



King's Meadow
Academy

Physical Education Curriculum Overview



*“happy children who are confident,
independent and thoughtful.”*

Our Curriculum Design

At Kings Meadow Academy, we view Physical Education as a subject that actively promotes active lifestyles amongst our children. This is essential for preventing health issues like heart disease and diabetes. With an ever-increasing obesity problem among children in our locality, Physical Education is a crucial part of our whole school offer. Beyond the fitness aspects of PE, its importance in developing social skills and self-regulation is of equal importance. Memory, focus, motor skills and mental health are all actively promoted and run through all our units of work.

We use our growing partnership with **Wakefield Trinity** as the basis for our curriculum, which is grounded in both the **EYFS framework** and **National Curriculum**. Across EYFS and KS1, our pupils are in single age year groups, which enables all of the core foundational knowledge and skills to be embedded within a specific set of **6 units in a yearly cycle**. We do not specify the types of games that children participate in in KS1 as we want to build the core fundamental skills needed for sport specific activities moving into KS2. Within KS2, units are sequenced in single age groups, however, due to the fluctuations in pupil numbers, the lower KS2 curriculum does at times need to change to a 2 year cycle (A & B) to accommodate this. In KS2, we start to introduce more sport specific games as these allow pupils to apply their knowledge and understanding of the skills learnt in KS1.

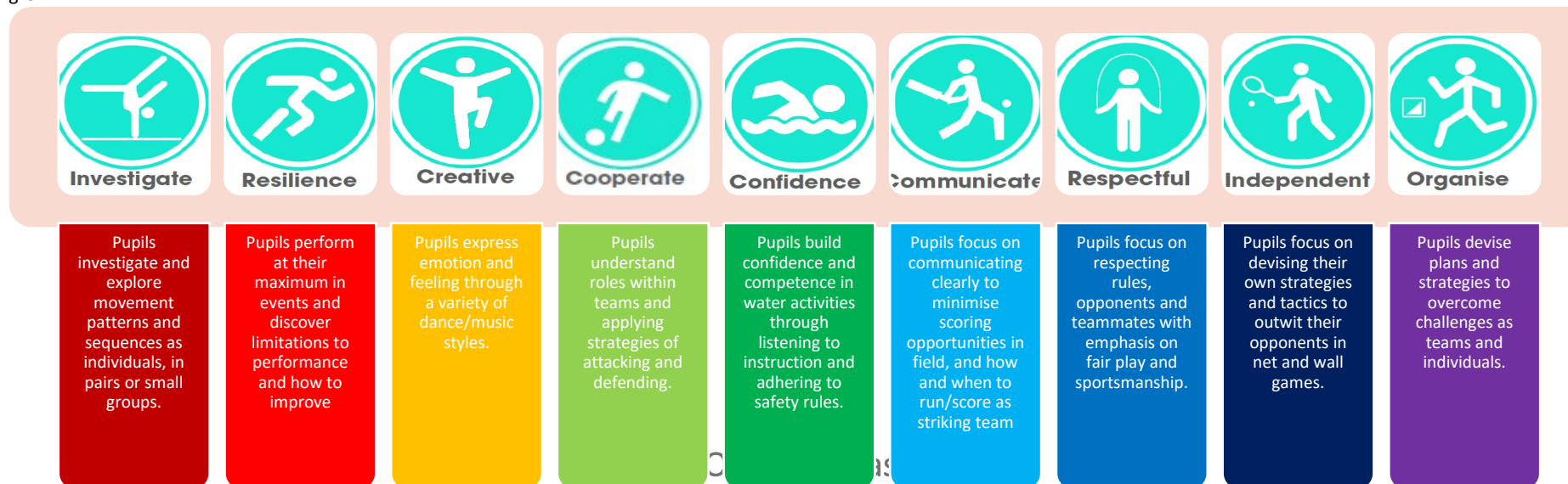
Our **cyclical** curriculum focuses on the 9 aspects below and our pupils revisit the **substantive** and **disciplinary** concepts throughout their time in our school. Each PE unit is colour coded to show the **overarching disciplinary concept** developed within the unit and this can be visually tracked across the scheme of work. Each time they revisit an aspect in a different phase, it is with **increasing complexity** to build on their **prior knowledge**. Each year group has **6 taught units** that are taught as a half termly block for up to **90 minutes** each week.

Our curriculum design – substantive v disciplinary

In the context of the primary curriculum, **games, gymnastics, dance, athletics, and swimming** each represent distinct **substantive disciplines** of physical education, each with its own set of skills, techniques, and objectives:

Games	Gymnastics	Dance	Athletics	Swimming	Outdoor and Adventurous Activities
Focuses on team sports and individual games, teaching skills such as strategy, hand-eye coordination, and teamwork. Students develop tactical understanding, fair play, and sportsmanship.	Involves performing sequences of movements such as balance, flexibility, and strength. The focus is on precision, technique, and body control, with an emphasis on personal challenge and improving performance.	Focuses on expression, creativity, and rhythm. Children learn to create and perform movements to music, which helps them express emotions and ideas through physical movement.	Encompasses track and field events like running, jumping, and throwing. It emphasizes individual physical development, speed, endurance, and strength.	Involves water-based activities that develop skills like stroke techniques, breathing control, and water safety. It focuses on physical conditioning and personal achievement.	(OAA) are an important aspect of the curriculum designed to help children develop a variety of skills that extend beyond the typical indoor activities. These activities aim to foster personal, social, and physical growth while encouraging exploration, risk-taking, and problem-solving in an outdoor environment. There are opportunities for children to take part in the in a block residential in Year 6

Rather than simply teach skills or sports in isolation, all of our lessons at King's Meadow are based around strands that we have identified are crucial for children's success both inside and outside the classroom. In any given PE lesson, our children will be learning how to improve one or more of these strands and each one is revisited and practiced sequentially throughout our units of work and long-term plans. There is an initial focus on the strands in isolation in EYFS and KS1 but in KS2, children are expected to notice the relationship between skills and the different strands they may encounter. Our overall intention is that these 9 strands below should be used and become evident throughout many different disciplines and sporting contexts as children grow.



