



## PE Intent

### Our Aims

At Linden Road Academy, we strive to deliver a high-quality physical education curriculum that inspires all pupils to succeed and excel in competitive sport and other physically demanding activities.

It provides opportunities for pupils to become physically confident in a way that supports their health and fitness.

There are opportunities to compete in sport and other activities that build character and help to embed values such as fairness and respect.

The curriculum at Linden Road Academy for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities.
- are physically active for sustained periods of time.
- engage in competitive sports and activities.
- lead healthy, active lives.

By the end of each key stage, pupils will be expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

When our students move on to high school they will be expected in Key Stage Three to build on and embed the physical development and skills learned in key stages 1 and 2, become more competent, confident and expert in their techniques, and apply them across different sports and physical activities. They should understand what makes a performance effective and how to apply these principles to their own and others' work. They should develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity.

In order to prepare our students for the PE expectations in high school, our curriculum is created to ensure that pupils are exposed to:

- a range of tactics and strategies to overcome opponents in direct competition through team and individual games.
- chances to develop their technique and improve their performance in other competitive sports.
- opportunities to perform dances using advanced dance techniques within a range of dance styles and forms.
- partake in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group.
- analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best.
- take part in competitive sports and activities outside school through community links or sports clubs.

Evidence of our PE learning can be found on twitter by searching **#LindenPE** and on our PE Twitter page **@Linden\_PE**

## **EYFS**

In the Early Years Foundation Stage, PE is taught in weekly sessions as well as part of continuous provision.

Here, pupils will develop skills to meet the Early Learning Goals such as:

- running safely on whole foot.
- squatting with steadiness to rest or play with object on the ground, and rises to feet without using hands.
- climbing confidently and is beginning to pull themselves up on nursery play climbing equipment.
- able to kick a large ball.
- moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.

## **Key Stage One**

Key Stage One pupils, will 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 will be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils will be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.
- participate in team games, developing simple tactics for attacking and defending.
- perform dances using simple movement patterns.

## **Key Stage Two**

Key Stage Two pupils, will 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 will be development enjoyment in communicating, collaborating and competing with each other. They will develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils will 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.

## **Programme of study**

A typical PE lesson will begin with a warm up and a recap prior knowledge. Followed by the introduction of new learning in small steps and modelled throughout. This will then be applied and practiced by pupils through games and activities. Skills learnt in PE lessons are applied in a range of sports throughout the year.

Our main sports include:

- Gymnastics
- Netball
- Basketball
- Dance
- Football
- Hockey
- Athletics
- Cricket
- Tennis

Our mapped PE progression aims to build upon skills throughout and across the years. This careful mapping ensures our pupils make great progress in their PE journey.

## **PE Fitness sessions**

In addition to our PE lessons, pupils take part in PE fitness sessions throughout the year, with the aim that they will improve on their fitness week on week. Progress during these sessions are tracked and these improvements contribute towards the personal development of our pupils.

## **The Daily Mile**

As a whole school, we take part in The Daily Mile, where the aim is to improve the mental and physical health of children.

The Daily Mile makes children fitter, healthier, happier and has a positive impact on their behaviour and concentration levels. It is simple and effective, enabling every child, including those with special needs, to be active every day.

The children jog or run with their classmates in the safety of the playground. Everyone has fun taking part — it is not P.E. and it is not competitive — while building relationships, confidence and resilience. This can be summed up in The Daily Mile's Five F's:

1. Fitness — children become more aware of a healthy lifestyle
2. Fresh air — children thrive on the sights, sounds and seasons
3. Friends — children use the language of friendship to support each other, improving their social and leadership skills
4. Fun — children enjoy taking part — This is what makes The Daily Mile so successful
5. Focus — daily physical activity helps children concentrate in the classroom and is proven to raise attainment

## **Swimming**

Here at Linden Road Academy we provide swimming instruction in Key Stage 2 during Year 4.

Pupils are taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres.
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke.
- perform safe self-rescue in different water-based situations.

We ensure that children who have not met the swimming standard by the time they reach the end of Year 4 are given extra swimming opportunities to bridge their gaps and catch up with their peers before the end of Key Stage 2.

## **Events**

We hold annual Sports Days which are open for parental engagement and are a great success every year.

## **Extra-curricular**

Outside of the school day, we also offer after school clubs which include sports such as:

- Rugby
- Yoga
- Badminton
- Football
- Other Competition Sports

Pupils also attend matches and competitions against local schools, which are always a great opportunity to develop resilience and teamwork skills.

