



# HOLLY PRIMARY SCHOOL

Happiness Pride Commitment

## Physical Education

### Progression of Knowledge

*Key substantive and disciplinary knowledge to be taught in each year group.*

Holly Primary School  
Head8@holly.notts.sch.uk

Cycle A	EYFS		Year 1/2		Year 3/4		Year 5/6	
	Teacher	Coach	Teacher	Coach	Teacher	Coach	Teacher	Coach
Autumn	Introduction to PE	Fundamentals	Fundamentals	Ball Skills	Fundamentals	Ball Skills	Fitness	Volleyball
Spring	Dance	Ball Skills	Dance	Net and Wall	Dance	Badminton	Dance	Tennis
Summer	Gymnastics	Games	Gymnastics	Invasion	Gymnastics	Basketball	Gymnastics	Tag Rugby

Cycle B	EYFS		Year 1/2		Year 3/4		Year 5/6	
	Teacher	Coach	Teacher	Coach	Teacher	Coach	Teacher	Coach
Autumn	Introduction to PE	Fundamentals	Fundamentals	Ball Skills	Fundamentals	Ball Skills	Fitness	Handball
Spring	Dance	Ball Skills	Dance	Striking and Fielding	Dance	Rounders	Dance	Cricket
Summer	Gymnastics	Games	Yoga	Team Building	Yoga	Outdoor Adventurous Activities	Yoga	Outdoor Adventurous Activities

## Fundamentals

Substantive Knowledge: Fundamentals							
Motor Competence	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<u>Nursery</u> <b>Running:</b> know that I can use big steps or small steps when moving. Know that space is away from others. <b>Balancing:</b> know that	<b>Running:</b> know that bending my knees will help me to change direction. Know that if I swing my arms it will help me to run faster. <b>Balancing:</b> know that	<b>Running:</b> know that putting weight into the front of my feet helps me to stop in a balanced position. Know that running on the balls of my feet, taking big	<b>Running:</b> Know that leaning slightly forwards helps to increase speed (acceleration). Know that leaning my body in the opposite direction to travel helps to	<b>Running:</b> know that keeping my elbows bent when changing direction will help me to stay balanced. <b>Balancing:</b> Know that I need to squeeze different	<b>Running:</b> know that to change direction, I push off my outside foot and turn my hips. <b>Balancing:</b> know that balance is a skill used in many different activities and	<b>Running:</b> know that running develops stamina and speed and both can be improved by training over time. Know that agility requires speed, strength,

	<p>balancing is when you stay still on a body part.  <b>Jumping:</b> know that bending my knees helps me when I jump.</p> <p><u>Reception</u>  <b>Running:</b> know that I use big steps to run and small steps to stop. Know that moving into space away from others helps to keep me safe.  <b>Balancing:</b> know that I can hold my arms out to help me to balance.  <b>Jumping:</b> know that bending my knees will help me to land safely.</p>	<p>looking ahead will help me to balance. Know that landing on my feet helps me to balance.  <b>Jumping:</b> know that landing on the balls of my feet helps me to land with control.  <b>Hopping:</b> know that I should hop with a soft bent knee.  <b>Skipping:</b> know that I should use the opposite arm to leg when I skip. Know that jumping on the balls of my feet helps me to keep a consistent rhythm.</p>	<p>steps and having elbows bent will help me to run faster.  <b>Balancing:</b> know that squeezing my muscles helps me to balance.  <b>Jumping:</b> know that swinging my arms forwards will help me to jump further.  <b>Hopping:</b> know that if I look straight ahead it will stop me falling over when I land.  <b>Skipping:</b> know that I should swing opposite arm to leg to help me balance when skipping without a rope.</p>	<p>slow down (deceleration). Know that agility helps us with everyday tasks.  <b>Jumping and hopping:</b> know that if I jump and land in quick succession, momentum will help me to jump further.  <b>Skipping:</b> Know that I should turn the rope from my wrists with wide hands to create a gap to step through.</p>	<p>muscles to help me to stay balanced in different activities.  <b>Jumping and hopping:</b> know that swinging my non-hopping foot helps to create momentum.  <b>Skipping:</b> know that keeping my chest up helps me to stay balanced.</p>	<p>everyday life.  <b>Jumping and hopping:</b> know that there are different techniques for different situations.  <b>Skipping:</b> know that people will have varying levels of skipping ability and that I can get better with practice.</p>	<p>good balance and co-ordination.  <b>Balancing:</b> know that balance underpins many skills in PE and everyday life and this feels different in different situations.  <b>Jumping and hopping:</b> know that there are different situations when you need to jump for height or jump for distance and what to do to achieve this.  <b>Skipping:</b> know that skipping helps to develop co-ordination, stamina and balance.</p>
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	<p><b>Hopping:</b> know that I use one foot to hop.</p> <p><b>Skipping:</b> know that if I hop then skip it will help me to skip.</p>						
Healthy Participation	<p><u>Nursery</u> Know that exercise helps me stay healthy.</p> <p><u>Reception</u> Know that I run, jump, balance, skip and hop in everyday life.</p>	Know that when I exercise my heart rate increases which is good for my body.	Know that I will run, jump, balance, skip and hop in different sports.	<b>Balancing:</b> know that balance helps us with everyday tasks.	Know that warming up and cooling down help me from not getting injured.	Know that if I keep practicing a skill I will improve.	Know that I can transfer skills learned from one sport to another sport.
Disciplinary Knowledge: Fundamentals							
Motor Competence	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p><b>Reception</b> <b>Running:</b> know ways to run and stop. Know ways to change direction safely.</p> <p><b>Balancing:</b> know ways to balance whilst stationary and on the move.</p> <p><b>Jumping:</b> know ways to take off and land safely.</p>	<p><b>Running:</b> know ways to change direction and dodge. Know ways the body moves at different speeds.</p> <p><b>Balancing:</b> know ways to move with some control and balance.</p> <p><b>Jumping:</b> know ways in which</p>	<p><b>Running:</b> know ways to balance when changing direction.</p> <p><b>Balancing:</b> know ways to balance when performing movements.</p> <p><b>Jumping:</b> know ways to jump for distance, height and in different directions.</p>	<p><b>Running:</b> know ways to change direction. Know ways to increase and decrease in speed.</p> <p><b>Balancing:</b> know ways to balance when performing other fundamentals skills.</p> <p><b>Jumping and hopping:</b> know</p>	<p><b>Running:</b> know ways to change direction quickly under pressure. Know ways to accelerate and decelerate.</p> <p><b>Balancing:</b> know ways to balance and control movement when performing other</p>	<p><b>Running:</b> know ways to improve body posture and balance when changing direction.</p> <p><b>Balancing:</b> know ways to demonstrate good balance when performing other fundamental skills.</p>	<p><b>Running:</b> know ways to change direction with a fluent action. Know ways to transition smoothly between varying speeds.</p> <p><b>Balancing:</b> know ways to show fluency and control when travelling, landing,</p>

	<p><b>Hopping:</b> know ways to hop on both feet.</p> <p><b>Skipping:</b> know ways to skip as a travelling action.</p>	<p>to control take-off and landing when jumping.</p> <p><b>Hopping:</b> know ways to hop in different directions.</p> <p><b>Skipping:</b> know ways to show co-ordination when turning a rope.</p>	<p><b>Hopping:</b> know ways to hop for distance, height and in different directions.</p> <p><b>Skipping:</b> know ways to single and double bounce when jumping in a rope.</p>	<p>ways to link jumping and hopping actions.</p> <p><b>Skipping:</b> know ways to jump and turn a skipping rope.</p>	<p>fundamental skills.</p> <p><b>Jumping and hopping:</b> know ways to link hopping and jumping actions with other fundamental skills.</p> <p><b>Skipping:</b> know ways to consistently skip in a rope.</p>	<p><b>Jumping and hopping:</b> know ways to show good technique and co-ordination when linking jumps.</p> <p><b>Skipping:</b> know ways to show a range of skills when skipping in a rope.</p>	<p>stopping and changing direction.</p> <p><b>Jumping and hopping:</b> know ways to demonstrate good technique when jumping, hopping for distance and height. Know ways to fluently link jumps together.</p> <p><b>Skipping:</b> know ways to consistently show a range of skills when skipping in a rope.</p>
<b>Key Vocabulary: Fundamentals</b>							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Run Stop Space Jump Balance Skip	Fast Hop Slow Direction Land Safely	Dodge Jog Hurdle Speed Steady Sprint	Distance Technique Control Tension Coordination Rhythm	Momentum Decelerate Transfer Accelerate Pace Stability	Continue to use vocab taught in previous years throughout different areas of PE.	Continue to use vocab taught in previous years throughout different areas of PE.

