

Assessment: Coaches will assess each child against the PE skills and knowledge studied during each unit of work. Children will also take part in a Baseline Assessment every year, undertaken by our Super Coach, in order to track year-on-year progress in Fundamental Movement Skills.

| Year Group | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Reception | Sports Sessions with Sports Coach Focusing on Fundamental Movement Skills : balancing, running, jumping, catching, hopping, throwing, galloping, skipping, leaping and kicking | | | | | |
| 1 | Invasion Games e.g. Netball, hockey, football, basketball, bench ball | | Multi-skills and athletics | Multi-skills and athletics | Net Games e.g. Tennis, badminton | Striking Games e.g. Cricket, rounders |
| | | | Gymnastics (Monday p.m. Progressive Sports) | | Dance (Monday p.m. Progressive Sports) | |
| 2 | Invasion Games e.g. Netball, hockey, football, basketball, bench ball | | Multi-skills and athletics | Multi-skills and athletics | Net Games e.g. Tennis, badminton | Striking Games e.g. Cricket, rounders |
| | | Gymnastics (Monday p.m. Progressive Sports) | | Dance (Monday p.m. Progressive Sports) | | |
| 3 | Invasion Games e.g. Netball, hockey, football, basketball, bench ball | | Multi-skills and athletics | Multi-skills and athletics | Net Games e.g. Tennis, badminton | Striking Games e.g. Cricket, rounders |
| | | Gymnastics (Monday p.m. Progressive Sports) | | Dance (Monday p.m. Progressive Sports) | | Swimming (Tuesday a.m. Inspiring Healthy Lifestyles) |

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| 4 | Invasion Games e.g. Netball, hockey, football, basketball, bench ball | | Multi-skills and athletics | Multi-skills and athletics | Net Games e.g. Tennis, badminton | Striking Games e.g. Cricket, rounders |
| | | | Gymnastics (Monday p.m. Progressive Sports) | | Swimming (Tuesday a.m. Inspiring Healthy Lifestyles) | Dance (Monday p.m. Progressive Sports) |
| 5 | Invasion Games e.g. Netball, hockey, football, basketball, bench ball | | Multi-skills and athletics | Multi-skills and athletics | Net Games e.g. Tennis, badminton | Striking Games e.g. Cricket, rounders |
| | Gymnastics (Monday p.m. Progressive Sports) | | | Swimming (Tuesday a.m. Inspiring Healthy Lifestyles) | Dance (Monday p.m. Progressive Sports) | |
| 6 | Invasion Games e.g. Netball, hockey, football, basketball, bench ball | | Multi-skills and athletics | Multi-skills and athletics | Net Games e.g. Tennis, badminton | Striking Games e.g. Cricket, rounders |
| | Gymnastics (Monday p.m. Progressive Sports) | | | | | Dance (Monday p.m. Progressive Sports) |
| Exposure to and coverage of sports | <p>As evidenced in the curriculum overview above, children will be exposed to a wide variety of sports during their time at Chancel. These will include, but are not limited to: football; netball; basketball; hockey; dodgeball; bench ball; running; athletics; hockey; rugby; tennis; badminton; rounders; cricket; boccia; volleyball; tri-golf; orienteering; dance; gymnastics; swimming. Each year group will participate in skills sessions related to the sport type being studied, which will be built upon progressively each year, before participating in competitive games.</p> <p>Children will have opportunities to compete in competitions in many of the disciplines above, both within school and within the community. External competitions are offered through the Rugeley Primary School Cluster and Cannock and Rugeley School Games Provider.</p> | | | | | |

PE Skills Ladder

| <u>National Curriculum Progression by phase</u> | |
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| <u>Key Stage</u> <u>1</u> | <ul style="list-style-type: none"> ✓ develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, |
| <u>Lower Key</u> <u>Stage 2</u> | <ul style="list-style-type: none"> ✓ 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 ✓ enjoy communicating, collaborating and competing with each other ✓ 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 |
| <u>Upper Key</u> <u>Stage 2</u> | <ul style="list-style-type: none"> ✓ develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. ✓ play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply advanced principles suitable for attacking and defending ✓ 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 ✓ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] |

Swimming - National Curriculum Aims (Taught in Years 3, 4 and 5)

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
- ✓ perform safe self-rescue in different water-based situations.

