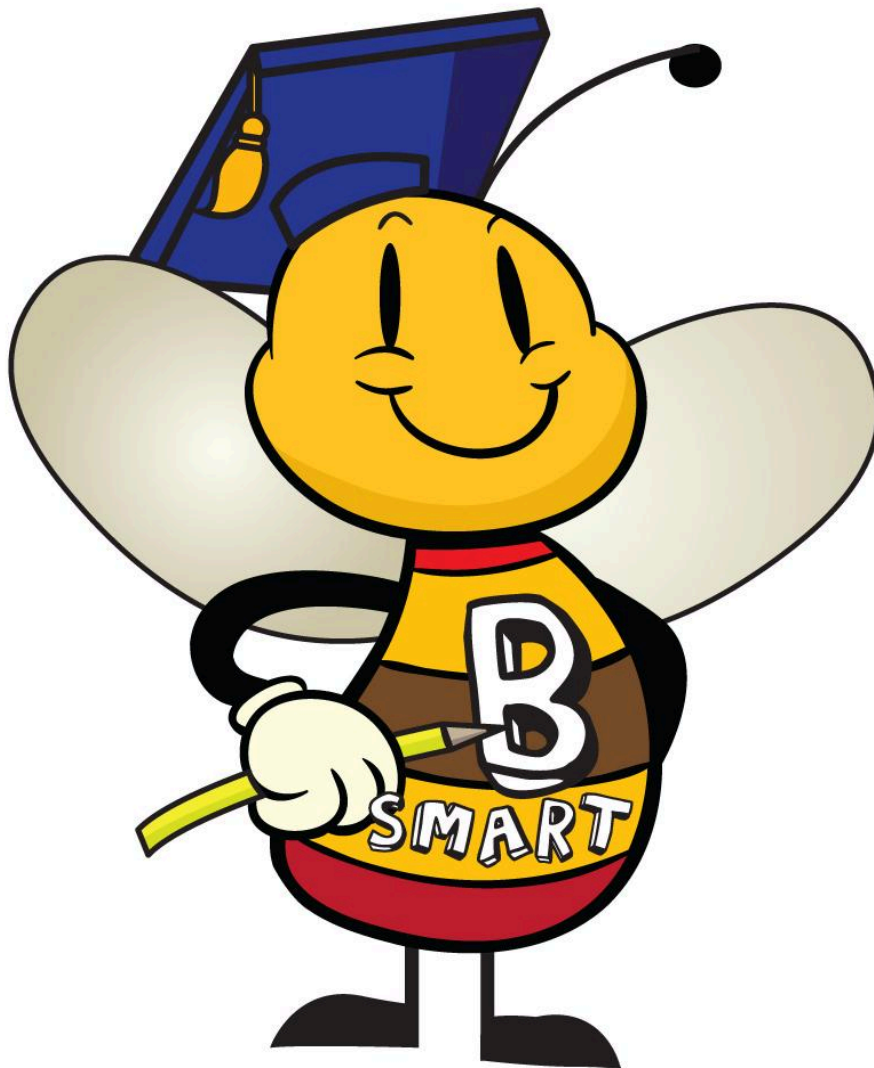


PE

On Track Indicators

Bradshaw Community Primary School



**As the Development Matters Non-statutory curriculum guidance for the early years foundation stage (Physical Development) states:**

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, coordination and positional awareness through tummy time, crawling and play movement with both objects and adults.

By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, coordination and agility.

Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being.

Fine motor control and precision helps with hand-eye coordination which is later linked to early literacy.

Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

**As the National Curriculum states:**

**Purpose of study**

A high quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness.

Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

**Aims**

The National Curriculum for Physical Education aims to ensure that all pupils:

- Develop competence to excel in a broad of physical activities
- Are physically active for a sustained period of time
- Engage in competitive sports and activities
- Lead healthy, active lives.

**Attainment targets**

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant Programme of Study

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## On Track Indicators - Early Years

Autumn	Spring	Summer
Me and Myself	Throwing and catching	Fun and games
<p><b>SKILLS I NEED TO ACHIEVE:</b>            Manage basic personal needs, including dressing myself            Move freely, with pleasure in a range of different ways.            Show understanding towards the effects of activity on my body.            Engage in conversations with others.</p>	<p><b>SKILLS I NEED TO ACHIEVE:</b>            Move freely, with pleasure and confidence in a range of skillful ways.            Accept the needs of others, take turns and share.            Run in a controlled way, changing speed and direction to avoid obstacles.            Be aware of boundaries set and behaviour expectations.</p>	<p><b>SKILLS I NEED TO ACHIEVE:</b>            Move freely, with pleasure and confidence in a range of skillful ways.            Accept the needs of others, take turns and share            Run in a controlled way, changing speed and direction to avoid obstacles.            Be aware of boundaries set and behaviour expectations.</p>
<p><b>Early Learning goals:</b></p> <ul style="list-style-type: none"> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>• 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.</li> <li>• Work and play cooperatively and take turns with others.</li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of food choices.</li> <li>• Show sensitivity to their own and other's needs.</li> </ul>	<p><b>Early Learning goals:</b></p> <ul style="list-style-type: none"> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of food choices.</li> <li>• Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>• Use a range of small tools, including scissors, paint brushes and cutlery.</li> <li>• Form positive attachments to adults and friendships with peers.</li> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> </ul>	<p><b>Early Learning goals:</b></p> <ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others.</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>• Use a range of small tools, including scissors, paint brushes and cutlery.</li> <li>• Negotiate space and obstacles safely, with consideration for themselves and others.</li> </ul>
<p><b>Vocabulary:</b>            uniform    lesson    body part            changing    quick/speed    listen            awareness    direction    heart rate            instruction</p>	<p><b>Vocabulary:</b>            throw    catch    watch    aim            target    push    roll/push    kick            hands    bounce    count    ready</p>	<p><b>Vocabulary:</b>            look    watch    sight    hear            listen    run    direction            head up    together    counting            breathing</p>
Movement Development	Working with others	Ball skills

