



eastbury  
primary  
school



Partnership Learning

# Physical Education Policy

**Published: Spring 2025**

**Review: Summer 2027**

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## **Linked Policies & Procedures**

- School Development Plan
- Healthy Schools
- Physical Education Policy
- Healthy Eating Policy
- PSHE Policy
- Health & Safety Policy
- School Travel Plan
- Teaching and Learning Policy

## 1. Rationale

Education has to give equal weight to the arts, the humanities, to physical education' (Sir Ken Robinson, Ted talk, May 2013). At Eastbury Primary we believe that this balance and range of opportunity underpins everything we plan and deliver. With technological comes an increase in sedentary lifestyles and associated health problems. Strong evidence suggests that regular, moderate-intensity physical activity provides everyone a range of physical, intellectual and emotional benefits. At our school, we recognise the importance of being fit and agile and the effect it has on a child's health and wellbeing, as well as their ability to learn effectively and achieve in school. As a healthy school we want to promote participation in sport and physical activity and believe we have an essential role in partnership with the family and wider community in promoting physical activity and a healthy lifestyle. We aim to increase enjoyment and participation in sport and physical activity for all pupils. Regular physical activity can improve quality of life, improve health, promote social inclusion, raise individual self-esteem and confidence and counter anti-social behaviour. Eastbury plays a key role in promoting active lifestyles to young people by developing their attitudes, knowledge, confidence, and competence to help encourage a lifelong commitment to physical activity.

## 2. Aim(s)

- To express how we promote physical activity and a healthy lifestyle.
- To show how we provide a broad range of physical activity opportunities through PE lessons, sporting competitions, recreation and games.
- To give guidance to staff about their role in promoting physical activity.
- To share information to parents and carers and how they can support the policy.
- To show how the school meets national guidelines for physical activity, including PE and sport.
- To increase the Physical Activity levels and well-being of the whole school community by developing a supportive environment conducive to the promotion of Physical Activity;
- To develop an understanding of the importance of regular physical activity amongst the whole school community in maintaining a healthy life.

## 3. Objectives

- To ensure that all children and young people have the opportunity to develop the confidence, competence and enthusiasm to participate in Physical Activity for at least an hour each day and to establish and maintain an interest in regular Physical Activity;
- To improve children, young people, parents/carers and staff knowledge, understanding, experience of and attitudes towards participation in physical activity;
- To provide a wide range of quality physical activity opportunities both within and outside the curriculum for children, young people, staff and parent/carers and enable children to participate in at least two hours of physical activity and school sport each week;
- To ensure that Physical Activity provision in the school reflects the cultural, personal, social and medical needs of all children and young people.

#### 4. How our objectives are delivered

##### a) **Ethos and Environment:**

- To provide pupils with the best possible opportunities and experiences, both in and outside of the curriculum and throughout the school day which encourage lifelong healthy lifestyles and positive attitude towards physical activity.
- To provide a planned programme of at least one high quality PE lesson per week in the curriculum for all pupils with opportunities to increase physically active time through 15 – 20mins daily fitness activity and lunchtime and after School activities.
- To increase opportunities for as many children as possible to participate in inter-school sporting competitions and experience a range of sports.
- To provide a supportive environment for enjoyable participation in a wide variety of physical activities through supportive staff, great role models and encouragement regardless of ability.
- All those leading physical activity sessions adopt a caring and supportive approach and have a commitment to every child.
- To allow pupils to have the freedom to express themselves when participating in lessons and competitions.
- To allow all pupils to take part physically activity that has been adapted for their ability. The school identifies children and young people who do not participate regularly in Physical activity and those who need extra support to participate, and implements strategies to encourage and support them to be more active.
- To provide appropriate resources and facilities, Facilities are improved and developed to promote increased participation in Physical
- To teach and promote an understanding of physical health and how to make informed decisions about participating in physical activity
- Actively consult with the pupils (school council), staff and parents/carers.
- To recognize and celebrate the participation of children and young people in Physical Activity through presentations in assemblies, information on notice boards and in newsletters.

##### b) **Curriculum:**

The curriculum covers the programme of study for PE in the national curriculum. Pupils' are assessed to ensure progress is made and end of key stage expectations are met by all children. Summative assessments are then reported to parents on an annual basis. All pupils are encouraged to keep active through planned activities through lunch and break times. Reception have 45mins weekly PE and nursery are encouraged and nursery have a 20-30 minute slot each week. See point 14 for PE progression map outlining PE objectives and tasks for Year 1 – Year 6 pupils.

## **PE Curriculum includes:**

- Dance
- Gymnastics
- Invasion Games (fundamental skills)
- Fielding Games
- OAA - Outdoor Adventurous Activity
- Athletics
- Swimming

### **c) Extra-curricular opportunities:**

- All children and young people are provided with opportunities to be physically active through out-of-hours activities via a wide range of activities including both individual and team/group, non-competitive and competitive.
- The emphasis is on participation and enjoyment and the opportunities are open to all children and young people, regardless of ability.
- Physical Activity is promoted before school, during breaks, lunch times and after school.
- Specific events are organised throughout the year that promote Physical Activity and raise its profile across the whole school community.
- Most OSHL activities are led by school staff with some being delivered by coaches from community clubs.

