



Success in Physical Education



Intent – What do we want to achieve?

The intention of the PE curriculum at Hardy Mill Primary school is to provide a high-quality physical education curriculum that inspires all pupils to succeed and excel in competitive sport and physical activity. Hardy Mill uses the Complete PE scheme of work which provides opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect. Our aim is to ensure all children enjoy and are engaged in Physical Education and Sport. Through Physical Education we aim to develop the children's knowledge, skills and understanding, so that they can perform with increasing confidence and competence in a range of physical activities. We aim to improve health and well-being, promote active participation and lifelong learning, and for each child to fulfil their potential.

Implementation – How do we organise learning?

P.E. is taught at Hardy Mill Primary School as an area of learning in its own right as well as integrated where possible with other curriculum areas. PE is taught by the class teacher for 2 hours per week, using the Complete PE scheme of work. We follow the national curriculum alongside the Complete PE scheme of work on a two-year cycle, due to our mixed year classes. A two-year long-term overview has been carefully planned by the PE subject lead. The use of the overview and Complete PE scheme of work ensures that PE is taught consistently by class teachers across Foundation, KS1 and KS2. The learning is vertically progressive from year to year and content is chosen based on prior learning and flow from the previous year to address gaps and next steps in learning.

Impact

To evaluate how well our children are learning and check that they are remembering more and applying more in PE, we use a combination of formative, pupil interviews and lesson observations in order to monitor PE

At Hardy Mill we want our children to make outstanding progress, show positive attitudes to their learning, understand their role and impact they can have on the wider world, appreciate our differences and beliefs, participate in the community and respect others.

The outcomes of national assessments and observations of our pupils demonstrate that they are very well prepared for the next stage in their education when they leave Hardy Mill and make good progress from their starting points.

National Curriculum - PE

National Curriculum - PE	
	Purpose of study
	A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.
	Aims
	The national curriculum for physical education aims to ensure that all pupils: <ul style="list-style-type: none">• develop competence to excel in a broad range of physical activities• are physically active for sustained periods of time• engage in competitive sports and activities• lead healthy, active lives.

EYFS	KS1	KS2
<p>ELG: Gross Motor Skills Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others; • Demonstrate strength, balance and coordination when playing; • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. 	<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement patterns. 	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best. <p>Swimming and water safety</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • swim competently, confidently and proficiently over a distance of at least 25 metres • use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • perform safe self-rescue in different water-based situations.

Hardy Mill Long Term Plan – PE

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS		Foundation Locomotion Walking/ jumping	Foundation Dance Dinosaurs & Nursery Rhymes	Foundation Gymnastics High/ low/ over/ under & Moving	Foundation Ball Skills Hands	Foundation Ball Skills Feet	Foundation Attack and Defence Games for understanding
KS1	Cycle A	Balls Skills Hands 1 Year 1 Hands 1 Year 2	Dance Heroes Year 1 (topic linked)	Gymnastics Body Parts Year 1 Linking Year 2	Rackets Bats and Balls Year 1 Bats and Balls Year 2	Locomotion Jumping Year 1 Jumping Year 2	Games for understanding Attack and Defence Year 1 & Year 2
	Cycle B	Balls Skills Feet Year 1 Feet Year 2	Dance Explorers (topic linked)	Gymnastics Wide, narrow & Curled Year 1 Pathways Year 2	Rackets Bats and Balls Year 1 Bats and Balls Year 2	Locomotion Running Year 1 Dodging Year 2	Games for understanding Attack and Defence Year 1 & Year 2
LKS2	Cycle A	Invasion Games Handball Year 3 Dodgeball Year 3	Dance World War Year 4	Gymnastics Symmetry & Asymmetry Year 3 Bridges Year 4	Net and Wall Tennis Year 3 Tennis Year 4	Athletics Athletics Year 3 Athletics Year 4	Striking and Fielding Cricket Year 3 Cricket Year 4
	Cycle B	Invasion Games Hockey Year 3 Hockey Year 4	Dance Weather (topic linked)	Gymnastics Symmetry & Asymmetry Year 3 Bridges Year 4	Orienteering and Problem Solving Orienteering Key Stage 2 Commando Joe (LKS2 Leif Erikson)	Athletics Athletics Year 3 Athletics Year 4	Striking and Fielding Rounders Year 3 Rounders Year 4
UKS2	Cycle A	Invasion Games Tag Rugby Year 5 Football Year 5	Dance Titanic Year 6 (Rostron link)	Gymnastics Counter Balance & Counter Tension Year 5 Matching and Mirroring Year 6	Orienteering and Problem Solving Orienteering Key Stage 2 Commando Joe (UKS2 – Tutankhamun)	Athletics Athletics Year 5 Athletics Year 6	Striking and Fielding Cricket Year 5 Cricket Year 6
	Cycle B	Invasion Games Netball Year 5 Basketball Year 5	Dance Greeks (topic linked)	Gymnastics Counter Balance & Counter Tension Year 5 Matching and Mirroring Year 6	Net and Wall Badminton Year 5 Badminton Year 6	Athletics Athletics Year 5 Athletics Year 6	Striking and Fielding Rounders Year 5 Rounders Year 6

