can you decide the most effective areas to hit the balls to score runs?</li> <li>6. Can you work as a team to</li> </ol>

	attach and defend?	attack and defend?	symmetrical, with good body tension? <b>3.</b> can you create asymmetrical shapes, travelling movement and balance and link them together with good body tension? Can you evaluate your work and those of others and suggest improvements? <b>4.</b> Can you explore asymmetrical jumps and rolls? Can you move from symmetrical into asymmetrical shapes with good body tension? <b>5.</b> Can you create a sequence as detailed in the pupil challenges? <b>6.</b> Can you evaluate my sequence from	a 5v5 game of basketball? <b>6.</b> Can you apply the skills and understanding you have learnt in a 5v5 game of basketball?		prevent others scoring? Can you work safely in a confined space avoiding others?
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			last week for improvement to the next level and practice for performance?			
Assessment checkpoints	Children who are secure will be able to: Pass, catch, attack and defend as a line.	Children who are secure will be able to: Hold the hockey stick, pass and receive with accuracy decide which method is best suited for attack and defense.	Children who are secure will be able to: Create symmetrical and asymmetrical shapes, jump, roll and balance with good body tension.	Children who are secure will be able to: Dribble, attack, defend and chest pass	Children who are secure will be able to: To turn, throw and sweep students; to fall safely and understand the rules of Judo.	Children who are secure will be able to: Roll, throw and strike with accuracy.
When do Assessment checkpoints happen?	L2 – are students able to accurately throw and catch a rugby ball? L4 – do students understand the concept of defending as a line, are they use the whole space of the field?	L1 - is student able to hold the stick correctly and maintain body position? L3 - is student able to pass and receive the ball with accuracy and control?	L2 – is student able to move from movement to movement whilst maintaining balance? L4 – is student able to display both symmetrical and asymmetrical movements?	L1 - can student dribble with control? L4 – can student accurately chest pass and shoot?	L3 – assess students understanding of the rules for the sake of safety. L4 - are students able to understand the techniques of falling with control?	L1 – assess ability to throw and catch, are they confident or does the lesson need repeating? L3 – are they able to strike the ball using a bat?







Year 5	Autumn 1		Spring		Summer 1	
Christian Values	Perseverance 	Compassion 	Respect 	Forgiveness 	Trust 	Courage 
Lead enquiry question. (Composite Outcome)	Tag Rugby	Gymnastics – Partner Sequence	Basketball	OAA	Athletics	Striking and fielding
Golden Threads	To <b>achieve</b> by deciding as a team the best methods to attack and defend. To <b>respect</b> my team mates and the opposing team.	<b>Perseverance</b> to work collaboratively with a partner to create a phrase of movements. <b>Forgiveness</b> to work collaboratively and creatively with a partner.	<b>Courage</b> to identify areas of basketball that need improving. <b>Trust</b> in your team mates during a 5v5.	To <b>belong</b> to a team that work collaboratively in a problem-solving scenario. To <b>achieve</b> , to apply new skills to a problem and overcome the challenge.	<b>Compassion</b> for your relay team mates. <b>Perseverance</b> to develop technique and to <b>aspire</b> for improvements.	<b>Perseverance</b> to develop skills to improve accuracy of bowling. <b>Respect</b> for your team mates to work effectively as a fielding team.
Disciplinary knowledge	Throw, pass backwards, attack and defending skills. Mastering previously learned skills	Create fluid sequence collaboratively applying previously learnt skills	Dribble, attack and chest pass – with speed and accuracy. Mastering best technique to defending and attacking.	Orientate self to solve problems and adapting actions to changing situations. Work collaboratively.	Combine sprinting with low hurdles over 60m. Throw accurately and refine	Bat and bowl accurately. Understanding best positions for fielders and intercept effectively
Tier 3 Vocabulary	Touch, pass, spiral pass, pop pass, backwards, line of attack, line of	Fluid, sequence, phrase, body tension, partner sequence, variety	Chest pass, bounce pass, over arm pass, footwork, double	Orienteering, navigation, 4-8 point coordinates,	Sprinting, jogging, hurdles, stamina, performance,	Bat, bowl, field, wicket, backstop, bowler, fielder,

