PE Curriculum Flow

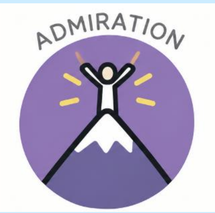
Curriculum Drivers



Curiosity



Communication



Admiration



Worldly









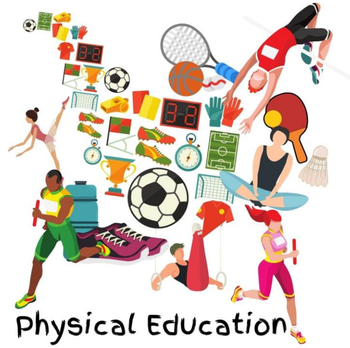
PE

At Beaminster St. Mary's, we intend to inspire all pupils to succeed and excel in competitive sport and other physically-demanding activities, as well as give children the tools and understanding required to make a positive impact in their own health and well-being. We want all children to experience a wide variety of sports and physical skills which will enhance life-long fitness and life choices.

Our Physical Education will challenge and promote self-esteem through the development of physical confidence and problem-solving. We aim to teach children to cope with both success and failure in competitive, individual and team-based physical activities, allowing them to explore and express their personal and spiritual identity. Through our provision, children can flourish at sports in which they have a particular interest or flair for.

Children have equal opportunities to take part in a range of sports and physical activities within a challenging and supportive environment where effort, as well as success, is recognized. Children are encouraged to participate in exercise through-out the day during PE lessons, clubs, outdoor learning, outdoor play and competitive events.

Aims



The national curriculum for physical education aims to ensure that all pupils:

Substantive Knowledge:

- develop competence to excel in a broad range of physical activities and sports
- understand the importance of physical activity in developing healthy, active lifestyles and maintaining physical and mental wellbeing
- develop knowledge of the principles, rules, strategies and tactics that underpin different physical activities and sports
- understand how the body moves and responds to physical activity, including the importance of fitness, strength, flexibility, coordination and control
- understand how to work effectively with others, demonstrating teamwork, leadership, respect and sportsmanship

Disciplinary Knowledge:

are competent in the physical and thinking skills needed to:

- develop and refine movement skills through practice, repetition and feedback, applying these skills with increasing control, accuracy and fluency
- select and apply appropriate skills, techniques, tactics and strategies to overcome challenges and solve problems in different physical activities and sports
- analyse and evaluate their own and others' performance, identifying strengths, areas for development and ways to improve
- communicate, collaborate and respond effectively to others when participating in individual, paired and team activities
- apply their knowledge of health, fitness, safety and wellbeing to make informed decisions about physical activity and performance
- perform confidently in a range of activities, adapting their movements and approaches in response to different environments, opponents, teammates and challenges

Cohesive

In Physical Education, pupils over time need to develop a **broad and connected knowledge of movement, physical activity, health, fitness and sport**, together with the skills, understanding and attitudes needed to participate confidently and safely. As pupils progress, their growing knowledge and experience should help them to understand **how movements are performed, how skills can be developed and refined, and how tactics, strategies and decision-making can be applied in different sporting contexts**.

To support pupils in this, the key knowledge and skills have been organised into key concepts to support pupils to:

- **Develop an extensive and connected knowledge base.** When pupils learn a new movement, skill, technique or principle, it should connect to what they already know and be applied in increasingly challenging contexts. This enables pupils to transfer their learning between different activities and sports.
- **Break down complex movements, skills and strategies into meaningful 'chunks' of learning.** These components can then be practised, refined and sequenced over time. This allows pupils to develop increasingly secure physical skills without overwhelming working memory, while gradually building fluency, control and automaticity.
- **Nurture and build motivation and interest in physical activity** through developing competence, confidence and enjoyment. Pupils should experience success, understand how they can improve and develop a positive attitude towards being active, helping them to make physical activity a meaningful part of their lives.
- **Develop the ability to think and act as performers.** Pupils should increasingly be able to observe, analyse, evaluate and make decisions about their own and others' performance, using appropriate vocabulary to explain what is happening and how it could be improved.
- **Build independence and resilience.** Through practice, challenge, competition and reflection, pupils should learn to respond positively to mistakes, persevere when skills are difficult and take increasing responsibility for their own development and performance.

