

Subject : P.E.

SKILLS THEME	Year 1 skills and/or concept	Year 2 skills and/or concept	Year 3 skills and/or concept	Year 4 skills and/or concept	Year 5 skills and/or concept	Year 6 skills and/or concept
Athletics						
Key Skills	Remember, repeat and link combinations of actions Use their bodies and a variety of equipment with greater control and coordination	Remember, repeat and link combinations of actions Use their bodies and a variety of equipment with greater control and coordination	Consolidate and improve the quality, range and consistency of the techniques they use for particular activities	Consolidate and improve the quality, range and consistency of the techniques they use for particular activities	Develop the consistency of their actions in a number of events Increase the number of techniques they use	Develop the consistency of their actions in a number of events Increase the number of techniques they use
Specific Skills	Athletics in preparation for Sports Day Children to practise different sports day events		<p>Running</p> <ul style="list-style-type: none"> • Hips tall • Push off track with balls of feet • Drive knees so thigh is parallel to track • Maintain tall posture • Swing arms • Sprint under control for entire race. <p>Practise races for sports day, including skipping races, egg and spoon and sack race</p>	<p>Running</p> <ul style="list-style-type: none"> • Hips tall • Push off track with balls of feet • Drive knees so thigh is parallel to track • Maintain tall posture • Swing arms • Sprint under control for entire race. • Practise 80m/200m/400m <p>Relay</p> <ul style="list-style-type: none"> • Hold baton in hand while running • Pass the baton in exchange zone with good technique <p>Long jump</p> <ul style="list-style-type: none"> • Take off from board • Keep upper body straight and head up • Extend lead leg with takeoff leg trailing • Reach, extending arms and upper body forward • Land in sand heels first • Fall forward 	<p>Running</p> <ul style="list-style-type: none"> • Practise using turning boards • Hips tall • Push off track with balls of feet • Drive knees so thigh is parallel to track • Maintain tall posture • Swing arms • Sprint under control for entire race. • Practise 80m/200m/800m <p>Relay</p> <ul style="list-style-type: none"> • Hold baton in hand while running • Pass the baton in exchange zone with good technique <p>Standing long jump</p> <ul style="list-style-type: none"> • Stand behind board • Feet shoulder width apart • Extend arms in front of body • Bend knees • Drive legs <p>Long jump</p> <ul style="list-style-type: none"> • Take off from board • Keep upper body straight and head up • Extend lead leg with takeoff leg trailing • Reach, extending arms and upper body forward • Land in sand heels first • Fall forward <p>Vertical jump</p> <ul style="list-style-type: none"> • Bend knees • Use arms to push up 	

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				<p>Javelin throw</p> <ul style="list-style-type: none"> • Run with javelin in hand • Lean back when throwing • Use arms for force 	<ul style="list-style-type: none"> • Extend arms <p>Area athletics throwing</p> <ul style="list-style-type: none"> • Overarm throw • Use run up to give power <p>Javelin throw</p> <ul style="list-style-type: none"> • Run with javelin in hand • Lean back when throwing • Use arms for force <p>Speed bounce</p> <ul style="list-style-type: none"> • Two footed jumping over a barrier • Use arms to help with momentum
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Dance

