



**LITTLE BOWDEN  
PRIMARY SCHOOL**

*'Working together to love learning'*

# The P.E. Curriculum

**Intent** At Little Bowden Primary School, we believe all children should have access to a high-quality Physical Education, hence PE is an integral part of the whole school curriculum. We recognise the benefits high quality PE provision and school sport can give to all pupils. It ensures that all children develop their physical confidence in a way that promotes health and fitness regardless of their starting point. Our PE curriculum aims to ensure that all pupils develop physical literacy and the fundamental knowledge, understanding and skills to excel in a wide range of physical activities, by providing a broad & balanced curriculum with opportunities for all. Our PE curriculum contributes to healthy and active lifestyles; improves emotional well-being; and develops key skills such as: leadership, confidence, social and team building skills.

**Implementation** Our PE curriculum is varied, and long-term plans ensure that we meet the requirements of the National Curriculum. All pupils receive at least two hours of high-quality PE: one lesson with a sports coach and the other with the class teacher supported by the sport coach, using the vast outside space or school hall. During these sessions, children receive coaching to develop fundamental skills through a variety of activities and games suitable to their key stage.

Our PE curriculum is sequenced precisely to ensure progression of knowledge and skills throughout a child's primary education, enabling children to build upon prior experiences and apply these fluently and with confidence. Children also have the opportunity to further explore these skills at break clubs, lunch clubs as well as before and after school sports clubs. At Little Bowden, we endeavour to provide a broad range of activities based on children's interests and catered to enrich their sporting life at school.

Ensuring that children develop their sport further is an important element which the school encourages. Inter and intra sports competitions are planned throughout the year in partnership with the South Leicestershire School Sport Partnership. As an inclusive school, we encourage all children to enter competitions as it can be a vital tool to build confidence and self-esteem.

Pupils start their journey in the Foundation Stage and begin to explore fundamental movements, body control and space orientation linked to their everyday tasks and daily routines.

In KS1, they continue to explore wide range of skills, movement and develop team skills which will enable them to progress to more complex activities in KS2.

In KS2 children take part in a range of invasion, striking & fielding, or net & wall games. We promote imagination and creativity in gymnastics and dance as well as provide opportunities for athletics using both indoor and outdoor environments plus outdoor and adventurous activities. In Year 4 and Year 6, children go on a residential course for outdoor activities. Children also have swimming

lessons in Year 4 and Year 5. Those children who need additional lessons to be competent swimmers, are given opportunities to swim in Year 6 as well.

Physical Education is fundamental in developing healthy lifestyles in young people and we provide a wide array of opportunities to develop this and sporting skills outside of the normal curriculum time through our extra-curricular clubs.

Playtimes are an important part of our pupils being happy, healthy, and ready to learn. We have well-staffed and equipped playgrounds, an AstroTurf pitch, two adventure playgrounds and an outdoor area specifically for the EYFS children where children are provided with opportunities for to develop and improve fundamental skills using various body parts.

To develop leadership and communication skills, children in Years 5 can apply to become a Sports Ambassador which is a responsible role in encouraging younger children to learn how to play collaborative games, respecting rules and to be as active as possible during playtimes. Children selected are positive role-models for younger members of the school, organising lunchtime games and assisting with annual sports days.

## **Impact**

Children's progress is monitored by using informal assessments such as observations, evaluating work and questioning children to identify what they have understood. Further evidence is gained through a demonstration of the skills at the beginning of units to show what the pupils already know.

Pupil voice also plays an essential role in measuring the impact of our PE curriculum across the school. Through pupil interviews, children can reflect on what they have learnt and its impact on their skill development and understanding of healthy lifestyles. These areas work together cohesively to evaluate standards in PE across the school.

An analysis of the children taking part in competitions and extra-curricular activities is taken to monitor the impact that teaching the skills has on the children's desire to develop them further.

## EYFS – Physical development

### Educational Programme for PHYSICAL DEVELOPMENT

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, co-ordination 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, co-ordination 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 co-ordination, 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>ELG: Gross Motor Skills</b>	
Children at the expected level of development will:	
<ul style="list-style-type: none"><li>- Negotiate space and obstacles safely, with consideration for themselves and others;</li><li>- Demonstrate strength, balance and coordination when playing;</li><li>- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li></ul>	
Autumn	<p>Children need to be taught how to move safely in a large space such as the playground and the school hall. They need to learn stop or start commands either verbal or sound with the bells. This needs to be practised indoors and outdoors, so children can keep safe.</p> <p>Children need to be taught explicitly what a 'space' is. This means they are able to reach out to the front, back and at either side and should not be able to touch anyone or anything else. They should practise moving around at a walking pace, then finding and standing in a space. This should be done indoors and outdoors.</p> <p>Once children can stop and start on command and move to a space, they should practise how to move around the allocated space safely. This should be directly taught by the adult in the setting. Children should be encouraged to move around the area without touching each other. The stop/start commands should be used to refocus the children until the vast majority of children understand how to move at a walking pace, without touching each other.</p> <p>Once the preceding skills have been mastered, then the children can learn how to adjust their speed of movement, moving fast and slow on command.</p>