Key Vocabulary

push and pull with the arms, kick with the legs, lie on front and back, armbands, floats, support, breathe, under water, in water, on water, front crawl, back crawl, breaststroke, float, scull, surface diving
pull, push, kick, lie flat, streamlined, breathe, turning

Progression in topic-specific skills

Key Stage 1

Lower Key Stage 2

Upper Key Stage 2

Invasion Games

- Improve the way they coordinate and control their bodies in various activities.
- Show good control over their bodies when exploring different skills.
- Explore and use skills effectively for particular games
- Roll a ball or hoop
- Throw a ball underarm
- Explore balancing.
- Throw a ball accurately to a target using increasing control.
- Catch and control a ball in movement working with a partner

- Move with a ball towards goals with increasing control.
- Understand their role as an attacker and as a defender
- Move into space to help support a team.
- Defend an opponent and try to win the ball
- Pass, receive and shoot the ball with increasing control.
- Work as part of a team to keep possession and score goals when attacking.
- Defend one on one and know when and how to win the ball.
- Use simple tactics to help a team

- Understand there are different skills for different situations and begin to use these.
- Move into space to help a team.
- Play in a range of positions and know how to contribute when attacking and defending.
- Pass, receive and shoot the ball with increasing control under pressure.
- Select the appropriate action for the situation.
- Create and use a variety of tactics

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| | <p>or in a small group</p> <ul style="list-style-type: none"> • Explore throwing and catching in different ways. • Explore kicking in different ways with increasing control. | score or gain possession | <p>to help a team.</p> <ul style="list-style-type: none"> • Create and use space to help a team. • Select and apply different movement skills to lose a defender. • Use marking, and/or interception to improve defending. |
| Key Vocabulary | avoiding, tracking a ball, rolling striking, overarm throwing, bouncing, catching, free space, own space, opposite, team, rebound, tracking or following the movement of a ball, aiming, speed, direction, passing, controlling, shooting, scoring | keeping possession, keeping the ball, scoring goals, keeping the score, making space, pass, send and receive, dribble, travel with the ball, back up, keep control, make and use space, support, pass, points, goals, rules, tactics | passing, dribbling, shooting, shielding the ball, width, depth, support, marking, covering, possession, repossession, attackers, defenders, marking, covering, supporting, team play, team positions |
| Equipment | Range of balls (netballs, basketballs, footballs, tennis balls, rugby balls, dodgeballs, airflow balls, foam balls); hockey sticks; bibs; nets; tall cones; cones; tags; hoops; multiskill arcs; goals (hockey/football); floor markers; bean bags; space markers | | |
| Multi-skills and athletics | <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 co-ordination. • Develop the following skills with increasing accuracy and velocity: <ul style="list-style-type: none"> - Explore and throw a variety of objects with one hand. - Jump from a stationary position with control. | <ul style="list-style-type: none"> • Run at fast, medium and slow speeds. • Use different take off and landings when jumping. • Develop jumping for distance and height. • Take part in a relay activity, remembering when to run and what to do. • Throw a variety of objects, changing | <ul style="list-style-type: none"> • Choose the best pace for a running event. • Perform a range of jumps showing some technique. • Show control at take-off in jumping activities. • Show accuracy and good technique when throwing for distance. • Understand how stamina and power |

