



Kingfisher Physical Education (PE) Curriculum

In the Kingfisher partnership, we strive to lead healthy, active lives. We enjoy challenging ourselves with new sports and activities and we always try our hardest. We are proud to compete and to represent our schools in the presence of others. We always aim to win but are gracious in defeat, valuing sportsmanship above all else.

At the Kingfisher partnership we aim to ensure that our delivery of physical education allows all children to have the skills and mindset to leave primary school with the capabilities to be successful in their sporting challenges and active lifestyles at secondary school and beyond.

We work to develop links with local clubs and partnerships within our community to ensure the children and families receive the support and knowledge they need.

Additional opportunities for physical activity are given to children across the partnership outside PE lessons. e.g.: in EYFS continuous provision, at break time and lunch time and through additional time spent outside as outdoor learning or mini breaks from learning. We try to offer a range of extra-curricular clubs and access a variety of competitive opportunities across the year.

Our PE lessons are planned using the Get Set 4 PE platform, which aligns with the objectives laid out in the National Curriculum. Get Set 4 PE is planned so that progression is built into the scheme which ensures our children are increasingly challenged as they move up through the school.

There are four key ribbons that are threaded through our PE curriculum. These are Physical, Social, Emotional and Thinking.

	Kingfisher PE Curriculum – Units to be studied 2021-2022					
	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
EYFS	Our PE journey begins in the EYFS where children have opportunities to: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge – Explain the reasons for rules, know right from wrong and try to behave accordingly Work and play co-operatively and take turns with others Show sensitivity to their own and to others' needs 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					
Robins and Skylarks (Inc' Reception*)	Invasion Target	Team building Fitness	Gymnastics Dance	Yoga Send and Receive	Athletics Striking and Fielding	Ball Skills Net and Wall
Woodpecker	Invasion Target	Team building Fitness	Gymnastics Dance	Yoga Rugby	Athletics Rounders	Ball Skills Tennis
Mallards	Football Dodgeball	OAA Fitness	Dance Swimming	Gymnastics Swimming	Athletics Rounders	Netball Tennis
Barn Owls	Football Dodgeball	OAA Fitness	Dance Gymnastics	Yoga Rugby	Athletics Swimming	Rounders Swimming
Swans and Golden Eagles	Football	OAA	Dance	Yoga	Athletics	Netball

	Dodgeball	Fitness	Gymnastics	Rugby	Rounders	Tennis
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 Kingfisher Physical Education (PE) Curriculum		What do the children need to know and be able to do?		
Kingfisher Ribbons	Key stage 1	Lower Key stage 2	Upper Key Stage 2	
Social Emotional Thinking	<p>Encourage others to keep trying. Talk to a partner about their ideas and take turns to listen to each other. Work with a partner and small group to play games and solve challenges</p> <p>Show determination to continue working over a longer period of time.</p> <p>Determined to complete the challenges and tasks set.</p> <p>Explore skills independently before asking for help.</p> <p>Confident to share ideas, contribute to class discussion and perform in front of others.</p> <p>Make decisions when presented with a simple challenge. E.g. move to an open space towards goal. Begin to select and apply skills to use in a variety of differing situations. E.g. choose to use a balance on their bottom on a wider piece of apparatus. Provide feedback beginning to use key words from the lesson.</p>	<p>Encourage and motivate others to work to their personal best.</p> <p>Work with others to achieve a shared goal.</p> <p>Work with others to self-manage games.</p> <p>Persevere when finding a challenge difficult.</p> <p>Understand what their best looks like and they work hard to achieve it.</p> <p>Begin to use rules showing awareness of fairness and honesty.</p> <p>Show an awareness of how other people feel.</p> <p>Pupils make quicker decisions when selecting and applying skills to a situation. E.g. who to pass to and where to move.</p> <p>Select and apply from a wider range of skills and actions in response to a task</p> <p>Provide feedback using key terminology.</p>	<p>Share ideas with others and work together to decide on the best approach to a task. Lead others and show consideration of including all within a group. Communicate with others clearly and effectively what maximum effort looks and feels like and show determination to achieve it.</p> <p>Use different strategies to persevere to achieve personal best.</p> <p>Compete within the rules showing fair play and honesty when playing independently.</p> <p>Confident to attempt tasks and challenges outside of their comfort zone.</p> <p>Reflect and evaluate their performances both as a group and as an individual and suggest areas for improvement.</p> <p>Recognise and explain their thought process when playing games or completing tasks. E.g I moved here because my teammate was over there.</p> <p>Identify their own and others' strengths and areas for development providing sensitive feedback and can suggest ways to improve.</p> <p>Select and apply appropriate skills for the situation when under pressure.</p>	
	P h y s i c a l	Fine Motor Skills <p>Show balance and coordination when running at different speeds.</p> <p>Begin to link running and jumping movements with some control and balance.</p> <p>Jump, leap and hop and choosing which allows them to jump the furthest, show some balance and control.</p> <p>Change technique to throw at a target/for distance.</p> <p>Show control and balance when travelling at different speeds.</p> <p>Demonstrates balance and co-ordination when changing direction.</p> <p>Perform actions with increased control when co-ordinating their body with and without equipment.</p>	<p>Show balance, coordination and technique when running at different speeds, stopping with control.</p> <p>Link running, hopping and jumping actions using different take offs and landing with control.</p> <p>Jump for distance and height showing balance and control.</p> <p>Throw with some accuracy and power towards a target area.</p> <p>Demonstrate good balance when performing other fundamental skills.</p> <p>Show balance when changing direction at speed in combination with other skills.</p> <p>Can co-ordinate their bodies with increased consistency in a variety of activities.</p>	<p>Demonstrate a controlled running technique using the appropriate speed over longer distances or for longer periods of time.</p> <p>Show control at takeoff and landing, link running, jumping and hopping actions with greater control and co-ordination.</p> <p>Perform more complex jumps for height and distance using good technique.</p> <p>Show accuracy and good technique when throwing for distance.</p> <p>Show fluency and control when travelling, landing, stopping and changing direction.</p> <p>Change direction with a fluent action, improved body posture and speed. Transition smoothly between varying speeds.</p> <p>Can co-ordinate a range of body parts with a fluent action at a speed appropriate to the challenge.</p>
	Body Management <p>Perform balances making their body tense, stretched and curled.</p> <p>Take body weight on different body parts, with and without apparatus.</p>	<p>Complete balances with increasing stability, control and technique, Use body tension to perform balances both individually and with a partner.</p>	<p>Show increasing control and balance when moving from one balance to another. Combine and perform more complex balances with control, technique and fluency.</p>	

	Demonstrate poses and movements that show increased awareness of extension and flexibility in actions. Copy, remember, repeat and plan linking simple actions with some control and technique.	Demonstrate increasing strength, control and technique when taking own and others weight Demonstrate increased flexibility and extension in more challenging actions. Plan and perform sequences showing control and technique with and without a partner.	Demonstrate more complex actions with a good level of strength and technique. Confidently transition from one action to another showing appropriate control and extension for the complexity of the action Create and perform more complex sequences of actions with a good level of quality, control and technique with and without a partner.
Dance	Copy, remember and repeat actions - a series of actions. Choose actions for an idea - Select from a wider range of actions in relation to a stimulus. Use changes of direction, speed and levels with guidance -Use pathways, levels, shapes, directions, speeds and timing with guidance. Use mirroring and unison when completing actions with a partner Show some sense of dynamic and expressive qualities - Show a character through actions, dynamics and expression. Use counts with help to stay in time with the music.	Copy remember and perform a dance phrase and adapt set choreography. Create short dance phrases that communicate an idea. Choreograph considering structure individually, with a partner and in a group. Use canon, unison and formation, action and reaction to represent an idea. Match dynamic and expressive qualities to a range of ideas. Change dynamics to express changes in character or narrative. Use counts when choreographing short phrases.	Perform dances confidently, accurately copy and repeat set choreography in different styles of dance showing a good sense of timing. Work creatively and imaginatively individually, with a partner and in a group to choreograph longer phrases and structure dance considering actions, space, relationship and dynamics in relation to a theme.
Games	Drop and catch a ball after one bounce on the move. Dribble a ball with two hands on the move. Dribble a ball (with a foot) with some success, stopping it when required. Throw and roll towards a target using varying techniques with some success. Show balance when kicking towards a target. Catch an object beanbag/medium size ball) passed to them, with and without a bounce. Move to track a ball and stop it using feet with limited success. Strike a ball using a racket. Run, stop and change direction with balance and control. Move to space to help score goals or limit others scoring. Begin to use simple tactics with guidance.	Link dribbling the ball with other actions with increasing control. Change direction when dribbling with feet with some control in game situations. Use a variety of throwing techniques with increasing success in game situations. Kick (towards a partner) with increasing success in game situations. Catch a ball passed to them using one and two hands with increasing success. Receive a ball using different parts of the foot under pressure. Strike a ball using varying techniques with increasing accuracy. Change direction to lose an opponent with some success. Create and use space with some success in game situations. Use simple tactics to help their team score or gain possession	Use dribbling to change the direction of play with control under pressure. Use a variety of dribbling techniques to maintain possession under pressure. Use a variety of throwing techniques including fake passes to outwit an opponent. Use a variety of kicking techniques with some control under increasing pressure. Catch and intercept a ball using one and two hands with increasing success in game situations. Strike a ball using a wider range of skills to outwit an opponent. Apply these with increasing control under pressure. Use a variety of techniques to change direction to lose an opponent. Create and use space for self and others Work collaboratively to create tactics within their team and evaluate the effectiveness of these. with some success.
Swimming		Refer to guidance from swimming instructor	Refer to guidance from swimming instructor
Outdoor Adventurous Activity	Follow instructions accurately. Work co-operatively with a partner and a small group, taking turns and listening to each other Understand the rules of the game and suggest ideas to solve simple tasks Follow and create a simple diagram/map Understand when a challenge is solved successfully and begin to suggest simple ways to improve.	Accurately follow instructions given by a peer and give clear and usable instructions to a peer. Work collaboratively with a partner and a small group, listening to and accepting others' ideas. Plan and apply strategies to solve problems. Identify key symbols on a map and use a key to help navigate around a grid. Watch, describe and evaluate the effectiveness of their team strategy, giving ideas for improvements.	Use clear communication when working in a group and taking on different roles. Begin to lead others and show consideration of including all within a group, provide clear instructions. Plan and apply strategies with others selecting and applying the best method to solve a problem. Confidently and efficiently orientate a map, identifying key features to navigate around a course.