Our curriculum is designed to enable our children to work towards an understanding of the 'big ideas' in PE outlined below by the end of KS2. This cumulative knowledge is developed over time to enable pupils to develop a secure understanding.

Through the opportunities our PE curriculum provides at King's Meadow, we expect them to:

1. Know the importance of being physically active as this leads to life-long participation and improved physical and mental health in the long-term
2. Be a gracious winner in competitive scenarios and learn how to deal with defeat
3. Solve problems and develop a resilient attitude
4. Reflect on their own and others' performances, giving positive feedback and ways to improve
5. Demonstrate a willingness to improve and achieve their personal best
6. Work as part of a team and communicate effectively with others
7. Have the confidence to express themselves creatively and develop ideas into sequences
8. Become confident and safe in and around water

Our Learning Cycles

Below is an overview of our unit titles, which are colour coded to show the overarching disciplinary concept that pupils make prior knowledge links to.

	AUTUMN		SPRING		SUMMER	
EYFS	Respectful – Ball Control		Investigate – travelling and moving		Creative – Rhythm in simple dance	
Y1	Investigate – Balance and Movement (Gymnastics)	Respectful – Rolling and Hitting Skills (Games)	Respectful – Overarm Throwing Skills (Games)	Creative – Movements and Actions (Dance)	Resilience – Running (Athletics)	Resilience – Throwing and Catching (Athletics)
Y2	Investigate – Balance, Movements and Creating Sequences (Gymnastics)	Respectful – Fundamental Skills for Sport (Games)	Creative – Spatial Awareness (Dance)	Respectful – Throwing Techniques (Games)	Respectful – Invasion Games	Resilience – Fundamental Athletics Skills (Athletics)
Y3/4A	Co-operate – Team Sports (Invasion Games)	Investigate – Movement Skills (Gymnastics)	Independent – Badminton (Net/ Wall Games)	Creative – Dance from Around the World	Organise - Orienteering	Resilience – Athletics
Y3/4B	Co-operate – Attacking and Defending (Invasion Games)	Creative – Different ways of Moving (Dance)	Investigate – Gymnastics Sequences	Communicate – Indoor Cricket (Striking and Fielding Games)	Organise – Obstacle Courses	Resilience – Athletics (Sprinting)
Y5	Investigate – Creating Complex Sequences (Gymnastics)	Co-operate – Team Sports (Invasion Games)	Communicate – Striking and Fielding Games (Cricket)	Creative - Dance	Organise – Maps and Environments	Resilience – Track and Field Events
	Confidence - children in Year 5 access Swimming lessons (Aspire Wakefield Scheme) throughout the year					
Y6	Co-Operate – Indoor Invasion Games	Investigate – Continuing Complex Sequences (Gymnastics)	Creative – Actions and Balances (Dance)	Communicate – Striking and Fielding Games (Continued)	Organise – Sports Leaders	Resilience – Athletics and School Records

YR	Autumn	Spring	Summer
Knowledge & Skills	<p>Respectful – Ball Control</p> <ul style="list-style-type: none"> Understand how to control a ball and be able to push, roll and throw an object Understand how to dribble a ball using both feet and hands to control Understand the importance of aiming when throwing and rolling an object Understand how to throw and catch a variety of different objects Use a variety of different objects to be able to pass and catch successfully Use all the skills previous to complete a series of relay raced games 	<p>Investigate – Travelling and Moving</p> <ul style="list-style-type: none"> Travel with confidence and skill around, under, over and through balancing and climbing equipment Experiments with different ways of moving (rolling, crawling, walking, jumping, running, hopping, skipping, climbing) Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles Jumps off an object and lands appropriately Negotiate space and obstacles safely, with consideration for themselves and others Recognise the changes that happen to their bodies when they are active 	<p>Creative – Rhythm in simple dance</p> <ul style="list-style-type: none"> Synchronise movements with music such as travelling rhythmically on feet, hopping and skipping Understand dance etiquette; correct postural alignment, transfer of weight, extension & flexion Explore basic dance actions with some understanding of mood and feeling in relation to the dance idea Create short dance sequences, using travel, turn, jump, gesture, pause and fall Perform (show), create (try out), appreciate (watch, talk about,) dance Explore dance linked to a story
Vocab	Run, stop, throw, roll, team, kick, space, catch, Team, space, catch, throw, safely, bounce, forward, backward	Run, stop, space, jump, balance, skip, share, team, path, listen, space, travel, follow, safely	Move, copy, shape, space, safely, sideways, around, travel, forwards, backwards
Continuous Provision	<p>Continuous Provision Enhancements</p> <ul style="list-style-type: none"> Pupils have access to large outdoor equipment throughout the day which allows children to develop and refine balancing skills. Snipping and cutting with scissors across a range of activities throughout the year within the provision areas develops precision to cut around templates and along different lines. Pupils develop using cutlery and cups within the role play area and during lunchtime, whilst also using one handed tools with precision and purpose. Dough Disco and Squiggle Whilst You Wiggle is done daily to develop motor skills. Self-care and hygiene are developed through daily routines and opportunities within the role play/small world areas to think about healthy and active life styles. 		

