

# Stamford Green Primary School and Nursery



## Physical Education (PE) Compendium

*“Sport teaches you character. It teaches you to play by the rules, it teaches you to know what it*

*feels like to win and lose – it teaches you about life.”*

*Billie Jean King*

## **What is the vision for PE at Stamford Green?**

- To build on the fundamental skills of movement, progressively developing pupils' gross and fine motor skills.
- To learn the skills of a variety of different physical activities, including dance, gymnastics and team sports.
- To ensure that all children are motivated and inspired to take part in daily physical activity and that they know the health benefits of doing so.
- To know rules, strategies and tactics for a range of games and apply these independently when taking part.
- To develop confidence and a 'can do attitude' towards all types of physical activity.

## **Our PE curriculum is brought to life by our seven commitments:**

### **H A P P I N E S S**

Our wide and varied curriculum is planned to give the children the confidence to enjoy PE and Games lessons. During lessons, all children are expected and encouraged to be active and feel involved. The children will learn about their body and so will understand the endorphins that you feel from physical activity. Through applying skills across a wide range of games and situations, children gain a clear understanding of rules and tactics that they can use independently in their play. We ensure that there is a good balance of competitive and non-competitive experiences to allow all children to enjoy their lessons. Our teachers encourage the children to want to participate in lessons so that they have a positive experience to exercise. In Key Stage 2, Outdoor Adventurous Activity is taught in every year group, ensuring that children learn valuable team working skills, including co-operation and sharing out job roles. This builds on the Team Building activities that the children learn in Key Stage 1

### **I N S P I R I N G**

Through our progressive curriculum, which builds on the children's physical skills, we aim to inspire our children to take part in team or individual competitions or tournaments. Through our allowing the children to experience a wide variety of different sports, the children will feel inspired to take part and develop their own skills. In order to inspire the children further, there are a number of lunchtime and after school clubs and tournaments for different sports and activities. This ensures that for children who wish to take part, their learning can continue outside the classroom.

### **L E A R N I N G**

Our progressive curriculum teaches the children the skills for PE, which takes place inside and Games, which take place outside. Our curriculum has been designed to be progressive so that it builds and develops children's skills and knowledge and can be

applied in a variety of different situations. In the EYFS and KS1, the children learn the fundamentals in Games lessons, which can then be applied to individual and team games when the children are in KS2. We ensure that the children know how to take part in and play a range of different sports and activities e.g. hockey, netball, tag rugby, yoga and this has been carefully planned to ensure that our children have a wide range of experiences. When learning to swim, our Year 5 children visit the local leisure centre to be taught by experienced swimming teachers. Over a period of a fortnight, the children will be taught how to swim every day for an hour lesson. This intensive period ensures that children are able to build on their skills from the previous day and as a result learn to swim and improve their swimming strokes at a faster pace. For some children in Year 6, we are able to offer top up swimming lessons to enable that they are able to swim a distance of a least 25 metres by the end of KS2.

### **T O G E T H E R N E S S**

During PE and Games lessons, children are encouraged to work together in pairs and as part of a team. These team working skills are invaluable as children learn different sports and then play team games. Children learn the important skills of listening and responding to each other whilst also supporting their team. In our PE and Games lessons, we ensure that the teachers and sports coach are role models to the children; they encourage and participate in lessons to demonstrate active engagement. During the summer term, children work in teams for our Sports Afternoons where they take part in a combination of competitive and non-competitive activities, culminating in a medal ceremony at the end!

### **V A L U E S**

The school's twenty two values are referenced frequently in PE and Games lessons. We ensure that the children know that in order to be successful, they need to show effort, resilience and cooperation. We teach the children to demonstrate their values consistently when playing sport; we encourage the children to display good manners, ensuring that they shake hands with their opponents and to respect decisions of referees. We ensure that the children are responsible for their equipment they use, ensuring that it is correctly tidied away at the end of a lesson.

### **A M B I T I O N**

Our varied curriculum ensures that children receive a wide variety of experiences and team sports, which encourages the children to pursue further outside of school as a hobby. We want the children to strive to be successful and as a result our curriculum is planned to give the children confidence. Linked closely with our PSHE curriculum offer is our 'Golden Run' where we encourage the children to be ambitious for themselves in terms of the number of laps they can achieve in a given time frame.