# Dance

Substantive Knowledge: Dance							
Motor Competence	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p><u>Nursery</u></p> <p><b>Actions:</b> know that if I move my body it creates actions.</p> <p><b>Space:</b> know that space is away from others.</p> <p><b>Performance:</b> know that we can show others our dance.</p> <p><u>Reception</u></p> <p><b>Actions:</b> know that I can move my body in different ways to create interesting actions.</p> <p><b>Dynamics:</b> know that I can change my action to show an idea.</p> <p><b>Space:</b> know that if I move into space it will</p>	<p><b>Actions:</b> know that actions can be sequenced to create a dance.</p> <p><b>Dynamics:</b> know that I can create fast and slow actions to show an idea.</p> <p><b>Space:</b> know that there are different directions and pathways within space.</p>	<p><b>Actions:</b> know that sequencing actions in a particular order will help me to tell the story of my dance.</p> <p><b>Dynamics:</b> understand that I can change the way I perform actions to show an idea.</p> <p><b>Space:</b> know that I can use different directions, pathways and levels in my dance.</p>	<p><b>Actions:</b> know that sharing ideas with others enables my group to work collaboratively and try ideas before deciding on the best actions for our dance.</p> <p><b>Dynamics:</b> know that all actions can be performed differently to help to show effect.</p> <p><b>Space:</b> know that I can use space to help my dance to flow.</p>	<p><b>Actions:</b> know that some actions are better suited to a certain character, mood or idea than others.</p> <p><b>Dynamics:</b> know that some dynamics are better suited to a certain character, mood or idea than others.</p> <p><b>Space:</b> know that space can be used to express a certain character, mood or idea.</p>	<p><b>Actions:</b> know that different dance styles utilise selected actions to develop sequences in a specific style.</p> <p><b>Dynamics:</b> know that different dance styles utilise selected dynamics to express mood.</p> <p><b>Space:</b> know that space relates to where my body moves both on the floor and in the air.</p>	<p><b>Actions:</b> know that actions can be improved with consideration to extension, shape and recognition of intent.</p> <p><b>Dynamics:</b> know that selecting a variety of dynamics in my performance can help to take the audience on a journey through my dance idea.</p>

	help to keep me and others safe.						
Tactics and Strategies	<p><b>Performance:</b> know that when watching others, I sit quietly and clap at the end.</p> <p><b>Strategy:</b> know that if I use lots of space, it helps to make my dance look interesting.</p>	<p><b>Relationships:</b> know that when dancing with a partner it is important to be aware of each other and keep in time.</p> <p><b>Performance:</b> know that standing still at the start and at the end of the dance lets the audience know when I have started and when I have finished.</p> <p><b>Strategy:</b> know that if I use exaggerated actions it helps the audience to see them clearly.</p>	<p><b>Relationships:</b> know that using counts of 8 will help me to stay in time with my partner and the music.</p> <p><b>Performance:</b> know that using facial expressions helps to show the mood of my dance.</p> <p><b>Strategy:</b> know that if I practice my dance my performance will improve.</p>	<p><b>Relationships:</b> know that 'formation' means the same in dance as in other activities such as football, rugby and gymnastics.</p> <p><b>Performance:</b> know that I can use timing techniques such as canon and unison to create effect.</p> <p><b>Strategy:</b> know that if I show sensitivity to the music, my performance will look more complete.</p>	<p><b>Relationships:</b> know that some relationships are better suited to a certain character, mood or idea than others.</p> <p><b>Performance:</b> know that being aware of other performers in my group will help us to move in time.</p> <p><b>Strategy:</b> know that I can select from a range of dance techniques to translate my idea.</p>	<p><b>Relationships:</b> know that different dance styles utilise selected relationships to express mood.</p> <p><b>Performance:</b> know that different things make an effective performance and know how to apply these principles to my own and others' work.</p> <p><b>Strategy:</b> know that if I use dance principles it will help me to express an atmosphere or mood.</p>	<p><b>Space and relationships:</b> know that combining space and relationships with a prop can help me to express my dance idea.</p> <p><b>Performance:</b> know that a leader can ensure our dance group performs together.</p> <p><b>Strategy:</b> know that if I keep in character throughout, it will help me to express an atmosphere or mood that can be interpreted by the audience.</p>
<b>Disciplinary Knowledge: Dance</b>							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<b>Actions:</b> know ways to explore how my body	<b>Actions:</b> know ways to copy, remember and	<b>Actions:</b> know ways to accurately	<b>Actions:</b> know ways to create actions in	<b>Actions:</b> know ways to respond imaginatively to	<b>Actions:</b> know ways to choreograph	<b>Actions:</b> know ways to show controlled

	<p>moves. Know ways to copy basic body actions and rhythms.</p> <p><b>Dynamics:</b> know ways to explore actions in response to music and an idea.</p> <p><b>Space:</b> know ways to explore pathways and the space around me and in relation to others.</p> <p><b>Performance:</b> know ways to perform short phrases of movement in front of others.</p>	<p>repeat actions to represent a theme. Know ways to create my own actions in relation to a theme.</p> <p><b>Dynamics:</b> know ways to explore varying speeds to represent an idea. <b>Space:</b> know ways to explore pathways within my performance.</p> <p><b>Relationships:</b> know ways to explore actions and pathways with a partner.</p> <p><b>Performance:</b> know ways to perform on my own and with others to an audience.</p>	<p>remember, repeat and link actions to express an idea.</p> <p><b>Dynamics:</b> know ways to develop an understanding of dynamics.</p> <p><b>Space:</b> know ways to develop the use of pathways and travelling actions to include levels.</p> <p><b>Relationships:</b> know ways to explore working with a partner using unison, matching and mirroring.</p> <p><b>Performance:</b> know ways to develop the use of facial expressions in my performance.</p>	<p>response to a stimulus individually and in groups.</p> <p><b>Dynamics:</b> know ways to use dynamics effectively to express an idea.</p> <p><b>Space:</b> know ways to use direction to transition between formations.</p> <p><b>Relationships:</b> know ways to develop an understanding of formations.</p> <p><b>Performance:</b> know ways to perform short, self-choreographed phrases showing an awareness of timing.</p>	<p>a range of stimuli related to character and narrative.</p> <p><b>Dynamics:</b> know ways to change dynamics confidently within a performance to express changes in character.</p> <p><b>Space:</b> know ways to confidently use changes in level, direction and pathway.</p> <p><b>Relationships:</b> know ways to use action and reaction to represent an idea.</p> <p><b>Performance:</b> know ways to perform complex dances that communicate narrative and character well, performing</p>	<p>dances by using, adapting and developing actions and steps from different dance styles.</p> <p><b>Dynamics:</b> know ways to confidently use dynamics to express different dance styles. <b>Space:</b> know ways to confidently use direction and patterning to express different dance styles.</p> <p><b>Relationships:</b> know ways to confidently use formations, canon and unison to express a dance idea.</p> <p><b>Performance:</b> know ways to perform dances expressively, using a range of</p>	<p>movements which express emotion and feeling.</p> <p><b>Dynamics:</b> know ways to explore, improvise and combine dynamics to express ideas fluently and effectively on my own, with a partner or in a small group.</p> <p><b>Space and relationships:</b> know ways to use a variety of compositional principles when creating my own dances.</p> <p><b>Performance:</b> know ways to demonstrate a clear understanding of timing in relation to the music and other dancers throughout my performance.</p>
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					clearly and fluently.	performance skills, showing accuracy and fluency.	
<b>Key Vocabulary: Dance</b>							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Move Copy Shape Space Safely Travel Around Sideways Forwards Backwards	Counts Pose Level Slow Fast Balance	Mirror Action Pathway Direction Speed Timing	Flow Explore Create Perform Match Feedback Expression	Reaction Represent Dynamics Unison Control	Formation Posture Performance Canon Relationship	Phrase Choreograph Contrast Structure Fluently Connect

## Gymnastics

Substantive Knowledge: Gymnastics							
Motor Competence	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p><u>Nursery</u>  <b>Shapes:</b> know that I can a shape with my body.  <b>Rolls:</b> know that I can make myself into a ball or a log.  <b>Jumps:</b> know that I can jump up and down.</p> <p><u>Reception</u>  <b>Shapes:</b> know that I can make different shapes with my body.  <b>Balances:</b> know that I should be still when holding a balance.  <b>Rolls:</b> know that I can change my body shape to help me to roll.  <b>Jumps:</b> know that bending my knees will help</p>	<p><b>Shapes:</b> know that I can improve my shapes by extending parts of my body.  <b>Balances:</b> know that balances should be held for 5 seconds.  <b>Rolls:</b> know that I can use different shapes to roll.  <b>Jumps:</b> know that landing on the balls of my feet helps me to land with control.</p>	<p><b>Shapes:</b> know that some shapes link well together.  <b>Balances:</b> know that squeezing my muscles helps me to balance.  <b>Rolls:</b> know that there are different teaching points for different rolls.  <b>Jumps:</b> know that looking forward will help me to land with control.</p>	<p><b>Shapes:</b> know that I can use body tension to make my shapes look better.  <b>Balances:</b> know that I can make my balances look interesting by using different levels.  <b>Rolls:</b> know that the safety considerations when performing more difficult rolls.  <b>Jumps:</b> know that I can change the take off and shape of my jumps to make them look interesting.</p>	<p><b>Shapes:</b> know that shapes can be used to improve my sequence.  <b>Inverted movements:</b> know that inverted movements are actions in which my hips go above my head.  <b>Balances:</b> know that to I need to keep myself and others safe when performing partner balances.  <b>Rolls:</b> know that I can keep the shape of my roll using body tension.  <b>Jumps:</b> know that I can control my landing by</p>	<p><b>Shapes:</b> know that shapes underpin all other skills.  <b>Inverted movements:</b> know that sometimes I need to move slowly to gain control and other times I need to move quickly to build momentum.  <b>Balances:</b> Know that I can use contrasting balances to make my sequences look interesting.  <b>Rolls:</b> know that I need to work within my own capabilities and this may be different to others.</p>	<p><b>Shapes:</b> know which shapes to use for each skill. <b>Inverted movements:</b> understand that spreading my weight across a base of support will help me to balance.  <b>Balances:</b> know that during different times I will need to apply force to maintain control and balance.  <b>Rolls:</b> know that I can use momentum to help me to roll and know where that momentum from.  <b>Jumps:</b> know that taking off from two feet</p>