Y1	Autumn		Spring		Summer	
Knowledge & Skills	Investigate – balance and movement (Gymnastics) <ul style="list-style-type: none"> Show control and co-ordination when travelling and remaining still Find and use space safely showing awareness of others Remember and repeat simple actions and movements with control Describe movement phrases, e.g. travelling, balancing, climbing etc Select, link and perform simple actions Know how to start and finish movement phrases 	Respectful – Rolling and Hitting Skills (Games) <p>Use basic underarm, rolling and hitting skills accurately</p> <p>Intercept, retrieve and stop bean bags and large balls with some consistency</p> <p>Throw, hit, kick a ball in a range of ways depending on the needs of the game</p> <p>Describe what they and others need to do in a game</p>	Respectful – Overarm Throwing Skills (Games) <ul style="list-style-type: none"> Develop upon previous knowledge of underarm throwing technique and use this in different situations Understand the difference between throwing with one hand or two and how these might change in different scenarios Understand what and others need to do in a game including developing overarm throwing skills Develop an understanding of games and how to play games which involves throwing objects in both one and two hands 	Creative – Movements and Actions (Dance) <ul style="list-style-type: none"> Perform a series of simple movements & actions thinking of ideas for a dance story Show an increasing sense of dynamic expression and rhythmic accuracy when performing animal movements and shapes Select appropriate movements to support different dance ideas which fit the theme of an animal story Remember, repeat short dance phrases of simple movements 	Resilience – Running (Athletics) <ul style="list-style-type: none"> Use arms and legs to generate speed and momentum in running. Observe, copy and describe what they and others have done. Remember, repeat and link combinations of actions (and put these into practice) 	Resilience - Throwing and Catching (Athletics) <ul style="list-style-type: none"> Track the movement of the ball to be able to catch an object successfully Catch a ball whilst on the move Use the under and over arm technique when throwing for distance Remember, repeat and link combinations of actions
	Vocab	Control Coordination Space Movement Repeat Balance Travelling Sequence Performance Linking Shapes Performance	Rolling Hitting Underarm Rules Respect Intercept retrieve Control Opposite Target Stationary Combining	Underarm Accurate Overarm Long distance Technique One handed Two handed Underarm Short distance Overarm Long distance Catching	Movements Actions Rhythm Actions Genre Creative Phases Shapes Dynamic Perform	Momentum Control Endurance Power Balance Co-ordination Hand-eye co-ordination Position Placement

	Autumn		Spring		Summer	
Y2						
Knowledge & Skills	<p><u>Investigate – Balance, Movements and Creating Sequences (Gymnastics)</u></p> <ul style="list-style-type: none"> Travel in a range of different ways using feet, hands and feet and without feet. Use all available space using different pathways and changes in direction. Repeat simple sequences accurately and consistently. Describe own and others movements, balances and body shapes, using appropriate vocabulary. Select, link and perform with control a variety of actions. Perform longer movement phrases containing a clear beginning, middle and end. Identify when the heart rate (pulse) and breathing quickens. 	<p><u>Respectful – Fundamental Skills for Sport (Games)</u></p> <ul style="list-style-type: none"> Use with accuracy underarm, overarm and hitting skills. Track, intercept, stop and catch balls consistently. Anticipate movements and actions of others in partner work. Describe simple tactics and skills used in games. Throw, hit, kick a ball in a range of ways depending on the needs of the game. Describe what they and others need to do in a game. 	<p><u>Creative – Spatial Awareness (Dance)</u></p> <ul style="list-style-type: none"> Travel in a range of different ways using feet, hands, and feet and without feet. Use all available space using different pathways and changes in direction. Repeat simple sequences accurately and consistently. Describe own and other's movements, balances, and body shapes, using appropriate vocabulary. Select, link, and perform with control a variety of actions. Perform longer phases containing a clear beginning, middle and end. 	<p><u>Respectful – Throwing Techniques (Games)</u></p> <ul style="list-style-type: none"> Develop and expand upon previous knowledge of underarm throwing technique and use this in different situations. Develop and expand upon previous knowledge of overarm throwing technique and use this in different situations. Understand the difference between throwing with one hand or two and begin to choose which one to use in a different situation. Understand what and others need to do in a game and be able to use underarm throwing in a game effectively. Understand what and others need to do in a game and be able to use overarm throwing in a game effectively. Develop an understanding of games and how to play games which involves throwing objects in both one and two hands. 	<p><u>Respectful – Invasion Games</u></p> <ul style="list-style-type: none"> Understand the skills and rules of different games and begin to respect the rules of a variety of different games. Learn a new game, by respecting the rules and skills required of the game. Understand the skills and rules of different games and begin to respect the rules of a variety of different games. 	<p><u>Resilience – Fundamental Athletics Skills (Athletics)</u></p> <ul style="list-style-type: none"> Remember, repeat and link combinations of actions. Use their bodies and a variety of equipment with greater control and coordination. Choose skills and equipment to help them meet the challenges they are set. Recognise and describe what their bodies feel like during different types of activity. Observe, copy and describe what they and others have done.
	Vocab	<p>Travel Sequences Pathways Direction Movements Repetition Coordination Control</p>	<p>Hitting Movement Track Intercept Anticipate Teammate Accuracy Encouragement</p>	<p>Balance Movement Speeds Line dancing Control Timings Mood Feelings</p>	<p>Accuracy Control Distance Focus Overarm Release Aim Power</p>	<p>Dribbling Control Positioning Teamwork Passing Shooting Defending Communication</p>