<p>Movement skills (including warm up and cool down)</p>	<p>To take part in simple warm up and cool down activities.</p> <p>To develop basic movements using a range of body actions and body parts (jump, turn, travel, balance, and gesture).</p> <p>To move with some control and care.</p>	<p>To take part in simple warm up and cool down activities, and begin to be able to explain the importance of these.</p> <p>To master basic movements using a range of body actions and body parts (jump, turn, travel, balance, and gesture).</p> <p>To move with control, care and developing co-ordination.</p>	<p>To take part in warm up and cool down activities that suit the dance idea.</p> <p>To be able to explain the reasons why we need to warm up and cool down for dance.</p> <p>To move with control and co-ordination.</p> <p>To perform and explore body actions (jump, turn, travel, balance, and gesture).</p>	<p>To be able to describe what you need to do to warm up and cool down for dance.</p> <p>To begin to identify some warm up and cool down activities.</p> <p>To move with control, co-ordination and developing fluency.</p> <p>To be creative and experiment with body actions (jump, turn, travel, balance, and gesture).</p>	<p>To organise their own warm up and cool down activities, and share these within groups.</p> <p>To be confident in explaining the reasons for warming up/cooling down, using parts of the body to describe the effects.</p> <p>To explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group.</p>	<p>To organise and lead their own warm up and cool down activities.</p> <p>To identify reasons why dance is good for their fitness, health and wellbeing.</p> <p>To explore, improvise and combine movement ideas fluently and effectively.</p> <p>Explore, improvise and combine movement ideas fluently and effectively.</p>
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Performance skills	To copy, repeat and explore simple dance moves and actions.	To copy, repeat, remember and explore simple dance moves and actions.	To copy and remember set sequences demonstrating a good attempt at the timing of movement (rhythm). To improvise freely on their own and with a partner, responding to an idea/stimuli.	To copy and remember set sequences demonstrating a good attempt at the timing of movement (rhythm) and the quality/dynamics of the task. To explore and create characters and narratives in response to a range of stimuli.	To learn, remember and repeat set sequences. To perform dances expressively, using a range of performance skills.	To perform with precision, control and fluency. To refine my dances with style and artistic intention.
Choreography skills	To create simple movements that suit a dance idea or stimuli. To begin to link movements together.	To create and perform short dance phrases that express and communicate ideas and feelings. To begin to use changes of level and direction.	To create dance phrases that communicate the dance idea, using a simple structure (on their own or with a partner) To use changes of speed, level and direction.	To create motifs and phrases that communicate character and narrative. To be creative in their use of change of speed, level and direction.	Compose dances by using adapting and developing steps, formations and patterning from different dance styles. Begin to use choreographic principles (stillness, canon, levels, speed, rhythm, space)	Create and structure motifs, phrases, sections and whole dances that match the mood of the accompanying music. To be creative in exploring some choreographic principles (stillness, canon, levels, speed, rhythm, space)
Evaluation and appreciation skills	To be able to talk about own dance ideas and performance. To be able to describe what others' have done.	To be able to talk about the differences between own and others' performances. To say what has gone well and why. To begin to identify how a performance could be improved.	Describe and evaluate some of the features of own and others' dances, focussing on what worked well and why. To use what they learn from these evaluations to improve their own work.	Describe, interpret and evaluate their own and others' dances, taking account of character and narrative. To talk about how they might improve their dances.	Describe, interpret and evaluate dances, showing an understanding of some aspects of style and context.	Understand how a dance is formed and performed. Evaluate, refine and develop their own and others work.
Benchball/Netball/Basketball						
Key Skills	Throwing and catching, with varied equipment	Benchball: Copy, remember and repeat simple skills with control and coordination	Netball/Benchball: Select and use skills and ideas with control and coordination		Netball: Consistent performance showing precision, control and fluency	Basketball: Transferring known skills to similar sports and showing precision, control, fluency and adaptation

