

PE Curriculum Framework -

Athletics

Knowledge						
<i>This knowledge will be learnt through a range of athletic activities, including running, throwing a variety of objects, jumping different obstacles and distances, and competition.</i>						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Run fluently with grace and control. Avoid obstacles, including others, when changing direction. Move with energy when running, throwing and jumping. Throw objects towards a target. Share resources and wait their turn. Understand the reason for specific athletic rules. 	<ul style="list-style-type: none"> Run at different speeds Show balance and coordination when changing direction Link running and jumping movements with some control and balance Coordinate my body to throw towards a target. Develop my technique to throw the distance. Work collaboratively with others and make safe choices. Play to the rules Recognise my body changes when I do exercise. 	<ul style="list-style-type: none"> Show balance and coordination when running at different speeds and at different directions. Link running and jumping movements with some control and balance Jump and land with control Develop throwing for distance. Show a good technique when throwing towards a target. Work collaboratively with others Determine to improve my personal best. Describe how my body feels during exercise. Identify good technique. 	<ul style="list-style-type: none"> Run at a pace that I can maintain. Use different take offs and landing when jumping. Develop jumping for distance and height. Take part in a relay activity remembering when to run and what to do. Throw a variety of objects changing my action for accuracy and distance. Be supportive and work collaboratively with others. Show determination to achieve my best. Know why it is important to warm up. Know when I have been successful. 	<ul style="list-style-type: none"> Demonstrate the difference in running and sprinting techniques. Jump for distance and height with balance and control. Throw with some accuracy and power to a target area. Be supportive and work collaboratively with others. Show determination to achieve my personal best. Explain what happens in my body when I warm up. Identify when I was successful and what I need to do to improve. 	<ul style="list-style-type: none"> Choose the best pace for a running event. Perform a range of jumps showing some technique. Show control at take off and landing activities. Show accuracy and good technique when throwing for distance. Lead a partner through short warm up routines. Show perseverance to achieve my personal best. Understand how stamina and power help people perform well in different athletic activities. Identify good athletic performance and explain what it is good. 	<ul style="list-style-type: none"> Select and apply the best pace for a running event. Perform jumps for height and distance showing good technique. Accuracy and good technique when throwing for distance. Lead a small group through short warm up routines. Compete within the rules showing fair play and honesty. persevere to achieve my personal best. Identify my own and others strengths and areas for development and suggest ways to improve.
Skills						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> Running at different speeds Balance when moving and static. Run over obstacles Jump, hop and leap 	<ul style="list-style-type: none"> Running at different speeds Combine running and jumping Have agility and coordination Jump for distance and height Throw for distance. 	<ul style="list-style-type: none"> Sprint Run over obstacles Jump for distance and height Push and pull throwing for distance 	<ul style="list-style-type: none"> Pacing Sprinting technique Jump for distance and height Throw, heave and launch for distance. 	<ul style="list-style-type: none"> Pacing Sprinting technique Relay change overs Jump for distance and height Push and pull throwing for distance 	<ul style="list-style-type: none"> Pacing Sprinting Jump for distance Jump for height Push throwing for distance Fling throwing for distance.
Vocabulary						

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> • Speed • Power • Strength • Accuracy 	<ul style="list-style-type: none"> • Speed • Power • Strength • Accuracy 	<ul style="list-style-type: none"> • Speed • Power • Strength • Vertical • Progressive 	<ul style="list-style-type: none"> • Speed • Power • Strength • Vertical • Progressive 	<ul style="list-style-type: none"> • Consistent • Downsweep • Upsweep • Bounding • momentum 	<ul style="list-style-type: none"> • Consistent • Downsweep • Upsweep • Bounding • momentum
Assessment						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
EYFS Tapestry	To be added Autumn Term	To be added Autumn Term	To be added Autumn Term	To be added Autumn Term	To be added Autumn Term	To be added Autumn Term