	Sequence Performance Imagination Forwards/ Backwards Fast/ Slow	Teamwork Dribble Compliment Respect	Space Facial expression Energy Flowing	Technique Decision Teamwork Strategy	Dodging Accuracy Strategy Sportsmanship	Technique
Y3/4 (A)	Autumn		Spring		Summer	
Knowledge & Skills	Co-operate – Team Sports (Invasion Games)	Investigate – Movement Skills (Gymnastics)	Independent – Badminton (Net/Wall Games)	Creative – Dance from Around the World	Organise – Orienteering	Resilience – Athletics
	<ul style="list-style-type: none"> Use a variety of different ways to kick the ball in order to pass the ball to another player in space. Be aware of space and members of the opposition. Use a variety of simply tactics for attacking and keeping possession of the ball. Understand the need to defend and attack. Become increasingly familiar with the rules of the game. 	<ul style="list-style-type: none"> Remain in control of hopping when balancing for a longer period and when travelling in different directions Jump continuously in different directions whilst remaining in control Identify different tactics that could be use to evade a defender/ obstacle Begin to be able to run for a short or a long distance 	<ul style="list-style-type: none"> Learn the basics of badminton and how to hold and use the racquet successfully. Learn how to play a forehand shot and understand the importance of moving the feet to play these shots. Learn how to play a variety of different serves and be able to return a serve using a forehand shot. Learn how to develop upon both forehand and backhand shots to play more advanced shots in game situations. Develop upon previous skills and be able to put these skills into a game situation 	<ul style="list-style-type: none"> Explore, improvise and combine movements and ideas effectively. Perform with an awareness of rhythmic, dynamic and expressive qualities. Improvise freely alone/with a partner, translating ideas from stimuli and movement. Create and link simple dance phrases using dance structures and motifs. 	<ul style="list-style-type: none"> Move from familiar to unfamiliar environments and pinpoint their positions. Use plans and diagrams to follow a short trail from one point to another. Respond to a set challenge or problem. Discuss how to follow trails and solve problems. Work and behave safely 	<ul style="list-style-type: none"> Run at fast, medium and slow speeds, changing speed and direction. Link running and jumping activities with fluency, control and consistency. Make up and repeat a short sequence of linked jumps. Take part in an athletic event, e.g. a relay activity. Know and demonstrate a range of throwing techniques. Throw with some accuracy and power into targets.
Vocab	Space Accuracy Positioning Spatial awareness Attacker Defender Tactics	Balance Control Evade Position Technique Direction Power	Grip Shuttlecock Forehand Swing Backhand Control Rally	Power Readiness Mood Meaning Strength Pride Culture	Problem solving Orienteering Problem solving Listening Co-ordinates Listening Compass	Control Co-ordination Technique Speed Technique Pace Co-ordination Aim Accuracy Space Placement

	Open space Marking Interception Transition Strategy	Endurance Co-ordination Movement – arm, head, leg	Alternating Serve Point Teamwork Strategy	Emotions Posture Control Prisyadka (squat kick) Squat	Co-ordinate Locate Direction Tracking Direction	Balance
Y3/4 (B)	Autumn		Spring		Summer	
Knowledge & Skills	Co-operate – Attacking and Defending (Invasion Games)	Creative – Different Ways of Moving (Dance)	Investigate – Gymnastics Sequences	Communicate – Indoor Cricket (Striking and Fielding)	Organise – Obstacle Courses	Resilience – Athletics (Sprinting/ Jumping/ Throwing)
	<ul style="list-style-type: none"> Begin to move the ball in order to pass the ball to another player in space over a variety of different distances. Be able to defend and attack space effectively, by dribbling the ball with control and marking someone in space. Understand a few simple tactics that can be used in both an attacking and defending scenario. Understand the need to attack and defend and start to implement different tactics and ideas into the different scenarios. Recall and use some of the rules that has been taught previously to develop further the ideas of the invasion game (netball, basketball, football etc) 	<p>Assign roles of leader and follower and practice dancing in pairs. Focus on connection and mirroring movements to create harmony. Add turns (e.g., underarm turns) to make routines more dynamic. Practice sequences with partners, integrating style and rhythm.</p>	<ul style="list-style-type: none"> Create a gymnastics sequences and begin to use linking movements Use equipment to add to movement to create a rhythmic sequence Perform this sequence to music Select, link and perform a rhythmic gymnastics routine 	<ul style="list-style-type: none"> Throw with increasing accuracy, both underarm and overarm, towards a target Throw, stop and catch balls consistently using the correct technique Strike a moving ball using some cricketing technique Build up tactics and skills to be used when batting or fielding Follow the rules of cricket successfully 	<ul style="list-style-type: none"> Travel around a simple course; respond when the task or environment changes. Use more detailed plans and diagrams to pinpoint their position and plot a route. Solve problems by using and applying a range of approaches. Explain reasons for choosing the approach used to solve a problem, recognising other possible approaches. Work and behave safely, when working on own and in small groups. 	<ul style="list-style-type: none"> Understand and demonstrate the difference between sprinting and running for sustained periods. Increase the fluency and control of running and/or jumping activities. Perform a range of jumps showing consistent technique and where appropriate using a short run up. Effectively assume the role of a team member taking part in an athletic event, e.g. in a relay team. Throw objects, changing their action for accuracy and distance including the throwing of objects at targets.
Vo ca b	Pass Accuracy	Rhythm Facial expressions	Rhythmic Beat	Bowling Accuracy	Problem solving Orienteering	Co-ordination Aim