### **A C H I E V E M E N T**

In order to be successful in PE lessons, all children will be active throughout the lesson. Teachers communicate clear aims about either an individual or a series of lessons to enable the children to feel that sense of achievement and to motivate them further. We intend for all children to be able to swim a minimum of 25 metres, using a variety of different strokes, and ensure further lessons take place if necessary to enable this to happen by the end of KS2.

## **What are the aims for National Curriculum?**

The National Curriculum for physical education aims to ensure that all pupils:




- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports of activities
- lead healthy, active lives



































## By the end of Year 6 at Stamford Green, our children will...

Behaviours	Our children will demonstrate positive behaviours during PE and Games lessons. The children will understand the importance of playing fairly, following the rules of the games and will demonstrate sportsmanship. Our children will know the importance of being good sports e.g. shaking hands at the end of a match and will be consistent in doing this when playing other teams in and out of school. Our children will also be reflective about their learning and will want to try hard to develop themselves further.
Attitudes	Through our progressive curriculum which develops children's fundamental movement skills, children will show a positive attitude to physical activity. They will enjoy their lessons and will want to take part, both in lessons at school and for other activities outside of school. Children will have the ethos of working in groups and as part of a team and will understand the importance of playing fairly. Through the behaviours demonstrated during lessons in schools, the children will show these positive attitudes when playing games and sports either at lunchtimes with their friends or during sporting activities outside of school.
Skills	Our curriculum teaches the children how to use the fundamental movement skills which they can apply in different situations inside and outside of school. Our children will know how to play different sporting games such as tennis, tag rugby and hockey and will demonstrate proficient skills in dance, gymnastics and when using PE apparatus. During Games lessons, children will understand what is meant by tactics and strategy and will demonstrate the skills to be tactical and strategic independently. By the end of Year 6, our children will be able to swim and will know basic water safety.
Knowledge	Our curriculum ensures that children demonstrate a good knowledge of different sporting games and activities. We ensure that children feel secure in the knowledge of rules of a game so that they can use this knowledge themselves. Vocabulary is carefully planned throughout the years to complement the curriculum taught to enable children to know about and use correct terminology.
Experiences	Our vision for our curriculum is to give the children a wide range of experiences of sporting games and activities in lessons. We give the children different opportunities to represent the school if they would like to, in events such as friendly matches, tournaments and borough events. We ensure that there is a range of competitive and non-competitive experiences. The children will also take part in the annual Sports Afternoon with their year group, where the children take part in a combination of team games and traditional competitive or novelty races.
Technology	We use technology to help the children to gain instant feedback about their work. The use of videoing themselves can help to support technique and strategy so the children know what they can do to improve. We also use videos as a method to show children technique and tactics.
Sustained	It is our aim that the children leave Stamford Green with a sustained interest in physical activities. Through their experiences of a variety of different activities and games, we would like to give the children a sense

of clarity about activities that they might like to pursue – either at secondary school or at club level. We also want the children to be inspired and confident to know about how to maintain a healthy lifestyle.



















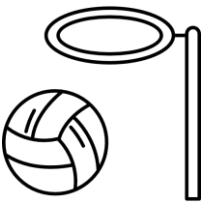

























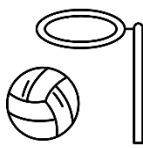



### The PE Curriculum Map – EYFS & Key Stage 1

		Autumn Term Fundamentals	Spring Term Fundamentals	Summer Term Dance
Nursery	PD			

Reception	PE	Fundamentals 	Fundamentals 	Gymnastics 	Gymnastics 	Dance 	Dance 
	Games	Introduction to PE 	Introduction to PE 	Ball Skills 	Ball Skills 	Games 	Games 
Year 1	PE	Fundamentals 	Fitness 	Dance 	Gymnastics 	Dance 	Team Building 
	Games	Ball Skills 	Sending and receiving 	Target games 	Invasion 	Athletics 	Striking and Fielding 
Year 2	PE	Fundamentals 	Fitness 	Gymnastics 	Dance 	Team Building 	Dance 
	Games	Ball Skills 	Sending and Receiving 	Target Games 	Invasion 	Athletics 	Striking and Fielding 