	<p>Children need to be taught how to move safely around our free flow large play equipment in the reception outdoor classroom. The children need to be taught how to move around it safely, so they can take safe, calculated risks within their play.</p> <p>Children need to be taught how moving and exercise can help keep their bodies healthy (linking to PSED).</p> <p>When moving around in PE, adults need to get the children to reflect on how their hearts are beating and what happens to their breathing, and begin to understand that doing exercise is healthy.</p> <p>Children should be taught how the body needs water to keep safe and healthy. This should be part of their daily routine, using we drink to help us think rhyme etc.</p> <p>The children come dressed for PE. When removing any clothing such as hoodies or footwear for lessons, the children should be supported initially, with adults teaching the children the way to remove and then put clothing back on, rather than doing it for them. Children must be encouraged to have a go, try and be supported in their choices.</p> <p>Children should be taught where all the classroom and outdoor equipment is stored and should be out away. They need to take responsibility for getting equipment out and putting it away safely and this needs to be taught and re-focussed continually. Adults must hand this responsibility where practicable and safely on to the children. In particular the children will be taught safe moving and handling of our large outdoor loose parts play equipment.</p> <p>Children should be taught how to use the tricycles and scooters safely. They should be taught to move around the given space at a safe pace and taking into consideration the space of others. They should be taught how to take turns.</p> <p>Children should be active participants of the process of 'risk assessment' with an adult identifying and finding solutions for hazards.</p>
<p><b>ASSESSMENT:</b></p>	<p><u>Learning to be secure by the end of Autumn Term:</u> Children should be working at a level which sees them:</p> <ul style="list-style-type: none"> <li>*Stop and start on the agreed verbal/sound command;</li> <li>*Find a space independently and put themselves in it;</li> <li>*Move around a given space safely without colliding into others;</li> <li>*Learn to adjust speed on instruction;</li> </ul> <p><b>that it is good to be active and sometimes getting out of breath;</b></p> <p style="text-align: right;"><b>*Knowing</b></p>
<p><b>SPRING</b></p>	<p>Revise and recall prior learning to first ensure children can move around the space safely. Children need to be taught how to change direction of travel in a contained space on instruction. Practise this initially at a walking pace, but vary the pace as is developmentally appropriate.</p>

	<p>Children should be taught the rules of simple chase and pursuit games, that use and apply direction changes and moving safely yet quickly in a space, modelled by adults to enable safe play</p> <p>In PE lessons, children need to be taught how to jump and land properly with feet together and bended knees. This will first be from the ground and then from small obstacles such as a bench or step.</p> <p>Teach children to catch a large ball with both hands. Encourage them to always look at the ball.</p> <p>Children should be taught to push roll and to throw the ball back in the direction of their target.</p> <p>Children should be taught to move a ball with their foot and to begin to control the force of the kick as well as the place the foot connects with the ball, so it goes in the direction of their choice.</p> <p>Children should understand that they can change their own physical start by exercising i.e. they can make their own hearts beat faster, they know how to check by feeling their hearts through their chest and verbalise what is happening.</p>
<p>ASSESSMENT:</p>	<p><u>Learning to be secure by the end of Spring Term:</u> Children should be working at a level which sees them:</p> <ul style="list-style-type: none"> <li>• <b>Starting to experiment with different types of movements;</b> <span style="float: right;"><b>*Recognising how they can</b></span></li> <li><b>refine a range of physical actions, such as rolling, running, skipping, etc. *Jumping off objects safely and</b></li> <li><b>carefully;</b> <span style="float: right;"><b>*Negotiating</b></span></li> <li><b>space<sup>[1]</sup>carefully;</b> <span style="float: right;"><b>*Change direction on</b></span></li> <li><b>command when moving at an increasing range of travelling speeds;</b> <span style="float: right;"><b>*Travelling with confidence and skill when</b></span></li> <li><b>moving around, under, over and through various equipment; *Showing increasing control when pushing, throwing,</b></li> <li><b>catching and kicking a large ball.</b></li> </ul>
<p>SUMMER</p>	<p>Revise prior learning – moving in a space and following instructions.</p> <p>Indoors and outdoors teach children to move around obstacles safely using the following instructions: over, under, around and through.</p> <p>Children should be introduced to the word ‘balance’ – holding themselves steady so they don’t fall and be able to balance in a stationary position i.e. one foot, one hand and one foot etc.</p> <p>Next they should be taught and practise balancing while travelling i.e. on a marked line, bench, stepping stones etc.</p> <p>Children should be taught to sequence three movements, including a balance position</p> <p>Children can plan and are trained to use a wider range of outdoor equipment safely.</p> <p>Children should be able to move the outdoor equipment and negotiate space safely.</p> <p>Children should be confident risk-assessing their environment.</p>

	<p>Children should be taught about sun safety, using the text George the sun safe superstar - and how they can keep themselves safe – clothing, shade, sun cream etc. Adults need to continually reinforce this learning and support children in making the best choices to keep safe in the sun.</p> <p>Children should regularly drink water as part of their daily routine. Children should understand key vocabulary such as hydration and dehydration.</p>
<b>ASSESSMENT:</b>	<p><u>Learning to be secure by the end of Summer Term:</u></p> <p>Children achieve the ELG.</p>