Progression of knowledge & end points in PE at Hardy Mill

EYFS	KS1	LKS2	UKS2
Athletics/ Locomotion			
<p>How to walk, swinging our arms with opposite arm and leg action.</p> <p>Where to walk by staying in a space and why this is so important in a game scenario.</p> <p>How to jump swinging our arms and bending our knees.</p> <p>Why jumping with the correct technique is so important.</p>	<p>How to run pumping our arms, using the balls of our feet and looking ahead.</p> <p>Where to run by staying in a space and why this is so important in a game scenario.</p> <p>When and why we need to change speed when we are running in a game situation.</p> <p>Why jumping and skipping with the correct technique is so important.</p> <p>How to jump skip with a step hop action, swimming our arms.</p> <p>When and where we dodge, applying this into games.</p> <p>When to use a jumping skill in a game and why.</p> <p>How to link jumps together and execute them in combination.</p> <p>How to dodge – we keep our head up with a low body position, bending our knees, planting one foot on the floor, leaning our body to one side and then moving the other way quickly.</p>	<p>How to run when running for speed, creating a pumping action with our arms and elbows bent, springing off the balls of our feet.</p> <p>Why we have to accelerate at the start of a race.</p> <p>How to run for speed in a team, using a relay baton, holding our hands ready, palms upwards when waiting for the baton.</p> <p>How to throw for distance and why the correct technique is essential to send the object further. We throw an object sideways on, with our arm up and elbow bent above our shoulder. We release the object when it is just past our head.</p> <p>Why we need to pace ourselves when running for distance.</p> <p>How to use our bodies to throw with greater distance.</p> <p>How we can use our bodies to jump as far as possible, using a combination of jumps.</p>	<p>Why we need to maintain our speed until we cross the finish line.</p> <p>When and where the changeovers take place on a curved track.</p> <p>How to hurdle safely, apply the correct technique.</p> <p>How to evaluate our own and others sprinting technique making suggestions on how we can improve our own and others performance.</p> <p>Why we need to apply accurate head, arm and foot technique to make ourselves run quicker.</p> <p>How to transfer their body weight to push (put) the shot out and throw the javelin further.</p> <p>Why we need to select certain pupils for certain events in order for our team to be successful.</p>

Dance

<p>How to move our bodies in different ways linked to the theme.</p> <p>How to move our bodies with big clear actions.</p> <p>How to listen to the music and move the body in relation to the music.</p> <p>How to create a variety of 'freeze' positions linked to the theme</p> <p>Why it is important to move with control. 'Control' means moving our bodies in time with the music, beat or sound.</p> <p>Why it is so important to move like a 'Champion Dancer'. Champion dancers can move with control, respond to the rhythm, move in relation to the music.</p>	<p>How to create a variety of 'big' body movements linked to the theme.</p> <p>How to add movements together to create simple movement sequences.</p> <p>How to create a variety of 'small' body movements linked to the theme</p> <p>How to move in relation to the music and respond with appropriate movements and actions</p> <p>What we mean by 'expression' and begin to show this in our movements. Expression refers to the actions a dancer uses to make their characters thoughts or feelings known.</p> <p>How to respond to a variety of stimuli or themes with appropriate movements.</p> <p>How to apply 'flow' to our movements, understanding that 'flow' means moving from one action to another without stopping.</p> <p>What a 'Motif' is and how to successfully create a mini sequence and repeat it. A Motif is a series of movements that are repeated.</p> <p>How to use movements to tell a story.</p>	<p>How to create and develop a character in order to tell a story through movements.</p> <p>Why it is essential to explore a variety of movements to ascertain the best moves to tell the story and improve the performance.</p> <p>How to develop characterisation, exploring characters that are opposites.</p> <p>Why it is so important to perform like an 'excellent dancer' Excellent dancers interpret the music, perform with good timing and musicality, show expression and creativity and are able to choreograph. Introduce these throughout the unit as appropriate.</p> <p>How to peer and self-assess, identifying strengths and weaknesses in our own and others' performances.</p> <p>How to develop sequences with our partner in character that show relationships and interlinking dance moves.</p> <p>How to reflect and evaluate to make accurate improvements to our own and others performances.</p> <p>How to create sequences in pairs, applying flow and challenging their creativity.</p> <p>What we mean by emotion and include this choreographical element</p>	<p>How to perform accurately and convincingly in character with big bold actions.</p> <p>How to include a change of speed in our movements.</p> <p>What canon and unison are and be able to include these choreographical elements in our performances. Canon: Canon is where pupils perform taking it in turns one after the other. Unison: Unison is where pupils perform the same movement at exactly the same time as each other.</p> <p>How to create a sequence, by accurately combining movements with flow and accurate timings. How to make effective evaluations of an individuals or pairs' strengths and weaknesses</p> <p>Why performing at an 'excellent' standard, with accurate timings and fluidity is so important</p> <p>What 'Choreography' means. Choreography: is a set of sequence steps and movements that have been specifically designed for a dancer or group of dancers to perform.</p> <p>How to include a change of speed and dynamic in our movements.</p>
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		<p>in our performances. Emotion refers to the feelings a dancer's character is feeling depending on their circumstances, mood, or relationships with others.</p>	
<h2>Gymnastics</h2>			
<p>How we can move our bodies in 'low' ways; slides, rolls (long, curled) hands and feet.</p> <p>How we can move our bodies in 'high' ways; jumps, hops, skips, side steps and backwards</p> <p>Why it is important to use the apparatus safely.</p> <p>How to create high and low balances 'shapes'.</p> <p>How to be creative on the apparatus, moving through, along, across, over and under a variety of apparatus.</p> <p>Why it is so important to move and balance like a 'Champion'. 'Champion' refers to when we are being silent, pointing their fingers and toes and are still when we make a shape/balance.</p>	<p>How to create 'Wide', 'Narrow' and 'Curled' movements on the floor and on apparatus, using a variety of body parts</p> <p>How to create 'Wide', 'Narrow' and 'Curled' balances (shapes) on the floor and on apparatus, using a variety of body parts.</p> <p>Why it is important to perform each movement and balance like a 'champion' and understand the difference between 'wide', 'narrow' and 'curled'.</p> <p>How to 'transition' between movements, adding movements together and transitioning between them.</p> <p>How and where to use more than one piece of apparatus at the same time to create movements and balances. 'interesting' gymnastics</p> <p>How to link movements and balances together, applying champion gymnastics criteria, on the floor and on apparatus.</p> <p>How to apply 'flow' to our movements, understanding that 'flow' means moving from one action to another without stopping.</p> <p>Why applying 'flow' as we link our movements together is so important.</p>	<p>What Symmetry and A symmetry means.</p> <p>Why it is essential to explore a variety of movements to ascertain the best moves to allow for flow and interesting gymnastics for the sequence.</p> <p>How to execute balances and movements in both symmetrical and asymmetrical ways</p> <p>Why it is so important to create 'excellent' movements and balances. Pupils will understand that 'excellent' refers to when we control our bodies so they are silent, extending our fingers and toes and are able to hold our balances still for at least four seconds</p> <p>How to peer and self-assess, identifying strengths and weaknesses in our own and others' performances</p> <p>How to create a 'bridge balance' with a partner using different levels and different connection points</p> <p>How to reflect and evaluate using their observations to make accurate improvements to our own and others performances.</p> <p>How to create sequences combining</p>	<p>What 'Counter Balance' and 'Counter Tension' means, understanding the difference between them.</p> <p>How to include a change of speed in our movements.</p> <p>How to create and execute 'Counter Balances' and 'Counter Tension Balances' with a partner using a variety of levels and connection points.</p> <p>How to create a sequence, by accurately combining movements and balances, with flow and accurate timings within the Counter Balance and Counter Tension theme.</p> <p>What 'Matching' movements mean; Matching is where pupils perform exactly the same movements at the same time.</p> <p>Why performing at an 'excellent' standard, with accurate timings and fluidity is so important.</p> <p>What 'Mirroring' means; Mirroring is where pupils perform their movements creating a mirror image of each other.</p> <p>How to create a sequence of movements, bringing together a combination of both matching and</p>