<p><b>SKILLS I NEED TO ACHIEVE:</b>          Improve speed, agility, balance, strength and coordination.          Develop jumping/hopping and landing techniques, understanding the importance of moving, landing and stopping safely.          Negotiate space, explore movements and try new activities.</p>	<p><b>SKILLS I NEED TO ACHIEVE:</b>          Run with control and coordination, negotiating space successfully, adjusting speed or direction to avoid obstacles.          Be aware of boundaries set and of behavioural expectations.          Respond to what others are saying, and accept the needs of others therefore developing my relationships with peers.</p>	<p><b>SKILLS I NEED TO ACHIEVE:</b>          Move confidently and safely, considering and managing risks when using equipment.          Show control when throwing and catching a large ball.          Play in a group, take turns and share.</p>
<p><b>Early Learning goals:</b></p> <ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>• Demonstrate strength, balance and coordination when playing.</li> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of food choices.</li> </ul>	<p><b>Early Learning goals:</b></p> <ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others.</li> <li>• Form positive attachments to adults and friendships with peers.</li> <li>• Show sensitivity to their own and other's needs.</li> <li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>• 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.</li> </ul>	<p><b>Early Learning goals:</b></p> <ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others.</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>• Use a range of small tools, including scissors, paint brushes and cutlery.</li> <li>• Demonstrate strength, balance and coordination when playing.</li> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.</li> <li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> </ul>
<p><b>Vocabulary:</b>          control    coordination    slow/fast          high/low    fluently    free          awareness    run    space          creative    movement    walk</p>	<p><b>Vocabulary:</b>          throw    catch    watch    aim          target    ready    roll    bounce          count    help    team    partner</p>	<p><b>Vocabulary:</b>          collect    ball control    games          bounce    count    hand    high          explore    safety    height</p>

**Development Matters Statements**

**EYFS Statutory Educational Programme:**

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, coordination and positional awareness through tummy time, crawling and play movement with both objects and adults.

By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, coordination and agility.

Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye coordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the

practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

<b>Cultural Capital</b>	<b>Vocational Links</b>
Local clubs After School Clubs Sports Day	Athlete, tennis player, runner, footballer, dancer, gymnast

## On Track Indicators - Year 1

Autumn	Spring	Summer
Handball	Gymnastics 1	Tennis
<p><b>KNOWLEDGE OF THE SPORT:</b> Handball is a team sport. Two teams of 7 players (including a goalkeeper) use their hands to pass the ball to each other with the aim of throwing the ball into the opponent's goal to score. Players can bounce the ball to dribble, but can only make 3 steps when holding the ball.</p>	<p><b>KNOWLEDGE OF THE SPORT:</b> Gymnastics is a sport that combines lots of different movements that require balance, coordination, flexibility, strength and endurance.</p>	<p><b>KNOWLEDGE OF THE SPORT:</b> Tennis is a racket sport played on a rectangular court divided by a net and is usually played 1v1 (singles) or 2v2 (doubles). Tennis can be played on grass, clay, hard court or even carpet. Points are scored by hitting a tennis ball over the net and into the opponent's side of the court in a way that the opponent cannot return it.</p>
<p><b>VOCABULARY:</b> Teamwork    Passing    Goals Scoring     Catch       Dribble Shoot        Bounce</p>	<p><b>VOCABULARY:</b> Travel,    shape,    action, control,    balance</p>	<p><b>VOCABULARY:</b> Ball control    Underarm Accuracy control    Partner Balance        Throw        Low        High</p>
<p><b>SKILLS I NEED TO ACHIEVE:</b> To move into space with a ball. To shoot accurately at a target. To bounce, roll, and carry a ball. To move towards a goal to defend it. To throw and catch a ball with others. To compete against others trying to score. Catching. Keeping the ball close.</p>	<p><b>SKILLS I NEED TO ACHIEVE:</b> Revise and refine the fundamental movement skills: rolling, crawling, walking, jumping, running, hopping, skipping, climbing Progress towards a more fluent style of moving, with developing control and grace. Develop overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions. Combine different movements with ease and fluency.</p>	<p><b>SKILLS I NEED TO ACHIEVE:</b> To throw a ball to a target. To receive a ball. To hit a ball. To move confidently in different ways. To hold a racket with the correct grip.</p>
Dance	Gymnastics 2	Athletics
<p><b>KNOWLEDGE OF THE SPORT:</b> It is the physical expression through movement and rhythm of relationships, feelings and ideas. Nobody invented dance. It is deep in the heart of every culture throughout history; dance is part of the pulse of humanity. It embraces multiple genres, styles and traditions and is constantly evolving. (Ken Robinson)</p>	<p><b>KNOWLEDGE OF THE SPORT:</b> Gymnastics is a sport that combines lots of different movements that require balance, coordination, flexibility, strength and endurance.</p>	<p><b>KNOWLEDGE OF THE SPORT:</b> Athletics is a collection of sports that includes running, jumping and throwing. Running takes place on an athletics track, there are various running distances including sprints, middle distance, long distance and relay races. Field events involve either jumping or throwing.</p>

