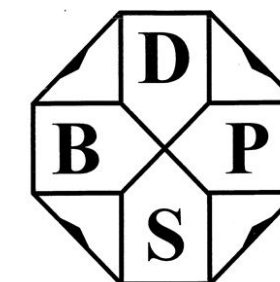




**PE & Sport Curriculum Framework
(Using mainly Val Sabin SoW)**



PE and Sport Key Stage 1		
Aims		
<ul style="list-style-type: none"> develop competence to excel in a broad range of physical activities <ul style="list-style-type: none"> are physically active for sustained periods of time engage in competitive sports and activities <ul style="list-style-type: none"> lead healthy, active lives. 		
Key Skills		
Movement	Team Games	Dance
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.
Y1		
<ul style="list-style-type: none"> Travel with control in a variety of ways. Move different parts of the body in a controlled way when stationary. Use a range of equipment to move with, on/off, over, under, along and through. Know, understand and be able to demonstrate how to move objects and equipment safely. use a range of small equipment and apparatus with increasing control and accuracy. Show an awareness of personal and general space. Start and stop on a given signal. Travel with changes of speed. <p>Athletics (Y1 & Y2):</p> <ul style="list-style-type: none"> Run fast over a short distance and stay in line. Carry or dribble different equipment as they move. Change direction and turn quickly. Change speed with control. Understand that arm action and leg drive are important when running fast and recognise when they are absent. Recognise and be able to show different types of throw: push, pull and fling throw. Recognise and explain why different equipment and different styles of throw give different results. Demonstrate different takes-offs and landings when jumping. Understand and explain how to land safely Work cooperatively and competitively in small relay teams with "tag" take-overs. <p>Knowledge and Understanding of Fitness and Health:</p> <ul style="list-style-type: none"> Use space and equipment safely. Dress and undress independently. Develop positive attitudes towards a healthy lifestyle. 	<ul style="list-style-type: none"> Take turns with equipment. Follow rules of a game. Share space and equipment safely with others 	<ul style="list-style-type: none"> Move/respond to a range of stimuli including percussion, voice, taped music, sometimes showing rhythm and movement memory and sometimes demonstrating independent thought. Can express ideas imaginatively and communicate feelings through dancing and a wide range of movement. Show awareness of musical time, pace, rhythms and mood. Can recognise repeated sounds and sound patterns and match movements to music. Can join in movement sessions, musical games, story telling, individual dance work, dance work with a partner. Can describe simple movements using appropriate vocabulary. Can recognise changes in their bodies when they are active.

Y2

Movement

- Send a ball and range of equipment by sliding, pushing, rolling, bouncing, throwing, kicking, striking and heading.
- Gather a ball or piece of equipment with hands, feet, other body parts or an implement.
- Travel with a ball or piece of equipment by carrying, balancing, pushing, tapping, bouncing, or by dribbling with hands, feet or an implement.
- Sustain concentration and practise to improve and perform with more confidence.
- Repeat and use the skills with co-ordination and control in a variety of co-operative and competitive games.
- Show a good awareness of others in running, chasing and avoiding games, making simple decisions about when and where to run.

Gymnastics:

- Travel confidently and competently on different parts of the body including hands and showing different shapes.
- Bounce, hop, spring, jump and land using a variety of take-offs and landings.
- Rotate and twist on different body parts and roll sideways and forwards.
- Hold a still, balanced position on large or small body parts or a combination of body parts.
- Use space and apparatus safely.
- Lift, carry and erect their own apparatus cooperating in small groups.
- Plan sequences or patterns of **3** or more movements which they can remember and repeat.
- Show sequences which have a clear beginning, middle and end.
- Demonstrate an understanding of how to create different pathways and move in different directions.
- Demonstrate contrasts in level, speed and shape.
- Perform a limited range of skills with a partner on the floor and apparatus using simple relationships e.g. "Follow My Leader" and working side by side.
- Observe and copy the movements of others.
- Use the observation and information to practise and improve the quality and control of their own work.
- Use the understanding to adapt work safely from floor to apparatus.
- Use appropriate vocabulary to describe what they and others are doing.

Athletics: (see Y1)

Knowledge and Understanding of Fitness and Health:

- Move safely and actively about the space and when using equipment.
- Know that after vigorous activity, breathing and heart rate increase and body temperature rises and see that faces become flushed.
- Feel that muscles and limbs are working hard and that they become tired after sustained activity.
- Know that regular exercise improves health and helps the body to work well.