Dance

Knowledge <i>This will be taught through topic lead inspirations, practised through break times, and occasionally learnt for productions.</i>						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Move with grace and control • Develop body strength, coordination and balance. • Use core body strength to sit on the floor. • Combine movements with ease and fluency. • Dance with energy. • Create dances collaboratively sharing ideas, resources and skills. • Listen to, move to and talk about 	<ul style="list-style-type: none"> • Use different parts of the body in isolation and together • Use some sense of dynamic and expressive qualities in my dance • Choose appropriate movements from different dance ideas • Copy remember and repeat actions using different counts • Move confidently and safely. • Recognise changes in my body when I do exercise. • Provide feedback to 	<ul style="list-style-type: none"> • Perform body actions with control and coordination. • Sometimes use counts to stay in time with music • Choose movements with different dynamic qualities to express an idea, mood or feeling. • Remember and repeat dance phrases. • Work with a partner using mirroring and unison. • Describe how my body feels during 	<ul style="list-style-type: none"> • Create dance phrases that communicate ideas, • Create dance phrases with a partner and in a small group using canon and unison. • Repeat, remember and perform these phrases in a dance. • Use dynamic and expressive qualities in relation to an idea. • Use counts to keep in time with a group and the music. • Recognise and talk about the 	<ul style="list-style-type: none"> • Respond imaginatively to a range of stimuli related to character and narrative. • Use simple motifs and movement patterns to structure dance phrases on my own, with a partner and in a group. • Use formation, canon and unison to develop a dance. • Refine, repeat and remember dance phrases and dances. • Perform dances 	<ul style="list-style-type: none"> • Adapt and refine the way I use actions, dynamics and relationships in my dance. • Perform different styles of dance clearly and fluently. • Recognise and comment on dances, showing an understanding of style. • Suggest ways to improve my own and other people's work. • Lead a partner through a short warm up routine. 	<ul style="list-style-type: none"> • Work creatively and imaginatively on my own, with a partner and in a group to choreograph motifs and structure simple dances. • Adapt and refine the way I use actions, dynamics and relationships to improve my dance. • Choreograph a dance using props. • Perform dances fluently and with control. • Use appropriate language to evaluate

<p>music, expressing their feelings and responses.</p> <ul style="list-style-type: none"> • Watch and talk about dance. • Perform as an individual and as a group, trying to move in time to music. 	<p>others.</p> <ul style="list-style-type: none"> • Work with others to share ideas and select actions 	<p>exercise.</p>	<p>movements used and the expressive qualities of dance.</p> <ul style="list-style-type: none"> • Understand why it is important to warm up. 	<p>clearly and fluently.</p> <ul style="list-style-type: none"> • Describe, interpret and evaluate dance using appropriate language. • Explain what happens in my body when I warm up. 		<p>and refine my own and other work.</p> <ul style="list-style-type: none"> • Lead a small group through a short warm up routine.
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Skills						
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EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> • Travel • Copy and perform • Cooperate • Communicate effectively • Count • Observe and provide feedback • Select and apply actions. 	<ul style="list-style-type: none"> • Travel • Action • Shape • Space • Perform • Level • Copy counts • Dynamics • Expressions • Speed • Pathway and direction. 	<ul style="list-style-type: none"> • Canon, unison, formation • Phrases • Motif • Dynamics • Pathways and direction 	<ul style="list-style-type: none"> • Canon, unison, formation • Motif • Dynamics • Stimulus • Space • Character • Structure and form 	<ul style="list-style-type: none"> • Canon, unison, formation • Motif • Dynamics • Stimulus • Space • Character • Emotion • Matching and mirroring 	<ul style="list-style-type: none"> • Canon, unison, formation • Motif • Dynamics • Stimulus • Space • Character • Structure and form • Emotion

Vocabulary						
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EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> • Swaying • Floating • Gust • Swirling • Galloping 	<ul style="list-style-type: none"> • Expression • Pathways • Direction • Perform • Dynamics 	<ul style="list-style-type: none"> • Stimulus • Dynamics • Formations • Canon • Unison • Shape • relationships 	<ul style="list-style-type: none"> • Stimulus • Dynamics • Formations • Canon • Unison • Expansion and contraction 	<ul style="list-style-type: none"> • Stimulus • Dynamics • Formations • Canon • Unison • Expansion and contraction • Phrases 	<ul style="list-style-type: none"> • Stimulus • Dynamics • Formations • choreograph • Relationship • contracting

Assessment						
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EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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EYFS Tapestry	To be added Autumn Term	To be added Autumn Term	To be added Autumn Term	To be added Autumn Term	To be added Autumn Term	To be added Autumn Term
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Gymnastics