	defense, opposing, attacking, defending, accelerate, space, reaction, adapt	of balances, apparatus, matching, mirroring, contrasting, full body weight balance, unison	dribble, spatial awareness, marking, accelerating, shoot, attack, defend, release, angle, range,	compass, orientation, collaboratively, problem solve, map reading, north, south, ease, west	rhythm, strong leg, circular relays, take-off, landing, start position, blocks,	intercept, long barrier, runs, rounders, cover
<b>Learning Objectives (Components)</b>	<ol style="list-style-type: none"> <li>1. Can you throw a rugby ball whilst travelling with accuracy?</li> <li>2. Can you pass the ball backwards in a line of players?</li> <li>3. Can you select the best ways to attack and defend the opposing team?</li> <li>4. Can you select the best ways to attack?</li> <li>5. Can you select the best ways to attack and defend?</li> <li>6. Can you select the best ways to attack and defend?</li> </ol>	<ol style="list-style-type: none"> <li>1. Can you work with a partner to show a variety of balances on the floor and apparatus with good body tension? Can you include matching, mirroring, and contrasting balances?</li> <li>2. Can you work with a partner to develop part and full body weight partner balances? Can you link 2 balances together in a short sequence with your partners?</li> <li>3. Can you work with a partner to practice jumping and rolling in</li> </ol>	<ol style="list-style-type: none"> <li>1. Can you identify your strengths and areas for development in basketball?</li> <li>2. Can you select an appropriate angle and range for your pass?</li> <li>3. Can you adapt your body position to defend an opponent?</li> <li>4. Can you adapt your body position to defend an opponent?</li> <li>5. Can you recall the features of a successful basketball shot?</li> <li>6. Can you play in a 5v5 game of</li> </ol>	<ol style="list-style-type: none"> <li>1. Can you orientate simple maps to the ground accurately?</li> <li>2. Can you learn 4-8 points of the compass and use this knowledge to follow a trail?</li> <li>3. Working in pairs, can you use a map of your school site to complete an orienteering course?</li> <li>4. Can you work collaboratively with others to complete some problem-solving activities?</li> <li>5. Working collaboratively in pairs, can you</li> </ol>	<ol style="list-style-type: none"> <li>1. Can you develop sprinting techniques in the circular relay?</li> <li>2. Can you sustain exercise to improve stamina?</li> <li>3. Can you hurdle with control and rhythm?</li> <li>4. Can you demonstrate appropriate body positions for throwing greater distances?</li> <li>5. Can you demonstrate appropriate body positions for throwing greater distances?</li> <li>6. Can you improve distance from take-off to</li> </ol>	<ol style="list-style-type: none"> <li>1. Can you bat effectively using different types of shot?</li> <li>2. Can you vary how the ball is bowled?</li> <li>3. Can you restrict the runs batters can score by fielding in key positions and fielding the ball accurately?</li> <li>4. Can you play a competitive striking game?</li> <li>5. Can you hit a moving ball with a rounders bat?</li> <li>6. Can you play a competitive game using skills learned as detailed in the pupil challenge?</li> </ol>

		<p>unison and cannon with good body tension? Can you evaluate your performance and that of others for improvement?</p> <p>4. Can you work with a partner to practice meeting and parting using different gymnastic elements? Can you show contrasting actions and include different levels?</p> <p>5. Can you create a sequence as detailed in the pupil challenge?</p> <p>6. Can you evaluate your sequence from last week for improvement to the next level and practice for performance?</p>	<p>basketball using all the skills you have learned?</p>	<p>use a map of your school site to set up and complete an orienteering course?</p> <p><b>6.</b> In pairs can you take part in an orienteering competition using the skills that you have learned: working collaboratively, reading a map, discussing effective routes?</p>	<p>landing in one jump?</p>	

<p>Assessment checkpoints</p>	<p>Children who are secure will be able to: Pass, catch, attack and defend as a line. Compete fairly with sportsmanship.</p>	<p>Children who are secure will be able to: Work as a group to create a fluid sequence of movements.</p>	<p>Children who are secure will be able to: Dribble and chest pass with speed and accuracy, decide which method is best for defense and attack.</p>	<p>Children who are secure will be able to: Work collaboratively, orientate self, adapt actions to changing situations</p>	<p>Children who are secure will be able to: Sprinting with hurdles over 60m, refine throwing technique.</p>	<p>Children who are secure will be able to: Bat and bowl effectively; to begin to understand the most effective ways of fielding.</p>
<p>When do Assessment checkpoints happen?</p>	<p>L2 – are students able to accurately throw and catch a rugby ball? L4 – do students understand the concept of defending as a line, are they use the whole space of the field? L4 – are students able to maintain sportsmanship?</p>	<p>L1 – is student able to balance and move in a variety of ways whilst maintaining balance? L5 – is partnership able to move, balance and part in a variety of ways?</p>	<p>L2 – is student able to pass and catch a ball? L4 – is student able to use body and presence to defend? L5 – can student shoot with accuracy?</p>	<p>L2 – can student orientate map and use 4-8 point compass? L3 – can student use a map of school for an orienteering task?</p>	<p>L1 – is student able to hurdle with control? L5– can student implement body positions to increase throwing distance? L6 – assess students jumping technique to increase distance.</p>	<p>L1 – can the student bat efficiently and consistently? L2 – is the student accurate when bowling? L3 – assess students spatial awareness and ability to catch.</p>