## **5. Resource Provision and Facilities**

- Onsite: MUGA, outdoor grass area, playground, sports halls and studio.
- Eastbury has a variety of equipment to keep the pupils fully engaged, to increase pupils knowledge of each equipment is used accurately and safely.
  - Halls – hoops, goals, cones, gymnastics mats, balance benches.
  - Playgrounds (KS1 and KS2 separate times) – to be used during the day for play times, lunch times and PE, both in and out of school hours
  - Grass area is used for break/lunchtime and curriculum activities
  - MUGA is used for PE sessions and lunchtime and curriculum activities including after school.
- Offsite: Barking Abbey Sports Centre, Goals football pitches, Jim Peters Athletic stadium.

## **6. Staff Co-Ordination and Development**

Responsibilities:-

Physical Education – Amy Morgan

Grace Abwooli - Curriculum Lead/Assistant Head

Out-of-School-Hours Learning – Mrs Jacqui Sanders (Business Manager) / Ms Dhirja Dua (Family Liaison)

- All teaching staff are involved in promoting, supporting or leading Physical Activity are provided with regular opportunities for continuing professional development and are given a leaflet outlining the school's ethos regarding Physical Activity.
- After school clubs: All Adults Supporting Learners (ASLs) involved in and out of school hour's provision have appropriate training/qualifications and have undergone a CRB check.

## 7. Active Travel

- The school is developing a school travel plan in association with the school travel adviser.
- The school has an active travel policy, promoting active travel and has put in place a number of strategies and initiatives to support this which are outlined in our school travel plan.
- Children, young people, staff and parents/carers are encouraged to walk or cycle to school through the strategies in place and these are publicised through a variety of means including notice boards and the school newsletter.

### WOW Challenge: Walk to School Initiative

As part of our commitment to promoting physical health and well-being, we are excited to introduce the **WOW Challenge (Walk Once a Week)**. This initiative encourages students and their families to incorporate regular physical activity into their daily routines by walking to school at least once a week.

Objectives of the WOW Challenge: Walk to School Challenge.

1. **Promote Physical Activity:** Encourage students to engage in regular exercise, contributing to their overall physical fitness.
2. **Environmental Awareness:** Reduce traffic congestion and the school's carbon footprint by minimizing car use.
3. **Community Engagement:** Foster a sense of community and social interaction among students and families.
4. **Road Safety Awareness:** Teach and reinforce important pedestrian safety skills.
5. **Mental Well-being:** Enhance mental health by providing an active, positive start to the school day.

### **Implementation:**

- **Weekly Target:** Each student is encouraged to walk to school at least once a week. Families who live far from the school are invited to "park and stride" by parking a short distance away and walking the remainder of the journey.
- **Incentives and Recognition:**
  - Students who participate will track their progress using a special WOW tracker.
  - Our WOW challenge rewards children who travel actively to school with collectable badges. The badges are unique and designed by the pupils themselves.



## 8. Involving Staff and Parents/Carers

- Staff and parents/carers are consulted and involved in decision about, and the delivery of, Physical Activity and other Healthy Schools issues through regular questionnaires and requests in the school newsletter.
- An information leaflet is sent out to parents/carers highlighting the benefits of Physical Activity for their children, the ethos of the school and the opportunities available at the start of each year, this is also discussed during year group meetings with parents.

## 9. Community Links

- The school links with School Sport Co-ordinators (where appropriate) and other relevant individuals and organisations in the community, to utilise the available expertise and enhance the quality and range of provision.
- Children and young people are made aware of Physical Activity opportunities beyond school through a variety of means. For example, holiday activities and clubs available via leaflets, emails and text messages.

## Safety

The school is committed to safe and effective exercise procedures and these are clearly stated within the PE Policy and the Health and Safety Policy. We follow the advice contained in the AfPE (Association for PE) publication 'Safe Practice in Physical Education and Sport' 2016. We recognise that participating in physical activity has an element of risk. Staff at Eastbury Primary are responsible for ensuring that they are familiar with safe practice to reduce the element of risk to a minimum within their control.

- Staff are aware of pupils who have special needs with regards to physical activity and make special provision for needs where appropriate e.g. physical disability, asthma
- Staff know about the safe practices involved in moving and using apparatus
- Pupils wear appropriate clothing, remove jewellery and tie back long hair. If the removal of jewellery or studs is not possible they should be securely taped and the teacher is confident this strategy is effective.

- Our school decides its uniform and does not discriminate based on gender, race, disability, sexual orientation or belief. Headscarves may be worn in PE (providing they are safely attached and unlikely to cause the wearer harm).
- Pupils remove shoes when participating in indoor activities such as gymnastics and dance.
- Correct use of equipment is taught along with any potential hazards, including completing a risk assessment for each area/ space that PE and school sport takes place in
- Equipment and apparatus is stored safely at the end of each lesson.
- Pupils are taught to consider their own safety and that of others at all times.