	<p>How to use a variety of apparatus when we are creating movement sequences.</p>	<p>movements and bridge balances in pairs, applying flow and challenging their creativity</p> <p>Why it is important to explore bridge balances and the ways we can move in and out of them over and under them, on the floor and on the apparatus.</p>	<p>mirroring movements, executed with accuracy and fluidity using a range of apparatus.</p>
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Striking and Fielding

<p>Why we need to aim when we are throwing.</p> <p>How we can use our bodies to throw.</p> <p>Why and when we need use our hands to stop a ball.</p> <p>How to use our hands to stop a ball.</p> <p>How to throw underarm. Stepping forwards with one foot, releasing the ball from low to high using their opposite hand</p> <p>Understand why we need to use our hands to catch an object (ball or beanbag).</p>	<p>Why we need to throw with accuracy when throwing towards a target.</p> <p>Why we need to look at the target when throwing underarm.</p> <p>How to use our bodies when aiming; using our non throwing hand, pointing towards a target.</p> <p>Where we send a ball and why, so we can score points and beat an opponent.</p> <p>When to use a long barrier to stop the ball. The long barrier is a method of stopping the ball when the ball is travelling towards us on the ground. We will use our hands stop the ball, making a barrier with our legs and body to prevent the ball going past us.</p> <p>Why we make a target with our hands when catching.</p> <p>The consequences of throwing our object away from the target that we are aiming towards.</p> <p>How we can use our bodies to throw</p>	<p>The difference between batting and fielding and understand what our roles are when we are playing a small sided game.</p> <p>How, when and why to use overarm and underarm throws.</p> <p>How to catch a ball, adjusting the body and hand position when catching a high ball compared to a low ball.</p> <p>How to throw a ball overarm using the correct technique. Side on, opposite arm to opposite foot, arm up, elbow bent above the shoulder.</p> <p>How and why to throw a ball overarm with power and distance.</p> <p>How to bowl underarm, ensuring the bowl is a 'good' bowl.</p> <p>How to outwit the fielding team when batting by varying the direction we strike the ball.</p> <p>What the back stop should do if a batter misses the ball, to try and prevent that batter from scoring.</p>	<p>Where to strike the ball when we are batting depending on where the fielders are standing in order to score.</p> <p>How to create and apply simple fielding and batting tactics in order for our team to be successful.</p> <p>How the fielding team can stop the batter scoring if they hit or miss the ball.</p> <p>Why we need to double up on fielding positions, to maximise our efficiency when we are fielding.</p> <p>How to create and apply simple fielding and batting tactics in a full game situations, in order for our team to be successful.</p> <p>How to umpire and score in a game.</p>
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	<p>overarm for greater distance. Stepping forwards with one foot, releasing the ball high above our head, with the opposite hand, rotating the body as we release the ball.</p> <p>What the differences are between 'batting' and 'fielding'.</p>		
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Net and Wall

