

Physical Education Knowledge, Skills & Progression

Physical Education National Curriculum Objectives	
KS1	KS2
Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending perform dances using simple movement patterns.	Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to: use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] perform dances using a range of movement patterns take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best.
Swimming and water safety All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to: swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations.	

Autumn							
		KS1		KS2		UKS2	
Prior Learning		In Reception, children will have begun to explore whole body actions and moving in different ways. Children will have begun to develop ABC's: agility, balance and coordination skills through simple games and movement activities. Children can identify different actions. Children have learned to enjoy taking part in physical activity and know that taking part in PE type activities keeps us happy,healthy and fit.		In KS1 Children will have further developed basic fundamental movement skills , ABC's, Agility, Balance, Coordination, as a sound foundation to their individual Physical Literacy. Children can share space and equipment safely and respectfully with others. Children can explain a reason why PE is important and understand why we need to warm up. Children can demonstrate some control and coordination in movement (running, jumping, throwing and catching) and will have taken part in Games, Gymnastics, Dance, and Athletic activities. Children can identify and describe movement actions.		In LK2, Children will have further refined their fundamental movement skills and demonstrate greater control, consistency and accuracy in their actions. Children will have begun to play modified games of recognised sports both cooperatively and competitively. Children will have learned how to play fairly and demonstrate respect to others. Children can begin to offer ideas for improvement and work to their own Personal Best. Children will have experienced collaborating with others and creating their own ideas. Children will have participated in introductory striking/fielding, invasion, and net games as well as gymnastics, OAA, swimming, gymnastics and dance activities. Children can explain short term and long term effects of exercise on the body.	
		Y1	Y2	Y3	Y4	Y5	Y6
Knowledge	Children will know (key learning)	1.Super Heroes 2. Moon Zoom 1. Games (ABC's) 2. Gymnastics In Games, children will know how to participate safely in simple games and activities showing kindness, respect and safety with regards themselves	1.Beat Band and Boogie 2. Victorians 1.Games (ABC's) 2.Gymnastics In Games children will learn to further develop agility, balance and coordination skills. Children know how to follow	1.Stone Age Rocks 2. Predators 1.Invasion Games 2.Gymnastics In Games children may begin to play modified versions of specific sports: e.g football; netball; tag rugby;	1.Romans 2. Blue Abyss 1.Invasion Games 2.Gymnastics In games children develop knowledge of simple attack and defence in small sided games of recognised sports.	1.Revolutions, vikings, Anglo saxons 2.ID Science 1.InvasionGames 2. Gymnastics In games children select and apply skills in game situations and know how to contribute when attacking and defending.	1.A Childs War 2.Darwins Delights 1.Invasion Games 2.Gymnastics In games children choose tactics and skills that meet the needs of the situation.

		and others. In Gymnastics, children know how to travel in different ways and make whole body shapes. Children find and use space safely.	instructions to play easy tag and cooperation games. In Gymnastics children know how to roll and jump in different way. Children balance on different body parts and show basic control and coordination.	In Gymnastics children know how to link sequences together. Children learn how to make asymmetrical and symmetrical shapes with their bodies.	In gymnastics children know how to take weight on their hands. Children know how to jump on, off and over apparatus safely.	In gymnastics children know how to perform counterbalance and counter tension balances with a partner.	Children know how to practice to improve play. In gymnastics, children know how to collaborate in groups to create a group gymnastic sequence with features of good composition.
	Knowledge of Health and Fitness	Children understand that taking part in exercise is good for physical fitness and mental wellbeing. Children understand why it is important to warm up, to prepare the body for exercise.					