				Explain why a particular strategy worked and suggest well thought out improvements
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		Kingfisher PE Curriculum – Unit detail					
		What do the children need to know and be able to do?					
Unit	Kingfisher Ribbons	Rationale	Skills	Vocabulary	Knowledge	Assessment	
Key Stage 1 - Inva sion G a m e s	Physical	Pupils develop their understanding of invasion games and the principles of defending and attacking. They use and develop skills such as sending and receiving with both feet and hands, as well as dribbling with both feet and hands. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and learn to play to the rules.	Throwing, catching, kicking, dribbling with hands and feet, dodging, finding space	Possession Send Team mate Chest pass Received Goal Dodge Bounce pass	I can describe how my body feels during exercise. I can dodge and find space away from the other team. I can move with a ball towards goal. I can sometimes dribble a ball with my hands and feet. I can stay with another player to try and win the ball. I know how to score points and can remember the score. I know who is on my team and I can attempt to send the ball to them.	Progress and understanding is monitored throughout the lesson by: Use of self and peer assessment against key criteria from the lesson plan. Questioning is used to check understanding and consolidate learning. E.g. questions from unit plans at the start and end of each lesson to review learning. As moving around lesson, staff provide feedback so that pupils know what they need to improve. STEP principle is used to adapt PE lessons for extension and support End of unit assessment grid completed within GS4PE	
	Social						Communication, respect, co-operation, kindness
	Emotional						Empathy, integrity, independence, determination, perseverance
	Thinking						Creativity, reflection, decision making, comprehension
Key Stage 1 - Ta r g e t	Physical	Pupils develop their understanding of the principles of target games. Pupils learn how to score points and play to the rules. They develop the skills of throwing, rolling, kicking and striking to targets. They begin to self-manage their own games selecting and applying the skills they have learnt appropriate to the situation.	Throwing, rolling, kicking, striking	Release Accuracy Opposite Strike Target Ahead Select Object Distance	I am able to select the appropriate skill for the situation. I can throw, roll kick or strike a ball to a target with some success. I can work co-operatively with a partner and a small group. I understand the principles of a target game and can use different scoring systems when playing games. I understand what good technique looks like and can use key words in the feedback I provide.	Progress and understanding is monitored throughout the lesson by: Use of self and peer assessment against key criteria from the lesson plan. Questioning is used to check understanding and consolidate learning. e.g. questions from unit plans at the start and end of each lesson to review learning. As moving around lesson, staff provide feedback so that pupils know what they need to improve. STEP principle is used to adapt PE lessons for extension and support End of unit assessment grid completed within GS4PE	
	Social						Communication, collaboration, kindness, support
	Emotional						Honesty, perseverance, independence, manage emotions
	Thinking						Select and apply, using tactics, decision making, provide feedback, problem solving

Key Stage 1 – Team Building	Physical Social Emotional Thinking	Pupils develop their communication and problem-solving skills. They work individually, in pairs and in small groups. Throughout, there is an emphasis on teamwork. They learn to discuss, plan and reflect on ideas and strategies. They lead a partner whilst considering safety. Pupils have the opportunity to show honesty and fair play.	Travelling actions, jumping, balancing Communication, leading, inclusion Trust, honesty and fair play, acceptance Planning, decision making, problem solving	Solve Support Map Direction Co-operate Successful Share Plan Communicate	I can follow instructions carefully. I can say when I was successful at solving challenges. I can share my ideas and help to solve tasks. I can work co-operatively with a partner and a small group. I show honesty and can play fairly. I understand how to use, follow and create a simple diagram/map.	Progress and understanding is monitored throughout the lesson by: Use of self and peer assessment against key criteria from the lesson plan. Questioning is used to check understanding and consolidate learning. e.g. questions from unit plans at the start and end of each lesson to review learning. As moving around lesson, staff provide feedback so that pupils know what they need to improve. STEP principle is used to adapt PE lessons for extension and support End of unit assessment grid completed within GS4PE
Key Stage 1 - Fitness	Physical Social Emotional Thinking	Pupils will take part in a range of fitness activities to develop components of fitness. Pupils will begin to explore and develop agility, balance, co-ordination, speed and stamina. Pupils will be given the opportunity to work independently and with others. Pupils will develop perseverance and show determination to work for longer periods of time.	Agility, balance, co-ordination, speed, stamina, skipping Taking turns, encouraging and supporting others Determination, perseverance, challenging myself Identifying strengths and areas for improvement, observing and providing feedback	Speed Distance Sprint Strong Pace Jog Steady Race	I can describe how my body feels during exercise. I can show hopping and jumping movements with some balance and control. I persevere with new challenges. I show determination to continue working over a longer period of time. I understand that running at a slower speed will allow me to run for a longer period of time. I work with others to turn a rope and encourage others to jump at the right time.	Progress and understanding is monitored throughout the lesson by: Use of self and peer assessment against key criteria from the lesson plan. Questioning is used to check understanding and consolidate learning. e.g. questions from unit plans at the start and end of each lesson to review learning. As moving around lesson, staff provide feedback so that pupils know what they need to improve. STEP principle is used to adapt PE lessons for extension and support End of unit assessment grid completed within GS4PE

Key Stage 1 - Gymnastics	Physical Social Emotional Thinking	In this unit pupils learn to explore and develop basic gymnastic actions on the floor and using apparatus. They develop gymnastic skills of jumping, rolling, balancing and travelling individually and in combination to create short sequences and movement phrases. Pupils develop an awareness of compositional devices when creating sequences to include the use of shapes, levels and directions. They learn to work safely with and around others and whilst using apparatus. Pupils are given opportunities to provide feedback to others and recognise elements of high quality performance.	Shapes, balances, shape jumps, travelling movements, barrel roll, straight roll, forwards roll Sharing, working safely Confidence, independence Observing and providing feedback, selecting and applying actions	Action Travel Balance Jump Direction Roll Point Shape Speed Fast Slow Level	I am beginning to provide feedback using key words. I am proud of my work and confident to perform in front of others. I can perform the basic gymnastic actions with some control and balance. I can plan and repeat simple sequences of actions. I can use directions and levels to make my work look interesting. I can use shapes when performing other skills. I can work safely with others and apparatus.	Progress and understanding is monitored throughout the lesson by: Use of self and peer assessment against key criteria from the lesson plan. Questioning is used to check understanding and consolidate learning. E.g. questions from unit plans at the start and end of each lesson to review learning. As moving around lesson, staff provide feedback so that pupils know what they need to improve. STEP principle is used to adapt PE lessons for extension and support End of unit assessment grid completed within GS4PE
Key Stage 1 - Dance	Physical Social Emotional Thinking	Pupils will explore space and how their body can move to express an idea, mood, character or feeling. They will expand their knowledge of travelling actions and use them in relation to a stimulus. They will build on their understanding of dynamics and expression. They will use counts of 8 consistently to keep in time with the music and a partner. Pupils will also explore pathways, levels, shapes, directions, speeds and timing. They will be given the opportunity to work independently and with others to perform and provide feedback beginning to use key terminology.	Travel, copying and performing actions, using dynamics, pathway, expression and speed, balance, coordination Respect, consideration, sharing ideas, decision making with others Acceptance, confidence Selecting and applying actions, counting, observing and providing feedback, creating	Counts Action Travel Pose Move Direction Forwards Backwards Speed Fast Slow Level Shape	I am beginning to provide feedback using key words. I can copy, remember, repeat and create dance phrases. I can describe how my body feels during exercise. I can show a character and idea through the actions and dynamics I choose. I can use counts to stay in time with the music. I can work with a partner using mirroring and unison in our actions. I show confidence to perform.	Progress and understanding is monitored throughout the lesson by: Use of self and peer assessment against key criteria from the lesson plan. Questioning is used to check understanding and consolidate learning. e.g. questions from unit plans at the start and end of each lesson to review learning. As moving around lesson, staff provide feedback so that pupils know what they need to improve. STEP principle is used to adapt PE lessons for extension and support End of unit assessment grid completed within GS4PE