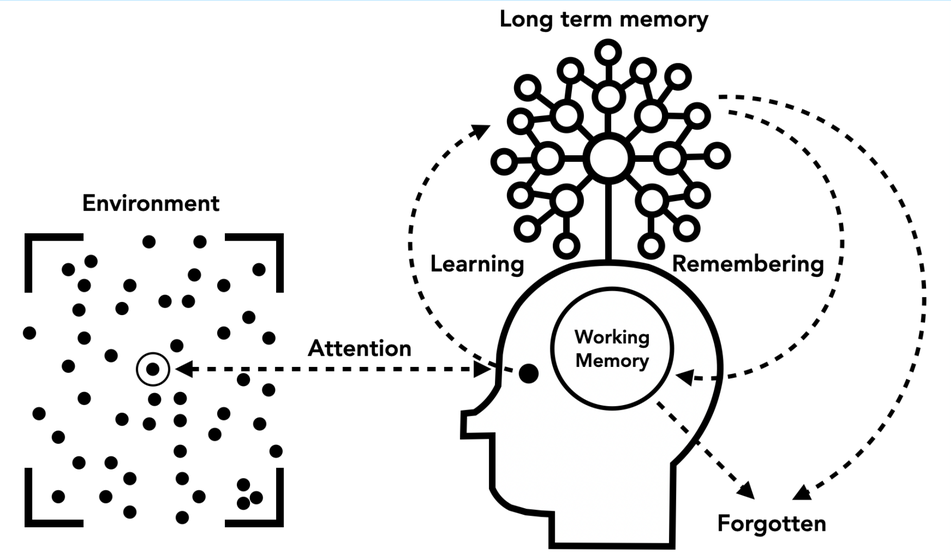
Curriculum Drivers

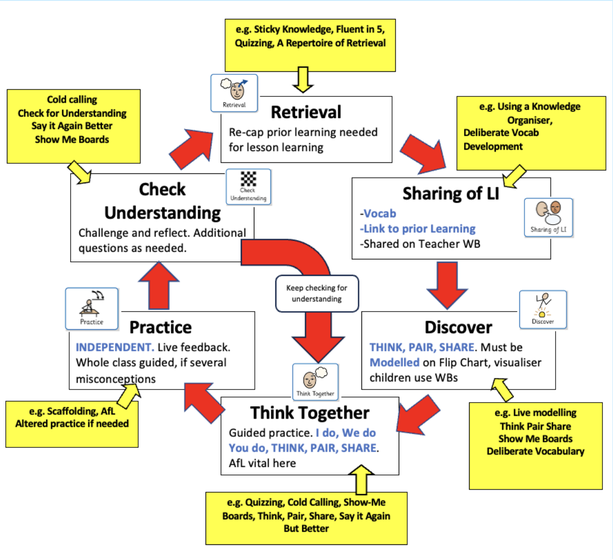
At **Beaminster St Mary's Academy**, we believe that our curriculum should provide children with more than the knowledge and skills set out in the National Curriculum. It should help them to **love each other, learn together and inspire all to succeed**, preparing them not only for the next stage of their education but for life beyond our school.

When designing and developing our curriculum, we consider the **needs of our children and families, our local community, our Christian vision and values, and the distinctive context and opportunities of living and learning in Beaminster and Dorset**. We want every child to develop a strong sense of who they are, their place within their community and their responsibility towards the wider world.

Our curriculum is underpinned by four key drivers: **Curiosity, Admiration, Communication and Worldly**. These drivers help us to identify the experiences, knowledge, skills and opportunities that we want every child to encounter during their time at Beaminster St Mary's. They are woven through our curriculum and wider school life, ensuring that our curriculum is **ambitious, enriching and purposeful**, while reflecting the needs and aspirations of our children.