Staff also consider their own and their pupils' safety with regard to their own personal clothing, footwear and jewellery when involved in the teaching of any activity.

We undertake regular risk assessment of the school premises and equipment including PE equipment as necessary. Risk assessments are carried out for school sporting trips.

## 10. **Monitoring and Evaluation**

The curriculum and out of school hours learning programmes are monitored on an ongoing basis through self-evaluation and reviewed annually.

Aspects that are monitored include:

- Children, young people, staff and parents/carers' knowledge of and attitude towards Physical Activity;
- Progress/attainment in Physical Activity opportunities offered to children, young people, staff and parents/carers and the levels of participation;
- The percentage of children and young people participating in 2 hours per week of high quality PE or school sport within and beyond the curriculum;
- The number of children and young people walking or cycling from/to home;
- The number of children and young people who achieve an hour of Physical Activity each day.
- The number of professional development courses attended by staff/activity leaders;
- How and when children, young people, staff and parents/carers have been consulted.

**The methods of evaluation includes:**

- Assessing the achievements of children and young people;
- Reviewing schemes of work;
- Reviewing programmes of activities;
- Reviewing registers for activities;
- Children, young people and staff discussions;
- Minutes of school council meetings;
- Questionnaires;
- Annual participation awards; Annual school travel survey.

## 11. Key Development Targets

- To consult with specific target groups who are current non-participants and take action to engage these;
- To extend the range of out of school hours activities available by involving more staff, parent/carers, coaches and leaders from the local community;
- To raise awareness among staff of the benefits of Physical Activity through staff meetings and to provide more Physical Activity opportunities in consultation with the staff;
- To purchase the necessary equipment to continue to facilitate Physical Activity.

## 12. Background Information

Person responsible for drafting the policy: Senior Leadership team (SLT)

Person responsible for implementing and monitoring this policy: Amy Morgan

Curriculum Leader/Assistant Head: Grace Abwooli

### PE Kit:

	<b>Boys</b>	<b>Girls</b>	<b>Optional</b>
<b>PE Kit whole school</b>	<ul style="list-style-type: none"><li>• Plain white t-shirt</li><li>• Black shorts</li><li>• Plimsolls for indoor PE</li><li>• Trainers for outdoor PE</li></ul>	<ul style="list-style-type: none"><li>• Plain white t-shirt</li><li>• Black shorts</li><li>• Plimsolls for indoor PE</li><li>• Trainers for outdoor PE</li></ul>	<ul style="list-style-type: none"><li>• Grey/black jogging bottoms</li><li>• Grey/black sweatshirt (for outdoor PE during winter months)</li></ul>

See below PE Progression Map published 2020:

## Eastbury Primary School: PE Progression Map 2024

SUBJECT: PE						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y e a r 1	<p><b>Topic Title:</b> Sport &amp; Games</p> <p><b>Key knowledge:</b> Jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p><b>Key Skills:</b> Catching and throwing bean bags, Target throwing, Co-ordination, Catching a 'tail', Hopping, Skipping, Long jump, Safe landing</p> <p><b>Key vocabulary:</b> Catching, throwing, safety, movement, position, space, balance</p>	<p><b>Topic Title:</b> Gymnastics</p> <p><b>Key knowledge:</b> Jumping, developing balance, agility and co-ordination</p> <p><b>Key Skills:</b> Co-ordination, Hopping, Skipping, Long jump, Safe landing</p> <p><b>Key vocabulary:</b> Safety, movement, position, space, balance</p>	<p><b>Topic Title:</b> Team Games - Dodge ball, Bench ball, Tag rugby, Football and Hockey</p> <p><b>Key knowledge:</b> To participate in team games, developing simple tactics for attacking and defending using skills learnt from Autumn 1 and 2</p> <p><b>Key Skills:</b> Catching and throwing, Target throwing, Co-ordination</p> <p><b>Key vocabulary:</b> Field, Fielding, dribble, passing, sideways, forwards, bat, ball, tag, rules, space, partner, evade</p>	<p><b>Topic Title:</b> Team Games - Dodge ball, Bench ball, Tag rugby, Football and Hockey</p> <p><b>Key knowledge:</b> To participate in team games, developing simple tactics for attacking and defending using skills learnt from Autumn 1 and 2</p> <p><b>Key Skills:</b> Catching and throwing, Target throwing, Co-ordination</p> <p><b>Key vocabulary:</b> Field, Fielding, dribble, passing, sideways, forwards, bat, ball, tag, rules, space, partner, evade</p>	<p><b>Topic Title:</b> Dance</p> <p><b>Key knowledge:</b> To perform dances using simple movement patterns. Master basic movements as well as developing balance, agility and co-ordination.</p> <p><b>Key Skills:</b> Changing direction and Co-ordination and sequencing</p> <p><b>Key vocabulary:</b> Rhythm, flow, position, co-ordination, focus, standing, movement, pace, fast, slow, height, tall, short, change</p>	<p><b>Topic Title:</b> Athletics and Sports day</p> <p><b>Key knowledge:</b> Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p><b>Key Skills:</b> Catching, throwing, Jumping, running, changing direction and Co-ordination and sequencing</p> <p><b>Key vocabulary:</b> Co-ordination, focus, catching, throwing, standing, movement, pace, fast, slow, height, tall, short, change</p>
Y e a r 2	<p><b>Topic Title:</b> Sports and Games</p> <p><b>Key knowledge:</b> Use running, jumping, throwing and catching in isolation and in combination.</p> <p><b>Key Skills:</b> Jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p><b>Key vocabulary:</b> Jump, catch,</p>	<p><b>Topic Title:</b> Gymnastics</p> <p><b>Key knowledge:</b> Develop flexibility, strength, technique, control and balance.</p> <p><b>Key Skills:</b> gymnastic positions Straight, Tuck, Star, Straddle, Pike Roll and Forward roll, Egg roll, Half turn, Dish roll, Teddy bear roll and Star Jump. Build on gymnastic positions to include movement and travel towards a target.</p> <p><b>Key vocabulary:</b> Jump, bend, curl, posture, balance, sequence,</p>	<p><b>Topic Title:</b> Team Games – Tag rugby, Dodgeball, Bench ball, Football and Hockey</p> <p><b>Key knowledge:</b> Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p> <p><b>Key Skills:</b> Ball control, passing, turning, decision making, defending and attacking. Build on skills from Autumn 1 &amp; 2 working in small groups to increase spatial and tactical awareness, throwing</p>	<p><b>Topic Title:</b> Team Games – Tag rugby, Dodgeball, Bench ball, Football and Hockey</p> <p><b>Key knowledge:</b> Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p> <p><b>Key Skills:</b> Ball control, passing, turning, decision making, defending and attacking. Build on skills from Autumn 1 &amp; 2 working in small groups to increase spatial and tactical awareness, throwing and catching on the move. Develop an understanding of game rules and implement</p>	<p><b>Topic Title:</b> Dance</p> <p><b>Key knowledge:</b> To perform dances using simple movement patterns.</p> <p><b>Key Skills:</b> Combining steps to create a performance, Creating a simple dance routine, Copy movements shown, Perform in unison, Combine movements given a topic or directive, Feedback on performance of others, Copy a full dance sequence with prompt, Complete movements to</p>	<p><b>Topic Title:</b> Athletics and Sports day preparation</p> <p><b>Key knowledge:</b> Play competitive games and take part in outdoor and adventurous activity challenges both individually and within a team.</p> <p><b>Key Skills:</b> Catching, throwing, Jumping, running, changing direction and Co-ordination and</p> <p><b>Key vocabulary:</b> Co-ordination, focus, catching,</p>