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<p>Specific Skills</p>	<p>Throwing and catching</p> <ul style="list-style-type: none"> • With some accuracy • On own and with partner • Move fluently • Be able to change direction and speed easily • Show control and accuracy with rolling and underarm throwing 	<p>Passing</p> <ul style="list-style-type: none"> • Pass a ball accurately to a partner • Vary distance and pace of pass • Perform a range of throwing, overarm, underarm, rolling and bounce pass with some degree of accuracy <p>Catching</p> <ul style="list-style-type: none"> • Starting to increase accuracy of catching • Use correct technique to bring ball in to chest <p>Marking, dodging and intercepting</p> <ul style="list-style-type: none"> • Show awareness of others running • Chase oppositions • Make simple decisions about when and where to run <p>Benchball games to include benchball, dodgeball and different variations on benchball rules</p>	<p>Passing</p> <ul style="list-style-type: none"> • Start to pass a ball to a partner accurately using a variety of netball passes. • Chest pass, shoulder pass, bounce pass • Start to choose distance and pace according to players positioning <p>Catching</p> <ul style="list-style-type: none"> • Continue to increase the accuracy of catching • Start to make jumps or dives to catch balls • Make sure players are in front of opposition when throwing and catching <p>Marking, dodging and intercepting</p> <ul style="list-style-type: none"> • Show greater awareness of others running • Start to chase oppositions and intercept balls • Make sensible decisions about when and where to run • Increase agility when moving • Start to increase special awareness of those on your team and the opposition <p>Turning with the ball/ Non-travelling rules</p> <ul style="list-style-type: none"> • Start to introduce the 		<p>Passing</p> <ul style="list-style-type: none"> • Pass a ball to a partner accurately using a variety of netball passes. • Choose distance and pace according to players positioning • Use other players' movement to increase pass completion <p>Catching</p> <ul style="list-style-type: none"> • Increase accuracy of catches • Jump and dive for the ball <p>Marking, dodging and intercepting</p> <ul style="list-style-type: none"> • Show awareness of others in the game • Use special awareness and awareness of other players to move in to better spaces • Chase opposition and intercept balls • Make tactical decisions about when and where to run • Increase agility when moving <p>Shooting</p> <ul style="list-style-type: none"> • Practise shooting in full size hoops • Use appropriate shooting techniques (arms raised, pushing ball up and in to net) • Practise defending shots • Increase hand/eye coordination 	<p>Passing</p> <ul style="list-style-type: none"> • Use netball passing techniques to accurately pass • Choose distance and pace according to players positioning • Use other players' movement to increase pass completion <p>Catching</p> <ul style="list-style-type: none"> • Increase accuracy of catches • Jump and dive for the ball • Use non-stationary targets <p>Dribbling</p> <ul style="list-style-type: none"> • Use hand/eye coordination to increase ability to move and dribble the ball at the same time • Change speed and direction • Dribble with dominant and non-dominant hands <p>Marking, dodging and intercepting</p> <ul style="list-style-type: none"> • Show awareness of others in the game • Use special awareness and awareness of other players to move in to better spaces • Chase opposition and intercept balls • Chase opposition and intercept balls • Make tactical decisions about when and where to run
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			<p>notion of non-travelling rules, footwork and turning/pivoting with the ball</p> <p>Benchball games with netball turning/no travelling rules</p> <p>Simplified games of netball, possibly without court markings or ridged positions or using hoops on the floor rather than the raised hoops</p>		<p>Turning with the ball/Non-travelling rules</p> <ul style="list-style-type: none"> • Introduce non-travelling rule and penalties for those who travel • Work on footwork and turning/pivoting with the ball <p>Full Game</p> <ul style="list-style-type: none"> • Introduce positions, pitch markings and full rules 	<ul style="list-style-type: none"> • Increase agility when moving <p>Shooting</p> <ul style="list-style-type: none"> • Use netball skills to start understanding of basketball shooting • Start to look at dribbling and then shooting <p>Footwork</p> <ul style="list-style-type: none"> • Make sure footwork is accurate and children are moving correctly with the ball <p>Mini/Full games</p> <ul style="list-style-type: none"> • Look at 3v3 games and try to increase to 5v5 or 7v7
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Multiskills

Key Skills	<p>Pupils vary skills, actions and ideas.</p> <p>They begin to show some understanding of simple tactics</p>	<p>Pupils vary skills, actions and ideas.</p> <p>They begin to show some understanding of simple tactics</p>				
Specific Skills	<p>The children will encounter a range of activities which are non-sports specific to improve their basic movement and fundamental sport skills in a fun, challenging and enjoyable environment.</p> <p>The essential aspect is that fundamental movement skills should be practiced and mastered before sport-specific skills are introduced. Multi skills should involve a variety of experiences and a lack of sports specialism.</p> <p>Multi skills development –</p> <ul style="list-style-type: none"> • Physical: Developing the child's movement capabilities and fitness levels. 					