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	Dribble Marking Tactics Positioning Zone marking Creating space Offside Fair play Teamwork Strategy	Mirroring Harmony Synchronization Transitions Precision Power Unity Boldness Harmony flair	Travelling Balances Complex Body Shapes Sequence Combination Pose Complex Criteria Routine Speed Levels Direction	Intercept Fielding Shot Timing Rules Fair play Tactics Positioning Communication Teamwork	Problem solving Listening Co-ordinates Listening Compass Co-ordinate Locate Direction Tracking Direction	Accuracy Space Placement Balance
Y5	Autumn		Spring		Summer	

	Investigate – Creating Complex Sequences (Gymnastics)	Co-operate – Team Sports (Invasion Games)	Communicate – Striking and Fielding Games (Indoor Cricket)	Creative – Dance from Around the World	Organise – Maps and Environments (Orienteering)	Resilience – Track and Field Events
Knowledge & Skills	<p>Combine and perform a range of complex gymnastic actions, shapes and balances with control. Share and evaluate the solutions ideas of others. Create increasingly complex and varied sequences with others. Use criteria to judge the quality of ideas, actions, composition and sequences. Perform and choose from a wide range of complex and demanding actions, balances etc. Take the lead in the preparation of a performance including complex sequences to be performed by a group.</p>	<ul style="list-style-type: none"> Begin to further develop the basic skills required in football, progressing further from previous years Be able to defend and attack space effectively, looking at some tactics to be used when transitioning from defence to attack Understand some tactics for football and how they can be used in both attacking and defending situation. Understand the need to attack and defend and start to implement different tactics and ideas into the different scenarios. Recall and use some of the rules that has been taught previously to develop further the ideas of football. 	<ul style="list-style-type: none"> Use, with increasing accuracy, overarm throwing skills to bowl the ball consistently towards a target thinking about the pitch and pace of the ball. Track, intercept, stop and catch balls consistently and accurately, also being able to field the ball effectively getting the ball back to the wicket keeper or bowler quickly. Use bats with increasing accuracy to hit the ball consistently to play a variety of different cricket shots and begin to choose a shot depending on where the fielders are standing Become familiar with and begin to apply rules consistently and fairly. Describe simple tactics and skills they can use in games and begin to organise players in the fielding team and begin to understand the correct vocabulary of some positions. Be able to play a game fairly, respecting rules and communicating with teammates. 	<ul style="list-style-type: none"> Learn, understand then practise a variety of dance cultures and styles and begin to explain the differences in techniques between each dance style. Create and develop upon your own ideas and knowledge of previous lessons and topics to produce an effective dance performance. Learn, understand then practise a variety of dance cultures and styles and begin to explain the differences in techniques between each dance style. Create and develop upon own ideas and knowledge of previous lessons and topics to produce an effective dance performance. 	<ul style="list-style-type: none"> Work confidently in familiar and changing environments. Using increasingly complex maps and diagrams select, and perform, skills and strategies effectively. Find own solutions to problems and challenges. Plan, implement and refine strategies, adapting strategies as necessary. Prepare physically and organizationally for challenges taking into account their own and others' safety. 	<p>Select the most appropriate pace for a running event, to sustain running and improve upon personal targets. Demonstrate control and accuracy over running and/or jumping activities. Show control at take off in jumping activities. Participate in a range of athletic events, e.g. long jump, 100 metres sprint etc. Show accuracy and good technique when throwing for distance.</p>
Vocab	<p>Composure Posture Demanding Compound Extension Twist Dynamic</p> <p>Criteria Composition Effectiveness Feedback Evaluation</p>	<p>Transition Marking Spacing Interception Tactics Decision making Footwork Pivoting Team roles Communication Fair play Strategy</p>	<p>Pitch Pace Fielding positions Wicket keeper Shot selection Drive No ball Dismissal Slip fielders Fine leg Cover Communication Teamwork</p>	<p>Unity Cultural identity Pose Emotions Expression Synchronize Rhythm Precision Mimicking Precision Coordination Respect</p>	<p>Teamwork Problem solving Teamwork Map Signs Map signs Compass Compass Communicate Compass Communicate Locate Tracking</p>	<p>Pace Endurance Take off Power Balance Flexion and Extension Hand-eye co-ordination Speed Technique</p>