<p><b>VOCABULARY:</b> Travel, shape, action, explore, tension</p>	<p><b>VOCABULARY:</b> Travel, shape, action, control, balance, flight, rotation</p>	<p><b>VOCABULARY:</b> Speed Races Personal Best Distance Competition Measuring</p>
<p><b>SKILLS I NEED TO ACHIEVE:</b> Explore a range of gesture to portray a given action/ movement and select effective actions to create a motif selecting dynamics and space. Explore a range of actions dynamics and space. Consider different formations, contact work and travelling using over/under/round and through. Explore a range of shapes with tension. Explore different travelling actions. Explain why it is important to have bare feet for some dance activities. Describe how the heart beats faster when moving quickly and why it is important to warm up before dance.</p>	<p><b>SKILLS I NEED TO ACHIEVE:</b> Revise and refine the fundamental movement skills: rolling, crawling, walking, jumping, running, hopping, skipping, climbing Progress towards a more fluent style of moving, with developing control and grace. Develop overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions. Combine different movements with ease and fluency.</p>	<p><b>SKILLS I NEED TO ACHIEVE:</b> To move into space. To control my body and equipment when throwing, running and jumping. To land safely when jumping. To compete against myself.</p>
<p><b>National Curriculum Statements</b></p>		
<p><b>Key Stage 1</b> Pupils should develop fundamental movement skills, become increasingly competent and confident, and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and cooperative physical activities, in a range of increasingly challenging situations.</p> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities</li> <li>• Participate in team games, developing simple tactics for attacking and defending</li> <li>• Perform dances using simple movement patterns.</li> </ul>		
<p><b>Cultural Capital</b></p>	<p><b>Vocational Links</b></p>	
<p>Intra and Inter Competitions After School Clubs Local clubs After School Clubs Sports Day</p>	<p>Athlete, tennis player, runner, footballer, dancer, gymnast</p>	

## On Track Indicators - Year 2

Autumn	Spring	Summer
Dodgeball	Gymnastics 1	Tennis
<p><b>KNOWLEDGE OF THE SPORT:</b> Dodgeball is a fast-paced team sport played with two opposing teams on a rectangular court. The objective of the game is to eliminate players from the opposing team by hitting them with thrown balls, while also avoiding being hit yourself.</p>	<p><b>KNOWLEDGE OF THE SPORT:</b> Gymnastics is a sport that combines lots of different movements that require balance, coordination, flexibility, strength and endurance.</p>	<p><b>KNOWLEDGE OF THE SPORT:</b> Tennis is a racket sport played on a rectangular court divided by a net and is usually played 1v1 (singles) or 2v2 (doubles). Tennis can be played on grass, clay, hard court or even carpet. Points are scored by hitting a tennis ball over the net and into the opponent's side of the court in a way that the opponent cannot return it.</p>
<p><b>VOCABULARY:</b> Speed    Reaction time    Catch Dodge    Teamwork                Control Pass      Aim                            React</p>	<p><b>VOCABULARY:</b> Travel,    shape,    action, control,    balance,    land,    roll</p>	<p><b>VOCABULARY:</b> Ball control    Underarm Accuracy control    Partner Balance    Throw    Low    High</p>
<p><b>SKILLS I NEED TO ACHIEVE:</b> To move in different ways, changing speed and direction. To send a ball at different speeds. To practise throwing using underarm technique. To catch a ball. To practise throwing using overarm technique. To participate in basic dodgeball games.</p>	<p><b>SKILLS I NEED TO ACHIEVE:</b> Explore skills, e.g. balance, takeoff and landing and rolling. Repeat and move smoothly from one to another. Link together 4 actions with a start and finish position. Move in different ways, e.g. on feet, hands and feet. Describe my own shapes and those observed by others. Identify the best shapes and give suggestions, e.g. leg straighter, toes pointed. Talk about how to move without bumping into others. Describe how my heart pumps faster when exercising.</p>	<p><b>SKILLS I NEED TO ACHIEVE:</b> To throw a ball to a target. To receive a ball and return it. To hit a ball to a target. To move confidently in different ways. To hold a racket with the correct grip. To play games.</p>
Dance	Gymnastics 2	Athletics
<p><b>KNOWLEDGE OF THE SPORT:</b> It is the physical expression through movement and rhythm of relationships, feelings and ideas. Nobody invented dance. It is deep in the heart of every culture throughout history; dance is part of the pulse of</p>	<p><b>KNOWLEDGE OF THE SPORT:</b> Gymnastics is a sport that combines lots of different movements that require balance, coordination, flexibility, strength and endurance.</p>	<p><b>KNOWLEDGE OF THE SPORT:</b> Athletics is a collection of sports that includes running, jumping and throwing. Running takes place on an athletics track, there are various running distances including sprints, middle distance, long distance and</p>