Team Games

- Create games as an individual or in pairs.
- Understand the importance of rules and play within them and know how to score.
- Change the rules of the game to make it better or more challenging.
- Combine skills e.g. dribble and kick.
- Develop simple tactics and use appropriate ones to suit different situations.
- Watch and describe performances accurately.
- Observe, demonstrate and copy someone else's game or idea.
- Use what they have learnt to improve the quality and control of their work.
- Work well with a partner or small group to improve their skills.
- Understand and describe changes to their heart rate when playing different games.

Dance

- Uses space well and is aware of others within the space.
- Can improvise to an idea.
- Can respond to stimuli.
- Displays good footwork and can "go" and "stop" with control.
- Can perform basic dance actions with some understanding of mood and feeling in relation to the dance idea i.e. travelling in a hurry, turning away from, jumping for joy, stillness-waiting for something.
- Can change and vary the direction and pathway of activities - forwards, backwards, sideways, straight/curved pathways.
- Can change and vary levels of activities - high/medium/low.
- Can change and vary size and shape of actions - large/small, curled/stretched, spiky, twisted.
- Can change and vary speeds of actions - can move quickly and slowly.
- Can change and vary the weight of actions - can move lightly/ with strength.
- Can copy and perform simple movements/rhythmic patterns.
- Can explore a range of movements suitable to the idea.
- Can perform with appropriate dynamics to interpret the idea.
- Can choose appropriate movements to create short phrases and simple dances.
- Can perform a whole dance which has a simple structure.
- Can work with a partner to show simple relationships and compositional skills to include - "follow the leader", copying movements, follow side by side, back to back, moving at the same time or one after the other.
- Can describe a short dance or dance phrase using appropriate vocabulary.
- Can comment constructively on their own performance and that of others.

PE and Sport Key Stage 2

Aims

- 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.

Know how to...

<p>Games: 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.</p>	<p>Gymnastics: Develop flexibility, strength, technique, control and balance (for example in athletics and gymnastics)</p>	<p>Dance: Perform dances using a range of movement patterns</p>	<p>Athletics: Use running, jumping, throwing and catching in isolation and in combination</p>	<p>Outdoor/Adventurous: Take part in outdoor and adventurous activity challenges both individually and within a team.</p>	<p>Swimming: Receive swimming instruction in Lower Key Stage 2.</p>
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Y3/4