<p>Why we need to aim when we are throwing.</p> <p>Why we need to be accurate when we are throwing.</p> <p>How to throw underarm. Stepping forwards with one foot, releasing the ball from low to high using our opposite hand.</p> <p>Why we need to watch the ball when it is sent towards us.</p>	<p>Where and why we need to push the ball into space.</p> <p>Why we need to keep the ball close to us and under control.</p> <p>How to use a racket safely.</p> <p>Why we need to aim at a target when sending (hitting or pushing) the ball.</p> <p>Why we need to be accurate when sending (hitting or pushing) a ball using a racket towards a target.</p> <p>Why we need to vary our power when hitting a ball.</p> <p>The consequences if we do not aim towards a target when sending (hitting) a ball.</p> <p>Where to send (hit) the ball during a game in order to score a point against our opponent.</p> <p>Why we need to vary the power when sending (hitting) the ball into space in order to score a point against our opponent.</p>	<p>Where to throw (hit) the ball/ shuttlecock on the court.</p> <p>Why we need to throw (hit) the ball/ shuttlecock into space on the court.</p> <p>Why we need to control the ball/ shuttlecock when playing a shot.</p> <p>Why we need to return (recover) to the middle of the court (baseline) once we have thrown (hit) the ball/ shuttlecock.</p> <p>How and why we execute a basic forehand shot in a mini game. A forehand is a shot in which the palm of your hand faces the direction in which we are hitting the ball/ shuttlecock. We swing the racket low to high.</p> <p>The consequences* of throwing (hitting) the ball out of the court or letting it bounce more than once on our side of the court. *Our opponent wins a point.</p> <p>What the ready position looks like.</p> <p>How to use their racket to direct the ball/ shuttlecock towards a space to win a point.</p>	<p>When and where to play a volley shot in a mini game.</p> <p>When and where we serve in a mini game.</p> <p>Where we stand on the court when applying a volley shot in a mini game.</p> <p>Where to serve to make it harder for our opponent to return the ball/ shuttlecock. We aim for the outside corner, forcing our opponent wide. This opens up lots of space on the court for our next shot.</p> <p>How to apply our prior learning of how we can win a point whilst playing with a partner (doubles).</p> <p>How to use the correct scoring system during a mini game.</p> <p>How to organise, umpire and manage round robin games.</p> <p>When, where and why we are selecting to play a shot (forehand, back or volley) to win a point.</p>
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		<p>How we can outwit our opponent during a mini game.</p> <p>How and why we execute a basic backhand shot in a mini game. A backhand is a shot in which we hit the ball with our arm across our body with the back of our hand facing the ball. We swing the racket low to high.</p> <p>When to apply either a forehand or backhand shot/ shuttlecock in a game situation.</p>	
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Ball Skills / Invasion Games