Key Stage 1 - Yoga	Physical Social Emotional Thinking	Pupils learn about mindfulness and body awareness. They begin to learn yoga poses and techniques that will help them to connect their mind and body. The unit builds strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities. Pupils will work independently and with others, sharing ideas and creating their own poses in response to a theme.	Breathing, balance, flexibility, strength Working safely, sharing ideas, leadership Calmness, patience, understanding Selecting actions, creating poses, focus, providing feedback	Focus Listen Create Pose Feel Choose Position Breath Flow	I am beginning to provide feedback using key words. I can copy, remember and repeat yoga flows. I can describe how my body feels during exercise. I can move from one pose to another thinking about my breath. I can use clear shapes when performing poses. I can work with others to create simple flows showing some control.	Progress and understanding is monitored throughout the lesson by: Use of self and peer assessment against key criteria from the lesson plan. Questioning is used to check understanding and consolidate learning. E.g. questions from unit plans at the start and end of each lesson to review learning. As moving around lesson, staff provide feedback so that pupils know what they need to improve. STEP principle is used to adapt PE lessons for extension and support End of unit assessment grid completed within GS4PE
Key Stage 1 – Send and Receive	Physical Social Emotional Thinking	Pupils will develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball. They will also use equipment to send and receive a ball. Pupils will be given opportunities to work with a range of different sized balls. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by rules to keep themselves and others safe.	Rolling, kicking, throwing, catching, tracking Co-operation, communication, keeping others safe Perseverance, challenging myself Identifying how to improve, transferring skills	Track Send Accurate Target Control Release Receive	I am beginning to provide feedback using key words. I am beginning to trap and cushion a ball that is coming towards me I can accurately throw and kick a ball to a partner. I can catch a ball passed to me, with and without a bounce. I can roll a ball to hit a target I can track a ball and stop it using my hands and feet I can work co-operatively with a partner and a small group I can work safely to send a ball towards a partner using a piece of equipment.	Progress and understanding is monitored throughout the lesson by: Use of self and peer assessment against key criteria from the lesson plan. Questioning is used to check understanding and consolidate learning. e.g. questions from unit plans at the start and end of each lesson to review learning. As moving around lesson, staff provide feedback so that pupils know what they need to improve. STEP principle is used to adapt PE lessons for extension and support End of unit assessment grid completed within GS4PE

Key Stage 1 - Athletics	Physical Social Emotional Thinking	In this unit, pupils will develop skills required in athletic activities such as running at different speeds, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently. They learn how to improve by identifying areas of strength as well as areas to develop	Running at different speeds, jumping for distance, throwing for distance Working safely, collaborating with others Working independently, determination Observing and providing feedback, exploring ideas	Speed Jog Sprint Pace Balance Direction Take off Landing Swing Height Distance Overarm Underarm	I can describe how my body feels during exercise. I can identify good technique. I can jump and land with control. I can use an overarm throw to help me to throw for distance. I can work with others, taking turns and sharing ideas. I show balance and co-ordination when running at different speeds. I try my best.	Progress and understanding is monitored throughout the lesson by: Use of self and peer assessment against key criteria from the lesson plan. Questioning is used to check understanding and consolidate learning. E.g. questions from unit plans at the start and end of each lesson to review learning. As moving around lesson, staff provide feedback so that pupils know what they need to improve. STEP principle is used to adapt PE lessons for extension and support End of unit assessment grid completed within GS4PE
Key Stage 1 – Striking and Fielding	Physical Social Emotional Thinking	In this unit, pupils develop their understanding of the principles of striking and fielding games. They develop the skills of throwing and catching, tracking and retrieving a ball and striking a ball. They begin to self-manage small sided games. Pupils learn how to score points and play to the rules. Pupils will begin to think about how to use skills, strategies and tactics to outwit the opposition appropriate to the situation.	Throwing and catching, tracking a ball, bowling, batting Communication, collaboration Honesty, acceptance, controlling emotions Select and apply, using tactics, decision making	Throw Score Place Strike Send Runs Track Catch Backstop/Wicket Keeper Batter Bowler Fielder	I am beginning to provide feedback using key words. I am developing underarm and overarm throwing skills. I can hit a ball using equipment with some consistency. I can track a ball and collect it. I can use simple tactics. I know how to score points and can remember the score. I understand the rules of the game and can use these to play fairly in a small group.	Progress and understanding is monitored throughout the lesson by: Use of self and peer assessment against key criteria from the lesson plan. Questioning is used to check understanding and consolidate learning. e.g. questions from unit plans at the start and end of each lesson to review learning. As moving around lesson, staff provide feedback so that pupils know what they need to improve. STEP principle is used to adapt PE lessons for extension and support End of unit assessment grid completed within GS4PE

Key Stage 1 – Ball Skills	Physical Social Emotional Thinking	In this unit, pupils will develop their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball. Pupils will have the opportunity to work independently, in pairs and small groups.	Rolling, kicking, throwing, catching, bouncing. Dribbling Co-operation, communication, leadership, supporting others Honesty, perseverance, challenging myself Using tactics, exploring actions	Overarm Distance Dribble Underarm Collect Target	I am beginning to provide feedback using key words. I am beginning to understand and use simple tactics. I can dribble a ball with my hands and feet with some control. I can roll and throw a ball to hit a target. I can send and receive a ball using both kicking and throwing and catching skills. I can track a ball and collect it. I can work co-operatively with a partner and a small group.	Progress and understanding is monitored throughout the lesson by: Use of self and peer assessment against key criteria from the lesson plan. Questioning is used to check understanding and consolidate learning. E.g. questions from unit plans at the start and end of each lesson to review learning. As moving around lesson, staff provide feedback so that pupils know what they need to improve. STEP principle is used to adapt PE lessons for extension and support End of unit assessment grid completed within GS4PE
Key Stage 1 – Net and Wall	Physical Social Emotional Thinking	Pupils will develop the basic skills involved in net and wall games. They will develop their understanding of the principles of net and wall games such as using the ready position to defend their space and sending the ball away from an opponent to maximise their chances of scoring. They will learn to play games honestly, abiding by the rules and showing respect towards their opponents and teammates.	Throwing, catching, racket skills, ready position, hitting a ball Support, co-operation, respect, communication Perseverance, honesty Decision making, reflection, comprehension, selecting and applying	Receive Opponent Quickly Trap Defend Return Collect Against	I can defend space on my court using the ready position. I can describe how my body feels during exercise. I can hit a ball over the net and into the court area. I can throw accurately to a partner. I can use simple tactics to make it difficult for an opponent. I know how to score points and can remember the score. I show good sportsmanship when playing against an opponent.	Progress and understanding is monitored throughout the lesson by: Use of self and peer assessment against key criteria from the lesson plan. Questioning is used to check understanding and consolidate learning. e.g. questions from unit plans at the start and end of each lesson to review learning. As moving around lesson, staff provide feedback so that pupils know what they need to improve. STEP principle is used to adapt PE lessons for extension and support End of unit assessment grid completed within GS4PE

<p>Lower Key Stage 2 - Football</p>	<p>Physical Social Emotional Thinking</p>	<p>Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, sending, receiving and dribbling a ball. They will start by playing uneven and then move onto even sided games. They learn to work one on one and cooperatively within a team, showing respect for their teammates, opposition and referee. Pupils will be given opportunities to select and apply tactics to outwit the opposition</p>	<p>Dribbling, passing, ball control, tracking/jockeying, turning, receiving Communication, collaboration, cooperation Honesty, perseverance Selecting and applying tactics, decision making</p>	<p>Goal Keeper Opponent Opposition Dribbling Defender Attacker Communicate Tracking Control Tackle Outside Possession Inside Available</p>	<p>I am beginning to use simple tactics. I am learning the rules of the game and I am beginning to use them to play honestly and fairly. I can dribble, pass, receive and shoot the ball with some control. I can find space away from others and near to my goal. I can provide feedback using key words. I can track an opponent to slow them down. I understand my role as an attacker and as a defender. I work co-operatively with my group to self-manage games.</p>	<p>Progress and understanding is monitored throughout the lesson by: Use of self and peer assessment against key criteria from the lesson plan. Questioning is used to check understanding and consolidate learning. e.g. questions from unit plans at the start and end of each lesson to review learning. As moving around lesson, staff provide feedback so that pupils know what they need to improve. STEP principle is used to adapt PE lessons for extension and support End of unit assessment grid completed within GS4PE</p>
<p>Lower Key Stage 2 - Dodgeball</p>	<p>Physical Social Emotional Thinking</p>	<p>Pupils will improve on key skills used in dodgeball such as throwing, dodging and catching. They learn how to apply simple tactics to the game to outwit their opponent. In dodgeball, pupils achieve this by hitting opponents with a ball whilst avoiding being hit. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules. Pupils are given opportunities to evaluate and improve on their own and others performances.</p>	<p>Throwing, catching, dodging, blocking Communication, collaboration, respect Honesty, perseverance Decision making, selecting and applying skills</p>	<p>Throw Dodge Defend Block Catch Rules Attack Caught Possession Court Protect Communicate Opposition</p>	<p>I can catch with increasing consistency. I can communicate with my teammates to apply simple tactics. I can provide feedback using key terminology and understand what I need to do to improve. I can return to the ready position to defend myself. I can throw with some accuracy at a target. I share ideas and work with others to manage our game. I understand the rules of the game and I can use them often and honestly.</p>	<p>Progress and understanding is monitored throughout the lesson by: Use of self and peer assessment against key criteria from the lesson plan. Questioning is used to check understanding and consolidate learning. e.g. questions from unit plans at the start and end of each lesson to review learning. As moving around lesson, staff provide feedback so that pupils know what they need to improve. STEP principle is used to adapt PE lessons for extension and support End of unit assessment grid completed within GS4PE</p>