<p>Perform basic skills with control and consistency.</p> <p>Keep a game going using a range of different ways of throwing (eg overarm, underarm, one-handed, two-handed).</p> <p>Adapt and refine the speed and direction of the ball (eg hard, soft, high, low, different directions).</p> <p>Play games using a bat or racquet, get their feet in line with the ball and their body into a position for hitting a ball.</p> <p>Hit accurately a ball which is fed to them.</p> <p>Keep a rally going using a small range of shots (eg forehand, backhand, soft shots or hard shots)</p> <p>Choose and say why they stand in a particular place to receive the ball.</p> <p>Try to make things difficult for an opponent by sending the ball at different speeds and heights and directing the ball into a space.</p> <p>Keep to the rules of the game.</p>	<p>Travel fluently in a variety of ways and demonstrate different pathways.</p> <p>Understand and demonstrate a change of front or direction.</p> <p>Bounce and jump to receive and transfer body weight safely.</p> <p>Rotate and roll on different body parts: in different directions showing variety of shape, size and speed.</p> <p>Balance to show specific planned shapes e.g. symmetrical and asymmetrical</p> <p>Use space and more complex apparatus safely and cooperate in pairs and small groups</p> <p>Be responsible for the safe moving and construction of their own apparatus.</p> <p>Understand and show how to move into and from a range of skills with control.</p> <p>Identify and use planned variations in speed levels, directions and pathways.</p> <p>Create sequences with a partner on floor and apparatus using a range of relationships e.g. "follow my leader",</p>	<p>Responds to a range of stimuli.</p> <p>Performs basic dance actions with greater control, fluency and coordination.</p> <p>Links movements together in a logical sequence.</p> <p>Shows clear body shape.</p> <p>Performs with expression, rhythm, to the accompaniment.</p> <p>Understands and demonstrates the use of appropriate dynamics.</p> <p>Performs simple dances which have a clear beginning, middle and end.</p> <p>Shows the ability to choose movements which reflect the dance idea.</p> <p>Develops a movement using repetition, directions/levels/ pathways, changing speeds.</p> <p>Works cooperatively with a partner and in a small group.</p>	<p>Demonstrate a) running for speed, b) running for sustained periods of time and understand and explain the difference.</p> <p>Run consistently and smoothly at different speeds and following different pathways.</p> <p>Demonstrate good running technique and describe specific aspects of it.</p> <p>Know and demonstrate the different throwing techniques (push, pull, fling, and understand the core principles).</p> <p>Throw a range of implements into a target area with consistency and accuracy.</p> <p>Know and demonstrate the five basic jumps.</p> <p>Demonstrate different combinations of jumps showing consistent</p>	<p>Relate map symbols to terrain features (e.g. in the playground or school field with 8-12 controls. Use photo trails or "grid" maps - set out a simple course for others' to follow.)</p> <p>Follow four (or eight) compass directions and arrive at the correct destination.</p> <p>Show how to set a simple map of a small area. (e.g. a netball court) and establish direction of travel.</p> <p>Cooperate willingly with others' in problem-solving activities (e.g. blindfold trust activities - leading a partner safely in a variety of ways or adventure games, e.g. cross a swamp using stepping stones)</p> <p>Develop an awareness of the importance of planning and reviewing an activity.</p>	<p>Swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>Use a range of strokes (e.g. backstroke, breaststroke and front crawl)</p> <p>Perform safe self-rescue in different water-based situations.</p>
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<p>Net/Court/Wall Games:</p> <p>Create their own net/court/wall games and develop and adjust their own rules.</p> <p>Describe what they and others are doing and recognise what is successful in their own and others' play.</p> <p>Identify aspects of their game that need improving and suggest how they could do it.</p> <p>Work with others to organise and keep the game going.</p> <p>Describe the intentions and format of a created game.</p> <p>Striking & Fielding Games:</p> <p>Use a range of throwing, striking, intercepting and stopping skills with increasing control.</p> <p>Strike a ball with intent and when bowling and/or fielding throw it more accurately.</p> <p>Catch the ball reasonably well and consistently intercept and stop the ball.</p> <p>Return the ball quickly and accurately.</p> <p>Select appropriate batting or throwing skills to make the game harder for their opponents.</p> <p>Judge how far they can run to score points and not be "out".</p> <p>Choose where to stand as a fielder to make it hard for the batter to score.</p> <p>Work as a team to make it harder for the batter.</p> <p>Know the rules of the game and keep to them.</p> <p>Create their own striking/fielding game and develop and adjust their own rules.</p> <p>Describe what they are doing and recognise what is successful in their own and others' play.</p>	<p>side by side and travelling over or under.</p> <p>Describe what they intend to produce</p> <p>Observe and describe the movements of others in appropriate language.</p> <p>Understand what makes a good sequence.</p> <p>Be able to analyse and say why they like a sequence and use the information to practise and improve their own work.</p>	<p>Demonstrates the ability to use simple compositional devices: unison, canon, repetition.</p> <p>Understands how dance communicates moods, ideas and feelings.</p> <p>Uses a range of descriptive language to identify and describe.</p> <p>Knows that dance will help develop their stamina.</p>	<p>technique, control and fluency.</p> <p>Play different roles in small groups e.g. performer, marker, timer, starter, etc.</p> <p>Compare and contrast performances using appropriate language.</p> <p>Work cooperatively and competitively in a relay team over different distances and courses passing baton quoit with confidence.</p>	<p>Follow simple trails along and with others' in a familiar environment.</p> <p>Transfer the trail to changing or more unfamiliar environments.</p>	
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<p>Identify parts of their performance that could be improved and suggest ways to achieve this.</p> <p>Work with others to organise and keep the game going.</p> <p>Describe the intentions and format of a created game.</p> <p>Invasion Games:</p> <p>Pass and receive with hands in a variety of ways e.g. using chest pass, shoulder pass, bounce pass, controlled kick.</p> <p>Pass and receive using various techniques e.g. high, low, fast, slow.</p> <p>Change direction and speed when travelling with or dribbling the ball.</p> <p>Show increasing control and consistency in games.</p> <p>Play with greater flow and increased speed of passing.</p> <p>Understand and play to the rules of the game.</p> <p>Modify or adapt rules of existing games in agreement with others.</p> <p>Create their own games, develop and adjust their own rules and then explain and teach the game to others.</p> <p>Know and understand a range of simple tactics e.g how to retain possession, make progress towards a goal, make it difficult for an opponent to get the ball or how to get into a position to shoot or score.</p> <p>Apply principles and simple tactics in a range of "like" games.</p> <p>Know and explain the tactics and skills that they are confident with and use well in games e.g. "how does a team keep possession of the ball?"</p> <p>Choose different ways of practising these tactics and skills.</p>					
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<p>Recognise what they do best / worst.</p> <p>Recognise when they need help and be able to describe the help they need to improve their play.</p> <p>Work with others to organise and keep the game going.</p> <p>Describe the intentions and format of a created game.</p> <p>Knowledge & Understanding of Fitness and Health: Know that regular exercise improves health, makes you feel good and maintains a healthy body weight.</p> <p>Know the demand that physical activities make on the body.</p> <p>Know that exercise strengthens bones and muscles, including the heart.</p> <p>Know the importance of warming up and identify activities they could use.</p>					
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Y5/6