Year 6	Autumn 1		Spring		Summer 1	
Christian Values	<b>Perseverance</b> 	<b>Compassion</b> 	<b>Respect</b> 	<b>Forgiveness</b> 	<b>Trust</b> 	<b>Courage</b> 
Lead enquiry question. (Composite Outcome)	Gymnastics – counterbalance	Hockey	Dance	Hockey	Cricket	Swimming
Golden Threads	<p><b>Trust</b> to work with your partner through technical balance and counterbalance poses.</p> <p><b>Forgiveness</b> to be able to work effectively with a partner to create the detailed poses.</p>	<p><b>Perseverance</b> to further develop learnt skills to improve accuracy of pass and shot.</p> <p><b>Respect</b> for team mates when testing new defensive and attacking formations.</p>	<p>To <b>belong</b> to a community that can work collaboratively and creatively to create a dance sequence.</p> <p><b>Respect</b> to performers when performing.</p>	<p><b>Aspire</b> to further develop hockey skills, to refine shooting technique and personal levels of fitness.</p> <p><b>Compassion</b> towards your team as they develop their skills in communication and team play.</p>	<p><b>Respect</b> towards players batting and fielding.</p> <p>To <b>trust</b> your batting partner or team of fielders.</p>	<p><b>Courage</b> to undertake a sport as a class in a new setting, in a new environment.</p> <p><b>Perseverance</b> to look at fine details of technique to improve strokes.</p>
Disciplinary knowledge	<p>Show accuracy and control, speed, strength and stamina consistently with a wide range of movements).</p>	<p>Dribble, pass, receive, defend and attack skills – with speed and accuracy. Mastering best technique to defending and attacking</p>	<p>Perform use advanced techniques with a range of styles and forms.</p>	<p>Dribble, pass, receive, defend and attack skills – with speed and accuracy. Mastering best technique to defending and attacking.</p>	<p>Bat and bowel accurately. Understanding best positions for fielders and intercept effectively</p>	<p>Use one basic stroke with good control in arm and leg movement</p>

<p><b>Tier 3 Vocabulary</b></p>	<p>Body tension, Counter balance, Counter Tension, apparatus, fluency, sequence, levels, collaboratively, unison, flow, fluidity</p>	<p>Team formation, Centre, winger, defender, slap shot, wrist shot, backhand, long corner, penalty shot, mid-fielder, forward, flicking reverse stick</p>	<p>Movement phrase, rhythm, style, stillness, in time, in rhythm, beat, pulse, phrase, dynamic, unison, opening and closing sequence</p>	<p>Endurance, stamina, fast break, team play, defensive break down, pressing, blocking, guarding, pressure, ariel shot, backhand sweep.</p>	<p>Striking, fielding, intercept, long barrier, accuracy, field, runs, fielder, batsman, bowler, backstop, wicket, leading arm, grip, body position, footwork, stumps</p>	<p>Stroke, entrance, plane, freestyle, streamline, pull phase, recovery phase, tumble turn, open turn, catch, split time</p>
<p><b>Learning Objectives (Components)</b></p>	<p>1. Can you describe and demonstrate what is meant by counterbalance? Can you work with a partner to show 3 counterbalances on the floor and apparatus with good body tension? 2. Can you describe and demonstrate what is meant by counter tension? Can you work with a partner to show 3 quality balances</p>	<p>1. How can I improve my dribbling and ball control? 2. How can I increase my accuracy in passing and receiving? 3. What are the best techniques to shoot at goal and when is the appropriate time to use them? 4. What tactics can I use to improve my defensive ability?</p>	<p><b>1.</b> Can you explore basic dance actions of jumping, turning, travelling, gesture and stillness whilst listening to music? <b>2.</b> Can you use three basic dance actions and one movement / word / shape chosen from last week to create a movement phrase with a partner? <b>3.</b> Can you continue to develop a dance</p>	<p>1. How can I increase my performance during a match? 2. How can I improve my ball handling in tight spaces? 3. How can I improve my communication and team play? 4. How can I deal with fast breaks and defensive breakdowns? 5. What are specialized forms of striking the ball?</p>	<p>1. Can you bat effectively using different types of shot? 2. Can you vary how the ball is bowled? 3. Can you restrict the runs batters can score by fielding in key positions and fielding the ball accurately? 4. Can you hit a moving ball with a cricket bat? 5. Can you play a competitive game of cricket?</p>	<p>1. What is my swimming ability? 2. How do you swim front crawl? 3. How do you swim breaststroke? 4. How do you swim back stroke? 5. How do you swim butterfly stroke? 6. What happens if you fall in water with clothes on?</p>