<p>humanity. It embraces multiple genres, styles and traditions and is constantly evolving. (Ken Robinson)</p>		<p>relay races. Field events involve either jumping or throwing.</p>
<p><b>VOCABULARY:</b> Travel, shape, action, explore, tension, freeze frame, canon.</p>	<p><b>VOCABULARY:</b> Travel, shape, action, control, balance, land, roll</p>	<p><b>VOCABULARY:</b> Speed Races Personal Best Distance Competition Measuring</p>
<p><b>SKILLS I NEED TO ACHIEVE:</b> Select and refine a variety of actions to create a motif and work with a partner to effectively vary and develop the motif into a duet considering dynamics and space. Use mirroring to explore a variety of actions. Explore a variety of turning actions considering dynamics and space, e.g. use a canon to represent a sandstorm. Describe how my muscles feel after holding a still shape.</p>	<p><b>SKILLS I NEED TO ACHIEVE:</b> Explore skills, e.g. balance, takeoff and landing and rolling. Repeat and move smoothly from one to another. Link together 4 actions with a start and finish position. Move in different ways, e.g. on feet, hands and feet. Describe my own shapes and those observed by others. Identify the best shapes and give suggestions, e.g. leg straighter, toes pointed. Talk about how to move without bumping into others. Describe how my heart pumps faster when exercising.</p>	<p><b>SKILLS I NEED TO ACHIEVE:</b> To move into space. To show a correct pull throw technique. To control my body and equipment when throwing, running and jumping. To land safely when jumping. To run and jump on the balls of my feet. To compete against myself and others.</p>
<p><b>National Curriculum Statements</b></p>		
<p><b>Key Stage 1</b> Pupils should develop fundamental movement skills, become increasingly competent and confident, and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and cooperative physical activities, in a range of increasingly challenging situations.</p> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities</li> <li>• Participate in team games, developing simple tactics for attacking and defending</li> <li>• Perform dances using simple movement patterns.</li> </ul>		
<p><b>Cultural Capital</b></p>	<p><b>Vocational Links</b></p>	
<p>Intra and Inter Competitions After School Clubs Local clubs After School Clubs Sports Day</p>	<p>Athlete, tennis player, runner, footballer, dancer, gymnast</p>	

### On Track Indicators - Year 3

Autumn	Spring	Summer
Handball	Rugby	Cricket
<p><b>KNOWLEDGE OF THE SPORT:</b> Handball is a team sport. Two teams of 7 players (including a goalkeeper) use their hands to pass the ball to each other with the aim of throwing the ball into the opponent's goal to score. Players can bounce the ball to dribble, but can only make 3 steps when holding the ball.</p>	<p><b>KNOWLEDGE OF THE SPORT:</b> Rugby is a full-contact team sport, played with an oval-shaped ball, and requires power, speed and teamwork. Tag Rugby rules are similar to rugby, but without contact, players try to score by touching their ball down within their 'try zone' without the other players removing their tag.</p>	<p><b>KNOWLEDGE OF THE SPORT:</b> Cricket is played on a cricket pitch between 2 teams of 11 players. One team starts as the 'batting' team and the other team start as the 'fielding' team. The aim is to score the most 'runs'. A run is scored when a batter hits the ball and runs to the opposite end of the pitch.</p>
<p><b>VOCABULARY:</b> Throw    Receive    Aim Space    Catch        Power Control   Support</p>	<p><b>VOCABULARY:</b> Pass    Tag    Attack Defend   Mark Dummy   Share</p>	<p><b>VOCABULARY:</b> Fielding    Wickets    Runs Overarm    Underarm    Bowling Batting accuracy        Teamwork</p>
<p><b>SKILLS I NEED TO ACHIEVE:</b> To pass/send a ball with increasing accuracy. To dribble when under pressure. To move with the ball keeping it under control. To defend by marking. To pass the ball over different distances. To play handball games against others.</p>	<p><b>SKILLS I NEED TO ACHIEVE:</b> To travel with the ball. To defend by removing a player's tag. To keep a horizontal line with others when running. To work together with others. To catch the ball whilst on the move. To play games against others that require tactics to be used to try to score.</p>	<p><b>SKILLS I NEED TO ACHIEVE:</b> Throw a ball with increasing accuracy. Hit a ball towards the target. Catch a ball with increasing control. Choose fielding skills to make it difficult for an opponent. Successfully hit a ball from a tee. Participate in modified competitive games, showing good teamwork.</p>
Dance	Gymnastics	Athletics
<p><b>KNOWLEDGE OF THE SPORT:</b> It is the physical expression through movement and rhythm of relationships, feelings and ideas. Nobody invented dance. It is deep in the heart of every culture throughout history; dance is part of the pulse of humanity. It embraces multiple genres, styles and traditions and is constantly evolving. (Ken Robinson)</p>	<p><b>KNOWLEDGE OF THE SPORT:</b> Gymnastics is a sport that combines lots of different movements that require balance, coordination, flexibility, strength and endurance.  The sport of gymnastics developed from exercises used by the ancient Greeks to mount and dismount their horses.</p>	<p><b>KNOWLEDGE OF THE SPORT:</b> Athletics is a collection of sports that includes running, jumping and throwing. Running takes place on an athletics track, there are various running distances including sprints, middle distance, long distance and relay races. Field events involve either jumping or throwing.</p>
<p><b>VOCABULARY:</b> Travel, shape, action, explore, tension, freeze frame, canon,</p>	<p><b>VOCABULARY:</b> Travel, shape, action, control, balance, land, roll,</p>	<p><b>VOCABULARY:</b> Athlete    Timing    Coordination Technique    Movement</p>