<p>Lower Key Stage 2 - OAA</p>	<p>Physical Social Emotional Thinking</p>	<p>Pupils develop problem solving skills through a range of challenges. Pupils work as a pair and small group to plan, solve, reflect and improve on strategies. They learn to be inclusive of others and work collaboratively to overcome challenges. Pupils learn to orientate a map, identify key symbols and follow routes.</p>	<p>Balance, running Communication, teamwork, trust, inclusion, listening Confidence Planning, map reading, decision making, problem solving</p>	<p>Navigate Route Collaborate Inclusive Grid Discuss Symbol Effectively Plan Rules Trust Orientate</p>	<p>I am developing map reading skills. I can follow and give instructions. I can listen to and am accepting of others' ideas. I can plan and attempt to apply strategies to solve problems. I can reflect on when and why I was successful at solving challenges and am beginning to understand why. I can work collaboratively with a partner and a small group</p>	<p>Progress and understanding is monitored throughout the lesson by: Use of self and peer assessment against key criteria from the lesson plan. Questioning is used to check understanding and consolidate learning. e.g. questions from unit plans at the start and end of each lesson to review learning. As moving around lesson, staff provide feedback so that pupils know what they need to improve. STEP principle is used to adapt PE lessons for extension and support End of unit assessment grid completed within GS4PE</p>
<p>Lower Key Stage 2 - Fitness</p>	<p>Physical Social Emotional Thinking</p>	<p>Pupils will take part in a range of fitness challenges testing and record their scores. They will learn about different components of fitness; speed, stamina, strength, coordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve their fitness levels. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas for improvement and suggest activities that they could do to do this. Pupils will be encouraged to work safely and with control.</p>	<p>Strength, speed, power, agility, coordination, balance, stamina Supporting others, working safely Perseverance, determination Identifying areas of strength and areas for development</p>	<p>Fitness Balance Agility Co-ordination Speed Pace Control Muscle Strength Steady Progress Stamina</p>	<p>I can collect and record my scores, recognising my strengths. I can complete exercises with control. I can persevere when I find a challenge hard. I can provide feedback using key words. I can use key points to help me to improve my sprinting technique. I can work safely with others. I show balance when changing direction. I show determination to continue working over a period of time. I understand that there are different areas of fitness and that each area challenges my body differently.</p>	<p>Progress and understanding is monitored throughout the lesson by: Use of self and peer assessment against key criteria from the lesson plan. Questioning is used to check understanding and consolidate learning. e.g. questions from unit plans at the start and end of each lesson to review learning. As moving around lesson, staff provide feedback so that pupils know what they need to improve. STEP principle is used to adapt PE lessons for extension and support End of unit assessment grid completed within GS4PE</p>

<p>Lower Key Stage 2 - Dance</p>	<p>Physical Social Emotional Thinking</p>	<p>Pupils focus on creating characters and narrative through movement and gesture. They gain inspiration from a range of stimuli, working individually, in pairs and small groups. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. Pupils will develop confidence in performing and will be given the opportunity to provide feedback and utilise feedback to improve their own work.</p>	<p>Performing a variety of dance actions, using canon, unison, formation, dynamics, character, structure, space, balance, control, technique</p> <p>Collaboration, consideration, inclusion, respect</p> <p>Empathy, confidence</p> <p>Observing and providing feedback, selecting and applying actions</p>	<p>Space Action Levels Timing Reaction Performance Dynamics Unison Represent Expression</p>	<p>I can choose actions and dynamics to convey a character or idea. I can copy and remember set choreography. I can provide feedback using appropriate language relating to the lesson. I can respond imaginatively to a range of stimuli relating to character and narrative. I can use changes in timing and spacing to develop a dance. I can use counts to keep in time with others and the music. I can use simple movement patterns to structure dance phrases on my own, with a partner and in a group. I show respect for others when working as a group and watching others perform.</p>	<p>Progress and understanding is monitored throughout the lesson by: Use of self and peer assessment against key criteria from the lesson plan. Questioning is used to check understanding and consolidate learning. e.g. questions from unit plans at the start and end of each lesson to review learning. As moving around lesson, staff provide feedback so that pupils know what they need to improve. STEP principle is used to adapt PE lessons for extension and support</p> <p>End of unit assessment grid completed within GS4PE</p>
<p>Lower Key Stage 2 - Gymnastics</p>	<p>Physical Social Emotional Thinking</p>	<p>Pupils create more complex sequences. They learn a wider range of travelling actions and include the use of pathways. They develop more advanced actions such as inverted movements and explore ways to include apparatus. They will demonstrate control in their behaviour to create a safe environment for themselves and others to work in. They work independently and in collaboration with a partner to create and develop sequences. Pupils are given opportunities to receive and provide feedback in order to make improvements on their performances. In gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.</p>	<p>Individual and partner balances, jumps using rotation, straight roll, barrel roll, forward roll, straddle roll, bridge, shoulder stand</p> <p>Collaboration, communication, respect, responsibility</p> <p>Confidence</p> <p>Observing and providing feedback, selecting and applying skills, evaluating and improving</p>	<p>Technique Quality Sequence Perform Rotation Extension Apparatus Inverted Shape</p>	<p>I can explain what happens to my body when I exercise and how this helps to make me healthy. I can identify some muscle groups used in gymnastic activities. I can plan and perform sequences with a partner that include a change of level and shape. I can provide feedback using appropriate language relating to the lesson. I can safely perform balances individually and with a partner. I can watch, describe and suggest possible improvements to others' performances and my own. I understand how body tension can improve the control and quality of my movements.</p>	<p>Progress and understanding is monitored throughout the lesson by: Use of self and peer assessment against key criteria from the lesson plan. Questioning is used to check understanding and consolidate learning. e.g. questions from unit plans at the start and end of each lesson to review learning. As moving around lesson, staff provide feedback so that pupils know what they need to improve. STEP principle is used to adapt PE lessons for extension and support</p> <p>End of unit assessment grid completed within GS4PE</p>

Lower Key Stage 2 - Yoga	Physical Social Emotional Thinking	Pupils learn about mindfulness and body awareness. They learn yoga poses and techniques that will help them to connect their mind and body. The unit looks to improve well being by building strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities. Pupils will work independently and with others to create their own yoga flows.	Breathing, balance, flexibility, strength, coordination Working safely, sharing ideas, leadership Calmness, focus, confidence Selecting actions, creating poses and flow, providing feedback	Strength Perform Link Flexibility Mindfulness Try Stable Grounded Relax Control Down Dog Technique	I can describe how yoga makes me feel and can talk about the benefits of yoga. I can link poses together to create a yoga flow. I can provide feedback using key terminology and understand what I need to do to improve. I can transition from pose to pose in time with my breath. I can work collaboratively and effectively with others. I demonstrate yoga poses which show clear shapes. I show increasing control and balance when moving from one pose to another.	Progress and understanding is monitored throughout the lesson by: Use of self and peer assessment against key criteria from the lesson plan. Questioning is used to check understanding and consolidate learning. e.g. questions from unit plans at the start and end of each lesson to review learning. As moving around lesson, staff provide feedback so that pupils know what they need to improve. STEP principle is used to adapt PE lessons for extension and support End of unit assessment grid completed within GS4PE
Lower Key Stage 2 - Rugby	Physical Social Emotional Thinking	In this unit pupils will learn to keep possession of the ball using attacking skills. They will play uneven and then even sided games, developing strategies and social skills to self-manage games. Pupils will understand the importance of playing fairly and keeping to the rules. Pupils will think about how to use skills, strategies and tactics to outwit the opposition. They will learn how to evaluate their own and others' performances and suggest improvements.	Passing, catching, dodging, tagging, scoring Communication, collaboration, inclusion Honesty and fair play, perseverance, confidence Planning strategies and using tactics, observing and providing feedback	Defence Receiver Mark Tag Try Dodge Opponent Possession Offside Opposition Onside Score Outwit	I can delay an opponent and help prevent the other team from scoring. I can explain what happens to my body when I exercise and how this helps to make me healthy. I can help my team keep possession and score tries when I play in attack. I can pass and receive the ball with increasing control. I can provide feedback using key terminology and understand what I need to do to improve. I can use simple tactics to help my team score or gain possession. I share ideas and work with others to manage our game. I understand the rules of the game and I can use them often and honestly.	Progress and understanding is monitored throughout the lesson by: Use of self and peer assessment against key criteria from the lesson plan. Questioning is used to check understanding and consolidate learning. e.g. questions from unit plans at the start and end of each lesson to review learning. As moving around lesson, staff provide feedback so that pupils know what they need to improve. STEP principle is used to adapt PE lessons for extension and support End of unit assessment grid completed within GS4PE

Lower Key Stage 2 - Athletics	Physical Social Emotional Thinking	In this unit, pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best.	Pacing, sprinting technique, jumping for distance, throwing for distance Working collaboratively, working safely Perseverance, determination Observing and providing feedback, exploring ideas	Stamina Speed Pace Technique Determination Perseverance Officiate Power Accuracy Personal Best Flight	I can demonstrate the difference in sprinting and jogging techniques. I can explain what happens in my body when I warm up. I can identify when I was successful and what I need to do to improve. I can jump for distance with balance and control. I can throw with some accuracy and power to a target area. I show determination to improve my personal best. I support and encourage others to work to their best.	Progress and understanding is monitored throughout the lesson by: Use of self and peer assessment against key criteria from the lesson plan. Questioning is used to check understanding and consolidate learning. e.g. questions from unit plans at the start and end of each lesson to review learning. As moving around lesson, staff provide feedback so that pupils know what they need to improve. STEP principle is used to adapt PE lessons for extension and support End of unit assessment grid completed within GS4PE
Lower Key Stage 2 - Rounders	Physical Social Emotional Thinking	Pupils learn how to score points by striking a ball into space and running around cones or bases. When fielding, they learn how to play in different fielding roles. They focus on developing their throwing, catching and batting skills. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.	Underarm and overarm throwing, catching, tracking a ball, fielding and retrieving a ball, batting Collaboration and communication, respect, supporting and encouraging others Honesty and fair play, confident to take risks, managing emotions Observing and providing feedback, using tactics, decision making	Strike Batting Bowl Fielding Retrieve Two-handed pick up Stance Stumped Short barrier Technique Backstop Post Rounder	I am able to bowl a ball with some accuracy, and consistency. I am learning the rules of the game and I am beginning to use them to play honestly and fairly. I can communicate with my teammates to apply simple tactics. I can explain what happens to my body when I exercise and how this helps to make me healthy. I can provide feedback using key terminology and understand what I need to do to improve. I can strike a bowled ball with adapted equipment (e.g. a tennis racket). I can use overarm and underarm throwing and catching skills with increasing accuracy. I share ideas and work with others to manage our game.	Progress and understanding is monitored throughout the lesson by: Use of self and peer assessment against key criteria from the lesson plan. Questioning is used to check understanding and consolidate learning. e.g. questions from unit plans at the start and end of each lesson to review learning. As moving around lesson, staff provide feedback so that pupils know what they need to improve. STEP principle is used to adapt PE lessons for extension and support End of unit assessment grid completed within GS4PE