**ELG: Fine Motor Skills**

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

Autumn	<p>Adults need to hand a pencil to a child and establish which hand they are using as a dominant hand. This may be inconsistent at this stage.</p> <p>Then, the following support should be given, taking into account whether they are choosing a left or right hand dominance.</p> <p>Children should begin the process of being taught how to hold a pencil. This should be modelled and should be corrected and scaffolded continuously by adults in the setting to ensure children can pick up a pencil and the child can hold it comfortably and confidently. This can start with wider, chunkier pencils at first, using the red for right handed/yellow for left handed pencils with the grooves and move to narrower pencils as physically appropriate for individuals. Adults should check and support children when they are undertaking self-initiated activities and free writing to ensure that the correct grip becomes embedded and residual in muscle memory. Physical development of hand-grip is developmental and not all children will be physically ready to hold a pencil at this age maybe – assess grip development and support finger strength using finger gym exercises. Adults must identify where a child is in the process and plan what you need to do next to support their individual development.</p> <p>Children need to be checked for the pressure that they are pressing down on, as this will impede the fluency of their script. Use funky fingers/dough disco activities here to help.</p> <p>Initially, children need to be taught how to follow a traced vertical line, with care and increasing fluency. Children should be encouraged to move and trace anti-clockwise, ready for letter formation.</p> <p>When the child is able to hold their pencil in a comfortable grip and can show a control while using it, then the letter formation programme from the school agreed handwriting scheme (Pen-pals) needs to be followed. For children for whom it is developmentally appropriate, the handwriting scheme can be followed without the correct grip as it can be drawn in sand, air, traced outside on the blue boards with water using a big paintbrush etc.</p>
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	Children should be shown how to use modelling tools such as rolling pins and cutters, so they can then use and apply them in their self-directed learning.
<b>ASSESSMENT:</b>	<p><u>Learning to be secure by the end of Autumn Term:</u>  Children should be working at a level which sees them:</p> <ul style="list-style-type: none"> <li>• <b>Drawing lines and circles using gross motor movements;</b>  <small>[L]</small>  <small>[SEP]</small> <ul style="list-style-type: none"> <li>*Understand how to access key equipment that they need, how to get it out and equally important how to put it away safely and tidily</li> <li>*Holding pencils between thumb and two fingers instead of whole hand; <small>[L]</small>  <small>[SEP]</small> <ul style="list-style-type: none"> <li>*Beginning to hold pencil correctly and comfortably and use it to make controlled lines and shapes, starting letter formation;</li> <li>*Using a range of tools and implements for manipulating malleable material safely and effectively</li> </ul> </li> </ul> </li> </ul>
Spring	<p>Use and apply letter formation from our Pen-pals handwriting scheme. Adults in the setting to reinforce correct letter formation during group teaching and self-directed activities. Address misconceptions and encourage the correct hand/pencil grip.</p> <p>Model and teach how to use scissors correctly, refocusing and addressing misconceptions to ensure children can cut out successfully and effectively. Begin with snipping and then move to straight lines. After this is achieved, cutting curved shapes should be introduced.</p> <p>Children should be receiving far less support to get dressed/undressed for PE, outdoor learning and role- play. Adults should now be instructing from a distance, if developmentally appropriate rather than being ‘hands-on.’</p> <p>Children should be taught how to help each other in dressing as appropriate if help is needed. They should be encouraged to fold or hang up their own clothes neatly and take responsibility for placing them where they can find them when they come back.</p> <p>Children should have lots of access to practising fastening press studs, buttons, zips, padlocks and other fastenings to develop hand/eye co-ordination and independence.</p>
<b>ASSESSMENT:</b>	<p><u>Learning to be secure by the end of Spring Term:</u>  Children should be working at a level which sees them:</p> <ul style="list-style-type: none"> <li>*Dressing themselves for outdoor learning and role play with very little, if any support, able to fasten and secure clothes independently;</li> <li>*Self-selecting the appropriate materials for the job;</li> <li>*Using cutting, joining and mark making equipment with increased confidence.</li> </ul>



	<p><b>*Handling tools, objects, construction and malleable materials safely and with increasing control; form recognisable letters; and holding it effectively</b></p>	<p><b>*Beginning to *Using a pencil</b></p>
Summer	<p>Children should be now given a set time to get changed to and from outdoor learning, role play, PE, with clear time expectations set and the vast majority of children should be held accountable to the time.</p> <p>Children should be taught to fix and join materials by selecting and using a range of appropriate media to do the job i.e. when is runny glue better than a glue stick? When is powder paint better than ready mix paint? When is it best to use sellotape/masking tape?</p> <p>Adults should check that letters are correctly formed when children are writing in groups and in self-directed activity. Children should be reminded and refocused on letter formation and orientation.</p>	
ASSESSMENT:	<p><u>Learning to be secure by the end of Summer Term:</u> Children achieve the ELG.</p>	