<p>How to push and roll a ball using our hands.</p> <p>How to bounce a ball using our hands.</p> <p>Why it is important to keep the ball close to us when pushing, rolling or bouncing the ball.</p> <p>How to bounce a ball into space using our hands.</p> <p>When, where and why we bounce a ball into space in order to avoid a defender.</p> <p>What controls means. Control means that we keep the ball close to our hands, preventing the defenders from gaining possession.</p> <p>Why we need to keep a ball close to us and under control</p> <p>What the word 'defender' means and what this means when playing a game.</p>	<p>How to dribble the ball using both our hands.</p> <p>Why we need to keep our head up when we are dribbling.</p> <p>Why we need to pass a ball using different power and speed.</p> <p>Why we need to be accurate when passing a ball.</p> <p>What the consequences are if we do not dribble our ball into space or pass the ball accurately towards our partners hands (target).</p> <p>How to use our hands to stop and catch the ball. To be ready to catch the ball we need to have our hands out in front of us, creating a target. Our hands should be in the shape of a 'W' with our thumbs touching.</p> <p>Why we need to communicate when passing.</p>	<p>Dodgeball and Handball</p> <p>When, where and why we need to dodge during a game.</p> <p>Why we need to be on the balls of our feet ready to dodge.</p> <p>What the consequences are of being hit by the ball</p> <p>Why it is important to catch the ball during a game of dodgeball.</p> <p>Why we need to throw with power, aiming low when throwing. We should aim low when throwing to avoid the defender catching the ball.</p> <p>How to apply the correct technique when throwing. When throwing we should throw the ball with our arm high above our shoulder, stepping forwards into the throw.</p> <p>When, where and why we would jump to avoid the ball during a game.</p>	<p>Netball, Basketball and Tag Rugby</p> <p>How 'marking,' is used during a game and when this is applied.</p> <p>How to move the ball up the court/ field creating an attack that results in a successful shooting opportunity.</p> <p>Who we are marking during a game and why.</p> <p>When, where and why we apply different methods of defending in order to prevent the attackers from scoring. Including: marking, intercepting a pass and applying pressure.</p> <p>How we can regain possession if we lose the ball</p> <p>How different attacking tactics can be applied during a game to create scoring opportunities.</p> <p>How to regain possession if we lose it</p>
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<p>What the word 'attacker' means and what this means when playing a game.</p> <p>How to throw a ball/ beanbag with control</p> <p>Why we need to aim when throwing</p> <p>Understand why we need to use our hands to catch</p> <p>How to control a ball using our feet.</p> <p>How to dribble the ball using our feet.</p> <p>Why it is important to keep the ball close to us when moving with the ball.</p> <p>How to stop the ball using our feet.</p> <p>What controls means. Control means that we keep the ball close to our feet, preventing the defenders from gaining possession.</p> <p>When, where and why we dribble a ball into space in order to avoid a defender.</p>	<p>Why we need to be ready to receive the ball when it is passed to us.</p> <p>When to dribble or when to pass in order to keep possession of the ball.</p> <p>What the consequences are in a game if our passes are inaccurate, intercepted by a defender or we lose possession of the ball.</p> <p>Why we need to aim towards our partners hands when passing the ball.</p> <p>The difference between attacking and defending and when our roles change during a game.</p> <p>Why we need to keep our head up when we are dribbling.</p> <p>How to dribble the ball using the inside and outside of our feet.</p> <p>Why we need to be accurate when kicking (passing) a ball.</p> <p>What the consequences are if we do not dribble into space or pass the ball accurately towards our target.</p> <p>How we pass the ball using the inside of our foot. We place our non-kicking foot beside the ball, with our toes pointing in the direction of our target. We then swing our kicking foot towards the ball and make contact using the inside of the foot, with our kicking foot following through towards our target.</p> <p>Why we need communicate when passing.</p>	<p>When, where and why we would duck to avoid the ball during a game.</p> <p>How and why we need to throw with power when throwing at a target that is further away.</p> <p>Why we need the keep our heads up and focused on the ball to help us dodge, jump or duck the ball when it comes towards us.</p> <p>When to catch the ball or when to avoid the ball</p> <p>What the consequences are of dropping the ball or being hit by the ball during a game of dodgeball.</p>	<p>How and when different defensive tactics (high press or retreating back) can be applied during a game to prevent attacking opportunities.</p> <p>How to apply the basic rules and be able to take responsibility for officiating and managing our own games.</p> <p>When, where and why we would apply different types of passes</p> <p>How to position ourselves as a team defensively to prevent an attack.</p>
		<p>Hockey</p> <p>How to hold a stick safely</p> <p>How to dribble the ball and it under control whilst dribbling with a stick</p> <p>Why and how to tackle safely</p> <p>How to pass and receive the ball, adopting the correct technique</p> <p>When, where and why is a good place to shoot</p> <p>What are the differences between intercepting, blocking and tackling</p>	<p>Football</p> <p>The different methods of defending</p> <p>How to move the move to create an attack and successful shooting opportunity</p> <p>How "man to man marking" is used during a game and when this is applied</p> <p>When and why to use: tackling, marking, intercepting and tracking back</p> <p>What the basic laws of football are (free kick V penalty)</p> <p>What are the consequences in a game of football</p>

	<p>Why we need to be ready to receive the ball when it is passed to us.</p> <p>How to control a ball that is passed to us using our feet.</p> <p>When to dribble or when to pass in order to keep possession of the ball.</p> <p>What the consequences are in a game if our passes are inaccurate, intercepted by a defender or we lose possession of the ball.</p>		
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Orienteering

<p><i>N.B Skills to be taught and practised through a variety of other experiences.</i></p> <p>Why we need to play fairly.</p> <p>Why we need to encourage others in our team.</p> <p>Why we need to try our hardest every time</p> <p>How to use our imagination and try lots of different ways</p> <p>Why it is important to include everyone in our team.</p>	<p><i>N.B Skills to be taught and practised through a variety of other experiences</i></p> <p>What makes an effective team; include everyone, encourage, try our best etc.</p> <p>How to work in pairs and small teams to complete different challenges.</p> <p>What the consequences could be in a game if we do not include all of our team.</p> <p>How to explore simple strategies to complete challenges.</p> <p>Why it is important to continue to try our hardest, even if we find the challenge hard.</p> <p>Why we have to work together, listening to our team mates</p>	<p>What makes an effective leader</p> <p>How to create and apply simple tactics for completing challenges quickly.</p> <p>Why our role is important if our team is going to be successful.</p> <p>How to communicate effectively, listening when others are speaking and using a clear voice when communicating our own ideas.</p> <p>How to collaborate with our own team members, applying the rules of the game.</p> <p>How to collaborate with the opposing team(s), applying the rules of the game.</p> <p>What the attributes of an effective team are. For example integrity, communication, co-operation, and</p>	<p>How to take responsibility for others and lead others in an effective way.</p> <p>Why we have to orientate a map in order to locate points on the map.</p> <p>How to plan a route effectively in order to locate as many points as possible.</p> <p>How to manage time and avoid being late back and understand why this is important.</p> <p>What makes an effective leader and why this is so important for the success of a team.</p> <p>What the 'STEP' principle is: Space, Task, Equipment. People.</p> <p>How to use the 'STEP' principle when leading an activity.</p>
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	<p>(communication) in order to win and complete the challenge.</p> <p>How to develop and adapt simple strategies in order to improve as a team.</p> <p>Why it is so important to respect our team and any other teams involved in the challenge.</p>	<p>collaboration.</p> <p>Why it is so important to be positive and approach the challenge positively.</p> <p>How and why we need to be able to communicate how we feel when working as part of a team.</p> <p>What verbal and nonverbal communication means. Verbal communication is a method of communicating using our voice. When communicating verbally it is important that our message is clear and precise so that our team members can understand. Non-verbal communication is a method of sending messages or signals without speaking. This includes actions such as making eye contact, using hand gestures or changing a body language or posture to communicate.</p>	
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Progression of skills in PE at Hardy Mill - Cycle A

