



		A1	A2	Sp1	Sp2	Su1	Su2		
Class 1	Yr A & B	Focus	Games	Gymnastics	Swimming & Water Safety		Games	Athletics	
		Skills / knowledge taught			Dance	Games			
EY and Year 1			<ul style="list-style-type: none"> Use the terms 'opponent' and 'team-mate'. Use rolling, hitting, running, jumping, catching and kicking skills in combination. Develop tactics. Lead others when appropriate. 	<ul style="list-style-type: none"> Copy and remember actions. Move with some control and awareness of space. Link two or more actions to make a sequence. Show contrasts such as tall/small, straight/curved and wide/narrow backwards and sideways. Travel by rolling forwards, backwards and sideways. Hold a position whilst balancing on different points of the body. Climb safely on equipment. Stretch/curl to develop flexibility Jump in a variety of ways and land with increasing control and balance. 	<ul style="list-style-type: none"> Swim unaided up to 10 metres. Use one basic stroke, breathing correctly. Control leg movements. Enter and exit water safely 	<ul style="list-style-type: none"> Use the terms 'opponent' and 'team-mate'. Use rolling, hitting, running, jumping, catching and kicking skills in combination. Develop tactics. Lead others when appropriate. 	<ul style="list-style-type: none"> Athletic activities are combined with games in YR and Y1 		
		Vocabulary	Opponent Team-mate Rolling Hitting Running Jumping Catching Kicking Tactics Lead	Actions Control Link/sequence Small/tall Straight/curved Wide/narrow Rolling (forwards, sideways, backwards) Hold/balance Climb Stretch Curl Flexibility Jump and land	Safety/rules/Float/sink Stroke Breathing Widths lengths Confidence Enter/exit Jump Glide Front/back push	Position Control Mood Feeling Speed movement	Opponent Team-mate Rolling Hitting Running Jumping Catching Kicking Tactics Lead	Throw Rules Line Jump Speed Baton TrackTeam/individual Javelin Race	
		Outdoor and adventurous activities	<ul style="list-style-type: none"> See below Involvement with regular forest school School grounds activities: shelter building / climbing / team activities / Kelly kettles / fire pit / pizza oven 						
		Links to EY curriculum	<p>Physical Development: Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence</p> <p>ELG: Gross Motor Skills: Children at the expected level of development will:</p> <ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others; Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p>It is also expected that, through the being exposed to various pieces of sporting equipment, Fine Motor Skills will also be developed.</p> <p>All work in EYFS is underpinned by Communication and Language development</p> <ul style="list-style-type: none"> Learn new vocabulary Make comments about what they have heard and ask questions to clarify their understanding. Articulate their ideas and thoughts in well-formed sentences. Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. <p>Use new vocabulary in different contexts.</p>						

Physical Education

			A1	A2	Sp1	Sp2	Su1	Su2
Class 2 Year 2 and 3	Yr A & B	Focus	Games: Invasion- Tag rugby, netball, hockey	Gymnastics	Swimming & Water Safety		Games: striking/ fielding/racquet	Athletics
					Dance	Games: Invasion football / revision / (start Su1)	Rounders, Baseball	
	Skills / knowledge taught	<ul style="list-style-type: none"> Choose appropriate tactics to cause problems for the opposition. Follow the rules of the game and play fairly. Maintain possession of a ball with feet, a hockey stick or hands Pass to team mates at appropriate times. Lead others and act as a respectful team member. 	<ul style="list-style-type: none"> Plan, perform and repeat sequences. Move in a clear, fluent and expressive manner. Refine movements into sequences. Show changes of direction, speed and level during a performance. Travel in a variety of ways, including flight, by transferring weight to generate power in movements Show a kinesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape). Swing and hang from equipment safely (using hands). 	<ul style="list-style-type: none"> Swim between 25 - 50 metres unaided. Use more than one stroke and coordinate breathing as appropriate for the stroke being used. Coordinate leg and arm movements. Swim at the surface and below the water. 	<ul style="list-style-type: none"> Plan, perform, repeat sequences Move in a clear, fluent and expressive manner Refine movements into sequences. Create dances and movements that convey a definite idea. Change speed and levels within a performance. Develop physical strength and suppleness by practising moves and stretching. 	<ul style="list-style-type: none"> Choose appropriate tactics to cause problems for the opposition. Follow the rules of the game and play fairly. Maintain possession of a ball with feet, a hockey stick or hands Pass to team mates at appropriate times. Lead others and act as a respectful team member. 	<ul style="list-style-type: none"> Throw and catch with control and accuracy. Strike a ball and field with control. Choose appropriate tactics to cause problems for the opposition Follow the rules of the game and play fairly. Maintain possession of a ball with feet, a hockey stick or hands Pass to team mates at appropriate times Lead others and act as a respectful team member. 	<ul style="list-style-type: none"> Sprint over a short distance up to 60m Run over a longer distance, conserving energy in order to sustain performance. Use a range of throwing techniques (such as under arm, over arm). Throw with accuracy to hit a target or cover a distance. Jump in a number of ways, using a run up where appropriate Compete with others and aim to improve personal best performance
Vocabulary	Throw and catch Control Accuracy Strike Field Tactics Rules/fairness Possession Pass Respectful leadership	Plan, perform, repeat Expressive Refine Direction Speed Travel Flight Balance Gravity Swing/hang	Sink/submerge Streamline/glide Tuck, star, pencil jump Move/turn/rotate Buoyancy Backstroke, front crawl, butterfly, breaststroke Roll Scull Tread Handstand Dive	Throw and catch Control Accuracy Strike Field Tactics Rules/fairness Possession Pass Respectful leadership	Throw and catch Control Accuracy Strike Field Tactics Rules/fairness Possession Pass Respectful leadership	Sprint Long/short distance Energy Throwing technique Under/over arm Target Personal best Track and field		
Outdoor and adventurous activities	<ul style="list-style-type: none"> See below Involvement with regular forest school School grounds activities: shelter building / climbing / team activities / Kelly kettles / fire pit / pizza oven 	East Barnby Residential						