	Flexion Control					
Y6	Autumn		Spring		Summer	
Knowledge & Skills	Co-operate (Indoor Invasion Games) <ul style="list-style-type: none"> Begin to further develop the basic and advanced skills required in football, progressing further from previous years. Be able to defend and attack space effectively, looking at some tactics to be used when transitioning from defence to attack Understand some and develop new tactics for football and how they can be used in both attacking and defending situation. Understand the need to attack and defend and start to implement different tactics and ideas into the different scenarios. Recall and use all of the rules that has been taught previously to develop further the ideas of football. 	Investigate – Continuing Complex Sequences (Gymnastics) <ul style="list-style-type: none"> Combine and perform a series of sequences using a range of complex actions and balances etc. Share, evaluate and select the group's most effective solution or idea. Plan a series of complex sequences with others. Formulate own criteria and evaluate the effectiveness of performances. Analyse actions against a set criteria in order to evaluate the success of their performance. Work as a team in the preparation of a performance through the delegation of roles and responsibilities. 	Creative – Dance from Around the World <p>Rehearse, refine, and adapt to a wide range of dances from around the world Practice synchronized chanting to accompany movements. Work in small groups to rehearse the sequence, focusing on timing, energy, and emotion. Be creative and develop different ways of dance, styles, and genres.</p>	Communicate (Striking and Fielding Games) <ul style="list-style-type: none"> Use, with increasing accuracy, overarm throwing skills to bowl the ball consistently towards a target thinking about the pitch and pace of the ball. Track, intercept, stop and catch balls consistently and accurately, also being able to field the ball effectively getting the ball back to the wicket keeper or bowler quickly. Use bats with increasing accuracy to hit the ball consistently to play a variety of different cricket shots and begin to choose a shot depending on where the fielders are standing Become familiar with and begin to apply rules consistently and fairly. Describe simple tactics and skills they can use in games and begin to organise players in the fielding team and begin to understand the correct vocabulary of some positions. 	Organise – Sports Leaders <ul style="list-style-type: none"> Work confidently in familiar and changing environments, adapting quickly to new situations. Using a range of different maps and tracking devices identify and respond to events as they happen. Devise, select and put into practice a range of solutions to problems and challenges Understand clearly the nature of a challenge or problem and what they want to achieve. Take a leading role when working with, and taking responsibility for, others. 	Resilience – Athletics and School Records <ul style="list-style-type: none"> Pace their efforts effectively. Adapt skills and techniques to different challenges and equipment. Show good control, speed, strength and stamina when running, jumping and throwing. Take part in a wide range of athletic events effectively. Use and apply effectively a range of throwing techniques.

				<ul style="list-style-type: none"> Be able to play a game fairly, respecting rules and communicating with teammates. 		
Vocab	Passing accuracy Spatial awareness Player-to-player marking Positioning Triangle Exploit space Passing lanes Transition Tactical decisions Teamwork Obstruction Contact	Expression Posture Levels Triple joint Effectiveness Coordination Vault Dynamic Criteria Progression Delegation Roles Responsibilities	Facial expressions Protruding Synchronisation Emotion Cultural significance Culture Combination Rhythmic pattern Mirroring Coordination	Bowler Target Intercept Stance Technique Placement Tagging Runs Communication Tactical awareness	Problem solving Teamwork Safety Collaboration Collaboration Map signs Collaboration Leadership Leadership Checkpoint Checkpoint Retreat	Endurance Pacing Endurance Pacing Teamwork Balance Control Timing Technique Speed Endurance Technique

Our Disciplinary Knowledge Progression

Key Area	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Investigate	<p>Travel with confidence and skill around, under, over and through balancing and climbing equipment.</p> <ul style="list-style-type: none"> Experiments with different ways of moving (rolling, crawling, walking, jumping, running, hopping, skipping, climbing) Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Jumps off an object and lands appropriately. Negotiate space and obstacles safely, with consideration for themselves and others. Recognise the changes that happen to their bodies when they are active. 	<ul style="list-style-type: none"> Show control and co-ordination when travelling and remaining still. Find and use space safely showing awareness of others. Remember and repeat simple actions and movements with control. Describe movement phrases, e.g. travelling, balancing, climbing etc. Select, link and perform simple actions Know how to start and finish movement phrases. Describe how they feel during and after exercise. 	<ul style="list-style-type: none"> Travel in a range of different ways using feet and hands and feet Use all available space using different pathways and changes in direction. Repeat simple sequences accurately and consistently. Describe own and others movements, balances and body shapes, using appropriate vocabulary. Select, link and perform with control a variety of actions. Perform longer phrases containing a clear beginning, middle and end. Identify when the heart rate (pulse) and 	<ul style="list-style-type: none"> Travel in a range of different ways using feet, hands and feet and without feet. Use all available space using different pathways and changes in direction. Repeat simple sequences accurately and consistently. Describe own and others movements, balances and body shapes, using appropriate vocabulary. Select, link and perform with control a variety of actions. Perform longer phrases containing a clear beginning, middle and end. Identify when the heart rate (pulse) and breathing quickens. 	<ul style="list-style-type: none"> Perform actions, balances, body shapes and movements with control. Combine an increasing range of elements with a sequence. Combine own work with the work of others. Identify aspects of a performance that need to be practiced. Prepare well-structured sequences that can be performed alone or with a partner. Plan, perform and repeat sequences that include changes in speed, level, direction, with clear shapes and quality of movement. 	<ul style="list-style-type: none"> Combine and perform a range of complex gymnastic actions, shapes and balances with control. Share and evaluate the solutions ideas of others. Create increasingly complex and varied sequences with others. Use criteria to judge the quality of ideas, actions, composition and sequences. Perform and choose from a wide range of complex and demanding actions, balances etc. Take the lead in the preparation of a performance including complex sequences to be performed by a group. 	<p>Combine and perform a series of sequences using a range of complex actions and balances etc.</p> <ul style="list-style-type: none"> Share, evaluate and select the group's most effective solution or idea. Plan a series of complex sequences with others. Formulate own criteria and evaluate the effectiveness of performances. Analyse actions against a set criteria in order to evaluate the success of their performance. Work as a team in the preparation of a performance through the delegation of roles and responsibilities.
Respectful	<ul style="list-style-type: none"> Understand how to control a ball and be able to push, roll and throw an object. Understand how to dribble a ball using both feet and hands to control. 	<ul style="list-style-type: none"> Use basic underarm, rolling and hitting skills accurately. Intercept, retrieve and stop bean bags and large balls with some consistency. 	<ul style="list-style-type: none"> Use with accuracy underarm, overarm and hitting skills. Track, intercept, stop and catch balls consistently. Anticipate movements and actions 				