## Our Programme of Study

| Term   | Half term skills focus:     | Sport applied:   |
|--|-----------------------------|--|
| <b>Autumn 1</b><br>   | <b>Hands up!</b>            | <b>Netball/Basketball</b>  |
| <b>Autumn 2</b><br>   | <b>Feet First</b>           | <b>Football</b>  |
| <b>Spring 1</b><br>   | <b>Sticks at the ready!</b> | <b>Hockey</b>  |
| <b>Spring 2</b><br>  | <b>Rhythm and movement!</b> | <b>Dance/Gymnastics</b><br><div style="background-color: #90EE90; padding: 5px; text-align: center;"><b>2 year rolling programme</b></div> |
| <b>Summer 1</b><br> | <b>Strike it right!</b>     | <b>Cricket/Tennis/ Rounders</b>  |
| <b>Summer 2</b><br> | <b>Ready, Steady, Go!</b>   | <b>Athletics</b>   |

**Links to EYFS****3-4 years PSED**

Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.

Increasingly follow rules, understanding why they are important.

Remember rules without needing an adult to remind them

**3-4 year PD**

Start taking part in some group activities which they make up for themselves, or in teams.

Match their developing physical skills to tasks and activities in the setting

**PD**

Skip, hop, stand on one leg.

Use large-muscle movements to wave flags and streamers, paint and make marks.

Increasingly able to use and remember sequences and patterns of music that are related to music and rhythm.

**PD**

Choose the right resources to carry out their own plan.

Collaborate with others to manage large items

Show a preference for a dominant hand.

Be increasingly independent as they get dressed and undressed.

**3-4 years EA&D**

Respond to what they have heard, expressing their thoughts and feelings.

Manage their own needs.

**PD – Reception**

Revise and refine the fundamental movement skills they have already acquired:

**Progress towards a more fluent style of moving, with developing control and grace.**

Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming.

Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.

Combine different movements with ease and fluency

Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group. • Develop overall body strength, balance, coordination and agility.

**PSED – Reception EA&D**

Explore, use and refine a variety of artistic effects to express their ideas and feelings.

Return to and build on their previous learning, refining ideas and developing their ability to represent them.

Create collaboratively, sharing ideas, resources and skills.

Listen attentively, move to and talk about music, expressing their feelings and responses.

Watch and talk about dance and performance art, expressing their feelings and responses.

Explore and engage in music making and dance, performing solo or in groups.

**ELG PSED – Managing self**

Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge.

Explain the reasons for rules, know right from wrong and try to behave accordingly

Manage their own basic hygiene and personal needs, including dressing.

**ELG PSED – Building Relationships**

Work and play cooperatively and take turns with others.

**ELG PD- Gross motor**

Negotiate space and obstacles safely, with consideration for themselves and others.

Demonstrate strength, balance and coordination when playing.


Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

**ELG EA &D Being imaginative**

Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

## Procedural knowledge

## Declarative knowledge

| Autumn 1   | EYFS  | Y1 and Y2   | Y3 and Y4   | Y5 and Y6   |
|--|---|---|---|---|
| <p><b>Hands up</b></p>  | <p>Understand the importance of a warm-up in PE.</p> <p>Use basic ball handling skills</p> <p>Practise basic movements</p> <p>Practise catching and bouncing techniques</p> <p>Begin the fundamentals of ABC's (agility, balance and co-ordination)</p> | <p>Understand the importance of a warm-up and suggest a way of doing so.</p> <p>Develop ball handling skills</p> <p>Develop basic movements</p> <p>Develop catching and bouncing techniques with an introduction to dribbling</p> <p>Develop the fundamentals of ABC's (agility, balance and co-ordination)</p> <p>Understand simple rules</p> <p>Apply skills to small invasion games (Y2)</p> | <p>Understand importance of a warm-up and begin to suggest a variety of different ways of doing so for each part of the body.</p> <p>Develop ball handling skills with increasing control</p> <p>Develop basic movements with increasing agility, balance and co-ordination (ABC's)</p> <p>Develop catching, bouncing and dribbling techniques with increased accuracy and control</p> <p>Begin to develop passing techniques</p> <p>Understand and apply simple rules</p> <p>Apply skills to larger invasion games</p> | <p>Understand importance of a warm-up with increasing independence and suggest a variety of different ways of doing so for each part of the body.</p> <p>Develop dribbling technique with increasing control whilst moving</p> <p>Experiment dribbling with the left and right hand.</p> <p>Develop variety of passing and receiving techniques and apply the rules confidently</p> <p>Demonstrate agility, balance and co-ordination within a game</p> <p>To develop the technique of shooting</p> <p>To develop the correct footwork skills.</p> <p>To develop defending skills.</p> <p>Understand the importance of playing to set rules</p> <p>To apply more complex rules to games and use tactics to work successfully as a team.</p> <p>To know different positions and their role within the team</p> |