	<p>with counter tension on the floor and apparatus?          3. Can you work with a partner to link 2 different balances showing counter balance / tension neatly together using the floor and apparatus on different levels?          Can you evaluate your performance and that of others?          5. Can you create a sequence as detailed in the pupil challenge?          6. Can you evaluate your sequence from last week for improvements to the next level and practice for performance?</p>	<p>5. How do you take a penalty corner?          6. What are the best team formations to use for attacking and defending?</p>	<p>sequence by choosing 3 new basic dance actions with another word taken from the spider graph to make another movement phase and link them together?  <b>4.</b> Can you continue to develop your dance by creating a phrase with a new partner using 3 basic dance actions and the last word chosen from a spider-graph?  <b>5.</b> Can you discuss with the group how you begin and end the movement sequence using a still shape with gestures and include them in a practice performance?</p>	<p>6. Can I use my learnt skills in a game scenario?</p>	<p>6. Can you play a competitive game using skills learned as detailed in the pupil challenge?</p>	
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			<p>6. Can you link and perform 3 sequences together remembering all of the movements and actions to perform a dynamic exciting dance in unison with your group including a beginning and an end showing improvements from the last session?</p>			
<p>Assessment checkpoints</p>	<p>Children who are secure will be able to: Counterbalance, counter tension, body tension and movement between postures.</p>	<p>Children who are secure will be able to: increase control and accuracy when passing, receiving and dribbling, understand key elements of the sport such as defensive techniques and penalty shots.</p>	<p>Children who are secure will be able to: Jump, turn and gesture in accordance with music – build multiple movements together to make a phrase that matches the music stimulus.</p>	<p>Children who are secure will be able to: know drills to increase performance, use a range of specialized shooting and passing techniques, will understand the basics of team play and team formations.</p>	<p>Children who are secure will be able to: Bat and bowl effectively, implement fielding techniques to intercept ball.</p>	<p>Children who are secure will be able to: Use the 3 of the key swimming strokes, understand the basics of water safety, use a float to improve swimming technique.</p>

<p>When do Assessment checkpoints happen?</p>	<p>L1 – Can students present one counter balance with adequate body tension? L2 – Can student present a posture with adequate body tension? L3 – Are the students able to link postures together?</p>	<p>L2 - is student able to dribble, pass and receive with control and accuracy? L3 – is the student able to make clear contact with the ball to produce a powerful strike.</p>	<p>L2 – is student able to chose 3 basic dance movements to make a phrase? L5 – is student able to add a start and end sequence to the developed phrase?</p>	<p>L2 – is the student able to dribble with control whilst running? L4 – is student able to work as a team with good spatial awareness?</p>	<p>L2 – is student able to bat and bowl with effectively and with accuracy? L3 – is student able to understand fielding positions to reduce runs? L4 – is student able to progress to use a cricket bat?</p>	<p>L1 – based on students’ abilities split the group into ability grouping. The higher group will move through the strokes into water safety, the lower group may need to solely focus on back stroke across the six weeks.</p>
<p><b>Cradle to Career links.</b> KS3 and KS4 units are taught at Newquay Tretherras  <u>Future Pathways:</u></p>	<p>EYFS: EYFS gymnastics KS3: Gymnastics PE, Dance, PE, dance performing arts class, performing arts club, gymnastics club KS4: Gymnastics PE, Dance PE, GCSE dance performing arts, performing arts club, gymnastics club Kernow Academy, Kernow Gymnastics and Acro Academy,</p>	<p>EYFS: Fundamentals 1 KS3: Hockey PE, Hockey club KS4: Hockey PE, Hockey club  Newquay HC</p>	<p>EYFS: Fundamentals 2 KS3: Dance PE, Dance club, performing arts class KS4: Dance PE, dance Club, performing arts GCSE  Trio Studio and Acdey, Dance with us Cornwall, Move Dance Academy</p>	<p>EYFS: Games 1 KS3: Hockey PE, Hockey club KS4: Hockey PE, Hockey club  Newquay HC</p>	<p>EYFS: . Games 2 KS3: Cricket PE, Softball PE, Rounders PE, Cricket Club, Softball Club, Rounders Club KS4: GCSE PE – cricket, softball, rounders, Cricket Club, Softball Club, Rounders Club  Newquay CC, Cornwall Cricket</p>	<p>EYFS: EYFS gymnastics, fundamentals 1. KS3: PE swimming, Surf club, SLSC club KS4: GCSE swimming, water polo club, SLSC Club  Newquay Cormorants Swimming Club, Newquay SLSC, Newquay Board riders, Newquay Women’s Surf Club CIC</p>

Updated June 24

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