	me to land safely.				landing toes first, looking forwards and bending my knees.	<b>Jumps:</b> know that I can use jumps to link actions and changing the shape of these will make my sequence look interesting.	will give me more height and therefore more time in the air.
Tactics and Strategies	<p><u>Nursery</u> <b>Strategy:</b> know that I can hold shapes.</p> <p><u>Reception</u> <b>Strategy:</b> know that if I hold a shape and count to five people will see it clearly.</p>	<b>Strategy:</b> know that if I use a starting and finishing position, people will know when my sequence has begun and when it has ended.	<b>Strategy:</b> know that if I use shapes that link well together it will help my sequence to flow.	<b>Strategy:</b> know that if I use different levels it will help to make my sequence look interesting.	<b>Strategy:</b> know that if I use different directions it will help to make my sequence look interesting.	<b>Strategy:</b> know that if I use different pathways it will help to make my sequence look interesting.	<b>Strategy:</b> know that if I use changes in formation it will help to make my sequence look interesting.
Healthy Participation	<p><u>Reception</u> Know that I balance in everyday life.</p>	Know that I can improve my balancing by squeezing my stomach and leg muscles.	Know that flexibility is the quality of bending easily.	Know that I can improve flexibility by repeating a skill over and over.			
Disciplinary Knowledge: Gymnastics							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<b>Shapes:</b> know ways to show contrast with my body including wide/narrow,	<b>Shapes:</b> know ways to show basic shapes straight, tuck, straddle, pike.	<b>Shapes:</b> know ways to explore using shapes in different	<b>Shapes:</b> know ways to explore matching and contrasting shapes.	<b>Shapes:</b> know ways to develop the range of shapes I use in my sequences.	<b>Shapes:</b> know ways to perform shapes consistently and fluently linked	<b>Shapes:</b> know ways to combine and perform gymnastic

	<p>straight/curved.</p> <p><b>Balances:</b> know ways to show shapes in stillness using different parts of my body.</p> <p><b>Rolls:</b> know ways to show different rocking and rolling.</p> <p><b>Jumps:</b> know ways to explore jumping safely.</p>	<p><b>Balances:</b> know ways to perform balances making my body tense, stretched and curled.</p> <p><b>Rolls:</b> know ways to show barrel, straight and forward roll progressions.</p> <p><b>Jumps:</b> know ways to do shape jumps including jumping off low apparatus.</p>	<p>gymnastic balances.</p> <p><b>Balances:</b> know ways to remember, repeat and link combinations of gymnastic balances.</p> <p><b>Rolls:</b> know ways to explore barrel, straight and forward roll and put into sequence work.</p> <p><b>Jumps:</b> know ways to explore shape jumps and take off combinations.</p>	<p><b>Balances:</b> know ways to explore point and patch balances and transition smoothly into and out of them.</p> <p><b>Rolls:</b> know ways to develop the straight, barrel, and forward roll.</p> <p><b>Jumps:</b> know ways to develop stepping into shape jumps with control.</p>	<p><b>Inverted movements:</b> know ways to develop strength in bridge and shoulder stand.</p> <p><b>Balances:</b> know ways to develop control and fluency in individual and partner balances.</p> <p><b>Rolls:</b> know ways to develop the straight, barrel, forward and straddle roll and perform them with increased control.</p> <p><b>Jumps:</b> know ways to develop control in performing and landing rotation jumps.</p>	<p>with other gymnastic actions.</p> <p><b>Inverted movements:</b> know ways to explore progressions of a cartwheel.</p> <p><b>Balances:</b> know ways to explore symmetrical and asymmetrical balances.</p> <p><b>Rolls:</b> know ways to develop control in the straight, barrel, forward, straddle and backward roll.</p> <p><b>Jumps:</b> know ways to select a range of jumps to include in sequence work.</p>	<p>shapes more fluently and effectively.</p> <p><b>Inverted movements:</b> know ways to develop control in progressions of a cartwheel and a headstand.</p> <p><b>Balances:</b> know ways to explore counter balance and counter tension.</p> <p><b>Rolls:</b> know ways to develop fluency and consistency in the straddle, forward and backward roll.</p> <p><b>Jumps:</b> know ways to combine and perform a range of gymnastic jumps more fluently and effectively.</p>
<b>Key Vocabulary: Gymnastics</b>							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Move	Action	Link	Flow	Technique	Symmetrical	Formation

	Copy Over Shape Space Rock Around Safely Sideways Travel Forwards Backwards	Jump Roll Level Direction Speed Point Balance	Pathway Sequence Tuck Straddle Speed Star Pike	Explore Create Matching Interesting Control Contrasting	Quality Apparatus Perform Extension Inverted	Rotation Asymmetrical Synchronisation Aesthetics Progression Canon	Momentum Counter balance Fluently Counter tension Stability
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## Yoga

Substantive Knowledge: Yoga							
Motor Competence	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p><u>Nursery</u> <b>Balance:</b> know that I can balance on different body parts. <b>Strength:</b> know that I can hold my weight on a body part.</p> <p><u>Reception</u> <b>Balance:</b> know that it is easier to balance using more parts of my body than fewer parts. <b>Flexibility:</b> know that I can make my body longer by reaching out with my arms and legs. <b>Strength:</b> know that I can hold my weight on different parts of my body.</p>	<p><b>Balance:</b> know that if I focus on something still it will help me to balance. <b>Flexibility:</b> know that yoga helps to improve flexibility which we need in everyday tasks. <b>Strength:</b> know that I can use my strength to move slowly and with control.</p>	<p><b>Balance:</b> know that I can squeeze my muscles to help me to balance. <b>Flexibility:</b> know that flexibility helps us to stretch our muscles and increase the movement in our joints. <b>Strength:</b> know that strength helps us with everyday tasks such as carrying our school bag.</p>	<p><b>Balance:</b> know that if I use the whole of the body part in contact with the floor, it will help me to balance. <b>Flexibility:</b> know that if I move as I breathe out I can stretch a little bit further. <b>Strength:</b> know that I need to use different muscles for different poses.</p>	<p><b>Balance:</b> know that if I move with my breath it will help me to balance. <b>Flexibility:</b> know that body parts I am trying to extend in different poses. <b>Strength:</b> know that people have different levels of strength.</p>	<p><b>Balance:</b> know that I need to apply force to maintain balance in a partner pose. <b>Flexibility:</b> know that I can improve my flexibility when moving with my breath. <b>Strength:</b> know that the muscles I am using by name.</p>	<p><b>Balance:</b> know that where and when to apply force to maintain control and balance. <b>Flexibility:</b> know that which of my muscles require more practice to increase my flexibility. <b>Strength:</b> know that I can build up my strength by practicing in my own time.</p>