		Little Bowden PE Skills Progression					
		Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
	EYFS	<p><b><u>Introduction to PE</u></b></p> <p>To move safely and sensibly in a space with consideration of others. To develop moving safely and stopping with control. To use equipment safely and responsibly. To use different travelling actions whilst following a path. To work with others co-operatively and play as a group. To follow, copy and lead a partner.</p>	<p><b><u>Dance</u></b></p> <p>To explore different body parts and how they move. To explore different body parts and how they move and remember and repeat actions. To express and communicate ideas through movement exploring directions and levels. To create movements and adapt and perform simple dance patterns. To copy and repeat actions showing confidence and imagination. To move with control and co-ordination, linking, copying and repeating actions.</p>	<p><b><u>Gymnastics</u></b></p> <p>To copy and create shapes with your body. To be able to create shapes whilst on apparatus. To develop balancing and taking weight on different body parts. To develop jumping and landing safely. To develop rocking and rolling. To copy and create short sequences by linking actions together.</p>	<p><b><u>Ball Skills</u></b></p> <p>To develop rolling a ball to a target. To develop stopping a rolling ball. To develop accuracy when throwing to a target. To develop bouncing and catching a ball. To develop dribbling a ball with your feet. To develop kicking a ball.</p>	<p><b><u>Games</u></b></p> <p>To work safely and develop running and stopping. To develop throwing and learn how to keep score. To be able to play games showing an understanding of the different roles within it. To follow instructions and move safely when playing tagging games. To work co-operatively and learn to take turns. To work with others to play team games.</p>	<p><b><u>Fundamentals</u></b></p> <p>To develop balancing whilst stationary and on the move. To develop running and stopping. To develop changing direction. To develop jumping and landing. To develop hopping and landing with control. To explore different ways to travel.</p>
	Y1	<p><b><u>Fundamentals</u></b></p> <p>To explore balance, stability and landing safely. To explore how the body moves differently when running at different speeds. To explore changing direction and dodging. To explore jumping, hopping and skipping actions.</p>	<p><b><u>Gymnastics</u></b></p> <p>To explore travelling movements. To develop quality when performing and linking shapes. To develop stability and control when performing balances. To develop technique and control when performing shape jumps.</p>	<p><b><u>Sending and Receiving</u></b></p> <p>To develop rolling and throwing a ball towards a target. To develop receiving a rolling ball and tracking skills. To be able to send and receive a ball with your feet. To develop throwing and catching skills over a short distance.</p>	<p><b><u>Dance</u></b></p> <p>To use counts of 8 to move in time To explore pathways in dance. To create dance using, actions, pathways and counts. To explore speeds and actions in dance. To copy, remember and repeat actions that represent the theme.</p>	<p><b><u>Yoga</u></b></p> <p>To explore yoga and mindfulness. To be able to copy and remember poses. To develop flexibility when holding poses. To develop balance whilst holding poses. To create yoga poses using a hoop. To create a yoga flow with a partner.</p>	<p><b><u>Target Games</u></b></p> <p>To develop underarm throwing towards a target. To develop throwing for accuracy. To develop underarm and overarm throwing for accuracy. To develop throwing for accuracy and distance using underarm and overarm.</p>