<p>Lower Key Stage 2 - Tennis</p>	<p>Physical Social Emotional Thinking</p>	<p>In this unit pupils develop the key skills required for tennis such as the ready position, racket control and forehand and backhand ground strokes. Pupils learn how to score points and how to use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules</p>	<p>Underarm throwing, catching, forehand, backhand, ready position Collaboration, respect, supporting others Honesty, perseverance Decision making, understanding rules, selecting and applying skills and tactics</p>	<p>Ready position Return Serve Rally Control Opponent Forehand Backhand</p>	<p>I can communicate with my teammates to apply simple tactics. I can explain what happens to my body when I exercise and how this helps to make me healthy. I can provide feedback using key terminology and understand what I need to do to improve. I can return to the ready position to defend my own court. I can sometimes play a continuous game. I can use a range of basic racket skills. I share ideas and work with others to manage our game. I understand the rules of the game and I can use them often and honestly.</p>	<p>Progress and understanding is monitored throughout the lesson by: Use of self and peer assessment against key criteria from the lesson plan. Questioning is used to check understanding and consolidate learning. e.g. questions from unit plans at the start and end of each lesson to review learning. As moving around lesson, staff provide feedback so that pupils know what they need to improve. STEP principle is used to adapt PE lessons for extension and support End of unit assessment grid completed within GS4PE</p>
<p>Lower Key Stage 2 - Netball</p>	<p>Physical Social Emotional Thinking</p>	<p>Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, throwing, catching and shooting. They will learn to use a range of different passes in different situations to keep possession and attack towards goal. Pupils will learn about defending and attacking play as they begin to play even-sided versions of 5-a-side Netball. They will learn key rules of the game such as footwork, held ball, contact and obstruction.</p>	<p>Passing, catching, footwork, intercepting, shooting Working safely, communication, collaboration Honesty and fair play, perseverance Planning strategies and using tactics, observing and providing feedback</p>	<p>Footwork Landing foot Attack Pivot Interception Defence Opponent Rebound Contact Opposition Obstruction Mark Receiver Possession</p>	<p>I can defend one on one and know when to win the ball. I can explain what happens to my body when I exercise and how this helps to make me healthy. I can move to space to help my team to keep possession and score goals. I can pass, receive and shoot the ball with increasing control. I can provide feedback using key terminology and understand what I need to do to improve. I can use simple tactics to help my team score or gain possession. I share ideas and work with others to manage our game. I understand the rules of the game and I can use them often and honestly.</p>	<p>Progress and understanding is monitored throughout the lesson by: Use of self and peer assessment against key criteria from the lesson plan. Questioning is used to check understanding and consolidate learning. e.g. questions from unit plans at the start and end of each lesson to review learning. As moving around lesson, staff provide feedback so that pupils know what they need to improve. STEP principle is used to adapt PE lessons for extension and support End of unit assessment grid completed within GS4PE</p>

<p>U p p e r K e y S t a g e 2 - F o t b a l l</p>	<p>Physical Social Emotional Thinking</p>	<p>Pupils will improve their defending and attacking play, developing further knowledge of the principles and tactics of each. Pupils will begin to develop consistency and control in dribbling, passing and receiving a ball. They will also learn the basics of goalkeeping. Pupils will evaluate their own and other's performances, suggesting improvements. They will learn the importance of playing games fairly, abiding by the rules of the game and being respectful of their teammates, opponents and referees.</p>	<p>Dribbling, passing, ball control, tracking/jockeying, turning, receiving Communication, collaboration, cooperation Honesty, perseverance Selecting and applying tactics, decision making</p>	<p>Control Tactics Opponent Intercepting Possession Tracking Consistently Conceding Outwit Pressure Fowl Touch</p>	<p>I can create and use space to help my team. I can dribble, pass, receive and shoot the ball with increasing control under pressure. I can select the appropriate action for the situation and make this decision quickly. I can use marking, tackling and/or interception to improve my defence. I can use the rules of the game consistently to play honestly and fairly. I can work collaboratively to create tactics with my team and evaluate the effectiveness of these. I recognise my own and others strengths and areas for development and can suggest ways to improve.</p>	<p>Progress and understanding is monitored throughout the lesson by: Use of self and peer assessment against key criteria from the lesson plan. Questioning is used to check understanding and consolidate learning. e.g. questions from unit plans at the start and end of each lesson to review learning. As moving around lesson, staff provide feedback so that pupils know what they need to improve. STEP principle is used to adapt PE lessons for extension and support End of unit assessment grid completed within GS4PE</p>
<p>U p p e r K e y S t a g e 2 - D o d g e b a l l</p>	<p>Physical Social Emotional Thinking</p>	<p>Pupils will improve on key skills used in dodgeball such as throwing, dodging and catching. They also learn how to select and apply tactics to the game to outwit their opponent. In dodgeball, pupils achieve this by hitting opponents with a ball whilst avoiding being hit. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules. Pupils learn officiating skills when refereeing games and are given opportunities to evaluate and suggest improvements to their own and others' performances.</p>	<p>Throwing, catching, dodging, blocking Communication, collaboration, respect Honesty, perseverance Decision making, selecting and applying skills</p>	<p>Pressure Tactics Opponent Officiate Referee Fair play Consistently Outwit Sportsmanship Support Tournament Co-operatively</p>	<p>I can officiate and help to manage a game by refereeing. I can select the appropriate action for the situation and make this decision quickly. I can use a wider range of skills with increasing control under pressure. I can use the rules of the game consistently to play honestly and fairly. I can work collaboratively to create tactics with my team and evaluate the effectiveness of these. I can work in collaboration with others so that games run smoothly. I recognise my own and others strengths and areas for development and can suggest ways to improve.</p>	<p>Progress and understanding is monitored throughout the lesson by: Use of self and peer assessment against key criteria from the lesson plan. Questioning is used to check understanding and consolidate learning. e.g. questions from unit plans at the start and end of each lesson to review learning. As moving around lesson, staff provide feedback so that pupils know what they need to improve. STEP principle is used to adapt PE lessons for extension and support End of unit assessment grid completed within GS4PE</p>

U p p e r K e y S t a g e 2 - O A A	Physical Social Emotional Thinking	Pupils develop teamwork skills through completion of a number of challenges. Pupils work individually, collaboratively in pairs and groups to solve problems. They are encouraged to be inclusive of others, share ideas to create strategies and plans to produce the best solution to a challenge. Pupils are also given the opportunity to lead a small group. Pupils learn to orientate and navigate using a map	Balance, running Communication, teamwork, trust, inclusion, listening Confidence Planning, map reading, decision making, problem solving	Tactical Orientate Orienteering Leader Control card Navigation Critical thinking Location Strategy Co-operatively Symbol Boundaries	I am inclusive of others, can share job roles and lead when necessary. I can orientate a map efficiently to navigate around a course. I can pool ideas within a group, selecting and applying the best method to solve a problem. I can use critical thinking skills to form ideas and strategies to solve challenges. I can work effectively with a partner and a group to solve challenges. With increasing accuracy, I can reflect on when and how I successful at solving challenges and alter my methods in order to improve.	Progress and understanding is monitored throughout the lesson by: Use of self and peer assessment against key criteria from the lesson plan. Questioning is used to check understanding and consolidate learning. e.g. questions from unit plans at the start and end of each lesson to review learning. As moving around lesson, staff provide feedback so that pupils know what they need to improve. STEP principle is used to adapt PE lessons for extension and support End of unit assessment grid completed within GS4PE
U p p e r K e y S t a g e 2 - F i t n e s s	Physical Social Emotional Thinking	Pupils will take part in a range of fitness challenges to test and record their scores. They will learn different components of fitness including speed, stamina, strength, coordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve their fitness levels. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas in which they make the most improvement using the scores they have collected.	Strength, speed, power, agility, coordination, balance, stamina Supporting others, working safely Perseverance, determination Identifying areas of strength and areas for development	Agility Technique Speed Balance Control Power Generate force Strength Analyse Continuous Stamina Measure Co-ordination Component Record	I can change my running technique to adapt to different distances. I can collect, record and analyse scores to identify areas where I have made the most improvement. I can work with others to organise, manage and record information at a station. I encourage and motivate others to work to their best. I understand that there are different areas of fitness and how this helps me in different activities. I understand the different components of fitness and ways to test and develop them. I work to my maximum consistently when presented with challenges.	Progress and understanding is monitored throughout the lesson by: Use of self and peer assessment against key criteria from the lesson plan. Questioning is used to check understanding and consolidate learning. e.g. questions from unit plans at the start and end of each lesson to review learning. As moving around lesson, staff provide feedback so that pupils know what they need to improve. STEP principle is used to adapt PE lessons for extension and support End of unit assessment grid completed within GS4PE