### The PE Curriculum Map – Key Stage 2

		Autumn Term	Spring Term	Summer Term
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Year 3	PE	Yoga 	Fundamentals 	Dance 	Gymnastics 	Dance 	Handball 
	Games	Ball Skills 	Outside Adventurous Activity 	Tag Ruby 	Hockey 	Athletics 	Rounders 
Year 4	PE	Gymnastics 	Fitness 	Gymnastics 	Dance 	Dodgeball 	Dance 
	Games	Netball 	Outdoor Adventurous Activity 	Tag Rugby 	Tennis 	Athletics 	Cricket 
Year 5	PE	Swimming 	Yoga 	Gymnastics 	Dance 	Handball 	Dance 
	Games	Football 	Outdoor Adventurous Activity 	Tag Rugby 	Hockey 	Athletics 	Rounders 
Year 6	PE	Fitness 	Gymnastics 	Dance 	Gymnastics 	Dance 	Dodgeball 
	Games	Football 	Outdoor Adventurous Activity 	Netball 	Tennis 	Athletics 	Cricket 

## Long Term Plan: Early Years Foundation Stage – Nursery

Milestones – By the end of Nursery, children will demonstrate...

- I am beginning to take turns with others
- I am building my confidence to try new challenges
- I can explore movement skills, beginning to demonstrate balance and coordination when playing games
- I am beginning to negotiate space safely
- I am beginning to use and remember sequences and patterns of movements which are related to music and rhythm
- I am building my confidence to try new challenges and perform in front of others

**According to the Early Years Statutory Framework, children should be taught:**

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.

**In Nursery, the children will have the following sporting opportunities:**

- Sports Afternoon

**The new vocabulary the EYFS children will use will include:**

	<b>Tier 1</b>	<b>Tier 2</b>	<b>Tier 3</b>
<b>Games</b>	run, jump, hop, shape	balance, space, safe, travel, action, copy, repeat, freeze, direction, move, dance	sequence, movement, perform, apparatus
<b>PE</b>	stop, run, jump, kick, roll	space, control, travel, rules, score, throw, catch, skip, bounce, kick, roll	dribble, target

*\*For progression of skills – please see internal PE Compendium\**



**Milestones – By the end of Reception, children will demonstrate...**

- I can negotiate space safely with consideration for myself and others
- I play cooperatively, take turns and congratulate others
- I use movement skills with developing balance and coordination
- I understand the rules and can explain why it is important to follow them
- I am confident to try new challenges
- I play games honestly with consideration of the rules
- I show an understanding of my feelings and can regulate my behaviour
- I follow instructions involving several ideas or actions
- I can make independent choices
- I use ball skills with developing competence and accuracy
- I can combine movements, selecting actions in response to the task and apparatus
- I can confidently use a range of large and small apparatus
- I use movement skills with increasing control and grace
- I am confident to perform in front of others
- I show respect towards others when providing feedback
- I can combine movements fluently

**According to the Early Years Statutory Framework, children should be taught:**

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.

**In Reception, the children will have the following sporting opportunities:**

- Year group tournaments
- Sports Afternoon

**The new vocabulary the EYFS children will use will include:**

	<b>Tier 1</b>	<b>Tier 2</b>	<b>Tier 3</b>
<b>Games</b>	run, jump, hop, shape	balance, space, safe, travel, action, copy, repeat,	sequence, movement, perform, apparatus

		freeze, direction, move, dance	
<b>PE</b>	stop, run, jump, kick, roll	space, control, travel, rules, score, throw, catch, skip, bounce, kick, roll	dribble, target

*\*For progression of skills – please see internal PE Compendium\**

## Long Term Plan: Year 1

**Milestones – By the end of Year 1 , children will demonstrate...**

- I am beginning to catch with two hands
- I can roll and throw with some accuracy
- I can change direction when moving at speed
- I can show hopping and jumping movements
- I am beginning to send and receive a ball with my feet
- I can recognise changes in my body when I exercise
- I choose appropriate movements for different dances
- I say what I like about someone else's dance performance
- I can use an overarm throw aiming towards a target
- I can use an underarm throw aiming towards a target
- I can link simple actions together to create a sequence
- I can use apparatus safely and wait for my turn
- I can recognise space when playing games
- I understand when I am a defender and when I am an attacker
- I understand the difference between a jump, a leap and a hop and choose which allows me to jump the furthest
- I can work with others and make safe choices
- I can follow paths and lead others
- I can suggest ideas to solve tasks
- I understand the rules and I am beginning to use these to play honestly and fairly
- I know how to score points
- I understand why it is important to warm up
- I try my best in challenges I am set