contact work, formations, dynamic.	quality, sequence, pathways.	Measurements
<p><b>SKILLS I NEED TO ACHIEVE:</b>  Explore a range of striking and turning actions with rhythmical dynamics, e.g. to represent starting a fire or making tools.  Explore a variety of contact work ideas to create shapes, e.g. representing shelters from the Stone Age.  Create an effective travelling motif in a small group and use stop/start dynamics in a variety of formations and directions.  Explore a range of actions selecting effective dynamic and spatial elements.  Use a range of contact work ideas in formations and travel to create interesting freeze frames, e.g. representing a story in a cave painting.  Explain why it is important to warm up my whole body, particularly my feet.</p>	<p><b>SKILLS I NEED TO ACHIEVE:</b>  Practise independently and with a partner, demonstrating quality and variety of linking movements.  Link 6-8 actions together to make a sequence.  Develop linking movements and pathways to make my sequence more interesting.  Compare and discuss my actions and those of others.  Use the ideas from my observations and discussions in my work.  Describe how warm and tired I feel after running quickly compared with sometimes moving more slowly.</p>	<p><b>SKILLS I NEED TO ACHIEVE:</b>  To throw an object by overarm, underarm, pulling, pushing and slinging.  To run in races of varied distances.  To combine different types of jumping.  To take part in athletic events.  To run for distance.  To perform competitively with others.</p>

### National Curriculum Statements

#### **Key Stage 2**

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

#### **Pupils should be taught to:**

- Use running, jumping, throwing and catching in isolation and in combination
- Play competitive games, modified where appropriate (for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis), and apply basic principles suitable for attacking and defending
- Develop flexibility, strength, technique, control and balance (for example through athletics and gymnastics)
- Perform dances using a range of movement patterns
- Take part in outdoor and adventurous activity challenges both individually and within a team
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best

#### **Swimming and water safety**

All schools must provide swimming instruction either in Key Stage 1 or Key Stage 2. In particular, pupils should be taught:

- Swim competently, confidently and proficiently over a distance of at least 25 metres
- Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)
- Perform safe self-rescue in different water-based situations.

<b>Cultural Capital</b>	<b>Vocational Links</b>
Intra and Inter Competitions After School Clubs Local clubs After School Clubs Sports Day	Athlete, tennis player, runner, footballer, dancer, gymnast

## On Track Indicators - Year 4

Autumn	Spring	Summer
Gymnastics	Rugby	Tennis
<p><b>KNOWLEDGE OF THE SPORT:</b> Gymnastics is a sport that combines lots of different movements that require balance, coordination, flexibility, strength and endurance.</p> <p>The sport of gymnastics developed from exercises used by the ancient Greeks to mount and dismount their horses.</p>	<p><b>KNOWLEDGE OF THE SPORT:</b> Rugby is a full-contact team sport, played with an oval-shaped ball, and requires power, speed and teamwork. Tag Rugby rules are similar to rugby, but without contact, players try to score by touching their ball down within their 'try zone' without the other players removing their tag.</p>	<p><b>KNOWLEDGE OF THE SPORT:</b> Cricket is played on a cricket pitch between 2 teams of 11 players. One team starts as the 'batting' team and the other team start as the 'fielding' team. The aim is to score the most 'runs'. A run is scored when a batter hits the ball and runs to the opposite end of the pitch.</p>
<p><b>VOCABULARY:</b> Travel, shape, action, control, balance, land, roll, quality, sequence, pathways, flow, levels,</p>	<p><b>VOCABULARY:</b> Pass Tag Attack Defend Mark Dummy Share</p>	<p><b>VOCABULARY:</b> Fielding Wickets Runs Overarm Underarm Bowling Batting accuracy Teamwork</p>
<p><b>SKILLS I NEED TO ACHIEVE:</b> Put together sequences showing changes of direction and level, whilst aiming for control. Link together 8-10 actions showing variety and control with a partner or in a small group. Perform my sequence to an audience showing variations in speed, direction and level. Evaluate aspects of sequence e.g. body position, flow. Discuss to suggest positive ways to improve quality. Say that it is important to warm up my muscles before starting vigorous activity to get my heart pumping faster. Give reasons why an activity might be good for me because it makes me strong and supple.</p>	<p><b>SKILLS I NEED TO ACHIEVE:</b> To travel with the ball. To defend by removing a player's tag. To keep a horizontal line with others when running. To work together with others. To catch the ball whilst on the move. To play games against others that require tactics to be used to try to score.</p>	<p><b>SKILLS I NEED TO ACHIEVE:</b> Throw a ball with increasing accuracy. Hit a ball towards the target. Catch a ball with increasing control. Choose fielding skills to make it difficult for an opponent. Successfully hit a ball from a tee. Participate in modified competitive games, showing good teamwork.</p>
Dance	OAA	Athletics