Upper Key Stage 2 - Dance	Physical Social Emotional Thinking	Pupils will focus on developing an idea or theme into dance choreography. They will work in pairs and groups using different choreographing tools to create dances e.g. formations, timing, dynamics. Pupils will have opportunities to choreograph, perform and provide feedback on dance. Pupils think about how to use movement to convey ideas, emotions, feelings and characters. Pupils will show an awareness of keeping others safe and will have the opportunity to lead others through short warm ups.	Performing a variety of dance actions, using canon, unison, formation, dynamics, character, structure, space, balance, control, technique Collaboration, consideration, inclusion, respect Empathy, confidence Observing and providing feedback, selecting and applying actions	Levels Action Formation Timing Phrase Performance Expression Unison Posture Dynamics Canon Choreograph Contrast Structure	I can choreograph a dance and work safely using a prop. I can lead a small group through a short warm-up routine. I can perform dances confidently and fluently with accuracy and good timing. I can refine the way I use actions, dynamics and relationships to represent ideas, emotions, feelings and characters. I can use appropriate language to evaluate and refine my own and others' work. I can use feedback provided to improve the quality of my work. I can work creatively and imaginatively on my own, with a partner and in a group to choreograph and structure dances.	Progress and understanding is monitored throughout the lesson by: Use of self and peer assessment against key criteria from the lesson plan. Questioning is used to check understanding and consolidate learning. e.g. questions from unit plans at the start and end of each lesson to review learning. As moving around lesson, staff provide feedback so that pupils know what they need to improve. STEP principle is used to adapt PE lessons for extension and support End of unit assessment grid completed within GS4PE
Upper Key Stage 2 - Gymnastics	Physical Social Emotional Thinking	In this unit, pupils use their knowledge of compositional principles e.g. how to use variations in level, direction and pathway, how to combine and link actions, how to relate to a partner and apparatus, when developing sequences. They build trust when working collaboratively in larger groups, using formations to improve the aesthetics of their performances. Pupils are given opportunities to receive and provide feedback in order to make improvements on performances. In Gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.	Individual and partner balances, jumps using rotation, straight roll, barrel roll, forward roll, straddle roll, bridge, shoulder stand Collaboration, communication, respect, responsibility Confidence Observing and providing feedback, selecting and applying skills, evaluating and improving	Momentum Counter balance Aesthetics Formation Synchronisation Stability Inverted Progression Counter Tension	I can combine and perform gymnastic actions, shapes and balances with control and fluency. I can create and perform sequences using compositional devices to improve the quality. I can lead a small group through a short warm-up routine. I can use appropriate language to evaluate and refine my own and others' work. I can work collaboratively with others to create a sequence. I understand how to work safely when learning a new skill. I understand what counter balance and counter tension is and can show examples with a partner	Progress and understanding is monitored throughout the lesson by: Use of self and peer assessment against key criteria from the lesson plan. Questioning is used to check understanding and consolidate learning. e.g. questions from unit plans at the start and end of each lesson to review learning. As moving around lesson, staff provide feedback so that pupils know what they need to improve. STEP principle is used to adapt PE lessons for extension and support End of unit assessment grid completed within GS4PE

<p>Upper Key Stage 2 - Yoga</p>	<p>Physical Social Emotional Thinking</p>	<p>Pupils learn about mindfulness and body awareness. They learn yoga poses and techniques that will help them to connect their mind and body. The unit looks to improve well being by building strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities. Pupils will be given the opportunity to work collaboratively with others and be given the opportunity to create their own flows and lead others.</p>	<p>Breathing, balance, flexibility, strength, coordination Working safely, sharing ideas, leadership Calmness, focus, confidence Selecting actions, creating poses and flow, providing feedback</p>	<p>Quality Notice Calm Develop High lunge Fluidity Salutation Transition Practice Collaboratively Connected Aware</p>	<p>I am confident to lead others, demonstrating poses and teaching them my flow. I can use feedback provided to improve the quality of my work. I can use my breath to transition from one pose to another with control. I can use yoga poses to improve my flexibility, strength and balance. I choose poses which link easily from one to the other to help my sequence flow. I recognise my own and others strengths and areas for development and can suggest ways to improve. I understand that there are different areas of fitness and how this helps me in different activities.</p>	<p>Progress and understanding is monitored throughout the lesson by: Use of self and peer assessment against key criteria from the lesson plan. Questioning is used to check understanding and consolidate learning. e.g. questions from unit plans at the start and end of each lesson to review learning. As moving around lesson, staff provide feedback so that pupils know what they need to improve. STEP principle is used to adapt PE lessons for extension and support End of unit assessment grid completed within GS4PE</p>
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<p>U p p e r K e y S t a g e 2 - R u g b y</p>	<p>Physical Social Emotional Thinking</p>	<p>In this unit pupils will develop key skills and principles such as defending, attacking, catching, running and dodging. When attacking, pupils will support the ball carrier using width and drawing defence. When defending, pupils learn how to tag, how to track and slow down an opponent, working as a defensive unit. They will play collaboratively in both uneven and then even sided games. Pupils will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition. They develop their understanding of the importance of fair play and honesty while self managing games, as well as developing their ability to evaluate their own and others' performances.</p>	<p>Passing, catching, dodging, tagging, scoring Communication, collaboration, inclusion Honesty and fair play, perseverance, confidence Planning strategies and using tactics, observing and providing feedback</p>	<p>Defence Offside Onside Opponent Possession Attack Formation Dictate Shut down Receiver Turn over Support</p>	<p>I can create and use space to help my team. I can pass and receive the ball with increasing control under pressure. I can select the appropriate action for the situation and make this decision quickly. I can tag opponents individually and when working within a unit. I can use the rules of the game consistently to play honestly and fairly. I can work collaboratively to create tactics with my team and evaluate the effectiveness of these. I can work in collaboration with others so that games run smoothly. I recognise my own and others strengths and areas for development and can suggest ways to improve.</p>	<p>Progress and understanding is monitored throughout the lesson by: Use of self and peer assessment against key criteria from the lesson plan. Questioning is used to check understanding and consolidate learning. e.g. questions from unit plans at the start and end of each lesson to review learning. As moving around lesson, staff provide feedback so that pupils know what they need to improve. STEP principle is used to adapt PE lessons for extension and support End of unit assessment grid completed within GS4PE</p>
<p>U p p e r K e y S t a g e 2 - A t h l e t i c s</p>	<p>Physical Social Emotional Thinking</p>	<p>In this unit, pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best.</p>	<p>Pacing, sprinting technique, jumping for distance , throwing for distance Working collaboratively, working safely Perseverance, determination Observing and providing feedback, exploring ideas</p>	<p>Technique Control Force Continuous pace Trajectory Stride Momentum Officiate Flight Compete Rotation Transfer of weight</p>	<p>I can compete within the rules showing fair play and honesty. I can help others to improve their technique using key teaching points. I can identify my own and others' strengths and areas for development and can suggest ways to improve. I can perform jumps for distance using good technique. I can select and apply the best pace for a running event. I can show accuracy and good technique when throwing for distance. I understand that there are different areas of fitness and how this helps me in different activities. I use different strategies to persevere to achieve my personal best</p>	<p>Progress and understanding is monitored throughout the lesson by: Use of self and peer assessment against key criteria from the lesson plan. Questioning is used to check understanding and consolidate learning. e.g. questions from unit plans at the start and end of each lesson to review learning. As moving around lesson, staff provide feedback so that pupils know what they need to improve. STEP principle is used to adapt PE lessons for extension and support End of unit assessment grid completed within GS4PE</p>

Upper Key Stage 2 - Rounders	Physical Social Emotional Thinking	Pupils learn how to score points by striking a ball into space and running around cones or bases. When fielding, they learn how to play in different fielding roles. They focus on developing their throwing, catching and batting skills. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.	Underarm and overarm throwing, catching, tracking a ball, fielding and retrieving a ball, batting Collaboration and communication, respect, supporting and encouraging others Honesty and fair play, confident to take risks, managing emotions Observing and providing feedback, using tactics, decision making	Strike Pressure Outwit Fielding Batting Backing up Co-operatively Retrieve Continuous Consistently Overtake Consecutive Obstruction	I can strike a bowled ball with increasing consistency. I can use a wider range of skills with increasing control under pressure. I can use the rules of the game consistently to play fairly. I can work collaboratively with others so that batters out. I can work in collaboration with others so that games run smoothly. I recognise my own and others strengths and areas for development and can suggest ways to improve. I understand and can apply some tactics in the game as a batter, bowler and fielder.	Progress and understanding is monitored throughout the lesson by: Use of self and peer assessment against key criteria from the lesson plan. Questioning is used to check understanding and consolidate learning. e.g. questions from unit plans at the start and end of each lesson to review learning. As moving around lesson, staff provide feedback so that pupils know what they need to improve. STEP principle is used to adapt PE lessons for extension and support End of unit assessment grid completed within GS4PE
Upper Key Stage 2 - Tennis	Physical Social Emotional Thinking	In this unit pupils develop their racket skills when playing tennis. They learn specific skills such as a forehand, backhand, volley and underarm serve. Pupils develop their tactical awareness including how to play with a partner and against another pair. They are encouraged to show respect for their teammates as well as their opponents when self managing games. Pupils are also given opportunities to reflect on their own and other's performances and identify areas to improve.	Underarm throwing, catching, forehand, backhand, ready position Collaboration, respect, supporting others Honesty, perseverance Decision making, understanding rules, selecting and applying skills and tactics	Ready position Return Serve Outwit Control Opponent Forehand Backhand Volley Co-operatively Consistently	I can select the appropriate action for the situation and make this decision quickly. I can use a wider range of skills with increasing control under pressure. I can use feedback provided to improve the quality of my work. I can use the rules of the game consistently to play honestly and fairly. I can work collaboratively to create tactics with my team and evaluate the effectiveness of these. I can work in collaboration with others so that games run smoothly. I recognise my own and others strengths and areas for development and can suggest ways to improve. I understand that there are different areas of fitness and how this helps me in different activities.	Progress and understanding is monitored throughout the lesson by: Use of self and peer assessment against key criteria from the lesson plan. Questioning is used to check understanding and consolidate learning. e.g. questions from unit plans at the start and end of each lesson to review learning. As moving around lesson, staff provide feedback so that pupils know what they need to improve. STEP principle is used to adapt PE lessons for extension and support End of unit assessment grid completed within GS4PE