Healthy Participation	<b>Mindfulness:</b> know that movement makes me feel.	<b>Mindfulness:</b> know that yoga can make me feel happy.	<b>Mindfulness:</b> know that I can use yoga to make me feel calm.	<b>Mindfulness:</b> know that I can use my breath to focus.	<b>Mindfulness:</b> know that mindfulness is a personal journey.	<b>Mindfulness:</b> know that there are different techniques I can use to control how I feel.	<b>Mindfulness:</b> know that times in my everyday life when mindfulness activities would be helpful for my wellbeing.
Disciplinary Knowledge: Yoga							
Motor Competence	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<b>Balance:</b> know ways to explore shapes in stillness using different parts of my body. <b>Flexibility:</b> know ways to explore shapes and actions to stretch my body. <b>Strength:</b> know ways explore taking weight on different body parts.	<b>Balance:</b> know ways to perform balances and poses making my body tense, stretched and curled. <b>Flexibility:</b> know ways to explore poses and movements that challenge my flexibility. <b>Strength:</b> know ways explore strength whilst transitioning from one pose to another.	<b>Balance:</b> know ways to remember, copy, and repeat sequences of linked poses. <b>Flexibility:</b> know ways to show increased awareness of extension in poses. <b>Strength:</b> know ways to demonstrate increased control in performing poses.	<b>Balance:</b> know ways to demonstrate increased control when in poses. <b>Flexibility:</b> know ways to explore poses and movement in relation to my breath. <b>Strength:</b> know ways to explore arm balances with some control.	<b>Balance:</b> know ways to explore using my breath to maintain balance within a pose. <b>Flexibility:</b> know ways to demonstrate increased extension in poses. <b>Strength:</b> know ways to demonstrate increased control and strength when in a pose.	<b>Balance:</b> know ways to use my breath to maintain balance within an individual and partner pose. <b>Flexibility:</b> know ways to develop flexibility by connecting movement with breath. <b>Strength:</b> know ways to demonstrate increased control and strength when in and transitioning between poses.	<b>Balance:</b> know ways to link combinations of poses for balance with increased control in transition. <b>Flexibility:</b> know ways to confidently transition from one pose to another showing extension connected to breath. <b>Strength:</b> know ways to explore poses that challenge my strength and work to maintain

							increased control and strength when in and transitioning between poses.
Healthy Participation	<b>Mindfulness:</b> know ways to explore my own feelings in response to an activity or task.	<b>Mindfulness:</b> know ways to recognise my own feelings in response to a task or activity.	<b>Mindfulness:</b> know ways to explore controlling my focus and sense of calm.	<b>Mindfulness:</b> know ways to develop my ability to stay still and keep my focus.	<b>Mindfulness:</b> know ways to engage with mindfulness activities with increased focus.	<b>Mindfulness:</b> know ways to explore methods I can use to control how I feel.	<b>Mindfulness:</b> know ways to explore methods to control how I feel with some success.
<b>Key Vocabulary: Yoga</b>							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Move Still Space Travel Safely Shape	Feel Copy Listen Breath Slowly	Focus Pose Position Create Flow Choose	Strength Balance Flexibility Relax Perform Link Technique	Grounded Gratitude Mindfulness Stable Well being Control	Quality Develop Notice High lunge Calm Fluidity	Salutation Collaboratively Transition Practice Aware Connected



## Ball Skills

Substantive Knowledge: Ball Skills							
Motor Competence	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p><b>Nursery</b>  <b>Sending:</b> know that I can send a ball.  <b>Catching:</b> know that I can catch.  <b>Tracking:</b> know that I can watch a ball as it moves.</p> <p><b>Reception</b>  <b>Sending:</b> know that I need to look at the target when sending a ball.  <b>Catching:</b> know that I have to keep my hands out ready to catch.  <b>Tracking:</b> know that I have to watch the ball as it comes towards me and scoop</p>	<p><b>Sending:</b> know that I have to face my body towards my target when rolling and throwing underarm to help me to balance.  <b>Catching:</b> know that I have to watch the ball as it comes towards me.  <b>Tracking:</b> know that I have to move my feet to get in the line with the ball.  <b>Dribbling:</b> know that moving with a ball is called dribbling.</p>	<p><b>Sending:</b> know that stepping with opposite foot to throwing arm will help me to balance.  <b>Catching:</b> know that I have to use wide fingers and pull the ball in to my chest to help to securely catch.  <b>Tracking:</b> know that it is easier to move towards a ball to track it than chase it.  <b>Dribbling:</b> know that I have to keep my head up when dribbling to see space/opponents.</p>	<p><b>Sending:</b> know that pointing my hand/foot/stick to my target on release will help me to send a ball accurately.  <b>Catching:</b> know that I have to move my feet to the ball.  <b>Tracking:</b> know that using a ready position will help me to react to the ball.  <b>Dribbling:</b> know that dribbling is an attacking skill used in games which helps us to move towards a goal or away from defenders.</p>	<p><b>Sending:</b> know that I can use a variety of ways to send the ball and it may depend on the situation e.g. distance, speed, if there is a defender.  <b>Catching:</b> know that I have to adjust my hands to the height of the ball.  <b>Tracking:</b> know that tracking a ball is an important skill used in games activities and be able to give examples of this.  <b>Dribbling:</b> know that dribbling with soft hands/touches will help me to keep control.</p>	<p><b>Sending:</b> know that controlling a ball before sending it will allow me to send it accurately.  <b>Catching:</b> know that there are different types of catching.  <b>Tracking:</b> know that tracking a ball will help me to collect/stop/receive it quickly and successfully.</p>	<p><b>Catching:</b> know that there are different catches for different situations, considering trajectory, speed, height and size of the ball.  <b>Tracking:</b> know that I have to track a ball for different situations, considering trajectory, speed, height and size of the ball.</p>

	it with two hands. <b>Dribbling:</b> know that keeping the ball close will help with control.						
Tactics and Strategies						<b>Dribbling:</b> know that dribbling in different directions will help me to lose a defender in game situations	<b>Sending:</b> know that I have to make quick decisions about when, how and who to pass to. <b>Dribbling:</b> know that I have to choose the appropriate skill for the situation under pressure e.g. a V dribble in basketball to keep the ball away from a defender.
Disciplinary Knowledge: Ball Skills (Year 5/6 All Games Units)							
Motor Competence	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<b>Sending:</b> know ways to explore sending an object with	<b>Sending:</b> know ways to roll and throw with some accuracy	<b>Sending:</b> know ways to roll, throw and kick a ball to hit a target. <b>Catching:</b> know ways to	<b>Sending:</b> know ways to send a ball with accuracy and increasing	<b>Sending:</b> know ways to accurately use a range of techniques to send a ball to a	<b>Sending:</b> know ways to demonstrate clear technique when sending a ball under pressure.	<b>Sending:</b> know ways to show good technique when sending a ball with increasing

	<p>hands and feet.</p> <p><b>Catching:</b> know ways to explore catching to self and with a partner.</p> <p><b>Tracking:</b> know ways to explore stopping a ball with hands and feet.</p> <p><b>Dribbling:</b> know ways to explore dropping and catching with two hands and moving a ball with feet.</p>	<p>towards a target.</p> <p><b>Catching:</b> know ways to catch with two hands. Know ways to catch after a bounce.</p> <p><b>Tracking:</b> know ways to track a ball being sent directly.</p> <p><b>Dribbling:</b> know ways to explore dribbling with hands and feet.</p>	<p>develop catching a range of objects with two hands. Know ways to catch with and without a bounce.</p> <p><b>Tracking:</b> know ways to consistently track and collect a ball being sent directly.</p> <p><b>Dribbling:</b> know ways to explore dribbling with hands and feet with increasing control on the move.</p>	<p>consistency to a target.</p> <p><b>Catching:</b> know ways to catch a range of objects with increasing consistency.</p> <p><b>Tracking:</b> know ways to track a ball not sent directly.</p> <p><b>Dribbling:</b> know ways to dribble a ball with hands and feet with control.</p>	<p>target.</p> <p><b>Catching:</b> know ways to catch different sized objects with increasing consistency with one and two hands.</p> <p><b>Tracking:</b> know ways to consistently track a ball sent directly and indirectly.</p> <p><b>Dribbling:</b> know ways to dribble a ball with increasing control and co-ordination.</p>	<p><b>Catching:</b> know ways to demonstrate good technique under pressure.</p> <p><b>Tracking:</b> know ways to demonstrate a range of techniques when tracking and collecting a ball.</p> <p><b>Dribbling:</b> know ways to dribble with some control under pressure.</p>	<p>control, accuracy and consistency under pressure.</p> <p><b>Catching:</b> know ways to demonstrate increasing consistency of catching under pressure in a variety of game situations.</p> <p><b>Tracking:</b> know ways to demonstrate a wider range of techniques when tracking a ball under pressure</p> <p><b>Dribbling:</b> know ways to dribble consistently using a range of techniques with increasing control under pressure.</p>
Key Vocabulary: Ball Skills (Year 5/6 All Games Units)							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Run Stop	Far Aim	Overarm Collect	Track Receive	Release Select		

	Throw Roll Team Kick Space Catch	Safely Direction Balance Send	Target Underarm Dribble Distance	Chest Shoulder Overhead Accurate	Control Consistently Technique Persevere		
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## Invasion Games