	<p>To explore co-ordination and combination jumps.</p> <p>To explore combination jumping and skipping in an individual rope.</p>	<p>To develop technique in the barrel, straight and forward roll.</p> <p>To link gymnastic actions to create a sequence.</p>	<p>To develop throwing and catching skills over a longer distance.</p> <p>To apply sending and receiving skills to small games.</p>			<p>To select the correct technique for the situation.</p> <p>To develop throwing for accuracy and distance.</p>
	<p><b>Ball skills</b></p> <p>To develop control and co-ordination when dribbling a ball with your hands.</p> <p>To explore accuracy when rolling a ball.</p> <p>To explore throwing with accuracy towards a target.</p> <p>To explore catching with two hands.</p> <p>To explore control and co-ordination when dribbling a ball with your feet.</p> <p>To explore tracking a ball that is coming towards me.</p>	<p><b>Net and Wall</b></p> <p>To defend space, using the ready position.</p> <p>To play against an opponent and keep the score.</p> <p>To develop control when handling a racket.</p> <p>To develop racket and ball skills.</p> <p>To develop sending a ball using a racket.</p> <p>To develop hitting over a net.</p>	<p><b>Team Building</b></p> <p>To co-operate and communicate with a partner to solve challenges.</p> <p>To explore and develop teamwork skills.</p> <p>To develop communication skills.</p> <p>To use communication skills to lead a partner.</p> <p>To plan with a partner and small group to solve problems.</p> <p>To communicate with a group to solve challenges.</p>	<p><b>Striking and Fielding</b></p> <p>To develop underarm throwing and catching and put this into small sided games.</p> <p>To develop overarm throwing.</p> <p>To develop striking a ball with my hand and equipment.</p> <p>To retrieve a ball when fielding.</p> <p>To understand how to get a batter out.</p> <p>To develop decision making and understand how to score points.</p>	<p><b>Invasion</b></p> <p>To understand the role of defenders and attackers.</p> <p>To understand who to pass to and why when playing against a defender.</p> <p>To move towards a goal with the ball.</p> <p>To support a teammate when in possession.</p> <p>To move into space showing an awareness of defenders.</p> <p>To be able to stay with a player when defending.</p>	<p><b>Athletics</b></p> <p>To move at different speeds over varying distances.</p> <p>To develop balance.</p> <p>To develop agility and co-ordination.</p> <p>To explore hopping, jumping and leaping for distance.</p> <p>To develop throwing for distance.</p> <p>To develop throwing for accuracy.</p>
Y2	<p><b>Fundamentals</b></p> <p>To develop balance, stability and landing safely.</p> <p>To further explore how the body moves differently when running at different speeds.</p> <p>To develop changing direction and dodging.</p> <p>To develop and explore jumping, hopping and skipping actions.</p> <p>To develop co-ordination and combining jumps.</p>	<p><b>Gymnastics</b></p> <p>To perform gymnastic shapes and link them together.</p> <p>To be able to use shapes to create balances.</p> <p>To be able to link travelling actions and balances using apparatus.</p> <p>To demonstrate different shapes, take off and landings when performing jumps.</p> <p>To develop rolling and sequence building.</p>	<p><b>Sending and Receiving</b></p> <p>To roll a ball towards a target.</p> <p>To be able to track and receive a rolling ball.</p> <p>To be able to stop, send and receive a ball with your feet.</p> <p>To develop throwing and catching skills.</p> <p>To develop throwing and catching skills.</p> <p>To send and receive a ball using a racket.</p>	<p><b>Dance</b></p> <p>To remember, repeat and link actions to tell the story of a dance.</p> <p>To develop an understanding of dynamics and how they can show an idea.</p> <p>To use counts of 8 to stay in time with the music.</p> <p>To copy, remember and repeat actions using facial expressions to show different characters.</p> <p>To explore pathways and levels.</p>	<p><b>Yoga</b></p> <p>To copy and repeat yoga poses.</p> <p>To develop an awareness of strength when completing yoga poses.</p> <p>To develop an awareness of flexibility when completing yoga poses.</p> <p>To copy and remember actions linking them into a flow.</p> <p>To create a flow and teach it to a partner.</p> <p>To explore poses and create a yoga flow.</p>	<p><b>Target Games</b></p> <p>To develop an understanding of target games and consider how much power to apply when aiming at a target.</p> <p>To understand how to score in different target games using overarm throwing.</p> <p>To develop understanding of different target games using the skill of kicking.</p> <p>To develop striking to a target.</p>

	<p>To develop combination jumping and skipping in an individual rope.</p>	<p>To develop sequence work on apparatus.</p>		<p>To remember and rehearse dance showing expression and character.</p>		<p>To develop hitting a moving target. To select an appropriate skill to play a game.</p>
	<p><b>Ball skills</b></p> <p>To be able to roll a ball to hit a target. To develop co-ordination and be able to stop a rolling ball. To develop technique and control when dribbling a ball with your feet. To develop control and technique when kicking a ball. To develop co-ordination and technique when throwing and catching. To develop control and co-ordination when dribbling a ball with your hands.</p>	<p><b>Net and Wall</b></p> <p>To develop racket familiarisation. To develop placing an object. To use the ready position to defend space on court. To develop returning a ball with hands. To develop returning a ball using a racket. To move an opponent to win a point.</p>	<p><b>Team Building</b></p> <p>To follow instructions and work with others. To co-operate and communicate in a small group to solve challenges. To create a plan with a group to solve the challenges. To communicate effectively and develop trust. To work as a group to solve problems. To work with a group to copy and create a basic map.</p>	<p><b>Striking and Fielding</b></p> <p>To be able to track a rolling ball and collect it. To develop accuracy in underarm throwing and consistency in catching when fielding a ball. To develop accuracy with overarm throwing to send a ball over a greater distance and limit a batter's score. To develop striking for distance and accuracy. To develop decision making to get a batter out. To develop decision making when under pressure.</p>	<p><b>Invasion</b></p> <p>To understand what being in possession means and support a teammate to do this. To use a variety of skills to score goals. To develop stopping goals. To learn how to gain possession of the ball. To develop an understanding of marking an opponent. To learn to apply simple tactics for attacking and defending.</p>	<p><b>Athletics</b></p> <p>To develop the sprinting action. To develop jumping for distance. To develop technique when jumping for height. To develop throwing for distance. To develop throwing for accuracy. To develop technique when taking part in an athletics carousel.</p>
Y3	<p><b>Fundamentals</b></p> <p>To develop balancing and understand the importance of this skill. To understand how to change speed and be able to demonstrate good technique when running at different speeds. To demonstrate a change of speed and direction to outwit others. To develop technique and control when</p>	<p><b>Gymnastics</b></p> <p>To be able to create interesting point and patch balances. To develop stepping into shape jumps with control. To develop the straight, barrel, and forward roll. To be able to transition smoothly into and out of balances. To create a sequence with matching and contrasting actions and shapes.</p>	<p><b>Dodgeball</b></p> <p>To apply rules to a game situation. To develop throwing at a moving target. To use jumps, dodges and ducks to avoid being hit. To develop catching a dodgeball at different heights. To learn how to block using the ball. To understand the rules of dodgeball and use</p>	<p><b>Dance</b></p> <p>To create actions in response to a stimulus and move in unison with a partner. To create actions to move in contact with a partner or interact with a partner. To select and link appropriate actions and dynamics To remember, repeat and create actions to represent an idea.</p>	<p><b>OAA</b></p> <p>To develop co-operation and teamwork skills. To develop trust and team work. To involve all team members in an activity and work towards a collective goal. To develop trust whilst listening to others and following instructions. To be able to identify objects on a map, draw and follow a simple map.</p>	<p><b>Yoga</b></p> <p>To explore connecting breath and movement. To explore new yoga poses and begin to connect them. To explore gratitude when remembering and repeating a yoga flow. To develop flexibility and strength in a positive summer flow. To develop flexibility in an individual yoga flow.</p>