<p>Upper Key Stage 2 - Netball</p>	<p>Physical Social Emotional Thinking</p>	<p>In this unit pupils will develop defending and attacking play during even-sided 5-a-side netball. Pupils will learn to use a range of different passes to keep possession and attack towards a goal. Pupils will be encouraged to work collaboratively to think about how to use skills, strategies and tactics to outwit the opposition. They will start to show control and fluency when passing, receiving and shooting the ball. They will learn key rules of the game such as footwork, held ball, contact and obstruction. Pupils also develop their understanding of the importance of fair play and honesty while self managing games.</p>	<p>Passing, catching, footwork, intercepting, shooting Working safely, communication, collaboration Honesty and fair play, perseverance Planning strategies and using tactics, observing and providing feedback</p>	<p>Rebound Possession Attack Contact Obstruction Defend Contest Conceding Interception Consecutive Consistently Turnover</p>	<p>I can create and use space to help my team. I can pass, receive and shoot the ball with increasing control under pressure. I can select the appropriate action for the situation and make this decision quickly. I can use marking, and/or interception to improve my defence. I can use the rules of the game consistently to play honestly and fairly. I can work collaboratively to create tactics with my team and evaluate the effectiveness of these. I can work in collaboration with others so that games run smoothly. I recognise my own and others strengths and areas for development and can suggest ways to improve.</p>	<p>Progress and understanding is monitored throughout the lesson by: Use of self and peer assessment against key criteria from the lesson plan. Questioning is used to check understanding and consolidate learning. e.g. questions from unit plans at the start and end of each lesson to review learning. As moving around lesson, staff provide feedback so that pupils know what they need to improve. STEP principle is used to adapt PE lessons for extension and support End of unit assessment grid completed within GS4PE</p>
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Appendix 1: Additional Support:

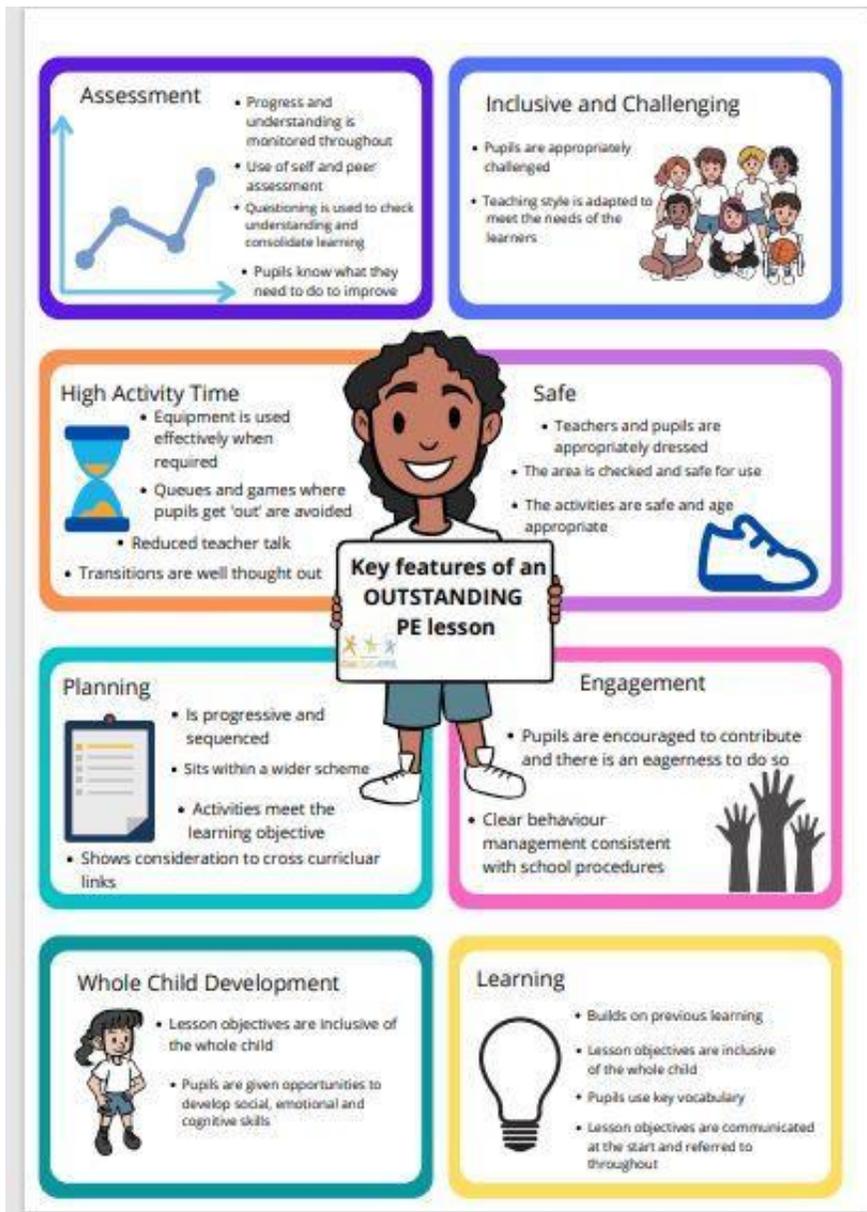
GetSet4PE has a wealth of resources to support with lesson planning.

Select the 'Lesson Plans' tab to find:

- Unit plan with mapped objectives, health and safety reminders, cross curricular links.
- Lesson plans with each phase of the lesson detailed, including required resources, additional ideas/resources for extension and support. Some units also include video demonstrations.

Select the 'Awesome Stuff' tab to find:

- Progression Documents by year group



Appendix 2: STEP



Space:

changing distance, height, size, location

- Using safe zones or safe playing areas
- Using targets that are closer
- Using smaller areas or playing over shorter distances
- Using flat areas such as playgrounds or halls
- Using bigger spaces to allow for more reaction time



Task:

changing rules, roles, progressions, conditions, complexity

- Adding conditions to games e.g. everyone must touch the ball
- Changing the speed of the activity e.g. everyone must walk
- Simplifying an activity e.g. less passes to score or gesture in dance using only arms
- Creating smaller/bigger targets to make the task easier or harder
- Pupils taking on different roles e.g. coach, official
- Using bigger spaces to allow for more reaction time



STEP

**principle to
adapting your PE**

Equipment:

changing what is being used

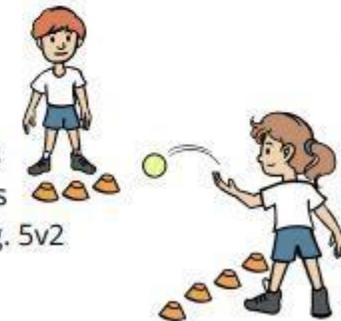
- Using larger balls which are easier to see and catch
- Using coloured balls that are easier to see
- Using balls that make noise
- Using tennis rackets instead of rounders or cricket bats
- Using lighter equipment which moves more slowly e.g. scarfs, beanbags



People:

changing groupings or how the children play together

- Working in mixed ability groups
- Working in similar ability groups
- Playing uneven sided games e.g. 5v2
- Using buddy systems
- Focus on and praise how the children interact with each other as opposed to score or outcome



Athletics Progression Ladder



Geb Seb 4 P.E.



Games Unit 1 & 2
Fundamentals Unit 1 & 2
Skill Unit 1 & 2

Year	Running	Jumping	Throwing
Year 6	Demonstrate a clear understanding of pace and use it to develop their own and others sprinting technique.	Develop power, control and technique in the triple jump.	Develop power, control and technique when throwing discus and shot put.
Year 5	Apply fluency and coordination when running for speed in relay changeovers.	Develop power, control and consistency in jumping for distance.	Develop technique and rhythm in the triple jump.
Year 4	Develop an understanding of speed and pace in relation to distance.	Develop power and speed in the sprinting technique.	Develop technique and power in javelin and shot put.
Year 3	Develop the sprinting technique and apply it to relay events.	Develop technique when jumping for distance.	Explore power and technique when throwing for distance in a pull and heave throw.
Year 2	Develop the sprinting action.	Develop jumping, hopping and skipping actions.	Explore the technique for a pull throw.
Year 1	Explore running at different speeds.	Develop balance whilst jumping and landing.	Develop overarm throwing for distance.
EYFS	Explore running and stopping. Explore running on the balls of their feet.	Explore jumping and hopping safely.	Explore throwing for distance and accuracy.

Ball Skills Progression Ladder



Geb Seb 4 P.E.



All YS & 6 Games Units

Year	Sending	Catching	Tracking	Dribbling
Year 6	Show good technique when sending a ball with increasing control, accuracy and consistency under pressure.	Demonstrate increasing consistency of catching under pressure in a variety of game situations.	Demonstrate a wider range of techniques when tracking a ball under pressure.	Demonstrate a range of dribbling techniques with increasing control under pressure.
Year 5	Demonstrate clear technique when sending a ball under pressure.	Demonstrate good technique under pressure.	Demonstrate a range of techniques when tracking and collecting a ball.	Dribble with some control under pressure.
Year 4	Accurately use a range of techniques to send a ball to a target.	Catch different sized objects with increasing consistency with one and two hands.	Consistently track a ball sent directly and indirectly.	Dribble a ball with increasing control and coordination.
Year 3	Send a ball with accuracy and increasing consistency to a target.	Catch a range of objects with increasing consistency.	Track a ball not sent directly.	Dribble a ball with control.
Year 2	Roll, throw and kick a ball to hit a target.	Develop catching a range of objects with two hands. Catch with and without a bounce.	Consistently track and collect a ball being sent directly.	Dribble a ball with hands and feet with some control.
Year 1	Roll and throw with some accuracy towards a target.	Begin to catch with two hands. Catch after a bounce.	Track a ball being sent directly.	Dribble a ball with hands and feet with some control.
EYFS	Explore sending an object with hands and feet.	Explore catching using a variety of larger balls and beanbags.	Track a ball with hands and feet.	Explore bouncing and catching.