Substantive Knowledge: Invasion Games (including invasion, handball, netball, basketball, football, tag rugby and hockey).							
Motor Competence	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p><b>Nursery</b> <b>Sending &amp; receiving:</b> know that a ball is something that can move. Dribbling: know that I can control a ball with my feet and hands.</p> <p><b>Reception</b> <b>Sending &amp; receiving:</b> know that I have to look at the target when sending a ball and watch the ball to receive it. <b>Dribbling:</b> know that keeping the ball close will help with control.</p>	<p><b>Sending &amp; receiving:</b> know that I have to look at my partner before sending the ball. <b>Dribbling:</b> know that moving with a ball is called dribbling.</p>	<p><b>Sending &amp; receiving:</b> know that I have to control the ball before sending it. <b>Dribbling:</b> know that keeping my head up will help me to know where defenders are.</p>	<p><b>Sending &amp; receiving:</b> know that pointing my hand/foot/stick to my target on release will help me to send a ball accurately. <b>Dribbling:</b> know that dribbling is an attacking skill which helps us to move towards a goal or away from defenders.</p>	<p><b>Sending &amp; receiving:</b> know that cushioning a ball will help me to control it when receiving it. <b>Dribbling:</b> know that protecting the ball as I dribble will help me to maintain possession.</p>	<p><b>Sending &amp; receiving:</b> know that not having a defender between myself and a ball carrier enables me to send and receive with better control. <b>Dribbling:</b> know that dribbling in different directions will help to lose a defender.</p>	<p><b>Sending &amp; receiving:</b> know that I have to make quick decisions about when, how and who to pass to. <b>Dribbling:</b> know that I have to choose the appropriate skill for the situation under pressure e.g. a V dribble in basketball to keep the ball away from a defender.</p>
Tactics and strategies	<p><b>Nursery</b> <b>Space:</b> know that space is</p>	<p><b>Space:</b> know that being in a good space helps us to pass</p>	<p><b>Space:</b> know that moving into space away from defenders</p>	<p><b>Space:</b> know that by spreading out as a team we move</p>	<p><b>Space:</b> know that moving into space will help my team keep</p>	<p><b>Space:</b> know that by moving to space even if not receiving</p>	<p><b>Space:</b> know that transitioning quickly between</p>

	<p>away from others.  <b>Tactics:</b> know that a decision is when I make up my mind about something.  <b>Rules:</b> know that a rule is something I have to follow.</p> <p><u>Reception</u>  <b>Space:</b> know that being in a space gives me room to play.  <b>Attacking &amp; defending:</b> know that there are different roles in games.  <b>Tactics:</b> know that I have to make simple decisions in response to a task.  <b>Rules:</b> know that rules help us to stay safe.</p>	<p>the ball.  <b>Attacking:</b> know that being able to move away from a partner helps my team to pass me the ball.  <b>Defending:</b> know that staying with a partner makes it more difficult for them to receive the ball.  <b>Tactics:</b> know that tactics can help us when playing games.  <b>Rules:</b> know that rules help us to play fairly</p>	<p>helps me to pass and receive a ball.  <b>Attacking:</b> know that when my team is in possession of the ball, I am an attacker and we can score.  <b>Defending:</b> know that when my team is not in possession of the ball, I am a defender and we need to try to get the ball. Know that standing between the ball and the attacker will help me to stop them from getting the ball.  <b>Tactics:</b> know that I have to apply simple tactics for attack and defence. <b>Rules:</b> know that I have to score</p>	<p>the defenders away from each other. <b>Attacking and defending:</b> know my role as an attacker and defender.  <b>Tactics:</b> know that using simple tactics will help my team to achieve an outcome e.g. we will each mark a player to help us to gain possession.  <b>Rules:</b> know that different invasion games have different rules and begin to apply them.</p>	<p>possession and score goals.  <b>Attacking:</b> know that there are times to pass and when to shoot.  <b>Defending:</b> know that there are different times to mark and to attempt to win the ball.  <b>Tactics:</b> know that applying attacking tactics will help to maintain possession and score goals. Know that applying defending tactics will help to deny space, gain possession and stop goals.  <b>Rules:</b> know that the rules are there to help to manage our own game.</p>	<p>the ball will create space for a teammate.  <b>Tactics:</b> know that the need for tactics and identify when to use them in different situations.  <b>Rules:</b> know that different games have rules in a variety of invasion games whilst playing and officiating.</p>	<p>attack and defence will help my team to maintain or gain possession.  <b>Tactics:</b> know that I have to create and apply a tactic for a specific situation or outcome.  <b>Rules:</b> know that and apply rules consistently in a variety of invasion games whilst playing and officiating.</p>
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			points and follow simple rules.				
Disciplinary Knowledge: Invasion Games (including invasion, handball, netball, basketball, football, tag rugby and hockey).							
Motor Competence	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p><b>Sending &amp; receiving:</b> know ways to explore sending and receiving with hands and feet using a variety of equipment.</p> <p><b>Dribbling:</b> know ways to explore dropping and catching with two hands and moving a ball with their feet.</p> <p><b>Space:</b> know ways to recognise their own space.</p> <p><b>Attacking and defending:</b> know ways to explore changing direction and tagging games</p>	<p><b>Sending &amp; receiving:</b> know ways to explore sending and receiving with hands and feet to a partner.</p> <p><b>Dribbling:</b> know ways to explore dribbling with hands and feet.</p> <p><b>Space:</b> know ways to recognise good space when playing games.</p>	<p><b>Sending &amp; receiving:</b> know ways to develop sending and receiving with increased control.</p> <p><b>Dribbling:</b> know ways to explore dribbling with hands and feet with increasing control on the move.</p>	<p><b>Sending &amp; receiving:</b> know ways to explore sending and receiving abiding by the rules of the game.</p> <p><b>Dribbling:</b> know ways to explore dribbling the ball abiding by the rules of the game under some pressure.</p>	<p><b>Sending &amp; receiving:</b> know ways to develop passing techniques appropriate to the game with increasing success. Know ways to catch a ball using one and two hands and receive a ball with feet/object with increasing success.</p> <p><b>Dribbling:</b> know ways to link dribbling the ball with other actions and change direction whilst dribbling with some control.</p>	<p><b>Sending &amp; receiving:</b> know ways to develop control when sending and receiving under pressure.</p> <p><b>Dribbling:</b> know ways to dribble with some control under pressure. <b>Space:</b> know ways to explore moving to create space for themselves and others in their team.</p>	<p><b>Sending &amp; receiving:</b> know ways to send and receive consistently using a range of techniques with increasing control under pressure.</p> <p><b>Dribbling:</b> know ways to dribble consistently using a range of techniques with increasing control under pressure.</p>
Tactics and strategies		<b>Attacking:</b> know ways to change direction to	<b>Space:</b> know ways to explore moving into	<b>Space:</b> know ways to develop using space as a	<b>Space:</b> know ways to develop moving into	<b>Attacking:</b> know ways to use a variety of	<b>Space:</b> know ways to move to the correct

		<p>move away from a partner. <b>Defending:</b> know ways to explore tracking and moving to stay with a partner.</p>	<p>space away from others. <b>Attacking:</b> know ways to develop moving into space away from defenders. <b>Defending:</b> know ways to explore staying close to other players to try and stop them getting the ball.</p>	<p>team. <b>Attacking:</b> know ways to develop movement skills to lose a defender. Know ways to explore shooting actions in a range of invasion games. <b>Defending:</b> know ways to develop tracking opponents to limit their scoring opportunities.</p>	<p>space to help my team. <b>Attacking:</b> know ways to change direction to lose an opponent with some success. <b>Defending:</b> know ways to develop defending one on one and begin to intercept.</p>	<p>techniques to lose an opponent e.g. change of direction or speed. <b>Defending:</b> know ways to develop tracking and marking with increased success. Know ways to explore intercepting a ball using one and two hands.</p>	<p>space when transitioning from attack to defence or defence to attack and create and use space for self and others. <b>Attacking:</b> know ways to confidently change direction to lose an opponent <b>Defending:</b> know ways to use a variety of defending skills (tracking, interception, jockeying) in game situations.</p>
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Key Vocabulary: Invasion Games							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Pass	Defender	Received	Receiver	Outwit	Tactics	Consecutive
	Team	Points	Send	Footwork	Opposition	Control	Consistently
	Tag	Dribbling	Teammate	Rebound	Opponent	Foul	Dictate
	Balance	Attacker	Chest pass	Tracking	Contact	Pressure	Contest
	Safely	Score	Possession	Interception	Pivot	Onside	Formation
	Space	Partner	Goal	Mark	Court	Offside	Conceding
	Forwards		Dodge	Travelling	Field	Support	Turnover
	Backwards		Bounce pass	Playing area	Pitch	Obstruction	Shut down