Games	Gymnastics	Dance	Athletics	Outdoor/Adventurous	Swimming
<p>Net/Court/Wall Games: Use forehand, backhand and overhead shots increasingly well in the games they play.</p> <p>Use the volley in games where it is important.</p> <p>Use the skills they prefer with competence and consistency.</p> <p>Show good back-swing, , follow through and feet positioning.</p> <p>Direct the ball reasonably well towards their opponent's court or target area.</p> <p>Play cooperatively with a partner.</p> <p>Apply rules consistently and fairly.</p> <p>Hit the ball with purpose varying the height, speed and direction.</p>	<p>Travel fluently in a variety of ways taking weight on hands. Show fluency and control when performing travelling skills. Travel rhythmically with a partner or small group in synchronisation or canon.</p> <p>Understand and demonstrate the five basic jumps showing different shapes and directions in the air and show flight from feet to hands and back to feet again.</p> <p>Identify and use rotation or rolling around three different axes.</p> <p>Use balances to make holes or barriers for a partner to travel over, under or around to match, mirror and contrast with a partner. Make linked balances with a partner and extend them by pushing or pulling against a partner in counter-balance/counter-tension.</p> <p>Use space and apparatus safely in twos and small groups.</p>	<p>Translates ideas into movement.</p> <p>Performs basic dance actions with increased control, fluency, coordination and accuracy.</p> <p>Refines movements to improve performance.</p> <p>Performs skills in different combinations to increase complexity.</p> <p>Remembers and performs complete dances.</p> <p>Understands and demonstrates the intention of the dance.</p> <p>Performs set dances and patterns accurately.</p> <p>Maintains tempo and rhythm.</p>	<p>Recognise good running technique and be able to analyse it.</p> <p>Demonstrate the right choice of pace for specific running events and explain why.</p> <p>Sustain pace and stride frequency over longer distances (e.g. 7 second sprint or 2 minute run)</p> <p>Set targets, then aim to improve them.</p> <p>Understand and use the core principles of throwing.</p> <p>Throw with greater control, accuracy and efficiency and link the different</p>	<p>Improve their accuracy and consistency in setting a map of a familiar area and the ability to establish direction of travel (e.g. using the school grounds)</p> <p>Follow a short route accurately (e.g. complete an orienteering course using a map in the school grounds; use photograph clues, work in pairs or groups, work in relay. Set up own course.)</p> <p>Navigate using compass directions.</p> <p>Increase confidence in map reading in an unfamiliar environment</p>	<p>(Note: Any child not able to swim 25m will receive instruction in Upper Key Stage Two)</p>