	<p>throw, balance, Pattern, combination, run, forwards, backwards, skills, control, safely, arms, legs, tuck, link, movement</p>	<p>combination, run, forwards, backwards, skills, control, still, rocking, rolling, crouched, safely, arms, legs, tuck, link, movement</p>	<p>and catching on the move. Develop an understanding of game rules and implement them. Build an awareness of others in play.</p> <p><b>Key vocabulary:</b> Field, Fielding, dribble, passing, sideways, forwards, bat, ball, tag, rules, space, partner, evade, communication, change direction, possession, attacking, attacker, defending, defender, midfield, position, dodging, weaving, marking, intercepting, opponent, anticipate</p>	<p>them. Build an awareness of others in play.</p> <p><b>Key vocabulary:</b> Field, Fielding, dribble, passing, sideways, forwards, bat, ball, tag, rules, space, partner, evade, communication, change direction, possession, attacking, attacker, defending, defender, midfield, position, dodging, weaving, marking, intercepting, opponent, anticipate</p>	<p>represent different parts of a story, Evaluate own performances and begin to identify areas of improvement</p> <p><b>Key vocabulary:</b> Formation, rhythm, movement, stretch, rebound, motif, dynamic, expression, tempo, pulse, speed, control, pace, synchronise and unison, team, group, compete, enjoyment, fun</p> <p><b>Reflect and improve</b> To be able to compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>throwing, standing, movement, pace, fast, slow, height, tall, short, change</p> <p><b>Reflect and improve</b> To be able to compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>
<p><b>Y</b> <b>e</b> <b>a</b> <b>r</b> <b>3</b></p>	<p><b>Topic Title:</b> Sport and Games</p> <p><b>Key knowledge:</b> To use running, jumping, throwing and catching in isolation and in combination. Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games. To play competitive games.</p> <p><b>Key Skills:</b> Dodge Ball, Bench Ball, Basketball and Netball – Spatial awareness during play, choose the best space to occupy, use throwing and catching skills, use tactical approaches to attack or defend</p>	<p><b>Topic Title:</b> Sport and Games</p> <p><b>Key knowledge:</b> To use running, jumping, throwing and catching in isolation and in combination. Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games. To play competitive games.</p> <p><b>Key Skills:</b> Dodge Ball, Bench Ball, Basketball and Netball – Spatial awareness during play, choose the best space to occupy, use throwing and catching skills, use tactical approaches to attack or defend during a game, apply game rules, demonstrate control whilst moving with the ball, change</p>	<p><b>Topic Title:</b> Gymnastics and Dance</p> <p><b>Key knowledge:</b> To develop flexibility, strength, technique, control and balance. To perform dances using a range of movement patterns.</p> <p><b>Key Skills:</b> Agility/balance and coordination. Use mats to do floor work. Creating shapes and movement through the air. Creating more complex routing individually and in pairs. Navigate changes fluently using correct posture.</p> <p><b>Dance:</b> Link to topic work – River dance/Mexican traditional dancing. Create performances based on stories using emotive expression</p> <p><b>Key vocabulary:</b> Formation, rhythm,</p>	<p><b>Topic Title:</b> Invasion games</p> <p><b>Key knowledge:</b> To use running, jumping, throwing and catching in isolation and in combination. Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games. To play competitive games.</p> <p><b>Key Skills:</b> <b>Netball/hockey</b> - To stay in the correct space in a game. To choose the best space to occupy in a game. Use throwing and catching skills in a game. Use tactical skills to attack or defend during a game successfully. Follow rules to play a game.</p> <p><b>Key vocabulary:</b> Movement, invasion, possession, communication, attacking, attacker, defending, defender, midfield, position,</p>	<p><b>Topic Title:</b> Team Games</p> <p><b>Key knowledge:</b> To swim competently, confidently and proficiently over a distance of at least 25 metres. To use a range of strokes effectively. Perform safe self-rescue in different water-based situations.</p> <p><b>Key Skills:</b> Front crawl, back stroke, breast stroke, Pool safety</p> <p><b>Sports day</b> - Throwing skills, use running, jumping and throwing and select a suitable running pace for the required distance.</p> <p><b>Key vocabulary:</b> Stroke, kick, front, back, push, glide, breathe, breath, alternating leg kicks, Athletics,</p>	<p><b>Topic Title:</b> Sports Day preparation</p> <p><b>Key knowledge:</b> To swim competently, confidently and proficiently over a distance of at least 25 metres. To use a range of strokes effectively. Perform safe self-rescue in different water-based situations.</p> <p><b>Key Skills:</b> Front crawl, back stroke, breast stroke, Pool safety</p> <p><b>Sports day</b> - Throwing skills, use running, jumping and throwing and select a suitable running pace for the required distance.</p> <p><b>Key vocabulary:</b> Stroke, kick, front, back, push,</p>

	<p>during a game, apply game rules, demonstrate control whilst moving with the ball, change direction and speed whilst moving with the ball, look up whilst travelling with the ball, send the ball with control and accuracy, send the ball over a range of distances, know when to use the right pass, understand the job of the defender and the defending team and know how to mark an opponent.</p> <p><b>Key vocabulary:</b> Catching and throwing, Target throwing, Co-ordination, Innings, Field, Fielding, Position, Passing, Game area, possession, communication, attacking, attacker, defending, defender, midfielder, position, dodging, weaving, marking, intercepting, opponent, anticipate.</p>	<p>direction and speed whilst moving with the ball, look up whilst travelling with the ball, send the ball with control and accuracy, send the ball over a range of distances, know when to use the right pass, understand the job of the defender and the defending team and know how to mark an opponent.</p> <p><b>Key vocabulary:</b> Catching and throwing, Target throwing, Co-ordination, Innings, Field, Fielding, Position, Passing, Game area, possession, communication, attacking, attacker, defending, defender, midfielder, position, dodging, weaving, marking, intercepting, opponent, anticipate.</p>	<p>movement, stretch, rebound, motif, dynamic, expression, tempo, pulse, speed, control, pace, synchronise and unison.</p> <p>Pass, throw, catch, pivot, strike, opposition, Sequence, pattern, team work, group performance and solo performance.</p> <p>Invasion game, invasion, possession, communication, attacking, attacker, defending, defender, midfield, position, dodging, weaving, marking, intercepting, opponent, anticipate.</p>	<p>dodging, weaving, marking, intercepting, opponent, anticipate.</p>	<p>event, track, field, running, jumping, throwing, fundamental movement skills, fundamentals, Olympics, technique, underarm throw, overarm throw.</p> <p><b>Reflect and improve</b> To be able to compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>glide, breathe, breath, alternating leg kicks, Athletics, event, track, field, running, jumping, throwing, fundamental movement skills, fundamentals, Olympics, technique, underarm throw, overarm throw.</p> <p><b>Reflect and improve</b> To be able to compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>
Y e a r 4	<p><b>Topic Title:</b> Sport and games, Team games</p> <p><b>Key knowledge:</b> To use running, jumping, throwing and catching in isolation and in combination and play competitive games.</p>	<p><b>Topic Title:</b> Sport and games, Team games</p> <p><b>Key knowledge:</b> To use running, jumping, throwing and catching in isolation and in combination and play competitive games.</p>	<p><b>Topic Title:</b> Gymnastic and Dance</p> <p><b>Key knowledge:</b> To develop flexibility, strength, technique, control and balance. To perform dances using a range of movement patterns.</p>	<p><b>Topic Title:</b> Striking and fielding</p> <p><b>Key knowledge:</b> To use running, jumping, throwing and catching in isolation and in combination and play competitive games.</p> <p><b>Key Skills:</b> Catch and throw a ball accurately, use correct</p>	<p><b>Topic Title:</b> Swimming</p> <p><b>Key knowledge:</b> To swim competently, confidently and proficiently over a distance of at least 25 metres. To use a range of strokes effectively.</p>	<p><b>Topic Title:</b> Athletics and Sports day Preparation</p> <p><b>Key knowledge:</b> To use running, jumping, throwing and catching in isolation and in combination and</p>