	Vocabulary	Warm up Fun Moving, Stopping, Control Safely Space Travel, Stillness Run, Jump, Hop, Skip, Freeze, Statue Footwork, one foot, both feet. Fast, Slow, Forwards, Backwards Copy, Follow Participate Agility, Balance, Coordination Apparatus, Mat Balance, Body part Travel, Feet, Hands and Feet Slide, crawl, roll, jump, turn	Exercise, Heart Rate Words to describe travelling e.g Gallop, Leap, Twist, Sidestep, Bounce Words to describe directions e.g Left, Right, Sideways, Zig Zag, Round Speed Direction Describe Turn Body Action, Action Perform Agility, Balance, Coordiantion Cool Down Bench, gymnastics table Strong, tense, stretch Shape, Pike, Tuck, Straight, Straddle Step, hop, leap Forward roll, side roll, log roll, teddy roll, backward roll.	Healthy Send Pass Recieve Possession Dribble Team mate Shoot Score Attack Defend Observe Partner, copy, mirror, follow Starting and finishing position. Perform. Extend, point. Body tension, control Asymetrical, symmetrical, shape	Fitness Ready Position Control Anticipate Dodge, Invade Intercept, Mark Attack, Defend Footwork Compete Win the ball Link, sequence, vary Speed, Levels, Dynamics Weight on hands Handstand, Cartwheel, Bridge Bunny hop, Bear walk, spider crawl	Stamina Invasion Possession Goal Pace Support Long pass, Short pass Supporting play Tackle Depth Tactic Attack, Defend Fair Play Respect Partner, Group, Create, Collaborate Meet, Part Support, Counter balance, counter tension Linking movements.	Aerobic Anerobic Strategy Players Referee Umpire Decision Evaluate Improve Sportsmanship, Teamwork Attack, Defend Strengths Weaknesses Role Gymnastic composition. Clarity of movement. Fluidity, Control, Body tension, Unison, cannon. Complexity.
Skills		Games/ABC's Running and stopping with control. Developing awareness of line boundaries and space. Practicing different footwork patterns. Jumping two feet to two feet, on the spot, side to side, forward and backward. Jump half turn and full turn. Skipping with a skipping rope. Hopping on one foot and the other. Combinations. Joining in. Taking turns. Keeping trying (perseverance). Gymnastics: Copies and explores basic movements and actions with some control and coordination. Can travel in different ways: eg. roll, slide, jump, crawl, swing. Can perform different body shapes - wide, tall, small, twist. Can jump and land safely. Can use equipment safely (mat is basic equipment). Balances with some control Link and repeat actions. Be able to tense and relax the body. Notice and describe different feelings in the body when stretching and curling. Can work individually.	Games/ABC's Running and stopping with increasing fluidity and control. Demonstrate a 'ready' position. Consolidate footwork combinations and perform with balance. Play follow and lead games. Play mirror games. Work cooperatively with a partner. Play a range of tag games and know how to be successful. Communicate with a partner and create a game. Gymnastics: Explores and creates different pathways and patterns. Can confidently perform pike, straddle, tuck, straight shapes. Can perform a log roll and develop other ways of rolling. Can refine jumping actions and use left, right foot in isolation and together. Uses equipment in a variety of ways to create a sequence. Plan and repeat simple sequences of actions. Perform basic gymnastic actions with coordination, control and variety. Describe how they feel after exercise. Can work with a partner.	Invasion Games Explore different techniques for Passing, controlling, dribbling and shooting in ball games. Compete against self in challenges. Compete against a partner. 1 v 1 Practice a tactic to beat a defender. Communicate ideas to others. Create own games. Evaluate own ideas. Demonstrate positive verbal and non verbal communication with others e.g smile, hi-5, thank others. Gymnastics Applies compositional ideas independently and with others to create a sequence. Copies, explores and remembers a variety of movements and uses these to create their own sequence. Describes their own work using simple gym vocabulary. Beginning to notice similarities and differences between sequences Uses turns whilst travelling in a variety of ways. Beginning to show flexibility in movements. Beginning to develop good technique when travelling, balancing, using equipment etc	Invasion Games Acquire and develop techniques in invasion games. Be a team player in a small modified game. Play 1v 2, 2v2, 3v3, 4v4 games. Demonstrate simple attacking skills. Demonstrate simple defending skills. Evaluate and improve own performance. Congratulate winning team. Gymnastics: Links skills with control, technique, coordination and fluency. Understands composition by performing more complex sequences. Begins to explore more difficult movements e.g different ways to take weight on hands. Beginning to use gym vocabulary to describe how to improve and refine performances. Develops strength, technique and flexibility throughout performances. Creates sequences using various body shapes and equipment. Combines equipment with movement to create sequences. Suggests ways to improve.	Invasion Games Further develop individual skills and select and apply appropriately in a game situation. Try out different roles in the team. Encourage and support others. Practice skills to improve play. Analyse own and others' performance Suggest ways to improve.. Play by the rules. 5v5 games. Respect own and opposing team. Accept referees decision. Gymnastics: Select and combine their skills, techniques and ideas. Apply combined skills accurately and appropriately, consistently showing precision, control and fluency. Draw on what they know about composition when performing and evaluating. Analyse and comment on skills and techniques and how these are applied in their own and others' work. Uses more complex gym vocabulary to describe how to improve and refine performances. Develops strength, technique and flexibility throughout performances. Links skills with control, technique, coordination	Invasion Games Consolidating passing, controlling, dribbling, marking, intercepting skills to perform with more accuracy and fluidity. Anticipate game play and support others in the game. Play 5v5 and 6v6 sided games. Play fairly and self referee games. Identify strengths and weaknesses of team play. Shake hands and thank opponents. Gymnastics: Plan and perform with increased precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions. Performs more difficult actions, with an emphasis on extension, clear body shape and changes in direction. Adapts sequences to include a partner or a small group. Can evaluate own and others' performance and improve to achieve personal best. Can work creatively and cooperatively. Can communicate and collaborate in groups.