Geb Seb 4 PE

Fitness Progression Ladder



Year 6

- Agility** Change direction with a fluent action and can transition smoothly between varying speeds.
- Balance** Show fluency and control when travelling, landing, stopping and changing direction.
- Coordination** Can coordinate a range of body parts with a fluent action at a speed appropriate to the challenge.
- Speed** Can adapt running technique to meet the needs of the distance.
- Strength** Can complete body weight exercises for increased repetitions with control and fluency.
- Stamina** Use their breath to increase their ability to move for sustained periods of time.

Year 5

- Agility** Demonstrate improved body posture and speed when changing direction.
- Balance** Change their body position to maintain a controlled centre of gravity.
- Co-ordination** Demonstrate increased speed when coordinating their bodies.
- Speed** Identify the best pace for a set distance or time.
- Strength** Demonstrate increased technique in body weight exercises.
- Stamina** Use their breath to increase their ability to move for sustained periods of time.

Year 4

- Agility** Show balance when changing direction at speed.
- Balance** Show control whilst completing activities which challenge balance.
- Co-ordination** Explore increased speed when coordinating their bodies.
- Speed** Demonstrate improved sprinting technique.
- Strength** Identify activities which help to strengthen different muscle groups.
- Stamina** Demonstrate using their breath to maintain their work rate.

Year 3

- Agility** Show balance when changing direction.
- Balance** Explore more complex activities which challenge balance.
- Co-ordination** Can coordinate their bodies with increased consistency in a variety of activities.
- Speed** Explore sprinting technique.
- Strength** Explore building strength in different muscle groups.
- Stamina** Explore using their breath to increase their ability to work for longer periods of time.

Year 2

- Agility** Demonstrate improved technique when changing direction on the move.
- Balance** Demonstrate increased balance whilst travelling along and over equipment without equipment.
- Co-ordination** Perform actions with increased control when coordinating their body with and without equipment.
- Speed** Can demonstrate running at different speeds.
- Strength** Demonstrate increased control in body weight exercises.
- Stamina** Show an ability to work for longer periods of time.

Year 1

- Agility** Change direction whilst running.
- Balance** Explore balancing in more challenging activities with some success.
- Co-ordination** Explore coordination through the use of equipment.
- Speed** Explore running at different speeds.
- Strength** Explore exercises using their own body weight.
- Stamina** Explore moving for longer periods of time and identify how it makes them feel.

EYFS

- Agility** Explore changing direction safely.
- Balance** Explore balancing whilst stationary and on the move.
- Co-ordination** Explore moving different body parts together.
- Speed** Explore moving and stopping with control.
- Strength** Explore taking weight on different body parts.
- Stamina** Explore moving for extended periods of time.

Geb Seb 4 PE

Fundamentals Progression Ladder



Year 6

- Running** Change direction with a fluent action. Can transition smoothly between varying speeds.
- Balance** Show fluency and control when travelling, landing, stopping and changing direction.
- Balance** Consistently demonstrate good balance when performing other fundamental skills.
- Running** Demonstrate improved body posture and balance when changing direction. Accelerate and decelerate appropriately for the situation.
- Balance** Demonstrate good balance and control when performing other fundamental skills.
- Stamina** Use their breath to increase their ability to move for sustained periods of time.

Year 5

- Running** Change direction quickly under pressure. Demonstrate when and how to accelerate and decelerate.
- Balance** Demonstrate good balance and control when performing other fundamental skills.
- Stamina** Use their breath to increase their ability to move for sustained periods of time.

Year 4

- Running** Change direction quickly. Understand and show how the body moves at different speeds.
- Balance** Demonstrate balance when performing other fundamental skills.
- Stamina** Demonstrate using their breath to maintain their work rate.

Year 3

- Running** Demonstrate balance when changing direction. Clearly show different speeds when running.
- Balance** Demonstrate balance when performing movements.
- Stamina** Explore using their breath to increase their ability to work for longer periods of time.

Year 2

- Running** Explore changing direction and dodging. Discover how the body moves at different speeds.
- Balance** Move with some control and balance. Explore stability and landing safely.
- Stamina** Show an ability to work for longer periods of time.

Year 1

- Running** Explore running and stopping. Explore changing direction safely.
- Balance** Explore balancing whilst stationary and on the move.
- Stamina** Explore moving for longer periods of time and identify how it makes them feel.

EYFS

- Running** Explore running and stopping. Explore changing direction safely.
- Balance** Explore balancing whilst stationary and on the move.
- Stamina** Explore moving for longer periods of time and identify how it makes them feel.

All Ys and 6s activities

- Jumping and hopping** Demonstrate good technique when jumping and hopping for distance and height. Fluently link jumps together.
- Skipping** Consistently show a range of skills when skipping in a rope.
- Jumping and hopping** Demonstrate good technique and co-ordination when linking jumps.
- Skipping** Show a range of skills when skipping in a rope.
- Jumping and hopping** Link hopping and jumping actions with other fundamental skills.
- Skipping** Consistently skip in a rope.
- Jumping and hopping** Link jumping and hopping actions.
- Skipping** Jump and turn a skipping rope.
- Jumping** Demonstrate jumping for distance, height and in different directions.
- Hopping** Demonstrate hopping for distance, height and in different directions.
- Skipping** Explore single and double bounce when jumping in a rope.
- Jumping** Demonstrate control in take off and landing when jumping.
- Hopping** Begin to explore hopping in different directions.
- Skipping** Show co-ordination when turning a rope. Use rhythm to jump continuously in a French rope.
- Jumping** Explore jumping control in take off and landing safely.
- Hopping** Explore hopping on both feet.
- Skipping** Explore skipping in a travelling action.

Gymnastics Progression Ladder



Get Set 4PE.

Year	Shapes	Balances	Rolls	Jumps
Year 6	Combine and perform gymnastic shapes more fluently and effectively.	Explore counter balances and counter tension balances.	Develop fluency and consistency in the straddle, forward and backward roll.	Combine and perform a range of gymnastic jumps more fluently and effectively.
Year 5	Perform shapes consistently and fluently to a high standard, sometimes linked with other gymnastic actions.	Explore symmetrical and asymmetrical balances.	Develop control and fluency in the straddle, barrel, forward, straddle and backward roll.	Select a range of jumps to include in sequence work.
Year 4	Develop the range of shapes they use in their sequences.	Develop control and fluency in individual and partner balances.	Develop the straight, barrel, forward and straddle roll and perform with increased control.	Develop control in performing and landing rotation jumps.
Year 3	Explore matching and contrasting shapes.	Explore point and patch balances and transition smoothly into and out of them.	Develop the straight, barrel, and forward roll.	Develop stepping into shape jumps with control.
Year 2	Explore using shapes in different gymnastic balances.	Remember, repeat and link combinations of gymnastic balances.	Explore barrel, straight and forward roll and put into sequence work.	Explore shape jumps and take off combinations.
Year 1	Explore basic and still shapes straight, tuck, straddle, pike.	Perform balances making their body tense, stretched and curled.	Explore barrel, straight and forward roll progressions.	Explore shape jumps including jumping off low apparatus.
EYFS	Show contrast with their bodies including wide/narrow, straight/curved.	Explore shapes in stillness using different parts of their bodies.	Explore rocking and rolling.	Explore jumping safely.

Invasion Games Progression Ladder



Get Set 4PE.

Year	Sending & receiving	Dribbling	Attacking	Defending	Space
Year 6	Develop making quick decisions about when, how and who to pass to.	Dribble consistently using a range of techniques with increasing control under pressure.	Explore creating attacking tactics with others in response to the game.	Explore creating defending tactics with others in response to the game.	Move to the correct space when transitioning from attack to defence.
Year 5	Develop control when S&R under pressure.	Select and apply a variety of dribbling techniques to game situations.	Explore creating tactics with others and applying them to game situations.	Develop tracking and marking with a variety of techniques and increased success.	Move to create space for themselves and others in their team.
Year 4	Develop passing to a teammate using a variety of techniques appropriate to the game.	Develop control whilst dribbling under pressure.	Develop decision making around when to pass and when to shoot.	Develop defending one on one and know when to win the ball.	Move into space to help their team keep possession and score goals.
Year 3	Explore S&R abiding by the rules of the game.	Explore dribbling the ball abiding by the rules of the game under some pressure.	Developing movement skills to lose a defender.	Track opponents to limit their scoring opportunities.	Develop moving with a ball towards goal with some control.
Year 2	Developing S&R with increased control.	Explore dribbling with hands and feet with increasing control on the move.	Explore shooting actions in a range of invasion games.	Explore staying close to other players to try and stop them getting the ball.	Explore moving with a ball towards goal.
Year 1	Explore S&R with hands and feet to a partner.	Explore dribbling with hands and feet.	Developing moving into space away from defenders.	Explore staying close to other players to try and stop them getting the ball.	Explore moving with a ball towards goal.
EYFS	Explore S&R with hands and feet using a variety of equipment.	Explore dropping and catching with two hands and moving a ball with their feet.	Explore changing direction to move away from a partner.	Explore tracking and move to stay with a partner.	Recognise good space when playing games.