- Technical: Developing the skills and techniques required to play a range of games, activities or sports.
- Tactical: Developing the child's knowledge of 'how to' play the game and their ability to solve challenges in sports, games and activities.
- Mental: Developing the child's mental capabilities including their decision making skills.
- Personal-Social: Developing the child's confidence, ability to build relationships, respect for rules and others, and their ability to find their own solutions to problems.

There are a large range of skills to develop including Agility, Balance, Co-ordination, Running, Jumping, Bouncing, Throwing, Catching, Striking, Skipping, Twisting, Turning, Hopping, Kicking, Trapping, Rhythm, Power and lunging. Here are some ideas to mix and match over the two years –

- Patter cake, patter cake and other clapping games
- Skittles
- Skipping
- Stuck in the mud
- Twister - using spots or objects
- What's the time Mr Wolf?
- Simon says ...
- Dodge ball / human skittles
- Obstacle assault course
- The Bean Game
- Duck, Duck, GOOSE!
- Juggling
- Dancing
- Hopscotch
- Aerobics

Football						
<p>Key Skills</p>	<p>Passing and moving with varied equipment.</p> <p>Explore and use skills, actions and ideas individually and in combination to suit the game they are playing</p>	<p>Football: Improve the way they coordinate and control their bodies and a range of equipment.</p> <p>Choose and use skills effectively for particular games</p>	<p>Football: Develop the range and consistency of their skills in all games .</p>			
<p>Specific Skills</p>	<p>Passing beanbags, quoits and balls on the floor</p> <ul style="list-style-type: none"> • Focus on accuracy • Understand pace and movement of different equipment • Judge this so that they can get in to correct positions to receive <p>Passing and dribbling with your feet</p> <ul style="list-style-type: none"> • Attempt to control the ball using the foot • Pass using the foot • Pass with attempted accuracy • Control a passed ball using your feet • Dribble forward using the foot • Passing ball through wide target to partner 	<p>Passing and dribbling</p> <ul style="list-style-type: none"> • Attempt to control the ball using the inside of the foot • Pass using the inside of the foot • Dribble forward using the inside and outside of the foot <p>Shooting</p> <ul style="list-style-type: none"> • Using power to strike the ball • Attempting to aim the ball <p>Tackling</p> <ul style="list-style-type: none"> • Tackle safely and without injury to another player • Make contact with the ball when tackling • Track down an opponent quickly <p>Basic marking</p> <ul style="list-style-type: none"> • Track another player and attempt to 	<p>Passing and dribbling</p> <ul style="list-style-type: none"> • Control the ball using the inside of the foot • Pass accurately using the inside of foot • Attempt longer passes using top of foot • Dribble without losing possession using the inside and outside of the foot <p>Shooting</p> <ul style="list-style-type: none"> • Use power and placement to strike the ball accurately <p>Tackling</p> <ul style="list-style-type: none"> • Tackle safely and without injury to another player • Make contact with the ball when tackling • Successfully focus, track and close down on opponents dribbling the ball. 			