<p><b>Key Skills:</b> Master basic movements including running, jumping, throwing and catching, balance, agility and co-ordination, and apply these in a range of activities.</p> <p>Develop understanding of special awareness, work on each individual skill and then apply their skills to varying movements. Begin improve their personal best through self and peer evaluation and set different challenges for improvement. Learn simple attacking and defending tactics with a variety of equipment. Begin to think about how to use tactics, skills and strategies to outwit the opponent. Review and describe others' performances, as well as their own, and make suggestions on improvements that will help them and others to play better.</p> <p><b>Key vocabulary:</b> Catching and throwing, Target throwing, Co-ordination, Innings, Field, Fielding, Position, Passing, Game area, possession, communication, attacking, attacker, defending, defender, midfield, position, dodging, weaving, marking, intercepting,</p>	<p><b>Key Skills:</b> Master basic movements including running, jumping, throwing and catching, balance, agility and co-ordination, and apply these in a range of activities.</p> <p>Develop understanding of special awareness, work on each individual skill and then apply their skills to varying movements. Begin improve their personal best through self and peer evaluation and set different challenges for improvement. Learn simple attacking and defending tactics with a variety of equipment. Begin to think about how to use tactics, skills and strategies to outwit the opponent. Review and describe others' performances, as well as their own, and make suggestions on improvements that will help them and others to play better.</p> <p><b>Key vocabulary:</b> Catching and throwing, Target throwing, Co-ordination, Innings, Field, Fielding, Position, Passing, Game area, possession, communication, attacking, attacker, defending, defender, midfield, position, dodging, weaving, marking, intercepting, opponent, anticipate.</p>	<p><b>Key Skills:</b> To perform a variety of floor and vault movements, learn straight jump full turns, cat leap half turns, straddle rolls, lunges into cartwheels and the straddle on vault while developing their understanding of the necessary flexibility, strength and control needed to perform the movements successfully. To develop free movement while creating shapes with their body and expressing emotion to music. Move between high and low shapes in singular and combination movements, both slow and fast movements to the rhythm of the music. Participate in peer and self-evaluation, give positive feedback for improvement. Develop confidence and perform in front of their peers.</p> <p><b>Key vocabulary:</b> Accuracy, Formation, rhythm, movement, stretch, motif, dynamic, expression, tempo, pulse, speed, control, pace, synchronise and unison, Team work, group performance and solo performance.</p>	<p>throwing techniques, use correct body position, understand the different characteristics of fielding positions, directional play, use a range of fielding techniques and apply game rules.</p> <p><b>Key vocabulary:</b> Striking, fielding, hand-eye coordination, cooperation, accuracy, target overarm, underarm, opposition, runs, long barrier stop, two-handed pick-up, fielder, movement, stretch, rebound, dynamic, expression, speed, control, pace, Pass, throw, catch, pivot, strike, opposition, team work.</p>	<p>Perform safe self-rescue in different water-based situations.</p> <p>Key Skills: Front crawl, back stroke, breast stroke, Pool safety Sports day - Throwing skills, use running, jumping and throwing and select a suitable running pace for the required distance. Key vocabulary: Stroke, kick, front, back, push, glide, breathe, breath, alternating leg kicks, Athletics, event, track, field, running, jumping, throwing, fundamental movement skills, fundamentals, Olympics, technique, underarm throw, overarm throw. Reflect and improve To be able to compare their performances with previous ones and demonstrate improvement to achieve their personal best. <b>Swimming - Front crawl, back stroke, breast stroke, Pool safety</b></p> <p><b>Key vocabulary:</b> Athletics, event, track, field, running, jumping, throwing, fundamental movement skills, fundamentals, Form, Catching and throwing, Target throwing, Co-ordination.</p> <p><b>Stroke, kick, front, back, push, glide, breathe, breath, alternating leg kicks.</b></p>	<p>play competitive games</p> <p><b>Key Skills:</b> Develop existing running, jumping and throwing skills. Refine sprint technique, work as a relay team and practice an effective baton changeover. Learn the technique for throwing the javelin (pull throw) and how to do the standing triple jump in preparation for sports day at the end the summer term.</p> <p><b>Key vocabulary:</b> Athletics, event, track, field, running, jumping, throwing, fundamental movement skills, fundamentals, Form, Catching and throwing, Target throwing, Co-ordination.</p> <p><b>Stroke, kick, front, back, push, glide, breathe, breath, alternating leg kicks.</b></p> <p><b>Reflect and improve</b> To be able to compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>