<p><b>KNOWLEDGE OF THE SPORT:</b> It is the physical expression through movement and rhythm of relationships, feelings and ideas. Nobody invented dance. It is deep in the heart of every culture throughout history; dance is part of the pulse of humanity. It embraces multiple genres, styles and traditions and is constantly evolving. (Ken Robinson)</p>	<p><b>KNOWLEDGE OF THE SPORT:</b> Usually played outdoors, Orienteering is a mix of navigation (map reading skills) and physical endurance. The aim is to navigate through a course, finding specific 'control points' marked on the map within a specified time frame. The top Orienteer's have excellent fitness, problem solving skills and map reading skills.</p>	<p><b>KNOWLEDGE OF THE SPORT:</b> Athletics is a collection of sports that includes running, jumping and throwing. Running takes place on an athletics track, there are various running distances including sprints, middle distance, long distance and relay races. Field events involve either jumping or throwing.</p>
<p><b>VOCABULARY:</b> Travel, shape, action, explore, tension, freeze frame, canon, contact work, formations, dynamic, balance, support.</p>	<p><b>VOCABULARY:</b> Teamwork Map Skills Communication Problem Solving Picture Orienteering</p>	<p><b>VOCABULARY:</b> Athlete Timing Coordination Technique Movement Measurements</p>
<p><b>SKILLS I NEED TO ACHIEVE:</b> Create a group dance showing a moment of cannon, where each pupil uses the same movement, one after the other. Use direction to move away and towards a partner. Use different patterns to move such as circling, weaving or straight. Use points of contact such as hands, back, hip to create safe balances and supports through improvisation. Teach a friend or group a phrase. Observe how good dancers use their eyes to focus on, either a point in space or a body part performance. Improve my performance by performing silently with greater concentration and clear focus. Explain why warming up my feet and knees before jumping is important. Describe how dance generates warmth in the muscles and why perspiring occurs.</p>	<p><b>SKILLS I NEED TO ACHIEVE:</b> To work cooperatively as part of a team. To understand different points on a map. To communicate effectively with others. To make a map. To participate in team games solving problems with others. To take part in an orienteering event.</p> <p><b>SWIMMING</b> Swimming is an activity that involves coordination of arm and leg motions to propel your body through water.</p> <p>Use a range of strokes effectively including front crawl, backstroke and breaststroke. Swim competently, confidently and proficiently over a distance of at least 25 metres. Be able to perform safe self-rescue techniques. Perform safe self-rescue techniques in different water-based situations.</p>	<p><b>SKILLS I NEED TO ACHIEVE:</b> To throw an object by overarm, underarm, pulling, pushing and slinging. To run in races of varied distances. To combine different types of jumping. To take part in athletic events. To run for distance. To perform competitively with others.</p>
<p><b>National Curriculum Statements</b></p>		
<p><b>Key Stage 2</b></p>		

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

**Pupils should be taught to:**

- Use running, jumping, throwing and catching in isolation and in combination
- Play competitive games, modified where appropriate (for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis), and apply basic principles suitable for attacking and defending
- Develop flexibility, strength, technique, control and balance (for example through athletics and gymnastics)
- Perform dances using a range of movement patterns
- Take part in outdoor and adventurous activity challenges both individually and within a team
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best

**Swimming and water safety**

All schools must provide swimming instruction either in Key Stage 1 or Key Stage 2. In particular, pupils should be taught:

- Swim competently, confidently and proficiently over a distance of at least 25 metres
- Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)
- Perform safe self-rescue in different water-based situations.

<b>Cultural Capital</b>	<b>Vocational Links</b>
Intra and Inter Competitions After School Clubs Local clubs After School Clubs Sports Day	Athlete, tennis player, runner, footballer, dancer, gymnast

## On Track Indicators - Year 5

Autumn	Spring	Summer
Gymnastics	Swimming	Cricket
<p><b>KNOWLEDGE OF THE SPORT:</b> Gymnastics is a sport that combines lots of different movements that require balance, coordination, flexibility, strength and endurance.</p> <p>The sport of gymnastics developed from exercises used by the ancient Greeks to mount and dismount their horses.</p>	<p><b>KNOWLEDGE OF THE SPORT:</b> Swimming is an activity that involves coordination of arm and leg motions to propel your body through water.</p>	<p><b>KNOWLEDGE OF THE SPORT:</b> Cricket is played on a cricket pitch between 2 teams of 11 players. One team starts as the 'batting' team and the other team start as the 'fielding' team. The aim is to score the most 'runs'. A run is scored when a batter hits the ball and runs to the opposite end of the pitch.</p>
<p><b>VOCABULARY:</b> Travel, shape, action, explore, tension, freeze frame, canon, contact work, formations, dynamic, balance, support, speed, levels, variations.</p>		<p><b>VOCABULARY:</b> Wicket Keeper    Wickets    Runs Overarm    Underarm    Bowling Batting    Striking    Teamwork</p>
<p><b>SKILLS I NEED TO ACHIEVE:</b> Put together sequences showing changes of direction and level, whilst aiming for control. Link together 8-10 actions showing variety and control with a partner or in a small group. Perform my sequence to an audience showing variations in speed, direction and level. Evaluate aspects of sequence e.g. body position, flow. Discuss to suggest positive ways to improve quality. Say that it is important to warm up my muscles before starting vigorous activity to get my heart pumping faster. Give reasons why an activity might be good for me because it makes me strong and supple.</p>	<p><b>SKILLS I NEED TO ACHIEVE:</b> Use a range of strokes effectively including front crawl, backstroke and breaststroke. Swim competently, confidently and proficiently over a distance of at least 25 metres. Be able to perform safe self-rescue techniques. Perform safe self-rescue techniques in different water-based situations.</p>	<p><b>SKILLS I NEED TO ACHIEVE:</b> To throw and bowl in different ways. To use skills and tactics to outwit opponents when fielding. To play shots into different areas of the field. To use skills and tactics to outwit opponents when batting. To retrieve, catch, intercept, and stop a ball when fielding. To participate in competitive games.</p>
Dance	Swimming	Rounders
<p><b>KNOWLEDGE OF THE SPORT:</b> It is the physical expression through</p>	<p><b>KNOWLEDGE OF THE SPORT:</b> Swimming is an activity that involves</p>	<p><b>KNOWLEDGE OF THE SPORT:</b> Rounders is an outdoor team sport</p>