<p style="text-align: center;">Knowledge <i>This will be delivered by teaching staff and Premier sports, through PPA, CPD and clubs.</i></p>						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Roll, crawl, hop, jump, walk, skip. • Move with grace and control • Develop body strength, coordination and balance. • Use core body strength to sit on the floor. • • 	<ul style="list-style-type: none"> • Remember and repeat actions and shapes • Make my body tense, relaxed, stretched and curled • Have an awareness of space when travelling • Link simple actions together • Use apparatus safely 	<ul style="list-style-type: none"> • Plan and repeat simple sequences of actions • Use shapes when performing other skills • Use directions and levels to make my work look interesting • Perform the basic gymnastic actions with some control and balance • Describe how my body feels during exercise. 	<ul style="list-style-type: none"> • Use a greater number of my own ideas for movements in response to a task. • Choose and plan sequences of contrasting actions • Complete actions with increasing balance and control • Move in unison with a partner • Choose actions that flow well into one another • Adapt sequences to suit different types of apparatus. • With help, recognise how performances could be improved. • Know why it is important to warm up. 	<ul style="list-style-type: none"> • Safely perform balances individually and with a partner. • Plan and perform sequences with a partner that include a change of level and shape. • Understand how body tension can improve the quality and control of movements. • Explain what happens in my body when I warm up. • Watch, describe and suggest possible improvements to others performances and my own. • Identify some muscle groups using gymnastic activities. 	<ul style="list-style-type: none"> • Create and perform sequences using apparatus, individually and with a partner. • Use set criteria to make simple judgements about performances and suggest ways they could be improved. • Use canon and synchronisation and mirroring when performing with a partner and a group and say how it affects the performance. • Use strength and flexibility to improve the quality of a performance. • Lead a partner through a short warm up routine. 	<ul style="list-style-type: none"> • Understand what counter balance and counter tension is and show examples with a partner. • Combine and perform gymnastic actions, shapes and balanced with control and fluency. • Create and perform sequences using compositional devices to improve the quality. • Lead a small group through a warm up routine. • Suggest changes and use feedback to improve the sequence.
Skills						

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Combine movements with ease and fluency. 	<ul style="list-style-type: none"> Travel Shapes Balances Shape jumps Take off and land Barrel roll Straight roll Introduction to a forward roll 	<ul style="list-style-type: none"> Traveling movements Shapes and balances Takeoff and land Shape jumps Barrel, straight and forwards roll 	<ul style="list-style-type: none"> Individual point and patch balances Straight, barrel and forward roll Straight, tuck and star jump Rhythmic gymnastics using a hoop 	<ul style="list-style-type: none"> Individual and partner balances Jumps using rotation Straight, barrel, forward and straddle roll Bridge Shoulder stand 	<ul style="list-style-type: none"> Symmetrical and asymmetrical balances Straightl, forward, backward and straddle roll Cart wheel Bridge Shoulder stand Handstand 	<ul style="list-style-type: none"> Forward, backward and straddle roll Counter balance Counter tension Bridge Shoulder stand Handstand Cartwheel Head stand vault
Vocabulary						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> Straight Barrel Tuck Pike Straddle sequence 	<ul style="list-style-type: none"> Straight Barrel Tuck Pike Straddle sequence 	Extension <ul style="list-style-type: none"> Body tension Rotation Momentum 	Extension <ul style="list-style-type: none"> Body tension Rotation Momentum Inversion pathways 	<ul style="list-style-type: none"> Inversion Symmetrical Asymmetrical Aesthetics synchronisation 	<ul style="list-style-type: none"> Inversion Symmetrical Asymmet.. Counter balance Counter tension
Assessment						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
EYFS Tapestry	To be added Autumn Term	To be added Autumn Term	To be added Autumn Term	To be added Autumn Term	To be added Autumn Term	To be added Autumn Term

Outdoor adventurous activity

Knowledge <i>This will be taught using lessons, forest school and residentials.</i>						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

	<ul style="list-style-type: none"> Follow instructions Listen to others Work cooperatively with a partner Communicate simple instructions Suggest ideas to solve tasks Show fair play 	<ul style="list-style-type: none"> Follow instructions Work with partner and begin to work in a small group Share my ideas and help solve tasks Listen to others Reflect on when I was successful at solving challenges. 	<ul style="list-style-type: none"> Follow and give instructions Communicate ideas and listen to others Work with a partner and a small group Plan and attempt to apply strategies to solve problems Reflect on when and why I was successful at solving challenges develop map reading skills 	<ul style="list-style-type: none"> Accurately follow and give instructions Reflect on when and why I was successful at solving challenges Work effectively with a partner and small group Identify key symbols on a map and use a key to navigate around a grid. Plan and apply strategies to solve problems. 	<ul style="list-style-type: none"> Reflect on when and why I was successful at solving challenges and alter my methods in order to improve Work effectively with a partner and small group, sharing ideas and agreeing on a team strategy. Use critical thinking at approach the task Use orientation and map reading skills 	<ul style="list-style-type: none"> Reflect on when and why I was successful at solving challenges and alter my methods in order to improve Work effectively with a partner and small group. Use critical thinking to form ideas. To pool ideas with a group, selecting and applying the best method to solve a problem. Efficiently navigate using a map.
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Skills