Learning model and lesson design





Tom Sherrington's learning model underpins our teaching and learning by ensuring that lessons are well-sequenced and structured with clear learning intentions. We prioritise active student engagement, regular retrieval practice and high-quality feedback, allowing students to consolidate and retain knowledge effectively. The model supports teachers in assessing progress through formative assessment and adapting teaching to meet individual needs. A focus on delivering lessons with optimal cognitive load and promoting independent learning, helps students develop a deep understanding of the curriculum and the skills necessary for lifelong learning.

Curiosity



We want our children to be curious about themselves, each other and the world around them. We encourage them to ask questions, investigate, explore and develop a lifelong love of learning.

Communication



We want every child to develop the confidence and skills to express themselves, listen to others and communicate effectively. We place a strong emphasis on vocabulary, reading, speaking and listening, enabling children to participate fully in school, their community and wider society.

Admiration



We want our children to recognise and celebrate excellence, beauty, creativity, courage and achievement in themselves and others. Through our curriculum, children encounter inspiring people, ideas, places, achievements and examples of faith and character.

Worldly



We want our children to understand that they are part of a world much bigger than Beaminster. Our curriculum helps them to appreciate different cultures, communities, places, beliefs and perspectives, while understanding their own responsibilities towards others and the world we share.

Intent

Physical activity not only improves health, reduces stress and improves concentration, but also promotes correct physical growth and development. Exercise has a positive influence on academic achievement, emotional stability and interaction with others. Therefore, both teachers and children should be aware of the importance of physical activity. The range of physical activities is wide and includes athletics, dance, games, gymnastics, swimming and outdoor education. A high-quality programme (GetSet4PE) is used to satisfy the needs, abilities and interests of all individual children.

At Beaminster St Mary's, we aim to:

Enable children to explore and develop their physical skills.
To help establish and improve the individual child's self-esteem and confidence.
Promote a healthy and fulfilling lifestyle by developing self-motivation to take part in physical activity, both inside and outside of school.
To develop social skills (co- operating in groups, playing fairly to rules, mixing with children from other schools).
To ensure every child has the opportunity to take part in after school sports clubs, as well as external competitions and tournaments.
To provide our children with a range of skills that can be used and developed throughout their lives.

Implementation

- ✓ Use the Get Set 4 PE Scheme of work to support our teaching of physical activity. This includes progression from EYFS to Year 6 and a curriculum paths that allows children to revise and develop skills and techniques for physical education.
- ✓ Ensure that children have a minimum of 2 hours of physical activity each week.
- ✓ Move daily through the use of activities such as wake and shake, the daily mile and lunch time activities run by play leaders.
- ✓ Ensure that children are able to access swimming lessons to support them in learning to swim effectively.
- ✓ Provide positive and engaging experiences to encourage a lifelong interest in physical activity.
- ✓ Provide a range of high-quality sessions with trained PE instructors throughout the year such as Up and Under, Chance to Shine and one off events.
- ✓ Involve the outside community where possible - e.g. Sports Day, Clubs, Inter-school matches.

Impact

At Beaminster Sr Mary's Academy, we use summative assessment across the school to determine children's knowledge, understanding and application of key skills. This assessment supports the planning, which is reviewed on a termly basis. By the end of each Key Stage, it is expected that children know and apply the skills and knowledge that has been taught in each programme of study.

PE at Beaminster St Mary's

Early learning goals and National Curriculum

EYFS

Early Learning Goal:
Gross Motor Skills:
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.

KS1

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.

<u>Pupils should be taught to:</u>
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

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KS2

Key stage 2 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.

<u>Pupils should be taught to:</u>
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.

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Swimming

All schools must provide swimming instruction either in key stage 1 or key stage 2.
In particular, pupils should be taught to:
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.