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	<p>Stopping and controlling a moving ball</p> <ul style="list-style-type: none"> • Understanding where a ball will end up • Stopping the ball with the inside of your foot • Passing ball back to partner 	<p>reach the ball before them</p> <ul style="list-style-type: none"> • Intercept balls <p>Small 3/4/5 aside games</p>	<p>Basic and tactical marking and intercepting</p> <ul style="list-style-type: none"> • Sticking with an opponent when the opposition has the ball • Looking to stand 'goal side' of an opponent when marking • Attempting to intercept <p>Space finding</p> <ul style="list-style-type: none"> • Use the idea of triangles to get in to space • Make sure teams are passing and moving consistently • Get in to space when your team has the ball <p>Full game</p> <ul style="list-style-type: none"> • Introduce positions, 5 aside pitch markings and simplified offside rule for most able. 			
Tennis						
Key Skills	Explore the way they coordinate and control their bodies and a range of equipment.		Consolidate and improve the quality of their techniques and their ability to link movements.	Develop a broader range of techniques and skills for attacking and defending.		
Specific Skills	<p>Bat/ball co-ordination</p> <ul style="list-style-type: none"> • Start to be able to hit the ball with the bat • Using power and some direction • Being able to hit ball that has been thrown after one or two bounces 		<p>Bat/ball co-ordination</p> <ul style="list-style-type: none"> • Start to understand the tennis forehand technique <p>Against a wall (or equivalent)</p> <ul style="list-style-type: none"> • Be able to rally against a wall with some accuracy and pace 	<p>Rally with net + serve</p> <ul style="list-style-type: none"> • Back line of smaller court at specific sides • Throw ball up and hit when reaches highest point or bounce ball and hit as reaches highest point • Start rally with net and serve 		

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	<p>Against a wall (or equivalent)</p> <ul style="list-style-type: none"> • Start to be able to rally against a wall • Try to keep going as long as possible <p>Rally</p> <ul style="list-style-type: none"> • One or two bounces (allow more for lower ability) • Not using court markings 		<p>Rally</p> <ul style="list-style-type: none"> • Be able to rally with an opponent with some accuracy and pace • Try to keep rallies going for longer • Try to implement a one bounce rule <p>Rally with net + serve</p> <ul style="list-style-type: none"> • Start to look at tennis serve to start rallies • Back line of smaller court at specific sides • Throw ball up and hit when reaches highest point or bounce ball and hit as reaches highest point • Start to rally with net and serve 	<p>Tactical skills (smash, lob, hit into space on court)</p> <ul style="list-style-type: none"> • Look at other tennis moves, like the smash, lob and backhand • Lob – high arching shot • Smash – Powerful downward shot • Backhand – Natural hitting hand across the body • Look at positioning ball depending on space on court <p>Full game</p> <ul style="list-style-type: none"> • Simplified game / Scored rally 		
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Hockey

Key Skills		Copy, remember, repeat and explore simple skills and actions in PE activities with increasing control and coordination.	Perform actions and skills with more consistent control and quality.	Combine skills, techniques and ideas consistently showing precision, control and fluency.		
Specific Skills		<p>Passing and dribbling</p> <ul style="list-style-type: none"> • Basic grip of hockey stick • Hands apart • Left hand at top of stick • To pass – push with basic grip • Keep low • Stick stays in contact with ball • Follow through • To dribble – basic 	<p>Passing and dribbling</p> <ul style="list-style-type: none"> • Increase accuracy and fluency with passing and dribbling • Increase distance of passing • Increase difficulty of dribbling by using obstacles or opponents <p>Tackling</p> <ul style="list-style-type: none"> • Increase completion of 	<p>Passing and dribbling</p> <ul style="list-style-type: none"> • Increase accuracy and fluency of passing and dribbling • Increase distance of passing • Increase difficulty of dribbling by using obstacles or opponents <p>Tackling</p> <ul style="list-style-type: none"> • Increase completion of 		

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- grip
- Stick stays in contact with ball
 - Follow through
 - To dribble – basic grip
 - Stick to stay in contact with ball

Shooting

- Using passing technique but with more pace and some accuracy

Tackling

- Make sure tackling is done safely
- Not to continuously hit opponents stick
- Attack the ball
- Quickly reach out and trap the ball

Simplified games

- Simple pass and move games with no hockey rules
- Score in a wide target area

- tackles and ability to allow others to tackle the ball if in a better position
- Concentrate on timing of tackles
 - Dodge tackles with increasing proficiency