Misconceptions	PE is just another playtime. We don't learn in PE.		Questions: What is PE?	What does Physical Education mean?	Why is Physical Education important?	
Enrichment			School Sport Partnership Trip to OSA: Inter School Cross Country Competition. (term 1) Inter School Netball Festival (term 2) School Games Year 3/4 Boys Football Tournament Chance to Shine	School Sport Partnership Trip to OSA: Inter School Cross Country Competition. (term 1) Inter School Netball Festival (term 2) School Games Year 3/4 Boys Football Tournament Chance to Shine	School Sport Partnership Trip to OSA: Inter School Cross Country Competition. (term 1) Inter School Netball Festival (term 2) School Games Year 5/6 Boys Football School Games Year 3/4 Boys Football School Games Cross Country - Oxford Schools(Horspath) Chance to Shine	School Sport Partnership Trip to OSA: Inter School Cross Country Competition. (term 1) School Games Year 5/6 Boys Football School Games Year 3/4 Boys Football School Games Cross Country - Oxford Schools(Horspath) Chance to Shine
Extra curricular clubs			KS2 Girls Football Club.		KS2 Boys Football Club.	

Spring							
		KS1		KS2		UKS2	
Prior Learning		Children will have begun to explore whole body actions and moving in different ways. Children will have begun to develop ABC's: agility, balance and coordination skills through simple games and movement activities. Children can identify different actions. Children have learned to enjoy taking part in physical activity and know that taking part in PE type activities keeps us happy,healthy and fit.		In KS1 Children will have further developed basic fundamental movement skills , ABC's, Agility, Balance, Coordination, as a sound foundation to their individual Physical Literacy. Children can share space and equipment safely and respectfully with others. Children can explain a reason why PE is important and understand why we need to warm up. Children can demonstrate some control and coordination in movement (running, jumping, throwing and catching) and will have taken part in Games, Gymnastics, Dance, and Athletic activities. Children can identify and describe movement actions.		In LK2, Children will have further refined their fundamental movement skills and demonstrate greater control, consistency and accuracy in their actions. Children will have begun to play modified games of recognised sports both cooperatively and competitively. Children will have learned how to play fairly and demonstrate respect to others. Children can begin to offer ideas for improvement and work to their own Personal Best. Children will have experienced collaborating with others and creating their own ideas. Children will have participated in introductory striking/fielding, invasion, and net games as well as gymnastics, OAA, swimming, gymnastics and dance activities. Children can explain short term and long term effects of exercise on the body.	