Our Big Ideas that link the learning


Fundamentals (ABCs, athletics)


Games


Dance


Body Management (gymnastics and yoga)


OAA


Swimming

SCHEME (Get Set for PE) Programme Second Order Concepts


Healthy, active lifestyle


Competence


Performance


Creativity


Evaluation and analysis

Our Big Ideas



F.M.S.
(Fundamental Movement Skills)
Through fundamentals, athletics and fitness master basic movements (running, jumping and throwing) as well as developing agility, balance and co-ordination



Games
Master basic movements of throwing and catching and apply to team games where tactics for attacking and defending are seen



Dance
Making simple movement patterns or a range of movement patterns that lead to performances



Body Management
Through gymnastics and yoga master basic moments and develop agility, balance and co-ordination leading to development of flexibility, strength, technique, control and balance.



OAA
(Outdoor and Adventurous Activity)
Participate in team games and take part in outdoor adventurous activity individually and in a team



Swimming
Develop swimming skills to swim efficiently as well as develop water safety knowledge and skills





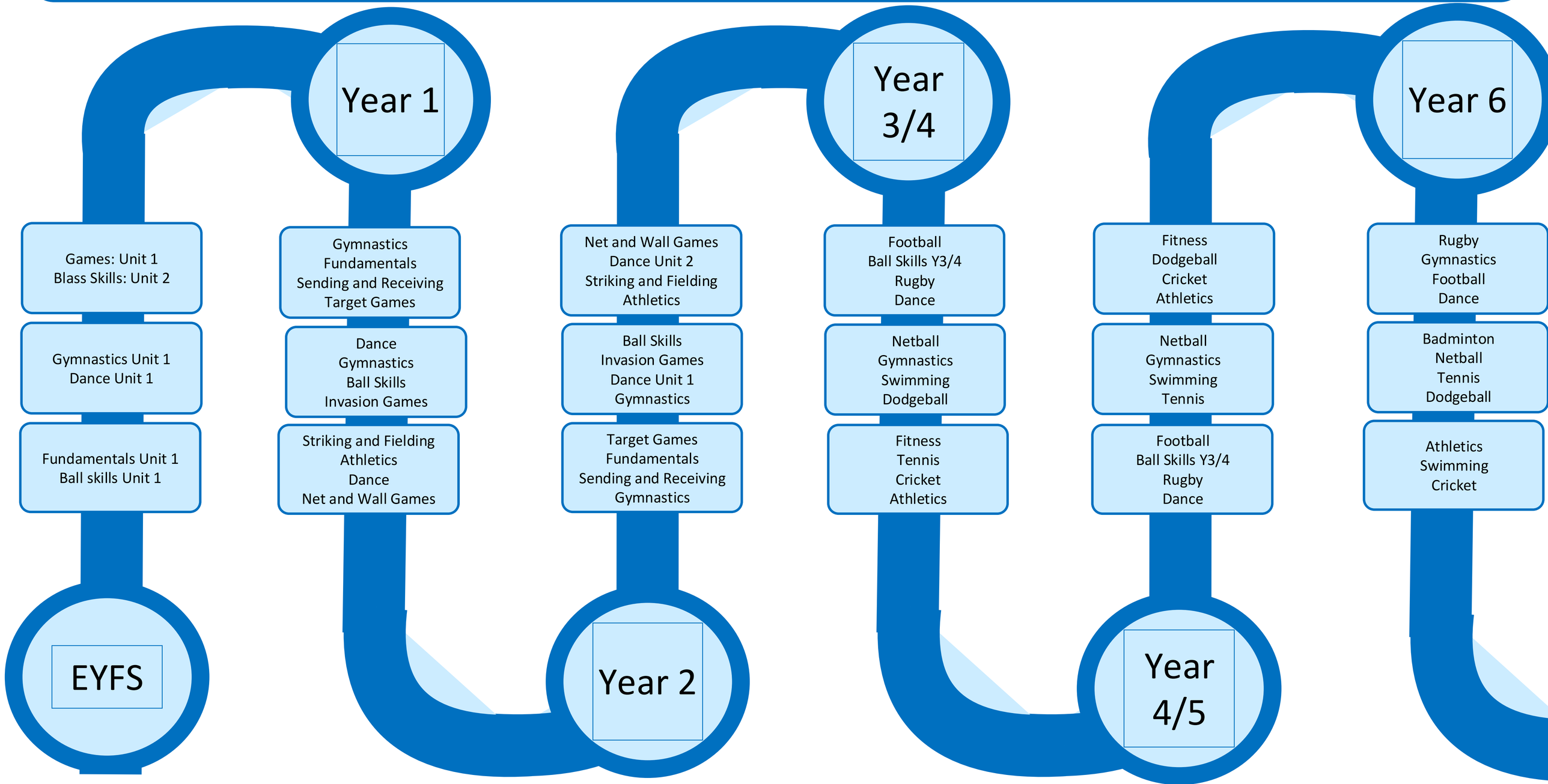
Physical Education Curriculum Overview





	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS	Fundamentals: Fundamentals Unit 1	Games: Ball skills Unit 1	Dance: Unit 1	Body Management: Gymnastics Unit 1	Games: Ball skills Unit 2	Games: Games Unit 1
Year 1	Body Management: Gymnastics Unit 1 Fundamentals: Fundamentals	Games: Sending and receiving Games: Target Games	Dance: Dance Unit 1 Body Management: Gymnastics Unit 1	Games: Ball skills Games: Invasion games	Fundamentals: Athletics Games: Striking & Fielding	Dance: Dance Unit 2 Games: Net & Wall Games
Year 2	Games: Target Games Fundamentals: Fundamentals	Games: Sending and receiving Body Management: Gymnastics Unit 1	Games: Ball skills Games: Invasion games	Dance: Dance Unit 1 Body Management: Gymnastics Unit 1	Games: Net & Wall Games Dance: Dance Unit 2	Games: Striking & Fielding Fundamentals: Athletics