Basic marking and intercepting

- Sticking with an opponent when the opposition has the ball
- Looking to stand 'goal side' of an opponent when marking
- Attempting to intercept
- Try to make sure teams are passing and moving consistently
- Try to get in to space when your team has the ball

Simplified game

- Play a game with simplified positions, a goalkeeper and opponents not allowed in semi circle

- tackles and ability to allow others to tackle the ball if in a better position
- Concentrate on timing of tackles
 - Dodge tackles with increasing proficiency

Basic marking and intercepting

- Sticking with an opponent when the opposition has the ball
- Looking to stand 'goal side' of an opponent when marking
- Attempting to intercept
- Start to be able to read the game more, using special awareness of team members and opponents

Tactical/team marking and space finding

- Try to get in to space when your team has the ball
- Make sure teams are passing and moving consistently
- Use the idea of triangles to get in to space
- Full game

Fitness and Circuit Training

Specific Skills

Fitness and circuit training skills need to include various activities, appropriate to age group to develop stamina and muscle usage, plus physical control and mental strength.

Circuit training can be done using music as a timekeeper and by setting up different stations around the hall for children to be on for equal periods of time, including a rest station. Here is a list of a variety of different activities to include –

Shuttle runs

- Run from one cone to another cone and back again

Line Jumps

- Jump across a skipping rope on the floor and back again
- Make sure to bend knees

Press ups

- On all fours
- Hands should width apart and hips slightly wider than a 90 degree angle
- 1 press up is when your elbows bend at a 90 degree angle

Spotty dog

- Move arms and legs in opposite direction to each other

Skipping

- Two feet to two feet skipping with a skipping rope

Speed bounce

- Two feet to two feet sideways bounce
- Knees bent
- Skiing like movement

Step ups

- On to and back off of a bench
- One foot at a time

Sit ups

- Feet on the floor
- Knees at a 90 degree angle
- Back straight
- Hands behind head

Squats

- Feet shoulder width apart
- Never let your knees extend beyond your toes
- Bend at knees as if you were going to sit in a chair

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					<p>Burpees</p> <ul style="list-style-type: none"> • A squat thrust made from and ending in a standing position • A squat thrust is when the legs are thrust backwards from a squat position with hands on the floor <p>Star Jumps</p> <ul style="list-style-type: none"> • Jumping in a position with the legs and arms spread wide
Rugby					
Key Skills					<p>Know and apply the basic strategic and tactical principles of attack, and to adapt them to different situations</p>
Specific Skills					<p>Basic passing skills</p> <ul style="list-style-type: none"> • Familiarity with the ball • How to catch the ball correctly – hands out to meet the ball, pull ball into body • Pass and spin <p>Running</p> <ul style="list-style-type: none"> • Keep both hands on the ball when running • Hold ball in front, not under the arm like rugby <p>Passing along a line</p> <ul style="list-style-type: none"> • Stand sideways on • Hands on side of ball, fingers spread • Swing arms back and forth • Release towards reciever • Passing horizontally • Passing backwards • Spatial awareness of players <p>Tackling</p> <ul style="list-style-type: none"> • No contact • Tagging the opposition

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- Hold tag in air to show that they have tagged a player
- Remember to give the tag back
- Sticking with an opponent when the opposition has the ball
- Intercepting the ball or a players' run

Dodging

- Make sure teams are passing and moving consistently
- Get in to space when your team has the ball
- Improve agility when you have the ball to avoid being tagged
- Use all available space
- Look to find gaps between defenders

Scoring

- Ball must be placed down on the ground with two hands
- Do not dive to score a try

Team tactics

- Constantly have a V shape, so tagged players have options to pass
- Pass to those who are agile and fast to make the try
- Always look for positions and space when your team has the ball

Game

- Full rules
- 5/6/7 aside

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