**According to the National Curriculum, children in Key Stage 1 should be taught:**

- Master basic movements including running, jumping, throwing and catching as well as developing balance, agility, coordination, and begin to apply these a range of activities
- Participate in team games, developing simple tactics for attacking and defending
- Perform dances using simple movement patterns

**In Year 1, the children will have the following sporting opportunities:**

- Year group tournaments
- Sports Afternoon
- KS1 District Sports
- Sports Clubs (after school)

**The new vocabulary the Year 1 children will use will include:**

	Tier 1	Tier 2	Tier 3
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<b>Games</b>	safe, roll, balance	stable, exercise, health, muscles, strength, expression, challenge, teamwork, problem solving, barrel roll, straight roll, forwards roll, mirror	stability, lifestyle, pathways, expressive, collaborative, sequence
<b>PE</b>	speed, direction, catch, throw, kick	target, accurate, distance, send, receive, attack, defend, dodge, underarm, overarm, aim, pass, goal, fair, honest	accuracy, co-ordination, hand-eye coordination, leadership, technique, possession, performance, retrieve

***\*For progression of skills – please see internal PE Compendium\****

## Long Term Plan: Year 2

**Milestones – By the end of Year 2, children will demonstrate...**

- I can send and receive a ball using both kicking and throwing and catching skills
- I can roll and throw a ball and hit a target
- I show balanced and coordination when running at different speeds
- I am beginning to turn and jump in an individual skipping rope
- I can catch a ball passed to me, with and without a bounce
- I can work safely to send and receive a ball towards a partner using a piece of equipment
- I can show determination to continue working over a longer period of time
- I understand that running at a slower speed will allow me to run for a longer period of time
- I can throw, roll, kick or strike a ball to a target with some success
- I understand what good technique looks like and can use key words in the feedback I provide
- I am proud of my work and confident to perform in front of others
- I can perform the basic gymnastic actions with some control and balance
- I can stay with another to try and win the ball
- I know who is on my team and I can attempt to send the ball to them
- I can show a character and ideas through the actions and dynamics I choose
- I can work with a partner using mirroring and unison in our actions
- I can use an overarm throw to help me to throw for distance
- I show balance and coordination when running at different speeds
- I can say when I was successful at solving challenges
- I show honesty and can play fairly
- I understand the rules of the game and can use these to play fairly in a small group
- I am beginning to provide feedback using key words

**According to the National Curriculum, children in Key Stage 1 should be taught:**

- Master basic movements including running, jumping, throwing and catching as well as developing balance, agility, coordination, and begin to apply these a range of activities
- Participate in team games, developing simple tactics for attacking and defending
- Perform dances using simple movement patterns

**In Year 2, the children will have the following sporting opportunities:**

- Year group tournament
- Sports Afternoon
- KS1 District Sports
- Sports Club (after school)

**The new vocabulary the Year 2 children will use will include:**

	<b>Tier 1</b>	<b>Tier 2</b>	<b>Tier 3</b>
<b>Games</b>	control, balance, copy, mirror	determination, co-ordination, circuit, communicate, timing, rehearse, expression	agility, stamina, dynamics

<b>PE</b>	move, target, run, move, speed, accurate	racquet, strike, moving, sprint, skills, measure, pressure	tactics
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*\*For progression of skills – please see internal PE Compendium\**

## **Long Term Plan: Year 3**

**Milestones – By the end of Year 3, children will demonstrate...**

- I can catch different sized objects with increasing consistency with two hands
- I can track the path of a ball that is not sent directly to me
- I can change direction quickly
- I can link hopping and jumping actions
- I can listen and am accepting of others' ideas
- I am developing map reading skills
- I can describe how yoga makes me feel
- I can copy and link yoga poses together to create a short flow
- I am learning the rules of the game and I am beginning to use them to play honestly
- I can defend an opponent and attempt to tag them
- I can adapt sequences to suit different types of apparatus
- I use a greater number of my own ideas for movements in response to a task
- I can dribble, pass, receive and shoot the ball with some control
- I am beginning to use simple tactics
- I can repeat, remember and perform a dance phrase
- I can use counts to keep in time with a partner and a group
- I can take part in a relay activity, remembering when to run and what to do
- I can use different take off and landings when jumping
- I can find space away from others and near to my goal
- I work co-operatively with my group to self-manage games
- I am able to bowl a ball towards a target
- I am beginning to strike a bowled ball