## Net & Wall Games

Substantive Knowledge: Net and Wall Games (Net and Wall, tennis, volleyball and badminton).							
Motor Competence	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p><b>Nursery</b></p> <p><b>Hitting:</b> know that I can throw a ball at an object.</p> <p><b>Footwork:</b> know that I can use big steps and little steps.</p> <p><b>Reception</b></p> <p><b>Hitting:</b> know that I have to point my hand/object at my target when hitting a ball.</p> <p><b>Feeding and rallying:</b> know that I have to look at the target when sending a ball and watch the ball to receive it. <b>Footwork:</b> know that I have to use big steps to run and</p>	<p><b>Hitting:</b> know that I have to use the centre of the racket for control.</p> <p><b>Feeding:</b> know that I have to use an underarm throw to feed to a partner.</p> <p><b>Rallying:</b> know that throwing/hitting to my partner with not too much power will help them to return the ball.</p> <p><b>Footwork:</b> know that using a ready position will help me to move in any direction.</p>	<p><b>Hitting:</b> know that I have to watch the ball as it comes towards me to help me to prepare to hit it.</p> <p><b>Feeding:</b> know that I have to place enough power on a ball to let it bounce once but not too much so that my partner can't return it.</p> <p><b>Rallying:</b> know that sending the ball towards my partner will help me to keep a rally going.</p> <p><b>Footwork:</b> know that using a ready position helps me to react quickly and return/catch a ball.</p>	<p><b>Shots:</b> know that pointing the racket face/my hand where I want the ball to go and turning my body will help me to hit accurately.</p> <p><b>Rallying:</b> know that hitting towards my partner will help them to return the ball easier and keep the rally going.</p> <p><b>Footwork:</b> know that moving to the middle of my court will enable me to cover the most space.</p>	<p><b>Shots:</b> know that there are times when I have to play a forehand and a backhand and why. <b>Rallying:</b> know that moving my feet to the ball will help me to hit in a more balanced position therefore increasing the accuracy of my shot.</p> <p><b>Footwork:</b> know that getting my feet in the right position will help me to balance before playing a shot.</p>	<p><b>Shots:</b> know that different skills are used for the situations e.g. a volley if the ball is close to the net. <b>Serving:</b> know that serving is how to start a game or rally and use the rules applied to the activity for serving.</p> <p><b>Rallying:</b> know that playing the appropriate shot will help to keep the rally going. Know that control is more important than power to keep a rally going.</p> <p><b>Footwork:</b> know that using small, quick steps will</p>	<p><b>Shots:</b> know that there are appropriate skills for the situation under pressure e.g. choosing to play the ball short over the net if I have just moved my opponent to the back of the court. <b>Serving:</b> know that tactics when serving e.g. aiming to serve short on the first point and then long on the second point can help me score points and win games.</p> <p><b>Rallying:</b> know that I have to play different shots depending on if a rally is co-operative or</p>

	small steps to stop.					allow me to adjust my stance to play a shot.	competitive. <b>Footwork:</b> know that using the appropriate footwork will help me to react to a ball quickly and give me time to prepare to play a shot.
Tactics and Strategies	<p>Nursery <b>Rules:</b> know that a rule is important.</p> <p>Reception <b>Tactics:</b> know that I have to make simple decisions in response to a task. <b>Rules:</b> know that rules help us to stay safe.</p>	<p><b>Tactics:</b> know that tactics can help us to be successful when playing games. <b>Rules:</b> know that rules help us to play fairly.</p>	<p><b>Tactics:</b> know that applying simple tactics makes it difficult for my opponent. <b>Rules:</b> know that I have to score points and follow simple rules.</p>	<p><b>Tactics:</b> know that using simple tactics will help to achieve an outcome e.g. if we spread out, we can cover more space. <b>Rules:</b> know that the rules of the game and begin to apply them.</p>	<p><b>Tactics:</b> know that applying attacking tactics will help me to score points and create space. Know that applying defending tactics will help me to deny space, return a ball and limit points. <b>Rules:</b> know that the rules are to be able to manage our own game.</p>	<p><b>Tactics:</b> know that there is a need for tactics and identify when to use them in different situations. <b>Rules:</b> know that and apply rules in a variety of net and wall games whilst playing and officiating.</p>	<p><b>Tactics:</b> know that there are different times to apply some tactics for attacking and/or defending. <b>Rules:</b> know that, apply and use rules consistently in a variety of net and wall games whilst playing and officiating.</p>
Disciplinary Knowledge Net and Wall Games (Net and wall, tennis, volleyball and badminton).							
Motor Competence	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<b>Hitting:</b> know ways to explore	<b>Hitting:</b> know ways to explore	<b>Hitting:</b> know ways to develop	<b>Shots:</b> know ways to explore	<b>Shots:</b> know ways to	<b>Shots:</b> know ways to develop	<b>Shots:</b> know ways to

	<p>hitting a ball with hands and pushing with a racket. <b>Feeding and rallying:</b> know ways to explore sending and tracking a ball with a partner. <b>Footwork:</b> know ways to explore changing direction, running and stopping</p>	<p>hitting a dropped ball with a racket. <b>Feeding:</b> know ways to throw a ball over a net to land into the court area. <b>Rallying:</b> know ways to explore sending a ball with hands and a racket. <b>Footwork:</b> know ways to use the ready position to move towards a ball</p>	<p>hitting a dropped ball over a net. <b>Feeding:</b> know ways to accurately underarm throw over a net to a partner. <b>Rallying:</b> know ways to explore underarm rallying with a partner catching after one bounce. <b>Footwork:</b> know ways to consistently use the ready position to move towards a ball.</p>	<p>returning a ball using shots such as the forehand and backhand. <b>Rallying:</b> know ways to explore rallying using a forehand. <b>Footwork:</b> know ways to consistently use and return to the ready position in between shots.</p>	<p>demonstrate technique when using shots playing co-operatively and beginning to execute this competitively. <b>Rallying:</b> know ways to develop rallying using both forehand and backhand with increased technique. <b>Footwork:</b> know ways to begin to use appropriate footwork patterns to move around the court.</p>	<p>the range of shots used in a variety of games. <b>Serving:</b> know ways to develop the range of serving techniques appropriate to the game. <b>Rallying:</b> know ways to use a variety of shots to keep a continuous rally. <b>Footwork:</b> know ways to demonstrate effective footwork patterns to move around the court.</p>	<p>demonstrate increased success and technique in a variety of shots. <b>Serving:</b> know ways to serve accurately and consistently. <b>Rallying:</b> know ways to successfully apply a variety of shots to keep a continuous rally. <b>Footwork:</b> know ways to demonstrate a variety of footwork patterns relevant to the game I am playing.</p>
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Key vocabulary: Net and Wall (Net and Wall, tennis, volleyball and badminton)

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Team, Space Catch Throw Safely Bounce Forward Backward	Ready position Partner Net Underarm Score Points	Receive Quickly Trap Defend Return Collect Against	Serve Accurately Track Racket Control Rally Opponent	Receiver Outwit Court Backhand Forehand	Volley Tactics Co-operatively Footwork Continuously Set Dig	Consecutive Deep Consistently Forecourt Backcourt Defensive Attacking

# Striking & Fielding

Substantive Knowledge: Striking and Fielding (Cricket and Rounders)							
Motor Competence	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p><b>Nursery</b> <b>Striking:</b> know that I can strike a ball.</p> <p><b>Reception</b> <b>Striking:</b> know that I have to point my hand at my target when striking a ball. <b>Fielding:</b> know that I have to scoop a ball with two hands. <b>Throwing and catching:</b> know that I have to point my hand at my target when throwing. Know that to have hands out ready to catch.</p>	<p><b>Striking:</b> know that the harder I strike, the further the ball will travel. <b>Fielding:</b> know that throwing the ball back is quicker than running with it. <b>Throwing:</b> know that which type of throw to use to throw over longer distances. <b>Catching:</b> know that I have to watch the ball as it comes towards me.</p>	<p><b>Striking:</b> know that the role of a batter is to hit the ball that is being thrown towards them. Know that striking quickly will increase the power. <b>Fielding:</b> know that there are different roles within a fielding team. Know that to move towards the ball to collect it to limit a batter's points. <b>Throwing:</b> know that stepping with opposite foot to throwing arm will help me to balance. <b>Catching:</b> know that to use wide fingers and pull the ball in to my</p>	<p><b>Striking:</b> know that striking to space away from fielders will help me to score. <b>Fielding:</b> know that you have to look at where a batter is before deciding what to do. Know that you have to communicate with teammates before throwing them a ball. <b>Throwing:</b> know that overarm throwing is used for long distances and underarm throwing for shorter distances. <b>Catching:</b> know that you have to move my feet to the ball.</p>	<p><b>Striking:</b> know that using the centre of the bat will provide the most control and accuracy. <b>Fielding:</b> know that it easier to field a ball that is coming towards me rather than away so set up accordingly. <b>Throwing:</b> know that being balanced before throwing will help to improve the accuracy of the throw. <b>Catching:</b> know that to track the ball as it is thrown to help to improve the consistency of catching.</p>	<p><b>Striking:</b> know that stance is important to allow me to be balanced as I hit. <b>Fielding:</b> know that backing up a fielder as a ball is being thrown will help to increase the chances of fielding successfully. <b>Throwing:</b> know that to throw the ball in relation to where a batter is. <b>Catching:</b> know that there are different times to use a close catch technique or deep catch technique.</p>	<p><b>Striking:</b> know that the momentum and power for striking a ball comes from legs as well as arms. <b>Fielding:</b> know that different fielding action are used and to apply for the situation. <b>Throwing and catching:</b> know that you need to consistently make good decisions on who to throw to and when to throw in order to get batters out. Know that accuracy, speed and consistency of throwing and catching will help to limit a batter's score.</p>