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	opponent, anticipate.					
Y e a r 5	<p><b>Topic Title: Gymnastics</b></p> <p><b>Key knowledge:</b> To develop flexibility, strength, technique, control and balance.</p> <p><b>Key Skills:</b> Building agility, balance and coordination in gymnastics and using the skills to perform a variety of movements. Develop skills of straight jump, full turns, cat leap half turns, straddle rolls and strengthen understanding of the necessary flexibility, strength and control needed to perform the movements. Move between high and low shapes in singular and combination movements. Participate in peer and self-evaluation, give positive feedback for improvement. Develop confidence and perform in front of their peers.</p> <p><b>Key vocabulary:</b> Accuracy, Formation, rhythm, movement, stretch, motif, dynamic, expression, tempo, pulse, speed, control, pace, synchronise and unison, Team work, group performance and solo performance.</p>	<p><b>Topic Title: Sports games and Team games</b></p> <p><b>Key knowledge:</b> To use running, jumping, throwing and catching in isolation and in combination and play competitive games. To develop flexibility, strength, technique, control and balance.</p> <p><b>Key Skills:</b> Catching and throwing in hockey, football, basketball and netball. Building agility, balance and coordination, strengthening and understanding technical throws and plays.</p> <p><b>Key vocabulary:</b> Catching and throwing, Target throwing, Co-ordination, Innings, Field, Fielding, Position, Passing, Game area, possession, communication, attacking, attacker, defending, defender, midfielder, position, dodging, weaving, marking, intercepting, opponent, anticipate.</p>	<p><b>Topic Title: Dance</b></p> <p><b>Key knowledge:</b> To perform dances using a range of movement patterns.</p> <p><b>Key Skills:</b> Bollywood dance, Sequence movements to music, create patterns and shapes that flow, understand rhythm and create solo and group performances. Evaluate own performance and peer performance and identify areas for development.</p> <p><b>Key vocabulary:</b> pivot, Sequence, pattern, team work, group performance and solo performance, evaluate, feedback, assess</p>	<p><b>Topic Title: Invasion games</b></p> <p><b>Key knowledge:</b> To perform dances using a range of movement patterns and play competitive games</p> <p><b>Key Skills:</b> Use basketball and netball skill accurately in games. Apply rules and tactical approaches in game play. Evaluate own performance and peer performance and identify areas for development.</p> <p><b>Key vocabulary:</b> Catching and throwing, Target throwing, Co-ordination, Position, Passing, Game area, possession, communication, attacking, attacker, defending, defender, midfielder, position, dodging, weaving, marking, intercepting, opponent, anticipate. Pass, throw, catch, pivot, opposition, team work, evaluate, feedback, assess</p>	<p><b>Topic Title: Team games</b></p> <p><b>Key knowledge:</b> To play competitive games, use running, jumping, throwing and catching in isolation and in combination</p> <p><b>Key Skills:</b> Continue to develop skill in game play, direct others during games in order to gain and keep passion, develop effective and purposeful communication.</p> <p><b>Key vocabulary:</b> Catching and throwing, Target throwing, Co-ordination, Position, Passing, Game area, possession, communication, attacking, attacker, defending, defender, midfielder, position, dodging, weaving, marking, intercepting, opponent, anticipate. running, jumping, throwing.</p>	<p><b>Topic Title: Athletics and Sports day preparation and OAA (Outdoor Adventurous Activity)</b></p> <p><b>Key knowledge:</b> To take part in outdoor and adventurous activity challenges both individually and within a team. To play competitive games, develop flexibility, strength, technique, control and balance, use running, jumping, throwing and catching in isolation and in combination</p> <p><b>Key Skills:</b> Work together in small groups, develop problem solving skills, confidently follow directions and maps with accuracy. Work to a time limit and develop navigational and leadership skills.</p> <p>Use running, jumping and throwing skills to work as a part of a team, apply skills learnt effectively in preparation for sports day at the end the summer term.</p> <p><b>Key vocabulary:</b> Catching and throwing, Target throwing, Co-ordination, Position, athletics, event, track, field, running, jumping, throwing, team</p>