EYFS	KS1	LKS2	UKS2
Athletics/ Locomotion			
<p>Explore/ develop walking</p> <p>Sustain walking</p> <p>Explore marching</p> <p>Apply walking into a game</p> <p>Explore/ develop jumping</p> <p>Apply jumping into a game</p> <p>Jumping for distance</p> <p>Explore jumping high</p> <p>Explore hopping</p>	<p>Recap, develop, explore and consolidate jumping</p> <p>Link jumping</p> <p>Develop and explore jumping combinations</p> <p>Explore and apply skipping</p>	<p>Explore and develop running for speed</p> <p>Explore acceleration</p> <p>Introduction/ develop relay: running for speed in a team</p> <p>Throwing: Accuracy vs distance</p> <p>Standing Long Jump</p> <p>Exploring our stride pattern</p> <p>Explore running a pace</p> <p>Understand and apply tactics when running for distance</p> <p>Javelin</p> <p>Standing Triple Jump</p>	<p>Finishing a race</p> <p>Evaluating our performance</p> <p>Sprinting: my personal best</p> <p>Relay changeovers</p> <p>Shot put</p> <p>Introducing the hurdles</p> <p>Running for speeds competition</p> <p>Running for distance</p> <p>Throwing competition</p> <p>Jumping competition</p>
Dance			
<p>Moving in sequence</p> <p>Moving with control</p> <p>Creating our own movements</p> <p>Create simple movement sequence</p> <p>Respond in movement to words and music</p> <p>Explore contrasting tempos</p>	<p>Performing movements in sequence</p> <p>Creating movements that's represent superpowers</p> <p>Creating movements that represent a superhero rescuing or saving someone/ something</p> <p>Explore character movements</p>	<p>Explore the behaviours of people in 1939</p> <p>Creating sequences in small groups that show character emotion</p> <p>Creating movements that interconnect</p>	<p>Creating rhythmic patterns using our body</p> <p>Extend choreography through controlled movements, character emotion and expression</p> <p>Explore the relationships between characters applying character emotion and expression</p>

Explore character movements Add expression to character movements			
Perform with a partner			
Gymnastics			
Introduction to high, low, over and under	Develop linking	Introduction to symmetry	Introduction to counter balance
Introduction to apparatus	Linking on apparatus	Introduction to asymmetry	Application of counter balance learning onto apparatus
Applying high and low on apparatus	Jump, roll, balance sequence, on and off apparatus	Application of learning into apparatus	Sequence formation
Explore moving and making shapes using different body parts	Creation and performance of sequences	Sequence formation	Counter tension
Explore moving in different directions	Introduce big/ small body parts	Sequence completion	Sequence completion
Explore big and small ways of moving and making shapes	Combine and transition between big and small with wide, narrow and curled	Introduction to bridges	Introduction and application to matching/ mirroring
Move in pairs		Application of bridge learning onto apparatus	Sequence development
Create shapes in pairs	Add linking movements together	Develop sequences with bridges	
Striking and Fielding			
	Develop pushing/ dribbling with a racket (control)	Cricket Understand and develop the concept of batting and fielding	Cricket Refine and consolidate batting and bowling tactics
	Explore hitting and develop pushing a ball, with a racket, towards a target	Introduce throwing overarm	Refine fielding stopping, catching and throwing
	Explore hitting a ball, with a racket, with accuracy and power	Introduce throwing underarm	Combine bowling and fielding creating and applying tactics
	Hitting a ball, with a racket, with accuracy and power to beat an opponent	Introduce catching	Introduce umpiring and scoring
	Introduce hitting a ball into space:	Striking with intent	Create, understand and apply attacking and defensive tactics in
		Introduce bowling underarm	

	<p>where and why?</p> <p>Striking the ball, with a bat, into space with intent</p>	<p>Develop stopping and returning the ball</p> <p>Develop retrieving and returning the ball</p> <p>Striking the ball at different angles and speeds</p>	<p>game</p>
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Net and Wall

	<p>Develop pushing/ dribbling with a racket (control)</p> <p>Explore hitting and develop pushing a ball, with a racket, towards a target</p> <p>Explore hitting a ball, with a racket, with accuracy and power</p> <p>Hitting a ball, with a racket, with accuracy and power to beat an opponent</p> <p>Introduce hitting a ball into space: where and why?</p> <p>Striking the ball, with a bat, into space with intent</p>	<p>Tennis</p> <p>Introduction to tennis, outwitting an opponent</p> <p>Creating space to win a point</p> <p>Consolidate how to win a game and introduce rackets</p> <p>Introduce and develop the forehand</p> <p>Create space to win a point using a racket</p> <p>Introduce the backhand</p> <p>Apply the forehand and backhand in game situations and to create space to win a point</p>	
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Ball/ Skills Invasion Games