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| | - Change speed and direction whilst running | <p>action for accuracy and distance.</p> <ul style="list-style-type: none"> • Demonstrate the difference between sprinting and running over varying distances. • Demonstrate different throwing techniques. • Jump for distance and height with control and balance. • Throw with some accuracy and power into a target area. | <p>help people to perform well in different athletic activities.</p> <ul style="list-style-type: none"> • Lead a partner through short warm-up routines • Select and apply the best pace for a running event. • Exchange a baton with success. • Perform jumps for height and distance using good technique. • Show accuracy and good technique when throwing for distance. • Lead a small group through a short warm-up routine |
| Key Vocabulary | run, catch, hop, skip, step, sideways, forwards, backwards, throw high, low, far, near, straight, aim, drop, bounce, fast, medium, slow, safely | sprint, jog, pace, eg steady, fast, medium, slow, throwing action, eg sling, push, pull power, stamina, speed, safety, relay, time, measure, record | race, run-up, position of feet on last stride, pacing, stamina, strength and speed = power, suppleness, safety and rules, relay take-over area, time, measure, record, set targets |
| Equipment | tall cones; cones; hoops; multiskill arcs; floor markers; beans bags; space markers; boccia set; golf putters/drivers; tri-golf set; orienteering pack; whistle fly balls; standing jump; speed bounce; foam javelins; shotputs; hurdles; relay batons; agility ladders; tunnels; open reel tape; skipping ropes | | |
| Net Games | <ul style="list-style-type: none"> • To be confident and keep themselves safe in the space • Explore and use skills, actions and ideas individually and in combination to suit the game that is being played. • Show ability to work with a partner | <ul style="list-style-type: none"> • Return a ball to a partner. • Use basic racket skills. • Play a range of basic shots. • Move quickly around the court using a variety of movement patterns. • Use a range of basic racket skills | <ul style="list-style-type: none"> • Develop wider range of skills and begin to use these under some pressure. • Select and apply preferred skills with increasing consistency. • Understand the need for tactics |

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| | <p>in throwing and catching games. .</p> <ul style="list-style-type: none"> • Hit a ball with control using an appropriate object. • Choose use and vary simple tactics. • Catch and control a ball in movement working with a partner or in a small group. • Begin to lead others in a simple team game. • To develop hand eye co-ordination <p>To be able to receive and send balls using equipment</p> | <p>and variety of shots in different areas of the court.</p> <ul style="list-style-type: none"> • Demonstrate good footwork on the court. • Return to the ready position to defend my own court. | <p>and make decisions about when best to use them.</p> <ul style="list-style-type: none"> • Play cooperatively with a partner. • Demonstrate good footwork to cover a court space in a game situation. • Demonstrate good decision making when making shots within a game. • Identify and use a variety of tactics. |
| Key Vocabulary | control, racket, ball, bounce, balance, net, hit, contact, | court, target, net, striking, hitting, defending, making it difficult for the opponent, tactics, scoring points | forehand, backhand, volley, overhead, rally, singles, doubles, using width, using depth, changing direction, changing speed, short tennis, badminton, defending court, covering court and partner |
| Equipment | tennis balls; tennis/badminton nets; foam balls; bean bags; tennis rackets; badminton rackets; volleyballs; shuttlecocks; | | |
| Striking Games | <ul style="list-style-type: none"> • Throw a ball accurately underarm to a target using increasing control. • Show increasing control when rolling an object, using a technique. • Hit a ball with control using an appropriate object. • Explore throwing and catching in different ways • Remember, repeat and | <ul style="list-style-type: none"> • Use overarm and underarm throwing and catching skills. • Begin to strike a bowled ball after a bounce. • Bowl a ball towards a target. • Develop an understanding of tactics and begin to use them in game situations. • Use overarm and underarm throwing, and | <ul style="list-style-type: none"> • To strike a bowled ball, with and without bounce, with increasing consistency • Begin to develop a wider range of skills and use these under some pressure. • Use tactics effectively in a competitive situation. • Select the appropriate action for |