						work, equipment, navigate, decision making, leadership, problem solving.
						<b>Reflect and improve</b> To be able to compare their performances with previous ones and demonstrate improvement to achieve their personal best.
Year 6	<p><b>Topic Title: Sports games and Team games</b></p> <p><b>Key knowledge:</b> To use running, jumping, throwing and catching in isolation and in combination and play competitive games.</p> <p><b>Key Skills:</b> Use skills of jumping, throwing, SAQ's and catching in basketball and netball. Assessing and analysing game play, communicate with others during play to gain advantage. Self-evaluate performance during and after a game and identify areas for improvement. Use game rules to play competitively and use tactical approaches to gain advantage. Work as part of a team.</p> <p><b>Key vocabulary:</b> Analyse, evaluate, tactical, advantage, teamwork,</p>	<p><b>Topic Title: Sports games and Team games</b></p> <p><b>Key knowledge:</b> To use running, jumping, throwing and catching in isolation and in combination and play competitive games.</p> <p><b>Key Skills:</b> Use skills of jumping, throwing, SAQ's and catching in basketball and netball. Assessing and analysing game play, communicate with others during play to gain advantage. Self-evaluate performance during and after a game and identify areas for improvement. Use game rules to play competitively and use tactical approaches to gain advantage. Work as part of a team.</p> <p><b>Key vocabulary:</b> Analyse, evaluate, tactical, advantage, teamwork, jumping, defending, defence, offence, agility, rapid movements, controlled movements, onside, offside, overhead pass, positions, long pass, short pass, goal, basket, score, record, spatial</p>	<p><b>Topic Title: Gymnastics and Dance</b></p> <p><b>Key knowledge:</b> To develop flexibility, strength, technique, control and balance. To perform dances using a range of movement patterns.</p> <p><b>Key Skills:</b> Floor work on mats, improve flexibility, strength and techniques – create routines using different shapes, balances, jumps, counter tension balances, mirroring with varying speed and control. Create a sequenced performance using an apparatus, changing heights, speed and shape. Exaggerate dance movements using expression. Demonstrate a strong imagination when creating sequenced dance movements. Create movements with fluency linking movements and ensuring they flow and begins to show changes of pace and timing. Begin to assess and critic own performance.</p> <p><b>Key vocabulary:</b> Sequence, pattern, team work, group performance and solo performance,</p>	<p><b>Topic Title: Gymnastics and Dance</b></p> <p><b>Key knowledge:</b> To develop flexibility, strength, technique, control and balance. To perform dances using a range of movement patterns.</p> <p><b>Key Skills:</b> Floor work on mats, improve flexibility, strength and techniques – create routines using different shapes, balances, jumps, counter tension balances, mirroring with varying speed and control. Create a sequenced performance using an apparatus, changing heights, speed and shape. Exaggerate dance movements using expression. Demonstrate a strong imagination when creating sequenced dance movements. Create movements with fluency linking movements and ensuring they flow and begins to show changes of pace and timing. Begin to assess and critic own performance.</p> <p><b>Key vocabulary:</b> Sequence, pattern, team work, group performance and solo performance, evaluate, feedback, assess, emotion, motif, evoke, apparatus, pace, rhythm, movement, flow, expression, link,</p>	<p><b>Topic Title: Athletics</b></p> <p><b>Key knowledge:</b> To use running, jumping, throwing and catching in isolation and in combination and play competitive games.</p> <p><b>Key Skills:</b> Use running, jumping and throwing skills to work as a part of a team, apply skills learnt effectively in preparation for sports day at the end the summer term.</p> <p><b>Key vocabulary:</b> Catching and throwing, Target throwing, Co-ordination, Position, Passing, communication, athletics, event, track, field, running, jumping, throwing, team work.</p>	<p><b>Topic Title: OAA (Outdoor Adventurous Activity), Athletics – Sports day preparation</b></p> <p><b>Key knowledge:</b> To take part in outdoor and adventurous activity challenges both individually and within a team. To use running, jumping, throwing and catching in isolation and in combination and play competitive games.</p> <p><b>Key Skills:</b> Work together in small groups, develop problem solving skills, confidently follow directions and maps with accuracy. Work to a time limit and develop navigational and leadership skills.</p> <p><b>Use</b> running, jumping and throwing skills to work as a part of a team, apply skills learnt effectively in preparation for sports day at the end the summer term.</p>

	<p>jumping, defending, defence, offence, agility, rapid movements, controlled movements, onside, offside, overhead pass, positions, long pass, short pass, goal, basket, score, record, spatial awareness, attack, forward, marking, intercept, evade</p>	<p>awareness, attack, forward, marking, intercept, evade</p>	<p>evaluate, feedback, assess, emotion, motif, evoke, apparatus, pace, rhythm, movement, flow, expression, link, timed, feedback, participation, enjoyment team work</p>	<p>timed, feedback, participation, enjoyment team work</p>	<p><b>Key vocabulary:</b>  Catching and throwing, Target throwing, Co-ordination, Position, Passing, communication, athletics, event, track, field, running, jumping, throwing, team work, equipment, navigate, decision making, leadership, problem solving</p> <p><b>Reflect and improve</b> To be able to compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>
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