<p>movement and rhythm of relationships, feelings and ideas. Nobody invented dance. It is deep in the heart of every culture throughout history; dance is part of the pulse of humanity. It embraces multiple genres, styles and traditions and is constantly evolving. (Ken Robinson)</p>	<p>coordination of arm and leg motions to propel your body through water.</p>	<p>played on a circular pitch. 2 teams take turns at batting and fielding. The aim is for the batters to hit the ball (thrown by the fielding team) and then run around a series of bases to score a 'run'. The fielding team aims to get the batter out by catching the ball, or forcing them out at a base.</p>
<p><b>VOCABULARY:</b> Travel, shape, action, explore, tension, freeze frame, canon, contact work, formations, dynamic, balance, support, improvisation, phrase.</p>		<p><b>VOCABULARY:</b> Aiming      Score      Batting Power      Fielding Space      Technique      Accuracy</p>
<p><b>SKILLS I NEED TO ACHIEVE:</b> Create a group dance showing a moment of cannon, where each pupil uses the same movement, one after the other. Use direction to move away and towards a partner. Use different patterns to move such as circling, weaving or straight. Use points of contact such as hands, back, hip to create safe balances and supports through improvisation. Teach a friend or group a phrase. Observe how good dancers use their eyes to focus on, either a point in space or a body part performance. Improve my performance by Performing silently with greater concentration and clear focus. Explain why warming up my feet and knees before jumping is important. Describe how dance generates warmth in the muscles and why perspiring occurs.</p>	<p><b>SKILLS I NEED TO ACHIEVE:</b> Use a range of strokes effectively including front crawl, backstroke and breaststroke. Swim competently, confidently and proficiently over a distance of at least 25 metres. Be able to perform safe self-rescue techniques. Perform safe self-rescue techniques in different water-based situations.</p>	<p><b>SKILLS I NEED TO ACHIEVE:</b> To throw a ball and bowl in different ways. To use skills and tactics to outwit opponents when fielding. To play shots into different spaces of the field. To use skills and tactics to outwit opponents when batting. To retrieve, catch, intercept and stop a ball when fielding. To participate in competitive games.</p>
<p><b>National Curriculum Statements</b></p>		
<p><b>Key Stage 2</b> Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• Use running, jumping, throwing and catching in isolation and in combination</li> <li>• Play competitive games, modified where appropriate (for example, badminton, basketball, cricket,</li> </ul>		

football, hockey, netball, rounders and tennis), and apply basic principles suitable for attacking and defending

- Develop flexibility, strength, technique, control and balance (for example through athletics and gymnastics)
- Perform dances using a range of movement patterns
- Take part in outdoor and adventurous activity challenges both individually and within a team
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best

**Swimming and water safety**

All schools must provide swimming instruction either in Key Stage 1 or Key Stage 2. In particular, pupils should be taught:

- Swim competently, confidently and proficiently over a distance of at least 25 metres
- Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)
- Perform safe self-rescue in different water-based situations.

<b>Cultural Capital</b>	<b>Vocational Links</b>
Intra and Inter Competitions After School Clubs Local clubs After School Clubs Sports Day	Athlete, tennis player, runner, footballer, dancer, gymnast