<p>Explore pushing</p> <p>Explore rolling</p> <p>Explore bouncing</p> <p>Explore bouncing into space</p> <p>Combine pushing and rolling</p> <p>Combine rolling, pushing and bouncing</p>	<p>Introduce sending (bouncing) with control</p> <p>Introduce aiming with accuracy</p> <p>Introduce power and speed when sending a ball</p> <p>Introduce and develop stopping, combining sending skills</p>	<p>Dodgeball:</p> <p>Develop changing direction</p> <p>Introduce throwing with accuracy</p> <p>Introduce catching</p> <p>Develop moving, changing direction at speed.</p> <p>Handball:</p> <p>Introduce passing, receiving and</p>	<p>Football:</p> <p>Refine dribbling and passing to maintain possession</p> <p>Introduce and develop defending</p> <p>Develop shooting</p> <p>Refine attacking skills, passing, dribbling, shooting</p>
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<p>Explore and develop moving a ball using our feet</p> <p>Understand dribbling</p> <p>Develop dribbling against an opponent</p> <p>Taking turns/ keeping the score</p> <p>Understanding and playing by the rules</p> <p>Avoiding a defender</p> <p>Preventing an attacker from scoring</p>	<p>Combine sending and receiving skills</p> <p>Develop dribbling/ passing and receiving</p> <p>Combine dribbling/ passing and receiving, keeping possession</p> <p>Develop and combine dribbling/ passing and receiving to score a point</p>	<p>creating space</p> <p>Develop passing and moving</p> <p>Combine passing and moving</p> <p>Introduce shooting</p> <p>Develop passing and shooting</p>	<p>Introduce officiating</p> <p>Tag Rugby: Refine passing and moving to create attacking opportunities</p> <p>Explore different passes that can be used to outwit defenders</p> <p>Refine defending as a team</p> <p>Create and apply defending tactics. Develop officiating</p>
Orienteering			
			<p>Face orienteering</p> <p>Cone orienteering</p> <p>Point and return</p> <p>Point to point</p> <p>Timed course</p> <p>Orienteering competition</p>

Progression of skills in PE at Hardy Mill - Cycle B

EYFS	KS1	LKS2	UKS2
Athletics/ Locomotion			
<p>Explore/ develop walking</p> <p>Explore walking in different pathways</p> <p>Sustain walking</p> <p>Explore marching</p> <p>Apply walking into a game</p> <p>Explore/ develop jumping</p> <p>Apply jumping into a game</p> <p>Jumping for distance</p> <p>Explore jumping high</p> <p>Explore hopping</p>	<p>Explore running</p> <p>Apply running into a game</p> <p>Explore running at different speeds</p> <p>Explore running in a team</p> <p>Consolidate running, apply running into a game</p> <p>Explore, develop and apply dodging</p>	<p>Explore and develop running for speed</p> <p>Explore acceleration</p> <p>Introduction/ develop relay: running for speed in a team</p> <p>Throwing: Accuracy vs distance</p> <p>Standing Long Jump</p> <p>Exploring our stride pattern</p> <p>Explore running a pace</p> <p>Understand and apply tactics when running for distance</p> <p>Javelin</p> <p>Standing Triple Jump</p>	<p>Finishing a race</p> <p>Evaluating our performance</p> <p>Sprinting: my personal best</p> <p>Relay changeovers</p> <p>Shot put</p> <p>Introducing the hurdles</p> <p>Running for speeds competition</p> <p>Running for distance</p> <p>Throwing competition</p> <p>Jumping competition</p>
Dance			
<p>Moving in sequence</p> <p>Moving with control</p> <p>Creating our own movements</p> <p>Create simple movement sequence</p> <p>Respond in movement to words and music</p> <p>Explore contrasting tempos</p> <p>Explore character movements</p>	<p>Responding to stimuli</p> <p>Developing our motif with expression and emotion</p> <p>Apply choreography in our motifs</p> <p>Extending our motifs</p> <p>Sequences, relationships and performance</p>	<p>Respond to stimuli, extreme weather</p> <p>Develop thematic dance into a motif</p> <p>Extending dance to create sequences with a partner</p> <p>Developing sequences with a partner</p>	<p>Exploring the Greeks using compositional principles</p> <p>Extending sequences with a partner using compositional principles</p> <p>Creating movement using improvisation where movement is reactive</p>

Add expression to character movements			
Perform with a partner			
Gymnastics			
Introduction to high, low, over and under	Introduction to wide, narrow and curled and explore the difference between	Introduction to symmetry	Introduction to counter balance
Introduction to apparatus	Transition between wide, narrow and curled	Introduction to asymmetry	Application of counter balance learning onto apparatus
Applying high and low on apparatus	Linking two movement together	Application of learning into apparatus	Sequence formation
Explore moving and making shapes using different body parts	Explore and develop zigzag pathways on and off apparatus	Sequence formation	Counter tension
Explore moving in different directions	Creation, completion and performance of pathways sequences	Sequence completion	Sequence completion
Explore big and small ways of moving and making shapes		Introduction to bridges	Introduction and application to matching/ mirroring
Move in pairs		Application of bridge learning onto apparatus	Sequence development
Create shapes in pairs		Develop sequences with bridges	
Striking and Fielding			
	Develop pushing/ dribbling with a racket (control)	Rounders	Rounders
	Explore hitting and develop pushing a ball, with a racket, towards a target	Introduce to rounders	Develop fielding tactics maximising players
	Explore hitting a ball, with a racket, with accuracy and power	Introduce underarm throwing	Understand what happens if the batter misses the ball
	Hitting a ball, with a racket, with accuracy and power to beat an opponent	Apply overarm and underarm throwing	Refine fielding tactics, what players where?
	Introduce hitting a ball into space: where and why?	Introduce stopping the ball	Applying tactics in mini games
	Striking the ball, with a bat, into space with intent	Application of stopping the ball in a game	Introduction to full rounders
		Develop fielding bowling with a backstop	Consolidate fielding tactics
		Introduce and develop batting	Refine our understanding of what happens if the batter misses or hits the ball backwards
		Introduce and apply basic fielding	