#### According to the National Curriculum, children in Key Stage 2 should be taught:

- Use running, jumping, throwing and catching in isolation and in combination
- Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending
- Develop flexibility, strength, technique, control and balance
- 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 improvements to achieve their personal best

#### In Year 3, the children will have the following sporting opportunities:

- Sports Afternoon
- Year group tournaments
- Sports Club (lunchtime)
- Tag Rugby Tournament
- KS2 District Sports
- Inter-house tournaments (after school)
- Sports clubs (after school)
- Cross Country clubs (after school)

#### The new vocabulary the Year 3 children will use will include:

	<b>Tier 1</b>	<b>Tier 2</b>	<b>Tier 3</b>
<b>Games</b>	fast, slow, faster,	accelerate, decelerate, mindfulness, flexibility,	

	slower, flexible, rhythm, dance, form, extend	meditation, yoga, flow, canon, unison, formation, extension, body tension, point, patch, transition, match, contrast	
<b>PE</b>	bat, run, forwards, backwards, throw, catch, direction	consistent, technique, solve, reflect, improve, symbols, route, trust, navigate, orientate, fair play, forward pass, offside, push ups, tackle, relay bowl, bases	consistency, improvement, tournament, personal best,

***\*For progression of skills – please see internal PE Compendium\****

## Long Term Plan: Year 4

**Milestones – By the end of Year 4, children will demonstrate...**



- I can defend an opponent and try to win the ball
- I can pass, receive and shoot the ball with some control
- I can identify some muscle groups used in gymnastic activities
- I understand how body tension can improve the control and quality of my movements
- I can accurately follow and give instructions
- I can identify key symbols on a map and use a key to help navigate around a grid
- I can use key points to help me to improve my sprinting technique
- I understand there are different areas of fitness and that each area challenges my body differently
- I can help my team keep possession and score tries when I play in attack
- I can use simple tactics to help my team score or gain possession
- I can use a range of basic racquet skills
- I can return to the ready position to defend my own court
- I can copy and remember set choreography
- I can use changes in timing and space to develop a dance
- I can demonstrate the difference in sprinting and jogging techniques
- I show determination to improve my personal best
- I can communicate with my teammates to apply simple tactics
- I can return to the ready position in dodgeball to defend myself
- I am able to bowl a ball with accuracy and consistency
- I can strike a bowled ball after a bounce
- I can create a sequence using apparatus
- I can perform controlled movements using a range of apparatus

**According to the National Curriculum, children in Key Stage 2 should be taught:**

- Use running, jumping, throwing and catching in isolation and in combination
- Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending
- Develop flexibility, strength, technique, control and balance
- 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 improvements to achieve their personal best

**In Year 4, the children will have the following sporting opportunities:**

- Sports Afternoon
- Year group tournaments
- Sports Club (lunchtime)
- Tag Rugby Tournament
- KS2 District Sports
- Inter-house tournaments (after school)
- Dance Festival
- Sports clubs (after school)
- Cross Country club (after school)

**The new vocabulary the Year 4 children will use will include:**

	<b>Tier 1</b>	<b>Tier 2</b>	<b>Tier 3</b>
<b>Games</b>	move, movement,	inverted movements, straddle roll, bridge,	

	rolls, shoulder, rotate, jump, match, mirror, dodge, throw	shoulder stand, rotation jumps, gesture, character, attack, defend, block, possession, duck, pull throw	
<b>PE</b>	pass, hold, collaborative, overarm, underarm, bowl	footwork, contact, obstruction, held ball, collaboratively, two handed pick up, ready position, forehand, backhand rally, pace	officiate

***\*For progression of skills – please see internal PE Compendium\****

## **Long Term Plan: Year 5**

**Milestones – By the end of Year 5, children will demonstrate...**

- I can dribble, pass, receive and shoot the ball with some control under pressure
- I can communicate with the team and move into space to keep possession and score
- I can swim confidently, competently and proficiently over a distance of at least 25 metres
- I can perform safe self-rescue in different water-based situation
- I can use a range of strokes effectively
- I am inclusive of others and can share job roles
- I can navigate around a course using a map
- I can create a yoga flow working safely with a partner
- I can tag opponents and close down space
- I know what position I am playing in and how to contribute when attacking and defending
- I can lead a partner through short warm up routines
- I can create and perform sequences using apparatus, individually and with a partner
- I can use tracking, tackling and intercepting when playing in defence
- I understand there are different skills for different situations and I am beginning to apply this
- I can choreograph phrases individually and with others considering actions and dynamics
- I can use counts when choreographing to stay in time with others and the music
- I show accuracy and power when throwing for distance
- Can identify good athletic performance and explain why it is good
- I can apply defensive skills individually and as a team to gain possession, deny space and stop goals
- I communicate with my team and move into space to help to maintain possession