	<ul style="list-style-type: none"> • Understand the importance of aiming when throwing and rolling an object. • Understand how to throw and catch a variety of different objects. • Use a variety of different objects to be able to pass and catch successfully. • Use all the skills previous to complete a series of relay raced games. 	<ul style="list-style-type: none"> • Throw, hit, kick a ball in a range of ways depending on the needs of the game. • Describe what they and others need to do in a game. 	<p>of others in partner work.</p> <ul style="list-style-type: none"> • Describe simple tactics and skills used in games. 				
<p>Creative</p>	<ul style="list-style-type: none"> • Synchronise movements with music such as travelling rhythmically on feet, hopping and skipping. • Understand dance etiquette; correct postural alignment, transfer of weight, extension & flexion. • Explore basic dance actions with some understanding of mood and feeling in relation to the dance idea. • Create short dance sequences, using travel, turn, jump, gesture, pause and fall. 	<ul style="list-style-type: none"> • Perform a series of simple movements & actions. • Show an increasing sense of dynamic expression and rhythmic accuracy. • Select appropriate movements to support different dance ideas. • Remember, repeat short dance phrases simple dances. 	<ul style="list-style-type: none"> • Perform increasingly complex combinations of movements and actions with control. • Perform clearly and with expression showing an awareness of phrasing and music. • Select movements that demonstrate an understanding of the dance, mood and feeling. • Repeat dance phrases and simple dances with accuracy and control. 	<ul style="list-style-type: none"> • Explore, improvise and combine movements and ideas effectively. • Perform with an awareness of rhythmic, dynamic and expressive qualities. • Improvise freely alone/with a partner, translating ideas from stimuli and movement. • Create and link simple dance phrases using dance structures and motifs. 	<ul style="list-style-type: none"> • Rehearse, refine and repeat short dance sequences with style and artistic intention. • Perform to an accompaniment expressively and sensitively. • Use an increasing range of complex composition principles to create dances. • Create and structure motifs, phrases, sections and whole dances. 	<ul style="list-style-type: none"> • Refine and repeat a wide range of dances with style and artistic intention. • Demonstrate a clear sense of own dance style. • Use a range of technical and physical principles to create dances. • Show an understanding of musical structure, rhythm, mood and phrasing. 	<ul style="list-style-type: none"> • Rehearse, refine and adapt a wide range of dance. • Further develop and refine own dance style. • Use a wide range of dance principles to create dances. • Incorporate a range of musical structures, rhythms, moods and phrasing.

	<ul style="list-style-type: none"> • Perform (show), create (try out), appreciate (watch, talk about,) dance. • Explore dance linked to a story. 						
Co-operate				<ul style="list-style-type: none"> • Use a range of throwing and catching skills with control to keep possession and to score goals/points. • Be aware of space and members of the opposition. • Use a variety of simple tactics for attacking and keeping possession of the ball. • Understand the need to defend and attack. • Become increasingly familiar with the rules of the game. 	<ul style="list-style-type: none"> • Use different techniques for passing, controlling, dribbling and shooting the ball in games. • Mark opponents and support players in defence. • Identify tactics to help the team to keep the ball and take it towards the opposition's end. • Use a range of tactics to attack and defend. • Use and interpret the rules of the game. 	<ul style="list-style-type: none"> • Explain and evaluate the different techniques used for passing, controlling, dribbling and shooting the ball in games. • Use marking, tackling and/or interception to improve defence. • Apply principles of team play to keep possession of the ball and score effectively. • Know what position they are playing and how to contribute when attacking and defending. • Apply rules consistently and fairly. 	<ul style="list-style-type: none"> • Use a wide range of good quality skills effectively. • Make and apply a range of decisions quickly and appropriately in games. • Choose skills and tactics that meet the needs of the situation. • Play in a number of attacking and defending positions effectively. • Take responsibility for judgements and decision making in game play (umpire).
Communicate				<ul style="list-style-type: none"> • Use, with increasing accuracy, under arm and over arm throwing and hitting skills. 	<ul style="list-style-type: none"> • Hit a bowled ball with intent and force. • Bat, bowl and field with control. 	<ul style="list-style-type: none"> • Use, with increasing accuracy, underarm throwing skills to bowl the ball consistently towards a target 	<ul style="list-style-type: none"> • Use, with accuracy, underarm throwing skills to bowl the ball consistently towards a target thinking about