| <p><b>Autumn 2</b></p> <p><b>Feet First</b></p>  | <p><b>EYFS</b></p>   | <p><b>Y1 and Y2</b></p>   | <p><b>Y3 and Y4</b></p>   | <p><b>Y5 and Y6</b></p>   |
|---|--|---|---|---|
|   | <p>Understand the importance of a warm-up in PE.</p> <p>To introduce and begin to use penguin feet</p> <p>To know how to kick a ball</p> <p>To demonstrate kicking a ball using the inside of their foot</p> <p>To know how to handle a ball safely</p> <p>Continue to develop the fundamentals of ABC's (agility, balance and co-ordination)</p> <p>To begin to develop special awareness</p> | <p>Understand the importance of a warm-up and suggest a way of doing so.</p> <p>To be able to identify the 4 parts of the foot used to kick (inside, outside, laces, sole)</p> <p>To begin to use the 4 parts of the foot to kick (inside, outside, laces, sole)</p> <p>To begin to pass the ball to a peer (Y2)</p> <p>To be introduced and understand some basic rules of a game (Y2)</p> <p>To continue to develop special awareness skills</p> <p>To develop skills using size 3 football</p> | <p>Understand importance of a warm-up and suggest a variety of different ways of doing so for each part of the body.</p> <p>To begin to develop football techniques with the part of the foot to:<br/>dribble, pass, control, shoot</p> <p>To know the rules of games</p> <p>Begin to apply skills and rules to small invasion games</p> <p>To apply special awareness skills in invasion games</p> <p>To work together in teams with effective communication.</p> <p>To develop skills using size 4 football</p> | <p>Understand importance of a warm-up and independently suggest a variety of different ways of doing so for each part of the body.</p> <p>To develop football techniques with increasing accuracy with the part of the foot to: dribble, pass, control, shoot</p> <p>To develop the skill of finishing (shooting) with increased accuracy</p> <p>To know the rules of games and introduce throw ins</p> <p>To use a variety of attacking and defending techniques incorporating special awareness.</p> <p>To work together in teams with effective communication.</p> <p>To develop skills using size 4 football</p> <p>To apply learnt skills in a competitive game.</p> |



| <p style="text-align: center;"><b>Spring 1</b></p> <p style="text-align: center;"><b>Sticks at the Ready</b></p>  | <p style="text-align: center;"><b>EYFS</b></p>  | <p style="text-align: center;"><b>Y1 and Y2</b></p>   | <p style="text-align: center;"><b>Y3 and Y4</b></p>   | <p style="text-align: center;"><b>Y5 and Y6</b></p>   |
|--|---|---|---|---|
|  | <p>Understand the importance of a warm-up in PE.</p> <p>To know how to grip a hockey stick</p> <p>To use the correct grip</p> <p>To know how to use equipment safely</p> <p>To demonstrate close control in zig zag movements</p> <p>To practise skills using air flow balls and smaller sticks</p> <p>Continue to develop the fundamentals of ABC's (agility, balance and co-ordination)</p> <p>To continue to develop special awareness</p> | <p>Understand the importance of a warm-up and suggest a way of doing so.</p> <p>To know how to grip a hockey stick using two hands</p> <p>To use the correct grip with two hands</p> <p>To know how to use equipment safely</p> <p>To demonstrate close control in dribbling and free navigation</p> <p>To develop skills using air flow balls and smaller sticks</p> <p>Continue to develop the fundamentals of ABC's (agility, balance and co-ordination)</p> <p>To continue to develop special awareness</p> | <p>Understand importance of a warm-up and begin to suggest a variety of different ways of doing so for each part of the body.</p> <p>To know how to grip a hockey stick using two hands</p> <p>To use the correct grip with two hands and with increasing control</p> <p>To know how to use equipment safely, accurately and confidently</p> <p>To know simple rules</p> <p>To apply skills and simple rules to small invasion games</p> <p>To demonstrate close control, dribbling and free navigation with increasing accuracy</p> <p>To begin to develop skills in passing and finishing (shooting)</p> <p>To develop skills using weighted and larger balls</p> <p>Continue to develop the fundamentals of ABC's (agility, balance and co-ordination)</p> <p>To continue to develop special awareness</p> | <p>Understand importance of a warm-up and suggest a variety of different ways of doing so for each part of the body.</p> <p>To know how to grip a hockey stick using two hands</p> <p>To use the correct grip with two hands effectively throughout games</p> <p>To know how to use equipment safely, accurately and confidently</p> <p>To know more advanced rules of Hockey</p> <p>To apply skills and rules to bigger invasion games</p> <p>To demonstrate close control, dribbling and free navigation with confidence and accuracy</p> <p>To further develop skills in passing and finishing (shooting)</p> <p>To develop skills further using weighted and larger balls with wooden sticks</p> <p>To demonstrate and master the fundamentals of ABC's (agility, balance and co-ordination) within games</p> <p>To show advanced special awareness and adapt strategies within games</p> |