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> Listening Take turns Plan Lead communicate 	<ul style="list-style-type: none"> Communicate Team work Listen Plan Trust lead 	<ul style="list-style-type: none"> communicate Teamwork Listen Plan Trust Map reading orientation 	<ul style="list-style-type: none"> communicate Teamwork Listen Plan Trust Map reading orientation 	<ul style="list-style-type: none"> communicate Teamwork Listen Plan Trust Map reading Orientation Decision making Use a compass Reflect Design routes 	<ul style="list-style-type: none"> communicate Teamwork Listen Plan Trust Map reading Orientation Decision making Use a compass Reflect Design routes

Vocabulary

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> Teamwork Communication Planning decision 	<ul style="list-style-type: none"> Teamwork Communication Planning Decision Resilience collaboration 	<ul style="list-style-type: none"> Communication Obstacle Reflect Planning navigate 	<ul style="list-style-type: none"> Communication Obstacle Reflect Planning Navigate orientteering 	<ul style="list-style-type: none"> Communication Obstacle Reflect Planning Navigate Orienteering bearing 	<ul style="list-style-type: none"> Communication Obstacle Reflect Planning Navigate Orienteering Bearing Check point contour

Assessment

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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EYFS Tapestry	To be added Autumn Term	To be added Autumn Term	To be added Autumn Term	To be added Autumn Term	To be added Autumn Term	To be added Autumn Term
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Invasion games

Knowledge						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
EYFS	To be added Autumn Term	To be added Autumn Term	To be added Autumn Term	To be added Autumn Term	To be added Autumn Term	To be added Autumn Term
Skills						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
EYFS	To be added Autumn Term	To be added Autumn Term	To be added Autumn Term	To be added Autumn Term	To be added Autumn Term	To be added Autumn Term
Vocabulary						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

EYFS	To be added Autumn Term	To be added Autumn Term	To be added Autumn Term	To be added Autumn Term	To be added Autumn Term	To be added Autumn Term
Assessment						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
EYFS	To be added Autumn Term	To be added Autumn Term	To be added Autumn Term	To be added Autumn Term	To be added Autumn Term	To be added Autumn Term

swimming

Knowledge						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
N/A	<ul style="list-style-type: none"> Enter water safely using sit and swivel. Move around the water with feet on the floor. Float on their back for 5 seconds in a star shape Kick legs using a floatation aid, both on their front and back. 	<ul style="list-style-type: none"> Enter water safely using sit and swivel with control Move around the water with feet on the floor, and dipping head in. Float on their back for 5 seconds in a star shape. Float on their front in a star or tucked shape for 5 seconds. Kick legs, on their front and back using a floatation aid for 10 metres. 	<ul style="list-style-type: none"> Enter safely, using either sit and swivel, or jump tucked. Push an object with their head, lifting feet off the floor. Float on their front and back in a range of shapes and with confidence. Kick legs and pull with 1 arm while using a floatation aid on their front and back. Explain how cupped hands move the water to result in propulsion. Use dolphin legs while on their back. 	<ul style="list-style-type: none"> Enter safely, using either sit and swivel, or jump using tuck and pencil. Move from a back to front, and front to back float using a star shape. Use front and back crawl stroke without aids for a distance of 10 metres. Use 'frog' legs to push themselves to the bottom of the pool to collect an item. Use dolphin legs on their front and use little arm pulls to come up for breath. 	<ul style="list-style-type: none"> Jump into a floating hoop Move between different floating positions fluently. Discuss benefits of different floating positions, applying best choice to a range of situations. Use a range of strokes with increasing fluency, while breathing on alternate strokes, for a distance of 15 metres. 	<ul style="list-style-type: none"> Jump in, copying shapes that other people have used. Use the 'float, breath, relax' phrase to float for self-rescue. Complete 25 metres of a range of strokes. Explain and evaluate the use of different strokes for differing purposes - front crawl for competition but breaststroke for self-rescue. Work as a group to create the 'huddle' position. Work as a group to rescue a casualty