Year 3/4	Games: Football Games: Ball skills Y3/4	Games: Tag Rugby Dance: Dance Y4	Games: Netball Body Management: Gymnastics	Swimming Body Management: Gymnastics	Fundamentals: Fitness Games: Tennis	Games: Cricket Fundamentals: Athletics
Year 4/5	Games: Football Games: Ball skills Y3/4	Games: Tag Rugby Dance: Dance Y5	Games: Netball Body Management: Gymnastics	Swimming Games: Tennis	Fundamentals: Fitness Games: Dodgeball	Games: Cricket Fundamentals: Athletics
Year 6	Games: Tag Rugby Body Management: Gymnastics	Games: Football Dance: Dance Y6	Games: Netball Body Games: Badminton	Games: Tennis Games: Dodgeball	Swimming Fundamentals: Athletics	Games: Cricket Swimming

Physical Education at Marden Vale



Our second order concepts shape the questions we ask

Healthy, active lifestyle

Why is being physically active important for our health and wellbeing?

How does regular physical activity affect our bodies and minds?

What choices can we make to help us lead a healthy and active lifestyle?

How can we stay active in our everyday lives?

How do sleep, nutrition, rest and exercise work together to keep us healthy?



Competence

What skills do we need to perform this activity successfully?

How can we develop greater control, coordination and accuracy?

How can we practise effectively to improve a skill?

How can we apply a skill in different situations?

How can we adapt our movements when a challenge becomes more difficult?



Performance

What makes a successful performance?

How can we use our skills effectively in a performance or competition?

How can we adapt our performance to different situations, opponents or environments?

How can we perform with increasing confidence, control and fluency?

How can we combine different skills to create an effective performance?



Creativity

How can we use movement in different or unexpected ways?

How can we create our own sequences, routines, games or solutions?

How can we adapt an existing idea to make it our own?

How can we use our bodies, space and equipment creatively?