		Y1	Y2	Y3	Y4	Y5	Y6
Knowledge	Children will know (key learning)	1.Splendid skies 2.muck and mess 1. Dance 2. Ball Skills (ABC's) Dance Unit 1: Children know how movements can reflect a dance idea. Children know how different body actions can communicate an idea e.g tell a story or show different moods and feelings. Ball skills (ABC's): Children individually learn to control a ball different ways.	1.The Great Fire of London 2. Towers Tunnels and Turrets 1.Dance 2. Ball Skills (ABC's) Dance Unit 2: Children understand dynamic and rhythmic qualities to express the dance idea. Children explore space and shape. Ball Skills (ABC's): Children judge height, bounce, speed to control a ball. Children work with a partner.	1.Phaorahs 2. Urban Pioneers 1.Dance 2. OAA + Swimming Unit 1 Dance Unit 3: Children respond to a stimulus and improvise a range of ideas. Children develop their ability to create, perform and appreciate dance. OAA: Unit 1: Children are introduced to simple orientation activities using maps and diagrams. Swimming: Children learn to enjoy being in the water and become more confident. Children learn how to keep afloat and move in the water. Know why it is important to be able to swim.	1.Gods and Mortals 2. Healthy Life Style 1.Dance 2.OAA +Swimming Unit 1 Dance Unit 4:Children combine and link phrases of movement with control and fluidity, incorporating simple compositional devices. OAA: Unit 1: Children learn to take part in simple orientation activities using maps and diagrams. Consolidation. Swimming: Children learn to enjoy being in the water and become more confident. Children learn how to keep afloat and move in the water. Understand that swimming is a life skill.	1.Off with her Head. 2.Persian/ Middle East 1.Fitness 2.OAA 3. Net games Fitness: Children know how to safely participate in a fitness circuit. OAA: Unit 2 Introduction.: Children use maps and diagrams to orientate themselves and to travel around a simple course. Children respond when the task or the environment changes and the challenge increases. Net games: Children learn how to play table tennis.	1. Victorian 2. Frozen Kingdom East 1. Fitness 2. OAA 3. Net games Fitness: Children know how to safely participate in a fitness circuit. Children design own circuit. OAA: Unit 2 Consolidation: Children use maps and diagrams to orientate themselves and to travel around a simple course. Children respond when the task or the environment changes and the challenge increases. Net games: Children further refine and develop rules, tactics and skills in the game of table tennis.
	Knowledge of Health and Fitness	Children identify how it feels before, during and after exercise. — Children recognise the short term effects of exercise on the body. — Children understand the long term effects of health on the body.					

	Vocabulary	Dance Words to describe space e.g near, far, in and out on the spot Start, middle, end. Words to describe expressive qualities e.g stormy, angry, gentle Words to describe actions e.g spring, turn, jump	Dance Level, high,medium, low Directions, forward, backwards, sideways Pathways, curved, zigzag Partner, copy, follow, lead Appreciate Audience	Dance Stimulus, respond, dance idea Improvise, explore Turn, Travel, Stillness, Gesture, Jump Vary Heavy, light, Strong, soft Fast, slow	Dance Observe, appreciate, improve Contrast Cannon, Unison Fluidity, Timing, Repetition Motif, Dance Phrase	OAA - Outdoor and Adventurous Orienteering Listen Explore, plan and do Pictures, symbols Maps, diagrams Seek and find	OAA - Outdoor and Adventurous Follow a course/trail Route Orienteate Features Changes Problem solving Team work Discuss Strengths, Weaknesses
		Ball Skills Ball, small, large, soft, hard Follow, chase Catch Throw Dribble Roll Pat Agility, Balance, Coordination	Ball Skills Underarm Overarm Watch Bounce Two hands, one hand, other hand Right foot, left foot Behind, Infront Hlgh, Low, Short, Long Agility, Balance, Coordination	OAA - Outdoor and Adventurous Maps Diagram Challenge Problem Solve	OAA - Outdoor and Adventurous Symbols Scale Orienteering Controls Plan alone,plan in pairs, in groups Review	Fitness Warm up Components Cardiovascular Circuit Work Overload Feel Good Circuit	Fitness Muscular Strength Muscular Endurance Flexibility Body Composition Cardiovascular Repetitions Sets Work out
Skills		Dance: Copies and explores basic movements and body patterns. Remembers simple movements and dance steps. Links movements to sounds and music. Responds to a range of stimuli.	Dance: Copies and explores basic movements with clear control. Varies levels and speed in sequence Can vary the size of their body shapes Add a change of direction to a sequence Uses space well and negotiates space clearly. Can describe a short dance using appropriate vocabulary. Responds imaginatively to stimuli.	Dance: Beginning to improvise independently to create a simple dance. Beginning to improvise with a partner to create a simple dance. Translates ideas from stimuli into a movement with support. Beginning to compare and adapt movements and motifs to create a larger sequence. Uses simple dance vocabulary to compare and improve work.	Dance: Confidently improvises with a partner or on their own. Beginning to create longer dance sequences in a larger group. Demonstrating precision and some control in response to stimuli. Beginning to vary dynamics and develop actions and motifs. Demonstrates rhythm and spatial awareness. Modifies parts of a sequence as a result of self-evaluation. Uses simple dance vocabulary to compare and improve work.	Fitness Children can warm up safely to prepare for exercise. Children follow instructions to perform fitness exercises safely. Children can motivate and encourage others. Children can describe how they feel. Children can cool down effectively.	Fitness Design and lead warm ups. Follow instructions to perform fitness exercises safely. Collaborate with others to create own fitness circuit or exercise station. Lead and participate in a cool down. Recognise the short term effects of exercise on the body.