		tactics	Batting considerations
Net and Wall			
	<p>Develop pushing/ dribbling with a racket (control)</p> <p>Explore hitting and develop pushing a ball, with a racket, towards a target</p> <p>Explore hitting a ball, with a racket, with accuracy and power</p> <p>Hitting a ball, with a racket, with accuracy and power to beat an opponent</p> <p>Introduce hitting a ball into space: where and why?</p> <p>Striking the ball, with a bat, into space with intent</p>		<p>Badminton</p> <p>Exploring different forehand/ backhand shots</p> <p>Applying different forehands/ backhand shots to win a point</p> <p>Consolidate outwitting an opponent</p> <p>Doubles: understanding and applying tactics to win a point</p> <p>Introduction to outwitting an opponent</p> <p>Creating space to win a point</p> <p>Controlling the game from the serve</p>
Ball Skills/ Invasion Games			
<p>Explore pushing</p> <p>Explore rolling</p> <p>Explore bouncing</p> <p>Explore bouncing into space</p> <p>Combine pushing and rolling</p> <p>Combine rolling, pushing and bouncing</p> <p>Explore and develop moving a ball using our feet</p> <p>Understand dribbling</p>	<p>Develop moving the ball using the feet</p> <p>Apply dribbling into games</p> <p>Consolidate dribbling</p> <p>Explore kicking and kicking to score a point</p> <p>Develop dribbling/ passing/ receiving and keeping possession</p> <p>Combine and apply dribbling/ passing/ receiving and keeping possession to score a point</p>	<p>Hockey:</p> <p>Introduce and refine dribbling and passing</p> <p>Introduce and develop passing</p> <p>Combine passing and dribbling to create space and create attacking opportunities</p> <p>Introduce and develop receiving</p> <p>Introduce shooting</p> <p>Introduce defending, blocking and tackling</p>	<p>Basketball:</p> <p>Refine passing and receiving</p> <p>Apply passing, footwork and shooting into mini games</p> <p>Introduce officiating</p> <p>Introduce defending</p> <p>Explore the function of other passing styles</p> <p>Netball:</p> <p>Recap and refine dribbling and passing to create attacking opportunities</p>

<p>Develop dribbling against an opponent</p> <p>Taking turns/ keeping the score</p> <p>Understanding and playing by the rules</p> <p>Avoiding a defender</p> <p>Preventing an attacker from scoring</p>			<p>Develop marking</p> <p>Refine shooting</p> <p>Refine attacking skills, passing, dribbling and shooting introduce officiating</p>
Orienteering			
		<p>Face orienteering</p> <p>Cone orienteering</p> <p>Point and return</p> <p>Point to point</p> <p>Timed course</p> <p>Orienteering competition</p>	

Progression of vocabulary in PE at Hardy Mill

EYFS	KS1	LKS2	UKS2
	Inclusive of EYFS	Inclusive of EYFS & KS1	Inclusive of EYFS, KS1 & LKS2
Accuracy	Acceleration	Asymmetrical	Adapt
Aiming	Agility	Backhand	Advantage
Apparatus	Balance	Back stop	Bye
Attacker	Batter	Barrier	Canon
Beat	Chest Pass	Base	Cardiovascular system
Big	Choreography	Baseline	Change over
Bouncing	Communication	Block	Circuit training
Catching	Cooperation	Bounce pass	Compositional
Change of direction	Coordination	Bowling	Control point
Control	Courage	Bridge	Counter balance
Defender	Dodge	Change over	Counter tension
Distance	Emotion	Character	Double dribble
Dribbling	Fairness	Creativity	Doubles
Expression	Fielder	Drag back	Eliminated
Height	Flow	Ducking	Evaluation
High	Hand-eye coordination	Extension	Events
Hopping	Hitting	Footwork	False start
Jumping	Inclusion	Forehand	Flexibility
Landing	Interesting	Forward pass	Formation
Low	Linking	Free hit	Four runs
Marching	Motif	Free pass	Goal side
Moving	Motivation	Goal keeper	Improvisation
Opponent	Narrow	Intercepting	Interconnecting
Opposite	Passing	Levels	Knock on
Over	Skipping	Listening	Lap
Possession	Stimulus	Map	Leadership
Power	Strategy	Marking	Leg Bye
Pushing	Tactics	Navigate	Loop pass
Rhythm	Tackling	Non-verbal communication	Man to man marking
Rolling	Team	Orienteering	Mirroring
Rules	Trust	Out	Miss pass
Sequence	Unison	Outwit	No ball

Shapes Sharing Small Space Speed Stopping Tagging Tempo Throwing Timing Transition Walking	Warm up Wide Zig zag	Pace Penalty Pivot Rally Relay Retrieving Rounder Route Shooting Shoulder Pass Strategy Stride pattern Symbol Teamwork Timing Turning	Outfielder Over Personal best Pressure Rebound Recover Referee Run out Scale Serve Shadowing Six runs Tracking back Umpire Volley Wicket keeper Zonal marking
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