How can we respond creatively to a challenge or problem?



Evaluation and analysis

What could we improve and how could we improve it?

How can feedback from others help us develop?

How can we recognise progress in ourselves and others?

Why was a particular skill, technique or strategy successful?

What caused a movement or performance to be unsuccessful?

How can we use what we observe to make better decisions?

What can we learn from watching ourselves or others perform?



What Needs to be Taught

EYFS	Year 1/2	Year 3/4	Year 5/6
Early Learning Goal: Gross Motor Skills: Children at the expected level of development will: 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.	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. Pupils should be taught to: 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.	Key stage 2 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. Pupils should be taught to: 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.	

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

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.

Progression of Skills in Athletics

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Run and jump energetically. Explore running, jumping and throwing with my peers.	Begin to master basic movements such as running and jumping Begin to compete against others in an event. Begin to throw using throwing actions.	Master basic movements such as running and jumping. Compete against others in an event. Use throwing actions more accurately to hit a target.	Run and jump. Compete against others in events. Begin to demonstrate improved throwing, running and jumping technique. Say what is good about their and others performance.	Demonstrate improved throwing, running and jumping technique. Compete against others in events. Say what is good about their and others performance.	Refine their technique showing precision in a variety of disciplines such as throwing, catching, running and jumping. Compete against others in events showing increasing resilience. Begin to evaluate and improve their performance.	Refine their technique showing precision in a variety of disciplines such as throwing, catching, running and jumping. Improve and evaluate their performance comparing it to previous performances.
Vocabulary	Walk, jog, run, hop, skip, jump, team, throw, catch, pass, by yourself, in pairs.	Athletics, target, speed, take off, landing, underarm, obstacle, sprinting, pace.	Distance, weight, height, technique, grip, stance, strike, power, accuracy.	Rotation, relay, estimating, exchange, shuffle run up, landing.	Muscles, propel, long jump, high jump, steady pace, leading leg.	Tactic, triple jump, discus, crouching, phase, torso, assisted, unassisted.	Stamina, pulse rate, aerobic capacity, high intensity, sustain, bicep, triceps, calf, quadriceps, abdominals, hamstrings.

Progression of Skills in Gymnastics

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Experiment with different ways of moving. Jump off an object and land appropriately. Demonstrate strength, balance and coordination.	Begin to take off and land on 1 or 2 feet by bouncing, jumping, hopping and skipping. Begin to adapt work from the floor safely to apparatus. Experiment with different rolling actions. Begin to link a series of jumps and rolls together.	Understand and create different pathways (straight, zigzag and curving) and move in different directions. Begin to turn, twist and spin on different body parts showing control and coordination. Link together 3 different movements showing contrast in speed and height. Adapt work from the floor safely to apparatus	Move and balance showing specific planned shapes and variations in speed and level using turning movements and jumps. Transfer learned skills onto apparatus. Select and construct sequences, which use variations in speed, height, direction and pathways. With a partner, begin to analyse and say what they like about a sequence.	Identify and use different body parts to rotate, roll and balance on and move into and from balances with control and accuracy. Begin to identify which balances produce stable and unstable bases. Use the floor and apparatus to create a sequence on balancing and rolling showing variation in shape, speed and levels. Observe the work of others and make judgements against given criteria.	Demonstrate five basic jumps showing different shapes and directions in the air. Identify and use spinning, rotation and rolling around different axes. Sustain concentration and practise to adapt, refine and improve the precision and fluency of movement and skills. Transfer flight safely onto apparatus. Design and create a sequence using variations in speed, height, direction and pathways. Observe, analyse and evaluate using correct terminology.	Identify and demonstrate contrasting, matching, mirroring balances and movements, and identify counter-balance and counter tension. Draw on past learning to travel over and under a moving partner. Travel rhythmically, develop timing and use synchronisation. Adapt and transfer sequences from the floor to apparatus. Work with others to construct, design, practise, evaluate and improve the composition of a sequence and evaluate its' effectiveness.
Vocabulary	**Mat, table, roll, long, slow, on off, land, stretched, curled, tucked**	**Space, travel, control, sequence, evaluate, balance, agility.**	**Coordination, speed, direction, body, awareness, pace,**	**Symmetry, strength, pushing, pulling, stationary, extend, tuck/star/straddle/pike jump, flexibility.**	**Rhythmic Gymnastics, accelerate, decelerate, body tension.**	**Front/back support, collaboratively, transition, stride.**	**Handstand, flight, asymmetrical, element, headstand,**