		Ball Skills Carry or dribble a ball into space and in different directions. Pat, hit or roll a ball. Throw and catch bean bag or ball using a cone. Explore throwing a ball with one hand, other hand and two hands to self. Explore kicking a ball with one foot, other foot, toward a target. Roll, chase and retrieve own ball. Create own ball game with a partner. Describe own idea.	Ball Skills Carry or dribble a ball into space, in different directions and at different speeds. Pat, hit or roll a ball to a partner. Throw and catch with a partner. Throw and catch high and low balls. Throw and catch long and short balls. Roll, chase and retrieve with a partner. Catch a ball before a bounce and after a bounce. Throw a ball or bean bag into hoop or other target. Compete with a partner in simple target game activity. Create own ball game with one or more other person. Communicate ideas and say what you liked.	OAA: Follow simple marked trails in a familiar environment. Help others to solve problems they have been set. Describe what they did when following a trail or solving a problem. Know that they need to be careful,so that they are safe.	OAA Identify where they are by using simple plans and diagrams of familiar environments. Follow a short trail from one place to another Work increasingly cooperatively with others. Listen and discuss with others how to follow trails and solve problems.	OAA Use maps and diagrams to orientate themselves and travel around a simple course. Respond to a challenge positively and communicate with others to problem solve. Participate in a timed challenge. Discuss and evaluate their own team performance. Identify physical demands that the task makes on them.	OAA Cooperate and collaborate in groups, taking on roles such as team leader, support worker within the group. Use maps and diagrams to orientate themselves around a course. Plan their own course. Evaluate the level of difficulty and physical demands of their course. Encourage each other and communicate with positive language. Recognise that orienteering is another choice of sport for developing fitness and personal skills.
Misconceptions	“I can’t.....” e.g “ I can’t swim”. “I can’t catch”. Challenge misconception and develop confidence in young people to have a go and keep practising. Better ...“I can’t do it yet.” Encourage perseverance, practice and fun.						
Enrichment			School Sport Partnership Trip to OSA: Orienteering (term 3) Mini Red Tennis (term 4)	School Sport Partnership Trip to OSA: Orienteering (Term 3) Mini Red Tennis (Term 4)	School Sport Partnership Trip to OSA: Orienteering (term 3) Net Games/Volley Ball (term 4)	School Sport Partnership Trip to OSA: Orienteering (term 3) Net Games/Volley Ball (term 4)	School Sport Partnership Trip to OSA: Orienteering (term 3) Net Games/Volley Ball (term 4)
			School Games Indoor Athletics year 3/4 team	School Games Indoor Athletics year 3/4 team TOA	School Games Indoor Athletics year 5/6 team TOA	School Games Indoor Athletics year 5/6 team TOA	School Games Indoor Athletics year 5/6 team TOA

					Oxford FA league games: boys/girls	Oxford FA league games: boys/girls
Extra Curricular		Developing programme – Football, Dance, Cricket – Active After School Clubs.				

Summer							
		KS1		KS2		UKS2	
Prior Learning		Children will have begun to explore whole body actions and moving in different ways. Children will have begun to develop ABC's: agility, balance and coordination skills through simple games and movement activities. Children can identify different actions. Children have learned to enjoy taking part in physical activity and know that taking part in PE type activities keeps us happy,healthy and fit.		Previously, Children will have further developed basic fundamental movement skills , ABC's, Agility, Balance, Coordination, as a sound foundation to their individual Physical Literacy. Children can share space and equipment safely and respectfully with others. Children can explain a reason why PE is important and understand why we need to warm up. Children can demonstrate some control and coordination in movement (running, jumping, throwing and catching) and will have taken part in Games, Gymnastics, Dance, and Athletic activities. Children can identify and describe movement actions.		Previously, Children will have further refined their fundamental movement skills and demonstrate greater control, consistency and accuracy in their actions. Children will have begun to play modified games of recognised sports both cooperatively and competitively. Children will have learned how to play fairly and demonstrate respect to others. Children can begin to offer ideas for improvement and work to their own Personal Best. Children will have experienced collaborating with others and creating their own ideas. Children will have participated in introductory striking/fielding, invasion, and net games as well as gymnastics, OAA, swimming, gymnastics and dance activities. Children can explain short term and long term effects of exercise on the body.	