## On Track Indicators - Year 6

Autumn	Spring	Summer
Handball	Dance	Athletics
<p><b>KNOWLEDGE OF THE SPORT:</b> Handball is a team sport. Two teams of 7 players (including a goalkeeper) use their hands to pass the ball to each other with the aim of throwing the ball into the opponent's goal to score. Players can bounce the ball to dribble, but can only make 3 steps when holding the ball.</p>	<p><b>KNOWLEDGE OF THE SPORT:</b> It is the physical expression through movement and rhythm of relationships, feelings and ideas. Nobody invented dance. It is deep in the heart of every culture throughout history; dance is part of the pulse of humanity. It embraces multiple genres, styles and traditions and is constantly evolving. (Ken Robinson)</p>	<p><b>KNOWLEDGE OF THE SPORT:</b> Athletics is a collection of sports that includes running, jumping and throwing. Running takes place on an athletics track, there are various running distances including sprints, middle distance, long distance and relay races. Field events involve either jumping or throwing.</p>
<p><b>VOCABULARY:</b> Space      Receive      Support Control      Accuracy      Power Dribbling      Intercept</p>	<p><b>VOCABULARY:</b> Travel, shape, action, explore, tension, freeze frame, canon, contact work, formations, dynamic, balance, support, improvisation, phrase, motif, expressive content, technical content, intention, refine.</p>	<p><b>VOCABULARY:</b> Pace Timing Coordination Technique Movement Measurements</p>
<p><b>SKILLS I NEED TO ACHIEVE:</b> To pass/send a ball whilst on the move. To decide on ways to attack during games. To shoot whilst under pressure. To decide on ways to defend during games. To pass the ball over different distances whilst moving. To play handball games against others.</p>	<p><b>SKILLS I NEED TO ACHIEVE:</b> Create/perform a sequence of movements showing motif development, e.g. a circle shape could be described using a variety of body parts e.g. hips, shoulder, elbow and travel through space. Select and structure dance motifs in relation to a chosen idea. Improve the technical and expressive content and focus appropriately on the intention of the dance. Watch a professional piece of work and recognise skills and techniques they have achieved/performed themselves. Refine my work to include an entrance and exit into the space, which is appropriate to the dance idea. Warm up and cool down using whole body and isolated</p>	<p><b>SKILLS I NEED TO ACHIEVE:</b> To use the correct combination of jumps to complete the triple jump. To use a run up when throwing. To compete in long distance running. To practise to improve throwing distance. To compete in short distance races. To use a run up when jumping.</p>

	<p>movements, e.g. warming up the fingers in preparation for Indian/south Asian dance.</p> <p>Explain how dance can contribute to a more active lifestyle, aid fitness and improve self-confidence as well as making me feel good.</p>	
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Gymnastics	Tennis	Rounders
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<p><b>KNOWLEDGE OF THE SPORT:</b> Gymnastics is a sport that combines lots of different movements that require balance, coordination, flexibility, strength and endurance.</p> <p>The sport of gymnastics developed from exercises used by the ancient Greeks to mount and dismount their horses.</p>	<p><b>KNOWLEDGE OF THE SPORT:</b> Tennis is a racket sport played on a rectangular court divided by a net and is usually played 1v1 (singles) or 2v2 (doubles). Tennis can be played on grass, clay, hard court or even carpet. Points are scored by hitting a tennis ball over the net and into the opponent's side of the court in a way that the opponent cannot return it.</p>	<p><b>KNOWLEDGE OF THE SPORT:</b> Rounders is an outdoor team sport played on a circular pitch. 2 teams take turns at batting and fielding. The aim is for the batters to hit the ball (thrown by the fielding team) and then run around a series of bases to score a 'run'. The fielding team aims to get the batter out by catching the ball, or forcing them out at a base.</p>
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<p><b>VOCABULARY:</b> Travel, shape, action, explore, tension, freeze frame, canon, contact work, formations, dynamic, balance, support, speed, levels, variations, symmetrical, asymmetrical</p>	<p><b>VOCABULARY:</b> Rally Power Accuracy Control Swing Strategy Aim Cooperative</p>	<p><b>VOCABULARY:</b> Aiming      Score      Batting Power      Fielding Space      Technique      Accuracy</p>
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<p><b>SKILLS I NEED TO ACHIEVE:</b> Develop a sequence by combining a greater variety of movements. Design and structure a sequence using refined skills, e.g. symmetrical/asymmetrical shapes. Refine a chosen sequence to show technical improvement, e.g. forward roll to cartwheel or vice versa. Discuss and evaluate technical aspects of a sequence and consider personal skills. Practise and perfect a performance. Explain how I get ready to exercise starting slowly and then getting more vigorous. Show a selection of appropriate stretching exercises before I practise my skills.</p>	<p><b>SKILLS I NEED TO ACHIEVE:</b> To know and describe the correct grip and stance when holding a racket. To adopt a good ready position. To use a variety of different shots, and serves, hitting with increased consistency. To employ tactics in games. To play shots on the forehand and backhand side of the body. To follow the rules and score correctly.</p>	<p><b>SKILLS I NEED TO ACHIEVE:</b> To throw a ball and bowl in different ways. To use skills and tactics to outwit opponents when fielding. To play shots into different spaces of the field. To use skills and tactics to outwit opponents when batting. To retrieve, catch, intercept and stop a ball when fielding. To participate in competitive games.</p>
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<p>Describe how exercise affects me such as increased heart rate and perspiring. Know how exercise promotes an active and healthy lifestyle.</p>		
<p><b>National Curriculum Statements</b></p>		
<p><b>Key Stage 2</b> Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>● Use running, jumping, throwing and catching in isolation and in combination</li> <li>● Play competitive games, modified where appropriate (for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis), and apply basic principles suitable for attacking and defending</li> <li>● Develop flexibility, strength, technique, control and balance (for example through athletics and gymnastics)</li> <li>● Perform dances using a range of movement patterns</li> <li>● Take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>● Compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> </ul> <p><b>Swimming and water safety</b> All schools must provide swimming instruction either in Key Stage 1 or Key Stage 2. In particular, pupils should be taught:</p> <ul style="list-style-type: none"> <li>● Swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>● Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)</li> <li>● Perform safe self-rescue in different water-based situations.</li> </ul>		
<p><b>Cultural Capital</b></p>	<p><b>Vocational Links</b></p>	
<p>Intra and Inter Competitions After School Clubs Local clubs After School Clubs Sports Day</p>	<p>Athlete, tennis player, runner, footballer, dancer, gymnast</p>	