<p>Explain what they are trying to do and why.</p> <p>Recognise the spaces on their opponent's court and try to hit the ball towards them.</p> <p>Position themselves well on court.</p> <p>Know what they are successful at and what they need to practise more.</p> <p>Suggest ideas for practices.</p> <p>Try things out and ask for help when actions need to be improved.</p> <p>Work well with others, adapting their play to suit their own and others' strengths.</p> <p>Striking & Fielding Games: Use different ways of bowling and bowl underarm accurately.</p> <p>Vary how they bowl e.g. different speeds and levels.</p> <p>Bat effectively striking the ball in different ways.</p> <p>Field the ball with increased accuracy and move to get their body behind the ball.</p> <p>Throw over-arm over a good distance with some accuracy.</p> <p>Hit the ball from either side of the body.</p> <p>Control the hit and direct the ball away from fielders using various angles and speeds.</p> <p>Work collaboratively in pairs, group activities and small-sided games and plan to outwit the opposition.</p> <p>Judge when to run after hitting the ball.</p> <p>Use tactics which involve bowlers and fielders working together as a team.</p> <p>Use and apply the basic rules consistently and fairly.</p>	<p>Know the principles of safe siting of apparatus and take apparatus allocated by the teacher to construct their own simple groups specific for the purpose.</p> <p>Identify and use planned variations in speed, levels, directions and pathways.</p> <p>Understand that a well balanced sequence contains elements of all categories of movement i.e. travel, jump, turn and balance.</p> <p>Adapt, refine and develop movement and skills to work cooperatively and sympathetically with a partner, or in small groups, and understand the range of partner-relationships which may be used.</p> <p>Sustain concentration and practise to improve.</p> <p>Adapt and transfer sequences from floor to more challenging apparatus.</p> <p>Understand the compositional principles of sequencing and recognise when they are absent.</p> <p>Work independently as an individual, or collectively in pairs or small groups, to construct, practise, evaluate and improve the composition and quality of a sequence of movement.</p> <p>Accept advice and use it in a reflective way to improve the quality of their work.</p>	<p>Develops motifs by adding different actions, varying the space, varying dynamics, varying relationships.</p> <p>Works collaboratively in pairs and small groups.</p> <p>Understands and shows variety in group organisation.</p> <p>Creates their work in the context of a whole dance.</p> <p>Observes themselves and each other and comments on compositional work.</p> <p>Uses appropriate language to describe, evaluate and improve.</p> <p>Understands, describes and shows how to warm up and cool down.</p>	<p>throwing techniques to discus, shot and javelin.</p> <p>Perform a range of jumps showing power, control and consistency at both take-off and landing: a) jump for height using scissor technique, b) long jump-1 foot to 2 feet (with 3 step run up), c) combination jump - hop, step and jump.</p> <p>Know and understand the basic principles of relay take-over and use upsweep and downsweep techniques with confidence.</p> <p>Create different shaped relays.</p> <p>Watch a partner perform: identify the main strengths and weaknesses and suggest ways of improving.</p>	<p>(e.g. a local park, on residential)</p> <p>Cooperate with others in a problem solving activity (e.g. work with others' in the class to develop trust and cooperation - a blindfold group following a "night line", a line or rope over or through a safe course.)</p> <p>Improve the ability to plan and review an activity and improve performance by changing or adapting approaches as necessary.</p> <p>Work confidently alone and with others' in challenging situations.</p> <p>Develop an awareness of prevailing weather conditions and the importance of appropriate clothing and food for a day in the outdoors.</p>	
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<p>Know what they are successful at and what they need to practise more.</p> <p>Recognise and describe the best points in an individual's or team's performance.</p> <p>Pick out parts of performance that are weakest and suggest practices and ideas to help improve the performance.</p> <p>Invasion Games: Use a range of different techniques for passing, controlling, dribbling and shooting in games.</p> <p>Adapt the skills to meet the needs of the situation or game and perform the skills at greater speeds.</p> <p>Mark a player or space, intercept and pass and tackle safely.</p> <p>Shoot from a distance and from close range.</p> <p>Play small invasion games with reasonable fluency.</p> <p>Choose when to pass or dribble so they maintain possession.</p> <p>Apply basic principles of team play to keep possession of the ball and make progress towards the goal.</p> <p>Use marking, tackling and/or interception to improve their defence.</p> <p>Know what position they are playing and contribute appropriately in game situations.</p> <p>Choose and use different formations to help the team be more attacking or defensive and understand how to use/adapt the formations across different types of invasion games.</p> <p>Know what they are successful at and what they need to practise more.</p> <p>Recognise and describe the best points in an individual's or team's performance.</p>					
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Pick out parts of performance that are weakest and suggest practices and ideas to help improve the performance.

Knowledge & Understanding of Fitness and Health:

Know that large working muscles need a supply of oxygen to keep going and this is provided by faster breathing and heart rate.

Know that temperature increases as working muscles produce energy as heat and the skin becomes moist and sticky in order to cool the body down and avoid overheating.

Know that we become flushed during or after exercise because blood vessels become wider and closer to the surface of the skin.

Know how to warm up and cool down and the reasons for doing so.