			chest to help me to securely catch.				
Tactics and Strategies	<b>Tactics:</b> know that I have to make simple decisions in response to a task. <b>Rules:</b> know that rules help us to stay safe.	<b>Tactics:</b> know that tactics can help us when playing games. <b>Rules:</b> know that rules help us to play fairly.	<b>Tactics:</b> know that I have to apply simple tactics for attack (batting) and defence (fielding). <b>Rules:</b> know that I have to score points and follow simple rules.	<b>Tactics:</b> know that using simple tactics will help my team to achieve an outcome e.g. we will spread out to deny space. <b>Rules:</b> know that the rules of the game are there for fair play and begin to apply them.	<b>Tactics:</b> know that applying attacking tactics will help to score points and avoid getting out. Know that applying defending tactics will help to deny space, get opponents out and limit points. <b>Rules:</b> know that and understand the rules to be able to manage our own game.	<b>Tactics:</b> know that the need for tactics and identify when to use them in different situations. <b>Rules:</b> know that and apply rules in a variety of striking and fielding games whilst playing and officiating.	<b>Tactics:</b> know that and apply some tactics in the game as a batter, bowler and fielder. <b>Rules:</b> know that, apply and use rules consistently in a variety of striking and fielding games whilst playing and officiating.
Disciplinary Knowledge: Striking and Fielding (Cricket and Rounders)							
Motor Competence	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<b>Striking:</b> know ways to explore sending a ball to a partner. <b>Fielding:</b> know ways to explore tracking and stopping a rolling ball.	<b>Striking:</b> know ways to explore striking a ball with their hand and equipment. <b>Fielding:</b> know ways to develop tracking and retrieving a ball.	<b>Striking:</b> know ways to develop striking a ball with their hand and equipment with some consistency. <b>Fielding:</b> know ways to develop	<b>Striking:</b> know ways to begin to strike a bowled ball after a bounce with different equipment. <b>Fielding:</b> know ways to explore	<b>Striking:</b> know ways to develop batting technique with a range of equipment. <b>Fielding:</b> know ways to develop bowling with	<b>Striking:</b> know ways to explore defensive and driving hitting techniques and directional batting. <b>Fielding:</b> know ways to develop	<b>Striking:</b> know ways to strike a bowled ball with increasing accuracy and consistency. <b>Fielding:</b> know ways to use a wider range of

	<b>Throwing and catching:</b> know ways to explore rolling, throwing and catching using a variety of equipment.	<b>Throwing:</b> know ways to explore technique when throwing over and underarm. <b>Catching:</b> know ways to develop co-ordination and technique when catching.	tracking a ball and decision making with the ball. <b>Throwing:</b> know ways to develop co-ordination and technique when throwing over and underarm. <b>Catching:</b> know ways to catch with two hands with some co-ordination and technique.	bowling to a target and fielding skills to include a two-handed pick up. <b>Throwing:</b> know ways to use overarm and underarm throwing in game situations. <b>Catching:</b> know ways to catch with some consistency in game situations.	some consistency, abiding by the rules of the game. <b>Throwing:</b> know ways to use overarm and underarm throwing with increased consistency in game situations. <b>Catching:</b> know ways to begin to catch with one and two hands with some consistency in game situations.	over and underarm bowling technique. Know ways to develop long and short barrier and two-handed pick up. <b>Throwing:</b> know ways to demonstrate good technique when using a variety of throws under pressure. <b>Catching:</b> know ways to explore catching skills (close/deep and wicket keeping) and apply these with some consistency in game situations.	fielding skills with increasing control under pressure. <b>Throwing:</b> know ways to consistently demonstrate good technique in throwing skills under pressure. <b>Catching:</b> know ways to consistently demonstrate good technique in catching skills under pressure.
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Key Vocabulary: Striking and Fielding (Cricket and Rounders)							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Run	Hit	Fielder	Strike	Stance	Pressure	Obstruction
	Pass	Throw	Runs	Post	Two-handed pick up	Overtake	Consecutive
	Roll	Points	Batter	Grip	Retrieve	Tracking	Consistently
	Team	Target	Send	Wicket	Technique	Backing up	Continuous
	Space	Score	Teammate	Rounder	Opposition	Outwit	Co-operatively
	Safely	Catch	Received	Batting		Support	Drive hit

	Forwards Around Backwards		Bowler	Backstop Wicket keeper Bowl fielding	Stumped Short barrier	Tactics	Defensive hit
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## Swimming

Substantive Knowledge: Swimming		
Motor Competence	Year 5	Year 6
	<p><b>Strokes:</b> Know that using cupped hands will help me to swim as the water cannot escape between my fingers. Know that moving my arms quickly will help me to pass through the water. Know that lifting my hips will help me to stay afloat whilst swimming. Know that keeping my legs together for crawl helps me to stay straight in the water.</p> <p><b>Breathing:</b> know that I need to take a big breath before submerging. know that when I swim, I inhale through my mouth when my face is above water and exhale through my mouth or nose when my face is underwater. Know that turning my head to the side to breathe will allow me to swim with good technique. Know that breathing out with a slow consistent breath enables me to swim for longer before needing another breath. Know that breathing every three strokes helps to balance my stroke and allows me to practise breathing on both sides. Know that the more I practice my breathing in the water, the more my heart and lungs can work effectively and aid my muscles with the ability to utilise oxygen when swimming.</p>	<p><b>Strokes:</b> Know that using cupped hands will help me to swim as the water cannot escape between my fingers. Know that moving my arms quickly will help me to pass through the water. Know that lifting my hips will help me to stay afloat whilst swimming. Know that keeping my legs together for crawl helps me to stay straight in the water.</p> <p><b>Breathing:</b> know that I need to take a big breath before submerging. know that when I swim, I inhale through my mouth when my face is above water and exhale through my mouth or nose when my face is underwater. Know that turning my head to the side to breathe will allow me to swim with good technique. Know that breathing out with a slow consistent breath enables me to swim for longer before needing another breath. Know that breathing every three strokes helps to balance my stroke and allows me to practise breathing on both sides. Know that the more I practice my breathing in the water, the more my heart and lungs can work effectively and aid my muscles with the ability to utilise oxygen when swimming.</p>
Tactics and Strategies	<p><b>Strokes:</b> Know that pulling harder through the water will enable me to travel the distance in fewer strokes and travel faster. Know that making my body streamlined helps me to glide through the water.</p> <p><b>Rules:</b> Know that walking on poolside helps to keep me safe. Know that there are different ways to safely enter and exit the pool. Know that the water should be clear of swimmers before entering. Know that there</p>	<p><b>Strokes:</b> Know that pulling harder through the water will enable me to travel the distance in fewer strokes and travel faster. Know that making my body streamlined helps me to glide through the water.</p> <p><b>Rules:</b> Know that walking on poolside helps to keep me safe. Know that there are different ways to safely enter and exit the pool. Know that the water should be clear of swimmers before entering. Know that there are</p>



	are water safety rules that we should know and follow. Know that there are rules when we are in and around water. Know that different environments have different rules to keep us safe around water.	water safety rules that we should know and follow. Know that there are rules when we are in and around water. Know that different environments have different rules to keep us safe around water.
Healthy Participation	<b>Water safety:</b> Know that floating can help me to stay safe. Know that floating uses less energy than swimming. Know that treading water enables me to keep upright and in the same space. Know that If I fall in I need to float. Know that a group of people can huddle together to conserve body heat, support each other and provide a larger target for rescuers. Know that different survival techniques are used in different situations.	<b>Water safety:</b> Know that floating can help me to stay safe. Know that floating uses less energy than swimming. Know that treading water enables me to keep upright and in the same space. Know that If I fall in I need to float. Know that a group of people can huddle together to conserve body heat, support each other and provide a larger target for rescuers. Know that different survival techniques are used in different situations.
Disciplinary Knowledge: Swimming		
Motor Competence	<b>Year 5</b> <b>Strokes:</b> know ways to swim over a 10m distance with a buoyancy aid. Know ways to use arms and legs together, more effectively across the water unaided. Know ways to explore technique for specific strokes to include head above water breaststroke, backstroke and front crawl. Know ways to develop technique for specific strokes to include head above water breaststroke, backstroke and front crawl. Know ways to demonstrate increased technique in a range of strokes, swimming over a distance of 25m. <b>Breathing:</b> Know ways to submerge confidently in the water. Know ways to explore breathing in sync with my kicking action. Know ways to explore front crawl breathing technique. Know ways to demonstrate improved breathing technique in front crawl. Know ways to explore underwater breaststroke breathing technique over a distance of 25m. Know ways to	<b>Year 6</b> <b>Strokes:</b> know ways to swim over a 10m distance with a buoyancy aid. Know ways to use arms and legs together, more effectively across the water unaided. Know ways to explore technique for specific strokes to include head above water breaststroke, backstroke and front crawl. Know ways to develop technique for specific strokes to include head above water breaststroke, backstroke and front crawl. Know ways to demonstrate increased technique in a range of strokes, swimming over a distance of 25m. <b>Breathing:</b> Know ways to submerge confidently in the water. Know ways to explore breathing in sync with my kicking action. Know ways to explore front crawl breathing technique. Know ways to demonstrate improved breathing technique in front crawl. Know ways to explore underwater breaststroke breathing technique over a distance of 25m. Know ways to