	<p>jumping, hopping and landing. To develop skipping in a rope. To apply fundamental skills to a variety of challenges.</p>	<p>To create a partner sequence incorporating equipment.</p>	<p>them to play in a tournament.</p>	<p>To share ideas of actions and dynamics to create a dance To use choreographing ideas to develop a dance.</p>	<p>To draw a route using directions. To be able to orientate a map and navigate around a grid.</p>	<p>To develop confidence and strength in arm balances.</p>
	<p><b>Ball Skills</b></p> <p>To develop confidence and accuracy when tracking a ball. To explore and develop a variety of throwing techniques. To develop catching skills using one and two hands. To develop dribbling a ball with hands. To use tracking, sending and dribbling skills with feet.</p>	<p><b>Basketball</b></p> <p>To develop protective dribbling against an opponent. To move into and create space to support a teammate. To choose when to pass and when to dribble. To be able to track an opponent and use defensive techniques to win the ball. To develop technique to increase accuracy when scoring. To apply principles, rules and tactics to a game situation.</p>	<p><b>Hockey</b></p> <p>To develop sending the ball with a push pass. To develop receiving the ball. To develop dribbling using the reverse stick (Indian dribble). To develop moving into space after passing the ball. To use an open stick tackle to gain possession. To apply defending and attacking principles and skills in a hockey tournament.</p>	<p><b>Tennis</b></p> <p>To develop racket and ball control. To develop returning the ball using a forehand groundstroke. To be able to rally using a forehand. To develop the two handed backhand. To learn how to score. To develop playing against an opponent. To work collaboratively with a partner and compete against others.</p>	<p><b>Cricket</b></p> <p>To develop overarm throwing and catching. To develop underarm bowling. To learn how to grip the bat and develop batting technique. To be able to field a ball using a two handed pick up and a short barrier. To develop overarm bowling technique. To play apply skills learnt to mini cricket.</p>	<p><b>Athletics</b></p> <p>To develop the sprinting technique and improve on your personal best. To develop changeover in relay events. To develop jumping technique in a range of approaches and take off positions. To develop throwing for distance and accuracy. To develop throwing for distance in a pull throw. To develop officiating and performing skills.</p>
Y4	<p><b>Fitness</b></p> <p>To develop an awareness of what your body is capable of. To develop speed and strength. To complete actions to develop co-ordination. To complete actions to develop agility. To complete actions to develop balance. To complete actions to develop stamina.</p>	<p><b>Gymnastics</b></p> <p>To develop individual and partner balances. To develop control in performing and landing rotation jumps. To develop the straight, barrel, forward and straddle roll. To develop the straight, barrel, forward and straddle roll. To develop strength in inverted movements.</p>	<p><b>Dance</b></p> <p>To copy and create actions in response to an idea and be able to adapt this using changes of space. To choose actions which relate to the theme. To develop a dance using matching and mirroring. To learn and create dance moves in a theme To develop a carnival dance using formations, canon and unison.</p>	<p><b>OAA</b></p> <p>To develop co-operation and teamwork skills. To be able to orientate a map and navigate around a grid. To develop trust and teamwork whilst listening to others and following instructions. To develop trust whilst listening to others and following instructions.</p>	<p><b>Swimming</b></p> <p>Sessions led by Harborough Leisure Centre Swim Coaches</p> <p>To develop a range of strokes effectively (front crawl, backstroke and breaststroke)</p> <p>To swim competently, confidently and proficiently over a distance of at least 25 metres.</p>	<p><b>Swimming</b></p> <p>Sessions led by Harborough Leisure Centre Swim Coaches</p> <p>To develop a range of strokes effectively (front crawl, backstroke and breaststroke)</p> <p>To swim competently, confidently and proficiently over a distance of at least 25 metres.</p>