#### According to the National Curriculum, children in Key Stage 2 should be taught:

- Use running, jumping, throwing and catching in isolation and in combination
- Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending
- Develop flexibility, strength, technique, control and balance
- 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 improvements to achieve their personal best
- Swim competently, confidently and proficiently over a distance of at least 25 metres
- Use a range of strokes effectively
- Perform safe self-rescue in different water based situations

#### In Year 5, the children will have the following sporting opportunities:

- Sports Afternoon
- Sports Club (lunchtime)
- Tag Rugby tournament

- Cross Country tournament
- Sports Hall Athletics
- KS2 District Sports
- Kwik Cricket tournament
- Inter-house tournaments (after school)
- Rounders club (after school)
- Tag Rugby club (after school)
- Netball club (after school)
- Football club (after school)
- Cross Country club (after school)

**The new vocabulary the Year 5 children will use will include:**

	<b>Tier 1</b>	<b>Tier 2</b>	<b>Tier 3</b>
<b>Games</b>	swim, water, survive, safe, yoga, symmetry, balance	tread water, front crawl, backstroke, breaststroke, surface dive, survival, water safety, intercept, sequence, yoga flows, cartwheels, handstands, synchronised, symmetrical, asymmetrical balances	
<b>PE</b>	goal, possession, position, distance, throw, jump, competition	goal keeper, referee, dribble, drawing defence, long distance, shot put, javelin, triple jump, relay, changeover, backstop, competitive, stump	negotiate

***\*For progression of skills – please see internal PE Compendium\****

## Long Term Plan: Year 6

**Milestones – By the end of Year 6, children will demonstrate...**

- I can select the appropriate action for the situation and make this decision quickly
- I can use marking/tackling and/or interception to improve my defence
- I can combine and perform a gymnastic actions, shapes and balances with control and fluency
- I can use appropriate language to evaluate and refine my own and others' work
- I can orientate a map efficiently to navigate around a course
- I can pool ideas within a group, selecting and applying the best method to solves a problem
- I can change my running techniques to adapt to different distances
- I can collect, record and analyse scores to identify areas where I have made the most improvements
- I can create and use space to help my team
- I can use marking and/or interception to improve my defence
- I can use a wider range of skills with increasing control under pressure
- I recognise my own and others' strengths and areas for development and can suggest ways to improve
- I can perform dances confidently and fluently with accuracy and good timing
- I can choreograph a dance and work safely using a prop
- I can compete within the rules showing fair play and honesty
- I can select and apply best pace for a running event
- I can work collaboratively to create tactics with my team and evaluate the effectiveness of these
- I can work in collaboration with others so that the game runs smoothly
- I understand and can apply some tactics in the game as a batter, bowler and fielder
- I can use a wider range of fielding skills with increasing control under pressure

#### According to the National Curriculum, children in Key Stage 2 should be taught:

- Use running, jumping, throwing and catching in isolation and in combination
- Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending
- Develop flexibility, strength, technique, control and balance
- 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 improvements to achieve their personal best

#### In Year 6, the children will have the following sporting opportunities:

- Sports Afternoon
- Year group tournaments
- Sports Club (lunchtime)

- Tag Rugby tournament
- Sports Hall Athletics event
- KS2 District Sports event
- Kwik Cricket tournament
- Inter-house tournaments (after school)
- Netball matches against local schools
- Netball Rally event
- Football league against local schools
- Football tournament
- Football Festival
- Rounders tournament
- Cross Country event
- Rounders club (after school)
- Tag Rugby club (after school)
- Netball club (after school)
- Football club (after school)
- Cross Country club (after school)

**The new vocabulary the Year 6 children will use will include:**

	<b>Tier 1</b>	<b>Tier 2</b>	<b>Tier 3</b>
<b>Games</b>	tension	counter tension, handstand, vault, formations	choreograph
<b>PE</b>	tactics, plan, underarm, throw, strength, accuracy, bat, field	tactical planning, marking, tackling, intercepting, pace, underarm serve, volley, discus, push throw, fling throw, wicket keeper	collaboration

***\*For progression of skills – please see internal PE Compendium\****