	demonstrate a smooth and consistent breathing technique in a range of strokes over a distance of 25m.	demonstrate a smooth and consistent breathing technique in a range of strokes over a distance of 25m.
Tactics and Strategies	<b>Strokes:</b> Know ways to identify my personal best in a range of strokes. Know ways to successfully select and apply my fastest stroke over a distance of 25m.	<b>Strokes:</b> Know ways to identify my personal best in a range of strokes. Know ways to successfully select and apply my fastest stroke over a distance of 25m.
Healthy Participation	<b>Water Safety:</b> Know ways to become aware of water safety and explore floating on my front and back. Know ways to demonstrate an awareness of water safety and float on my front and on my back. Know ways to explore techniques for personal survival to include survival strokes such as sculling and treading water. Know ways to show they are comfortable with some personal survival techniques to include survival strokes such as sculling and treading water. Know ways to explore safety techniques to include the H.E.L.P and huddle positions. Know ways to perform a variety of survival techniques.	<b>Water Safety:</b> Know ways to become aware of water safety and explore floating on my front and back. Know ways to demonstrate an awareness of water safety and float on my front and on my back. Know ways to explore techniques for personal survival to include survival strokes such as sculling and treading water. Know ways to show they are comfortable with some personal survival techniques to include survival strokes such as sculling and treading water. Know ways to explore safety techniques to include the H.E.L.P and huddle positions. Know ways to perform a variety of survival techniques.
<b>Key Vocabulary: Swimming</b>		
	<b>Year 5</b>	<b>Year 6</b>
	Kicking Pulling Unaided Gliding Floating Breathing Sculling Crawl Breastroke Submersion Rotation Backstroke Huddle Alternate Survival	Kicking Pulling Unaided Gliding Floating Breathing Sculling Crawl Breastroke Submersion Rotation Backstroke Huddle Alternate Survival



	Treading water Buoyancy Exhale Flutter kick Surface Somersault Personal best Inhale Endurance Streamline Synchronised Propel Retrieve Continuous	Treading water Buoyancy Exhale Flutter kick Surface Somersault Personal best Inhale Endurance Streamline Synchronised Propel Retrieve Continuous
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# Outdoor Adventurous Activities

Substantive Knowledge: Outdoor Adventurous Activities							
Tactics and Strategies	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p><b>Nursery Problem solving:</b> know that I can make simple decisions.</p> <p><b>Navigational skills:</b> Know that space is when no one is near me.</p> <p><b>Reception Problem solving:</b> know that I have to make simple decisions in response to a task.</p> <p><b>Navigational skills:</b> know that moving into space away from others will help me to stay safe. Know that I have to leave a gap when following a path will help me to stay safe.</p>	<p><b>Problem solving:</b> know that working collaboratively with others will help to solve challenges.</p> <p><b>Navigational skills:</b> know that deciding which way to go before starting will help me.</p> <p><b>Communication:</b> know that using short instructions will help my partner e.g. start/stop.</p> <p><b>Reflection:</b> Know that I can identify when I am successful and make basic observations about how to improve. <b>Rules:</b> know that rules help us to play fairly.</p>	<p><b>Problem solving:</b> know that listening to each other's ideas might give us an idea we hadn't thought of. <b>Navigational skills:</b> know that the map tells us what to do.</p> <p><b>Communication:</b> know that I have to use encouraging words when speaking to a partner or group to help them to trust me.</p> <p><b>Reflection:</b> know that I can verbalise when I am successful and areas that I could improve.</p> <p><b>Rules:</b> know that I have to follow and apply simple rules.</p>	<p><b>Problem solving:</b> know that trying ideas before deciding on a solution will help us to come up with the best idea.</p> <p><b>Navigational skills:</b> know that I have to hold the map so that the items on the map match up to the items that have been placed out.</p> <p><b>Communication:</b> know that I have to take turns when giving ideas and not to interrupt each other.</p> <p><b>Reflection:</b> know that I have to reflect on when and why I am successful at solving</p>	<p><b>Problem solving:</b> know that discussing the advantages and disadvantages of ideas will help to guide us to a conclusion about which idea to use.</p> <p><b>Navigational skills:</b> know that I have to use a key and use the cardinal points on a map to orientate it.</p> <p><b>Communication:</b> know that there are different types of communication and that I can communicate without talking.</p> <p><b>Reflection:</b> know that with increased accuracy,</p>	<p><b>Problem solving:</b> know that there may be more than one way to solve a challenge and that trial and error may help to guide me to the best solution.</p> <p><b>Navigational skills:</b> know that I need to use a key to identify objects and locations.</p> <p><b>Communication:</b> know that I have to be descriptive but concise when giving instructions e.g. 'two steps to the left'.</p> <p><b>Reflection:</b> know that when I am successful at solving challenges and</p>	<p><b>Problem solving:</b> know that being able to solve problems is an important life skill.</p> <p><b>Navigational skills:</b> know that having good navigational skills are important.</p> <p><b>Communication:</b> know that good communication skills are key to solving problems and working effectively as a team.</p> <p><b>Reflection:</b> know that with increasing accuracy, reflect on when and how I am successful at solving challenges and</p>

	<p><b>Communication:</b> know that talking with a partner will help me to solve challenges e.g. 'let's go to the green hoop next'.</p> <p><b>Reflection:</b> know that I have to identify when I am successful.</p> <p><b>Rules:</b> know that rules help us to stay safe.</p>			<p>challenges.</p> <p><b>Rules:</b> know that using the rules honestly will help to keep myself and others safe.</p>	<p>critically reflect on when and why I am successful at solving challenges.</p> <p><b>Rules:</b> know that following rules show the importance of working with integrity.</p>	<p>alter my methods in order to improve.</p> <p><b>Rules:</b> know that abiding by rules will enable my classmates to complete the course e.g. not moving controls.</p>	<p>alter my methods in order to improve.</p> <p><b>Rules:</b> know that I can use the rules and think creatively to solve the challenge whilst abiding by the rules.</p>
Disciplinary Knowledge: Outdoor Adventurous Activities							
Tactics and Strategies	<p>EFYS</p> <p><b>Problem solving:</b> know ways to explore activities where I have to make my own decisions.</p> <p><b>Navigational skills:</b> know ways to explore moving in space and following a path.</p> <p><b>Communication:</b> know ways to develop</p>	<p>Year 1</p> <p><b>Problem solving:</b> know ways to suggest ideas in response to a task.</p> <p><b>Navigational skills:</b> know ways to follow a path and lead others.</p> <p><b>Communication:</b> know ways to communicate simple</p>	<p>Year 2</p> <p><b>Problem solving:</b> know ways to begin to plan and apply strategies to overcome a challenge.</p> <p><b>Navigational skills:</b> know ways to follow and create a simple diagram/map.</p> <p><b>Communication:</b> know ways to work co-</p>	<p>Year 3</p> <p><b>Problem solving:</b> know ways to discuss how to follow trails and solve problems. Know ways to work with others to select appropriate equipment for the task.</p> <p><b>Navigational skills:</b> know ways to identify where I am on a</p>	<p>Year 4</p> <p><b>Problem solving:</b> know ways to plan independently and in small groups, implementing a strategy with increased success.</p> <p><b>Navigational skills:</b> know ways to identify key symbols on a map and follow a route.</p>	<p>Year 5</p> <p><b>Problem solving:</b> know ways to explore tactical planning within a team to overcome increasingly challenging tasks.</p> <p><b>Navigational skills:</b> know ways to develop navigational skills and map reading in increasingly</p>	<p>Year 6</p> <p><b>Problem solving:</b> know ways to pool ideas within a group, selecting and applying the best method to solve a problem.</p> <p><b>Navigational skills:</b> know ways to orientate a map efficiently to navigate around a course with multiple points.</p>

	confidence in expressing myself.	instructions and listen to others.	operatively with a partner and a small group.	simple map. Know ways to use and begin to create simple maps and diagrams and follow a trail. <b>Communication:</b> know ways to follow and give instructions and accept other peoples' ideas.	<b>Communication:</b> know ways to confidently communicate ideas and listen to others.	challenging tasks. <b>Communication:</b> know ways to explore a variety of communication methods with increasing success.	<b>Communication:</b> know ways to inclusively communicate with others, share job roles and lead when necessary.
<b>Key Vocabulary: Outdoor Adventurous Activities</b>							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Share Path Team Listen Space Travel Follow Safely	Lead Team Teamwork Solve Co-operate Instructions	Support Successful Map Direction Communicate	Rules Route Navigate Grid Discuss Trust Plan	Leader Inclusive Effectively Orientate Symbol	Tactical Collaborate Control card Collective Orienteering Navigation	Boundaries Location Critical thinking Symbol Co-operatively Strategy