Physical Education

		A1	A2	Sp1	Sp2	Su1	Su2	
Class 3 Yr 4, 5 and 6	Yr A, B & C	Focus	Games: Invasion Tag rugby, netball, hockey	Gymnastics	Dance	Games: Invasion football / revision / (start Su1)	Swimming & Water Safety	
						Games: striking/ fielding / racquet- Rounders, Baseball	Athletics	
		Skills / knowledge taught	<ul style="list-style-type: none"> Choose and combine techniques in game situations: running, throwing, catching, passing, jumping, kicking Work alone, or with team mates to gain points/ possession defend and attack tactically by anticipating the direction of play. Choose the most appropriate tactics for a game Uphold the spirit of fair play and respect in all competitive situations. Lead others when called upon and act as a good role model within a team. 	<ul style="list-style-type: none"> Create complex and well-executed sequences that include a full range of movements including: travelling / balances swinging / springing flight / vaults inversions / rotations bending/ stretching/twisting gestures / linking skills. Hold shapes that are strong, fluent, expressive. Include in a sequence set pieces, choosing the most appropriate linking elements Vary speed, direction, level and body rotation during floor performances. Practise and refine the gymnastic techniques used in performances (above) Demonstrate good kinesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions). Use equipment to vault and to swing (remaining upright) 	<ul style="list-style-type: none"> Compose creative and imaginative dance sequences. Perform expressively and hold a precise and strong body posture. Perform and create complex sequences. Express an idea in original and imaginative ways Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece. Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands). 	<ul style="list-style-type: none"> Choose and combine techniques in game situations: running, throwing, catching, passing, jumping, kicking Work alone, or with team mates in order to gain points or possession. defend and attack tactically by anticipating the direction of play. Choose the most appropriate tactics for a game. Uphold the spirit of fair play and respect in all competitive situations. Lead others when called upon and act as a good role model within a team. 	<ul style="list-style-type: none"> Swim over 100 metres unaided. Use breast stroke, front crawl and back stroke, ensuring that breathing is correct so as not to interrupt the pattern of swimming. Swim fluently with controlled strokes. Turn efficiently at the end of a length. 	<ul style="list-style-type: none"> Combine sprinting with low hurdles over 60 metres. Choose the best place for running over a variety of distances. Throw accurately and refine performance by analysing technique and body shape. Show control in take off and landings when jumping Compete with others and keep track of personal best performances, setting targets for improvement
		Vocabulary	Possession Defend/attack Anticipate Direction of play Spirit of fair play Competitive Role model	Travelling Balance Flight Vault Inversion Rotation Gesture Link Hold Vary Level rotation Cartwheel / handstand	Compose Posture Creative/imaginative Expressive/precise Perform Energy/grace Complex Strength/stamina	Combine techniques Strike/bowl/volley Forehand/backhand Field Anticipate Direction of play Competitive Role model	Tuck, star jump, Buoyancy Backstroke, front crawl, butterfly, breaststroke Roll Scull Tread Handstand Rotate Surface dive Rhythmical breaths Rescue sequence	Combine techniques Possession Defend/attack Strike/bowl/volley Forehand /backhand Field Anticipate Competitive
Outdoor / adventurous activities	<ul style="list-style-type: none"> See below Involvement with regular forest school School grounds activities: shelter building / climbing / team activities / Kelly kettles / fire pit / pizza oven				Peat Rigg Residential			

Outdoor Adventurous Activity

- Forest Schools is embedded across the school's curriculum in a range of subjects (e.g. science/geography), as well as in 'traditional' Forest School sessions, where children are taught to manage risk, use appropriate equipment and use teamwork/leadership in a range of outdoor recreation activities.
- Children are given extensive opportunities to develop the skills/knowledge taught in this area of the PE curriculum, using the local area as the environment for this (e.g. orienteering)
- Please refer to Forest School progression document for further details
- Year 5/6 pupils are given the opportunity to attend an Outdoor Recreation Centre at Peat Rigg, taking part in a range of adventurous activities (e.g. canoeing, ziplining, abseiling, climbing).
- Year 3/4 pupils are given the opportunity to attend an Outdoor Recreation Centre at East Barnby
- Other visits in all classes allow for further outdoor recreation activity (e.g. Danby Moors Centre, Woodland visit, Dalby Forest Visit)
- School grounds activities: shelter building / climbing / team activities / Kelly kettles / fire pit / pizza oven

Whole school enrichment

Learning in PE is enriched through the following methods:

- Lunch/Break time: children have access to a range of equipment and activities to encourage regular, daily exercise. For example, there is a trim-trail which children can develop strength, flexibility and safety awareness by swinging/jumping/moving. Additionally, children take part in a 10-minute collective exercise activity at the end of lunch (e.g. Daily Mile; Wake up, Shake up; Games).
- EYFS children have a range of equipment and activities to develop physically during time in their provision areas. They also have a new sheltered area to be able to do this in all weathers.
- Swimming sessions have been extended to all classes (beyond National Curriculum requirements) as we believe that water safety/confidence is a crucial skill, especially given the school's proximity to beaches and Wykeham Lakes.
- Specialist coaches for lessons and clubs
- Intra and Inter-school competition and events