			To be able to create a partner sequence to include apparatus.	To develop a dance phrase and perform as part of a class performance.	To be able to identify objects on a map, draw and follow a simple map. To be able to orientate and navigate around a map and draw a route using directions.		
	<b>Tag Rugby</b>	<b>Football</b>	<b>Netball</b>	<b>Tennis</b>	<b>Rounders</b>	<b>Athletics</b>	
	To develop throwing, catching and running with the ball. To develop an understanding of tagging rules. To begin to use the 'forward pass' and 'off side' rule. To dodge a defender and move into space when running towards the goal. To develop defending skills and use them in a game situation. To apply the rules and skills you have learnt and play in a tag rugby tournament.	To develop controlling the ball and dribbling under pressure. To develop passing to a teammate. To be able to control the ball with different parts of the body. To develop changing direction with the ball using an inside and outside hook. To jockey / track an opponent. To be able to apply the rules and tactics you have learnt to play in a football tournament.	To develop passing and moving and play within the footwork rule. To develop passing and moving towards a goal. To develop movement skills to lose a defender. To be able to defend an opponent and try to win the ball. To develop the shooting action. To develop playing using netball rules.	To develop hitting the ball using a forehand. To develop returning the ball using a forehand. To develop the backhand and understand when to use it. To work co-operatively with a partner to keep a continuous rally going. To use simple tactics in a game to outwit an opponent. To demonstrate honesty and fair play when competing against others.	To play different roles in a game and begin to think tactically about each role. To develop the bowling action and learn the rules of bowling. To run around the outside of the bases and make decisions about when to stop and when to run. To field a ball using a two handed pick up and a short barrier. To develop batting technique and an understanding of where to hit the ball. To apply skills and rules learnt to play rounders.	To develop stamina and an understanding of speed and pace in relation to distance. To develop power and speed in the sprinting technique. To develop technique when jumping for distance. To develop power and technique when throwing for distance. To develop a pull throw for distance and accuracy. To develop officiating and performing skills.	
Y5	<b>Swimming</b>	<b>Swimming</b>	<b>Gymnastics</b>	<b>Dance</b>	<b>OAA</b>	<b>Yoga</b>	
	Sessions led by Harborough Leisure Centre Swim Coaches  To develop a range of strokes effectively (front crawl, backstroke and breaststroke)	Sessions led by Harborough Leisure Centre Swim Coaches  To develop a range of strokes effectively (front crawl, backstroke and breaststroke)	To be able to perform symmetrical and asymmetrical balances. To develop the straight, forward, straddle and backward roll. To be able to explore different methods of travelling, linking actions	To create a dance using a structure and perform the actions showing quality and control. To understand how changing dynamics changes the appearance of the performance. To understand and use relationships and space to	To develop communication, negotiation and empathy whilst working in a team. To work as a team to solve problems, sharing ideas and collaborating with one another.	To develop an understanding of yoga. To develop flexibility through the sun salutation flow. To develop strength through yoga flows. To create a flow showing quality in control, balance and technique.	



	<p>To swim competently, confidently and proficiently over a distance of at least 25 metres.</p>	<p>To swim competently, confidently and proficiently over a distance of at least 25 metres.</p>	<p>in both canon and synchronisation. To be able to perform progressions of inverted movements. To explore matching and mirroring using actions both on the floor and on apparatus. To be able to create a partner sequence using apparatus.</p>	<p>change how a performance looks. To copy and repeat movements in a chosen style. To work with a partner to copy and repeat actions keeping in time with the music. To work collaboratively with a group to create a dance in a chosen style.</p>	<p>To develop tactical planning and problem solving. To share ideas and work as a team to solve problems. To develop navigational skills and map reading. To use a key to identify objects and locations.</p>	<p>To develop balance through yoga flows. To work collaboratively to create a controlled paired yoga flow. To create your own yoga flow that challenges technique, balance and control.</p>
	<p><b>Dodgeball</b></p> <p>To apply rules honestly and fairly to a game situation. To develop throwing at a moving target. To use timing, balance and agility to avoid being hit. To develop catching under pressure to get an opponent out. To select and apply tactics in the game. To develop officiating skills and referee a dodgeball game.</p>	<p><b>Badminton</b></p> <p>To develop footwork and the forehand and backhand grip. To develop rallying and understand how to start a game. To develop a range of shots to keep a rally going. To learn how to score points and play in competitive games. To select and apply the appropriate skill to a game situation. To show respect, honesty and fair play when competing against an opponent.</p>	<p><b>Basketball</b></p> <p>To develop protective dribbling against an opponent. To move into and create space to support a teammate. To choose when to pass and when to dribble. To be able to track an opponent and use defensive techniques to win the ball. To develop technique to increase accuracy when scoring. To apply principles, rules and tactics to a game situation.</p>	<p><b>Hockey</b></p> <p>To develop dribbling to beat a defender. To develop sending the ball using a push pass. To develop receiving the ball with control. To be able to move into space to support a teammate. To develop using an open stick (block) tackle and jab tackle to gain possession of the ball. To apply the rules and skills learnt to play in a hockey tournament.</p>	<p><b>Cricket</b></p> <p>To develop throwing accuracy and catching skills under pressure. To develop placement of a ball into space. To develop consistency of catching to get opponents out. To develop overarm bowling technique and accuracy. To develop a variety of fielding techniques and use them within a game. To further develop fielding techniques and apply them to a game situation.</p>	<p><b>Athletics</b></p> <p>To be able to apply different speeds over varying distances. To develop fluency and co-ordination when running for speed. To develop technique in relay changeovers. To develop technique and co-ordination in the triple jump. To develop throwing with force for longer distances. To develop throwing with greater control and technique.</p>
Y6	<p><b>Fitness</b></p> <p>To develop an awareness of what your body is capable of. To develop speed and stamina.</p>	<p><b>Gymnastics</b></p> <p>To be able to develop the straddle, forward and backward roll. To develop counter balance and counter tension.</p>	<p><b>Dance</b></p> <p>To copy and repeat a set dance phrase showing confidence in movements. To develop a dance idea.</p>	<p><b>Volleyball</b></p> <p>To develop the fast catch volley. To be able to volley the ball using a set shot. To develop the dig and understand when to use it.</p>	<p><b>OAA</b></p> <p>To build communication and trust whilst showing an awareness of safety. To work as a team to solve problems, sharing ideas and collaborating with one another.</p>	<p><b>Athletics</b></p> <p>To work collaboratively with a partner to set a steady pace. To develop your own and others sprinting technique.</p>