Progression of Skills in Dance

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Dance energetically. Explore and engage in dance, performing solo or in groups. Move to music and expressing my feelings and responses.	Perform basic actions with increasing control. Move in different directions and high and low. Travel rhythmically on feet, hopping and skipping. Begin to work with others to create a dance and begin to suggest ways to improve.	Create and perform simple movement patterns. Copy and perform simple movements and rhythmic patterns. Work with others to create a dance and change and vary their actions. Suggest ways to improve their performance. Understand that dance is active and changes will occur to their body.	Perform basic dance actions with greater control and fluency. Select and adapt appropriate movements for a dance idea. Create and structure a dance. Evaluate their own and others performance.	Use simple movement patterns to structure, remember and repeat dance phases. Link movements and sections together using appropriate transitional movement. Talk about how to develop and improve performance and begin to make changes to their own performance using select criteria.	Respond to a range of visual stimuli and accompaniment. Explore, improve and plan dances in a group. Use props as an integral part of dance. Link a series of more complex dance phases. Refine and compare their performances with that of others and use this to evaluate and improve their own performance.	Copy, refine and repeat dance phases and dances with a partner or in a group. Create a series of more complex ideas, using a range of movements. Recognise that dance is a good activity for health and well – being. Compare their performances with that of others and use this to evaluate and improve their own performance.
Vocabulary	**Fast, slow, shape, body part, tip toes, flat feet, stamping, swinging, forwards, backwards, side to side.**	**Travel, jump, link, balance, duet, trio, energy, perform**	**Repeat, quartet, choreograph, formation**	**Gesture, stillness, unison, limbs, support partner, 90 degrees, 180 degrees suppleness.**	**mirroring, expressions, flexed, strength, core, gesture, repetition**	**flicks, contact work, technique, variation**	**confrontation, direction, formation improvisation, unison, action/reaction**

Progression of Skills in Swimming

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Show confidence when entering a pool. Begin to experiment using different strokes to move across the water. Float in the water.	Show confidence when entering water. Use different strokes to move across the water more efficiently. Float in the water. Begin to understand how to keep safe in the water.	Use a variety of swimming strokes such as front crawl and back stroke more efficiently. Begin to develop an awareness of safety considerations around the pool.	Use a variety of strokes competently. Develop an awareness of safety considerations around the pool.	Begin to swim competently up to a distance of 25 metres. Begin to use a range of strokes effectively. Understand some ways to keep themselves safe in the water.	Swim competently over a distance of 25 metres. Use a range of strokes effectively. Perform safe self - rescue techniques in different water based situations.
Vocabulary		**Front crawl, back stroke, breast stroke, butterfly, free style, floating, kicking, breathing, coordination. Water safety, drowning, buoyancy, chlorine, temperature (water and body), life jacket, life floatation, 999.**					