		Y1	Y2	Y3	Y4	Y5	Y6
Knowledge	Children will know (key learning)	1.Rio de vida 2.Enchanted woodland 1.Athletics 2.Sports Day Games Athletics: Know how to run at different speeds, throw different objects and jump for distance Sports Day	1. Land Ahoy 2. Paws Claws and Whiskers 1.Athletics 2.Sports DayGames Athletics: Consolidate knowledge of how to run at different speeds, throw different objects and jump for distance. Children know how to play well, compete and be a good sport.	1. Flow Rivers 2. Mighty Metals 1.Striking and Fielding 2. Athletics + May Day Dancing Children will know how to use a range of skills, eg throwing, striking, intercepting an stopping a ball in order to play a small striking and fielding game. Athletics Know techniques for running, throwing and jumping. May Day Dancing: Increasing knowledge of dance styles from different social, historical and cultural contexts.	1. Misty Mountain 2. Beast Creator 1.Striking and Fielding 2. Athletics + May Day Dancing Children know rules and tactics to play a modified version of cricket, rounders or self created striking and fielding activity. Athletics Consolidate techniques for running, jumping and throwing. May Day Dancing: Increasing knowledge of dance styles from different social, historical and cultural contexts.	1. Allotments. 2. To infinity and beyond. 1.Striking and Fielding 2. Athletics + May Day Dancing + Swimming Unit 2 Children know how to play cooperatively and competitively together. Athletics Differentiate between sprinting and distance running. Differentiate between jumping and throwing for height and distance. Swimming Unit 2:: Children know how to enter the water safely, swim and exit the water safely. Use a variety of basic arm and leg actions on front and back. Children know how to self rescue. Recognise how body reacts and feels when swimming. Concentrate on what they need to improve. Demonstrate respect of safety rules in the swimming pool. May Day Dancing: Increasing knowledge of dance styles from different social, historical and cultural contexts.	1. Gallery Rebels 2. Blood Heart Science 1.Striking and Fielding 2. Athletics +May Day Dancing +Swimming Unit 2 Children collaborate to develop team play using basic tactics and strategies. Athletics Choose best pace for running different events. Select and apply best techniques for throwing and jumping events. Swimming Unit 2: Children know how to swim one or more recognised strokes. Children know how to perform a rescue. Swim on front and back and control breathing. Be able to swim 25 metres. Develop fluency in swim strokes. Recognise how swimming affects the body and pace their efforts to meet the different challenges. Suggest methods and practice to improve performance. May Day Dancing: Increasing knowledge of dance styles from different social, historical and cultural contexts.

	Knowledge of health and fitness	We can compete or participate in lots of different sports to keep healthy and fit. Taking part in regular exercise is a life skill. Children should do 60 minutes of moderate exercise daily to keep happy, healthy and fit.					