Spring 2  
Rhythm and Movement

Gymnastics



EYFS

Understand the importance of a warm-up in PE.

**Balancing**

To balance on different body parts (small and big) and hold balances for up to 3 seconds.

**Travelling**

To understand the importance of spatial awareness with support.

To travel in different ways using all parts of the body safely (e.g. walking tall)

**Rolls**

To begin to practice simple rolls safely (log/pencil roll or egg roll)

**Jumps**

To know and practice some simple jumps safely on mats at floor level.

**Routines**

To perform and recall the order of up to 3 gymnastic tasks to their peers with support. (e.g. movement, balance, jump)

Y1 and Y2

Understand importance of a warm-up and suggest a variety of different ways of doing so.

**Balancing**

To balance on different body parts (small and big) and hold balances for up to 3 seconds with increasing control

**Travelling**

To understand the importance of spatial awareness with independence.

To travel in different ways using all parts of the body with control and accuracy (e.g. crab, bunny hops, snake)

**Rolls**

To practice simple rolls safely and accurately (log/pencil roll or egg roll/cracked egg roll)

**Jumps**

To know and practice a variety of jumps safely with increasing accuracy (on mats, at floor level)

**Routines**

To create and perform routines of up to 3 gymnastic tasks to their peers with support. (e.g. movement, balance, jump)

To begin to show an awareness of quality within performances – using pointed toes and fingers.

To know how to feedback on others' performance and discuss ways to improve.

Y3 and Y4

Understand importance of a warm-up and suggest a variety of different ways of doing so for each part of the body.

**Balancing**

To balance on different body parts (small and big) and hold balances for up to 5 seconds with control and stillness.

To begin to balance using equipment (tables and benches)

**Travelling**

To travel in different ways using all parts of the body with control and accuracy (e.g. bear walk, caterpillar)

To begin to use equipment when travelling (sliding on benches, tip toes)

To begin to practice some weight-bearing movements – e.g. handstands - safely.

**Rolls**

To practice forward rolls safely and accurately from the floor (holding on to the mat and dropping into the roll)

To practice other types of rolls, including side roll and teddy bear roll

**Jumps**

To know and practice a variety of more complex jumps safely and accurately, using speed, momentum and arms to help with jumps with turns (e.g. half turn)

To begin to use equipment when practicing jumps (small tables) using the correct position of the body and bending knees to ensure safety and increasingly controlled landing.

**Routines**

To create and perform more complex routines of up to 3 gymnastic tasks to their peers with increasing independence (e.g. movement, balance, jump) including the use of equipment in routines (e.g. travel along bench, balance on low table and then jump on to mat)

To show an awareness of quality within performances – using pointed toes and fingers.

To begin to consider how to transition between movements smoothly and safely during routines (moving from low to high)

To understand the importance of spatial awareness with independence and demonstrate this independently when planning routines.

To know how to effectively feedback on others' performance and discuss ways to improve with technical vocabulary.

Y5 and Y6

Understand importance of a warm-up and independently suggest a variety of different ways of doing so for each part of the body.

**Balancing**

To balance on different body parts (small and big) and hold balances for up to 5 seconds with control and stillness.

To balance in solo and with a partner with increasing control and stillness

To use increasingly challenging equipment when holding balances (benches and higher tables)

**Travelling**

To travel in more complex ways using all parts of the body safely and accurately (e.g. forward chasse and sideways chasse)

To travel using equipment more confidently (sliding on benches, tip toes, bunny hops)

To practice some more complex weight-bearing movements – e.g. handstands and cartwheels - safely. Advancing to headstands for an additional challenge

**Rolls**

To practice forward rolls safely and accurately from standing

To practice other types of rolls, including side roll and teddy bear roll both (solo and paired synchronisation)

**Jumps**

To know and practice a variety of more complex jumps safely and accurately, using speed, momentum and arms to help with jumps with turns (e.g. half turn and full turn)

To use equipment when practicing jumps (jumping from elevation of higher tables) using the correct position of the body and bending knees to ensure safety and controlled landing.