				<ul style="list-style-type: none"> • Track, intercept, stop and catch balls and beanbags with consistency. • Track balls or other equipment sent to them and anticipate where it is going. • Choose a skill that suits the needs of the game and outwits their opponents. • Describe simple tactics and skills they can use in games. • Become familiar with and begin to apply rules consistently and fairly. 	<ul style="list-style-type: none"> • Use a range of fielding skills e.g. catching, throwing, bowling and intercepting with control and consistency. • Make good tactical decisions quickly while remaining aware of what is going on around them. • Understand and implement a range of tactics in a range of games. • Identify their own strengths and suggest practices to help improve them. • Identify and describe features successful game play. 	<p>thinking about the aim and speed of the ball.</p> <ul style="list-style-type: none"> • Begin to track, intercept, stop and catch balls consistently and accurately, also being able to field the ball effectively getting the ball to a base or bowler. • Begin to use bats with increasing accuracy to hit the ball consistently and begin to place the ball away from where the fielders are standing. • Begin to be able to play a game fairly, respecting rules and communicating with teammates. • Begin to describe simple tactics and skills they can use in games and begin to organise players in the fielding team and begin to understand the correct vocabulary of some positions. • Become familiar with and begin to apply rules consistently and fairly. 	<p>the aim and speed of the ball. •Track, intercept, stop and catch balls consistently and accurately, also being able to field the ball effectively getting the ball to a base or bowler.</p> <ul style="list-style-type: none"> • Use bats with increasing accuracy to hit the ball consistently and begin to place the ball away from where the fielders are standing. • Be able to play a game fairly, respecting rules and communicating with teammates. • Describe complex tactics and skills they can use in games and begin to organise players in the fielding team and begin to understand the correct vocabulary of some positions. • Become familiar with and apply rules consistently and fairly.
Independent				<ul style="list-style-type: none"> • Keep up a continuous game using simple throwing and catching skills and techniques. • Choose and use a range of simple tactics 	<p>Use a wide range of throwing, catching and hitting skills on both sides of the body.</p> <ul style="list-style-type: none"> • Change the pace, length and direction of throws and shots to 	<p>Use forehand, backhand and over arm shots, and volley when appropriate.</p> <ul style="list-style-type: none"> • Use preferred skills with competence and consistency. 	<p>Play a full game using the full range of racquet skills.</p> <ul style="list-style-type: none"> • Use a wide range of shots with consistency and accuracy.

				<p>for sending the ball different ways.</p> <ul style="list-style-type: none"> • Choose and use an increasing range of simple tactics for defending their own court. • Gain and understanding of, and use, rules. • Make up own net games. 	<p>outwit opponents.</p> <ul style="list-style-type: none"> • Know where to stand and how to defend their court. • Use and interpret rules fairly. • Make up own net games and their rules. 	<ul style="list-style-type: none"> • Understand the need for tactics, choose and use some tactics effectively. • Apply rules consistently and fairly. • Make up own net games that involve more than one player/team. 	<ul style="list-style-type: none"> • Understand the need for different tactics; give reasons for decisions and for tactics used. • Analyse and make judgements about own and others ability to adhere to rules. • Make up and share increasingly complex net games.
Organise				<ul style="list-style-type: none"> • Move from familiar to unfamiliar environments and pinpoint their positions. • Use plans and diagrams to follow a short trail from one point to another. • Respond to a set challenge or problem. • Discuss how to follow trails and solve problems. • Work and behave safely. 	<ul style="list-style-type: none"> • Travel around a simple course; respond when the task or environment changes. • Use more detailed plans and diagrams to pinpoint their position and plot a route. • Solve problems by using and applying a range of approaches. • Explain reasons for choosing the approach used to solve a problem, recognising other possible approaches. • Work and behave safely, when 	<p>Work confidently in familiar and changing environments.</p> <ul style="list-style-type: none"> • Use increasingly complex maps and diagrams select, and perform, skills and strategies effectively. • Find own solutions to problems and challenges. • Plan, implement and refine strategies, adapting strategies as necessary. • Prepare physically and organisationally for challenges taking into 	<ul style="list-style-type: none"> • Work confidently in familiar and changing environments, adapting quickly to new situations. • Use a range of different maps and tracking devices identify and respond to events as they happen. • Devise, select and put into practice a range of solutions to problems and challenges. • Understand clearly the nature of a challenge or problem and what they want to achieve.

					working on own and in small groups.	account their own and others' safety.	<ul style="list-style-type: none"> • Take a leading role when working with, and taking responsibility for, others.
Resilience				<ul style="list-style-type: none"> • Run at fast, medium and slow speeds, changing speed and direction. • Link running and jumping activities with fluency, control and consistency. • Make up and repeat a short sequence of linked jumps. • Take part in an athletic event, e.g. a relay activity. • Know and demonstrate a range of throwing techniques. • Throw with some accuracy and power into targets. 	<p>Understand and demonstrate the difference between sprinting and running for sustained periods.</p> <ul style="list-style-type: none"> • Increase the fluency and control of running and / or jumping activities. • Perform a range of jumps showing consistent technique and where appropriate using a short run up. • Effectively assume the role of a team member taking part in an athletic event, e.g. in a relay team. • Throw objects, changing their action for accuracy and distance including the throwing of objects at targets. 	<ul style="list-style-type: none"> • Select the most appropriate pace for a running event, to sustain running and improve upon personal targets. • Demonstrate control and accuracy over running and/or jumping activities. • Show control at take off in jumping activities. • Participate in a range of athletic events, e.g. long jump, 100 metres sprint etc. • Show accuracy and good technique when throwing for distance. 	<ul style="list-style-type: none"> • Pace their efforts effectively. • Adapt skills and techniques to different challenges and equipment. • Show good control, speed, strength and stamina when running, jumping and throwing. • Take part in a wide range of athletic events effectively. • Use and apply effectively a range of throwing techniques.
Confidence						<ul style="list-style-type: none"> • Swim competently, confidently and proficiently over a distance of at least 25 metres. 	



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						<ul style="list-style-type: none">• Use a range of strokes effectively.• Perform safe self-rescue in different water-based situations.	
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