	Vocabulary	Athletics Run, catch, hop, step, throw Jump, safely, land Sports Day Relay Team Agility, Balance, Coordinaiton Sports Day Fun Join in Courage	Athletics Forwards, backwards, sideways, high, low Fast, medium, slow Relay Team Agility, Balance, Coordination Competition Compete Participate Sports Day	Striking and Fielding Batting (Striking) Fielding Bowler Overarm Underarm Team work Cooperation Encouragement Athletics Sprint, jog, pace Throwing action Power Speed Safety Relay Time measure Dance Historical Social Timing Circle	Striking and fielding Base Wicket Rounder Run Score Innings Backstop Wicket keeper Honesty Athletics Vary running speed Sling, push, pull Stamina Record Personal Best Effort Self Belief Dance Partner Footwork Together Group formation	Swimming Front crawl, Back crawl, Breast stroke, Butterfly Pull, push, kick Scull Dive Self Rescue Stream line Athletics Race Run up Position Strength, speed = power Suppleness Safety and rules Take over Record Set targets Dance Rhythm Repetition Turn Step Structure	Swimming Front crawl, Back crawl, Breast stroke, Butterfly Pull, push, kick Scull Dive Self Rescue Stream line Athletics Compete Strive Individual Team event Recover Evaluate Improve Performance Dance Unison Beat Create Perform Dance Phrase
Skills		Athletics Can run at different speeds. Can take part in a relay with guidance. Can jump into and out of areas from a standing position. Can throw a variety of objects. Recognise when heart rate and temperature have changed.	Athletics Run at fast, medium and slow speeds. Link running and jumping activities with some fluency. Jump over obstacles. Make up a jumping sequence. Change throwing action for accuracy and distance.	Can hit a stationary ball. Can bowl underarm with some control. Can retrieve and throw a ball when fielding. Can understand and follow rules to a simple game. Can try their best and help others. Can describe what they and others do that is successful. Can suggest what needs practicing. Athletics Demonstrate throwing, running and jumping skills in different challenges. Cooperate in small groups to meet challenges. Recognise and describe different athletics techniques. Dance Can practice and perform a May Day Dance and understand that this is	Can hit a moving ball. Can explore overarm bowling. Can retrieve and throw a ball when fielding with accuracy. Can chose and vary skills and tactics to increase success in a game. Can explain what they need to do to get ready for games. Can be a good sportsperson. Athletics Understand and demonstrate difference between sprinting and running for sustained periods. Demonstrate range of jumping and throwing techniques with some control and accurate. Play different roles in small groups. Dance Can practice and perform a May Day Dance.	Consolidates and develops the range and consistency of their skills (throwing, catching, retrieving, striking) in striking and fielding games. Develop ideas to outwit an opponent. Can hit a ball with intent. Can be a good role model to others. Can demonstrate Respect. Athletics Perform with more consistency. Explain how to improve. Be able to teach a partner. Relate different types of activity to different heart rates and body temperatures. Dance Can practice and perform a May Day Dance with ease and fluidity.	Collect, stop and intercept a ball with increasing efficiency. Throw a ball well from a distance. Hit a ball with increased accuracy and force. Identify sensible solutions to improve a game. Make good tactical decisions quickly. Help and encourage team mates. Win and lose graciously. Athletics Compare and contrast performances. Refine techniques for throwing, ,jumping and running. Compete in small groups and take on different roles. Demonstrate honesty and respect. Identify good athletic performance and be able to say why. Identify activities that need more power and stamina. Dance Can practice and perform a May Day Dance with ease and fluidity, showing

			historical dance. Can practice and perform with focus.	Can work sensibly with a partner. Can work in unison.	Can understand patterns and forms in a particular dance style. Can evaluate own performance.	awareness of the music's rhythm and phrasing. Can evaluate own performance.
Misconceptions	"Losing" is bad. Teach children to accept that in any game, one team will win and one team will lose. This reflects the score in points only. We can have fun by joining in. We can win and lose graciously and respect opponents. We can have fun.					
Enrichment	School Sports Partnership Multi-Skills Event @ OSA Sports Day: Olympic Theme 2024	School Sports Partnership Multi-Skills Event @ OSA Sports Day: Olympic Theme 2024	School Sports Partnership Class Trip to OSA: Cricket School Games Quad Kids @ Horspath Sports Day: Olympic Theme 2024	School Sports Partnership Class Trip to OSA: Cricket School Games Quad Kids @ Horspath Sports Day: Olympic Theme 2024	School Sports Partnership Class Trip to OSA: Cricket Yr 5/6 Boys and Girls School Games Cricket @ Horspath School Games Tag Rugby @Iffley Road School Games Quad Kids @ Horspath Sports Day: Olympic Theme 2024 Leadership opportunities.	School Sports Partnership Trip to Oxford University Sports Ground, Iffley Road Inter School Athletics Yr 5/6 Boys and Girls School Games Cricket @ Horspath School Games Quad Kids @ Horspath Sports Day: Olympic Theme 2024 Leadership opportunities.
Extra curricular clubs	Developing programme: Football, Dance, Cricket – Active afterschool clubs.					