**Routines**

To create and perform more complex routines of up to 5 gymnastic tasks to their peers independently (e.g. movement, balance, movement, jump, roll) including the use of equipment in routines (e.g. travel along bench, balance on a high table and then jump on to mat and into a forward roll from standing)

To plan performances with a focus on quality – starting positions, using pointed toes and fingers and finishing position.

To carefully consider the order of movements and the smooth and safe transitions between each movement (moving from low to high)

To plan safe, smooth and engaging routines with a good understanding of spatial awareness.

To know how to constructively feedback on others' performance and discuss ways to improve with a range of technical vocabulary.

**Spring 2  
Rhythm and Movement**

**Dance**



**EYFS**

Understand the importance of a warm-up in PE.

To explore movement of the body.

To move the body to music.

Develop spatial awareness with support.

To sequence three movements with support.

To remember the sequence of three movements with support.

To perform the sequence of movements with support.

To introduce the five basic movements of dance.  
(gesture, jump, stillness, travelling, turns)

**Y1 and Y2**

Understand importance of a warm-up and suggest a variety of different ways of doing so.

To suggest ways the body can move in response to music.

To move the body to different rhythms of music.

Understand the importance of spatial awareness.

To sequence a variety of movements with increasing independence.

To remember the sequence of movements with increasing independence.

To perform the sequence of movements with increasing independence.

To begin to collaborate with others effectively to create a sequence of movements.

To introduce the five basic movements of dance and further develop the use of jumps and turns.

Stillness  
To use stillness at the start and end of routines.

Travelling  
To practice different types of travelling e.g gallops, tip-toes, skips and marching.

Turns  
To begin to develop turns e.g. pirouette, floor rolls, half turns and full turns.

Jump  
To begin to develop jumps e.g leaps, one foot to two feet, one foot to one foot.

**Y3 and Y4**

Understand importance of a warm-up and suggest a variety of different ways of doing so for each part of the body.

To suggest ways the body can move and travel with smooth transitions.

To use movement and travel which are appropriate to the genre of music.

To recognise and name a variety of different genres of music.

Understand the importance of spatial awareness whilst moving and travelling with increasing independence.

To suggest and sequence movements of their own choice.

To remember the sequence independently with increasing confidence.

To collaborate with others effectively to create a sequence of movements.

To perform the sequence of movements independently with increasing confidence.

To further develop all five basic movements of dance.  
(gesture, jump, stillness, travelling, turns)

Stillness  
To incorporate stillness into routines.

Travelling  
To develop travelling techniques within routines guided by coaches.

Turns  
To begin to develop turns e.g. pirouette, floor rolls, half turns and full turns, within routines guided by coaches.

Jump  
To begin to develop jumps e.g leaps, one foot to two feet, one foot to one foot within routines guided by coaches.

**Y5 and Y6**

Understand importance of a warm-up and independently suggest a variety of different ways of doing so for each part of the body.

To suggest ways the body can move and travel with smooth transitions in time to different section of a musical track.

To use a range of movement and travel which are appropriate to the genres of music and understand when to change these.

To recognise and name the different genres of music and reason their preferences.

Understand and demonstrate the importance of spatial awareness whilst moving and travelling independently.

To suggest and sequence appropriate movements of their own choice in accordance with the chosen music with increasing length and complexity.

To remember more complex sequences independently with confidence.

To collaborate with others effectively to create longer and more complex sequences of movements.

To perform the longer and more complex sequence of movements independently with confidence.

To independently apply the five basic movements of dance into routines, both within synchrony and as a canon. (one person at a time)

Stillness  
To use stillness with purpose as part of independent routines.

Travelling  
To use travelling techniques independently whilst moving into different formation within routines.

Turns  
To use turns independently within routines e.g. pirouette, floor rolls, half turns and full turns.

Jump  
To use jumps independently within routines e.g leaps, one foot to two feet, one foot to one foot.

Summer 1

Strike it right



EYFS

- Understand the importance of a warm-up in PE.
- To know different throwing techniques.
- To practice different throwing techniques
- To practise catching with increasing smaller equipment.
- To practise balancing an object on a racquet.