	<p>To develop strength using my own body weight.</p> <p>To develop co-ordination through skipping.</p> <p>To perform actions that develop agility.</p> <p>To develop control whilst balancing.</p>	<p>To be able to perform inverted movements with control.</p> <p>To be able to perform the progressions of a headstand and a cartwheel.</p> <p>To be able to use flight from hands to travel over apparatus.</p> <p>To be able to create a group sequence using formations and apparatus.</p>	<p>To use changes in dynamics in response to the stimulus.</p> <p>To demonstrate a sense of rhythm and energy when performing bhangra style motifs.</p> <p>To perform a bhangra dance, showing an awareness of timing, formations and direction.</p> <p>To select, order, structure and perform movements in a bhangra style, showing various group formations.</p>	<p>To keep a continuous rally going over the net.</p> <p>To develop the underarm serve and learn the rules of serving.</p> <p>To apply the rules, skills and tactics learnt to play in a volleyball tournament.</p>	<p>To develop tactical planning and problem solving.</p> <p>To share ideas and work as a team to solve problems.</p> <p>To develop navigational skills and map reading.</p> <p>To use a key to identify objects and locations.</p>	<p>To develop power, control and technique for the triple jump.</p> <p>To develop power, control and technique when throwing for distance.</p> <p>To develop throwing with force and accuracy for longer distances.</p> <p>To work collaboratively in a team to develop the officiating skills of measuring, timing and recording.</p>
	<p><b>Tag Rugby</b></p> <p>To develop attacking principles, understanding when to run and when to pass.</p> <p>To be able to use the 'forward pass' and 'offside' rules.</p> <p>To be able to play games using tagging rules.</p> <p>To develop dodging skills to lose a defender.</p> <p>To develop drawing defence and understanding when to pass.</p> <p>To be able to apply the rules and tactics you have learnt to play in a tag rugby tournament.</p>	<p><b>Football</b></p> <p>To be able to dribble the ball under pressure.</p> <p>To pass the ball accurately to help to maintain possession.</p> <p>To use different turns to keep the ball away from defenders.</p> <p>To develop defending skills to gain possession.</p> <p>To develop goalkeeping skills to stop the opposition from scoring.</p> <p>To be able to apply the rules and tactics you have learnt to play in a football tournament.</p>	<p><b>Netball</b></p> <p>To develop passing and moving.</p> <p>To be able to use the attacking principle of creating and using space.</p> <p>To be able to change direction and lose a defender.</p> <p>To be able to defend ball side and know when to go for interceptions.</p> <p>To develop the shooting action.</p> <p>To use and apply skills and tactics to small sided games.</p>	<p><b>Tennis</b></p> <p>To develop the forehand groundstroke.</p> <p>To be able to return the ball using a backhand groundstroke.</p> <p>To develop the volley and understand when to use it.</p> <p>To develop the volley and use it in a game situation.</p> <p>To develop accuracy of the underarm serve.</p> <p>To learn to use the official scoring system.</p> <p>To work co-operatively with a partner and employ tactics to outwit an opponent.</p>	<p><b>Rounders</b></p> <p>To develop the bowling action and understand the role of the bowler.</p> <p>To develop batting technique.</p> <p>To make decisions about where and when to send the ball to stump a batter out.</p> <p>To develop a variety of fielding techniques and when to use them in a game.</p> <p>To develop long and short barriers in fielding and understand when to use them.</p> <p>To apply the rules and skills you have learnt to play in a rounders tournament.</p>	<p><b>Golf</b></p> <p>To develop putting technique and accuracy.</p> <p>To develop the technique for chipping.</p> <p>To develop technique for a short game.</p> <p>To develop the technique for a long game.</p> <p>To select the appropriate shot for the situation.</p> <p>To design a course and select the appropriate shot for the situation.</p>