Progression of Skills in Outdoor Adventurous Activities

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Work and play cooperatively and take turns with others. Participate in small group, class and one to one discussions, offering their own ideas. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.	Communicate with their peers about what to do in a task. Solve simple problems. Begin to think about how their group can improve.	Solve simple problems with their peers. Solve simple problems. Think about how their group can improve to complete the task/ problem more efficiently.	Use clues and flags to complete a task. Begin to negotiate with their peers to develop the most effective plan. Take the lead and solve simple tasks in small groups.	Use clues and flags to complete a task. Begin to negotiate with their peers to develop the most effective plan. Take the lead and solve problems and tasks in small groups.	Use multiple plans and maps for a task. Negotiate with their peers to develop the most effective plan. Take the lead and solve more complex tasks in small groups increasing to larger groupings.	Use multiple plans and maps for a task. Negotiate with their peers to develop the most effective plan. Take the lead and solve more complex tasks in small groups increasing to larger groupings.
Vocabulary	**Sharing, take turns, resilience, perseverance, challenge,**	**balance, counterbalance, timing, spotting, decision making**	**Rules, demonstrating, instructing, competition**	**Map reading, trust, problem-solving, symbols, retrace, self-confidence**	**Orienteering, course,**	**Knots, loop course, topographic map, countryside, leader, survival**	**Verbal, non-verbal**

Progression of Skills in Games

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Explain the reasons for rules. Set and work towards simple goals. Demonstrate strength, balance and coordination when throwing, catching, kicking and rolling a ball. Work and play cooperatively and take turns with others. Build constructive and respectful relationships. Show resilience and perseverance in the face of challenge.	Begin to use balls, bean bags and quoits in different ways: balancing, bouncing, throwing and catching, kicking, rolling and passing. Begin to use a bat in different ways to strike, push and roll a ball. Begin to use these skills to observe, copy and play games individually and with a partner. Begin to understand the concept of rules and learn to change the rules of a game to make it harder. Aim at a range of targets. Move safely and actively around a space. Show my partner how to do a simple skill in PE.	Throw, catch, bounce, dribble, kick and hit a ball in different ways. Begin to be more confident at using sending and receiving skills. Remember, repeat and link skills to make up and play games. Apply basic tactics and strategies to a game. Observe, play and improve another person's game and begin to evaluate their own work. Move safely and actively about a space and in a team. Show their partner how to stretch in a warm-up.	Consolidate and improve the quality of their hitting skills. Improve their ability to select and apply a range of simple tactics. Make up and play small sided games. Begin to apply attacking and defending principles in competitive games. Recognise, describe and evaluate the effectiveness of a performance. Set up equipment for their partner or their group in PE.	Consolidate their striking skills and improve the quality and control. Adapt and transfer appropriate principles of play and tactics. Solve problems and begin to modify rules. Apply attacking and defending principles in small invasion games. Recognise good quality in their, and others', performance and techniques suggesting practices to improve play. Lead a partner in making up their own activity to practice a skill.	Select, develop, adapt and apply a broader range of techniques and skills more consistently in a range of games. Apply basic strategic and tactical principals in different games situations. Develop their ability to recognise their own strengths and weaknesses and use this to evaluate their own, and others' performance; communicating improvements with team-mates. Experience and adapt to all roles in small –sided striking, fielding and invasion games. Lead a group in a warm-up/ skill activity.	Choose and use techniques and skills fluently in invasion, striking and net games. Recognise my strengths and weaknesses and develop their ability to evaluate their own, and others' performance in different physical activities and communicate ways to improve it. Choose, adapt rules and apply a range of tactics and strategies in games situations. Compare their performances with previous ones and demonstrate an improvement. Explain why exercise is good for their fitness, health and well –being. Take on the role of scorer/coach/umpire/ captain in PE.
Vocabulary	**run, jump, hop, skip, balance catch, throw, kick, travelling, hitting, partner.**	**Sending, receiving, aim, strike, balance, control, space, target, underarm, swing, agility, static, dynamic, coordination, strike, dribble, direction, space, passing, aiming, releasing.**	**Stronger, weaker, Attacking, defending, tactics, power.**	**serve, technique, position, stance, territory, passing, receiving, scanning, dominant, possession, heart rate.**	**Warm-up, cool-down, pivot, context, space, intercept.**	**acceleration, speed, evaluating, adapting** **opponent, mark, rules, facilitate, adapt, spatial awareness.**	**Impact, score, strike, defensive unit, organising, set area, observing, monitoring, accuracy, fluency.**