Y1 and Y2  
Cricket and Tennis

- Understand importance of a warm-up and suggest a variety of different ways of doing so.
- To know the correct technique to hold a cricket/tennis bat/racket
- To know good catching techniques.
- To practice good catching techniques
- To know good throwing techniques
- To practice good throwing techniques
- To practise balancing a ball on a racquet.
- To know how to strike the ball.
- To practise striking a ball with a cricket/tennis bat/racket
- To practise striking the ball with the racquet solo and against a wall.
- To understand some roles within cricket.
- To know some rules of tennis/cricket
- To apply learnt skill in a pair activity.

Y3 and Y4  
Cricket and Tennis

- Understand importance of a warm-up and suggest a variety of different ways of doing so for each part of the body.
- To know the correct technique to hold a tennis racket
- To know the different types of strokes - forehand and backhand.
- To practice and apply forehand and backhand strokes in paired rallies
- To practise striking the ball with the racquet in a paired rally.
- To know what the Volley stroke is
- To practice using the Volley stroke
- To understand when to use different strokes.
- To apply different strokes in a rally with increasing accuracy
- To understand the rules of Tennis.
- To apply some of the rules of Tennis in a match
- To apply the rules and practise skills in a double match
- To know how to give constructive feedback to others on their performance and technique.

Y5 and Y6  
Cricket, Tennis and Rounders

- Understand importance of a warm-up with increasing independence and suggest a variety of different ways of doing so for each part of the body.
- To know how to correctly hold a cricket bat
- To demonstrate and use a cricket bat correctly.
- To know and understand good catching techniques
- To demonstrate good catching techniques with increased accuracy.
- To know and understand good throwing techniques
- To demonstrate good throwing techniques with increased accuracy and distance.
- To know different types of throws (underarm/overarm) and when to do these throws
- To use an underarm or overarm throw with increasing accuracy
- To know how to perform the basic bowling action.
- To demonstrate good bowling technique
- To accurately hit the ball with increasing power.
- To understand the roles and rules of cricket.
- To apply learnt skills in a cricket match with increasing accuracy and confidence
- To analyse team performance and discuss ways to improve.

Summer 2

Athletics



EYFS

Understand the importance of a warm-up in PE.

To understand the safe methods of running, jumping and throwing

To practise the techniques of running, jumping and throwing.

To make attempts to improve on their own performances.

Y1 and Y2

Understand importance of a warm-up and suggest a variety of different ways of doing so.

To understand the safe methods of running, jumping and throwing

To practise the techniques of:

Running:  
To practise running techniques and apply to relay races and sprints.

Jumping:  
To practise a range of jumping techniques safely.

Throwing:  
To practise a range of throwing techniques with different equipment safely.

To improve on their own performances.

Y3 and Y4

Understand importance of a warm-up and suggest a variety of different ways of doing so for each part of the body.

To practise the techniques of:

Running:  
To know a range of running techniques and how to do these safely

To practise running techniques and apply to relay races and sprints.

To know the correct way to hold a baton during relay races

To handle the baton efficiently during relay races.

To work as a team and show encouragement of one and another.

Jumping:  
To know a range of jumping techniques and how to do these safely

To practise a range of jumping techniques safety with increasing accuracy

To know and understand good take-off and landing techniques with increasing confidence and accuracy.

To apply take-off and landing techniques to jumps with increasing confidence and accuracy

Throwing:  
To know a range of throwing techniques and which technique to apply to which pieces of equipment safely

To practise a range of throwing techniques with different equipment such as Javelin and Discus safely and with increasing accuracy.

To improve on their own performances with resilience.

Y5 and Y6

Understand importance of a warm-up and independently suggest a variety of different ways of doing so for each part of the body.

To practise the techniques of:

Running:  
To know a range of running techniques and how to do these safely and effectively

To practise running techniques and apply to relay races and sprints with increasing speed and accuracy.

To know the correct way to hold a baton during relay races

To handle the baton efficiently during relay races.

To work as a team and show encouragement of one

To evaluate each other's' strengths and areas for improvement

Jumping:  
To know a range of jumping techniques and how to do these safely and accurately

To practise a range of jumping techniques safety with increasing accuracy

To know and understand good take-off and landing techniques confidently and accurately

To apply take-off and landing techniques to jumps confidently and accurately

To judge measure and record jumps independently.

Throwing:  
To use the three-stride run up technique to throw longer distances accurately.

To know how they can improve on their own performances with resilience and constructive criticism.