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| | <p>link combinations of skills where necessary.</p> <ul style="list-style-type: none"> • Develop basic tactics in simple team games and use them appropriately • Catch and control a ball in movement working with a partner or in a small group | <p>catching skills with increasing accuracy.</p> <ul style="list-style-type: none"> • Strike a bowl and ball after a bounce. • Bowl a ball with some accuracy and consistency. • Choose and use simple tactics for different situations | <p>the situation</p> |
| Key Vocabulary | <p>striking, catching, types of catches, own space, team, speed, direction, passing, controlling, scoring, bowling, batting</p> | <p>batting, fielding, bowler, wicket, tee, base, boundary, innings, rounder, backstop, score</p> | <p>stance, the crease or batting point, non-striker, leg-side, offside, home base, pitch, over, innings, windmill</p> |
| Equipment | <p>cricket bats; safe soft cricket balls; tennis balls; stumps/wickets; reaction balls; marker cones; rounders bat; posts and bases</p> | | |
| Gymnastics | <ul style="list-style-type: none"> • Explore and perform gymnastic actions (pencil/ straight, tuck, star, pike, dish and arch) and still shapes. • Move confidently and safely in their own and general space, using change of speed and direction. • Copy, create and link movement phrases with beginnings, middles and ends. • Perform movement phrases using a range of body actions and body parts. • Explore making their body tense, relaxed, stretched and curled. • Explore different ways of | <ul style="list-style-type: none"> • Use a greater number of their own ideas for movements in response to a task. • Choose and plan sequences of contrasting actions. • Complete actions with increasing balance and control • Move in unison with a partner. • Choose actions that flow well into one another. • Adapt sequences to suit different types • Safely perform balances individually and with a partner. • Plan and perform sequences with a partner that include a change of level and shape. | <ul style="list-style-type: none"> • Create and perform sequences using apparatus, individually and with a partner. • Use set criteria to make simple judgments about performances and suggest ways they could be improved. • Use canon and synchronisation, and matching and mirroring when performing with a partner and a group • Use strength and flexibility to improve the quality of a performance • Understand what counter balance |

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| | <p>stretching, balancing, rolling, and travelling</p> <ul style="list-style-type: none"> Choose, use and vary simple compositional ideas in the sequence they create and perform, with moderate control. | <ul style="list-style-type: none"> Understand how body tension can improve the control and quality of their movements. | <p>and counter tension is and show examples with a partner.</p> <ul style="list-style-type: none"> Combine and perform gymnastic actions, shapes and balances with control and fluency. Create and perform sequences using compositional devices to improve the quality |
| Key Vocabulary | <p>jump, land, rock, roll, grip, hang, push, pull, bounce, hop, skip, step, spring, crawl, slidestop, still, slowly shape, high, low, zigzag, straight feet, along, around, across, on, off, over, under, through, tension, extension, relaxation, hang, swing, sequence, copy, upside-down, take off, smooth, quarter-turn</p> | <p>inverted, contrasting, flow, combinations, half-turn, sustained explosive, rotation, 90°, 180°, 270° spinning, axis, strength, suppleness, stamina, combine, approaching, leaving height, inversion, against, towards, away, across</p> | <p>asymmetry, symmetry, display, matching, flight, feet apart, feet together, crouch, inclined, counterbalance, counter-tension, tension, obstacle, straddle over, aesthetic, judgement</p> |
| Equipment | <p>indoor gymnastics frame; gym mats; agility tables; springboards; linking ladders; benches; balance beams;</p> | | |
| Dance | <ul style="list-style-type: none"> Explore movement ideas and respond imaginatively to a range of stimuli. Move confidently and safely in their own general space using changes of speed level and direction. Compose and link movements to make simple beginnings, middles and ends. Perform movement phrases using a | <ul style="list-style-type: none"> Create dance phrases that communicate ideas. Create dance phrases with a partner and in a small group using canon and unison. Repeat, remember and perform these phrases in a dance. Use dynamic and expressive qualities in relation to an idea. Use counts to keep in time with a group and the music. Recognise and talk about the | <ul style="list-style-type: none"> refine actions, dynamics and relationships in a dance. Perform different styles of dance clearly and fluently. Recognise and comment on dances, showing an understanding of style. Suggest ways to improve their own and other people's work. Work creatively and imaginatively individually, with a partner and in a |

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| | <p>range of body actions and body parts</p> <ul style="list-style-type: none"> • Explore the change of rhythm, speed, level and direction. | <p>movements used and the expressive qualities of dance.</p> <ul style="list-style-type: none"> • Respond imaginatively to a range of stimuli related to character and narrative. • Use simple motifs and movement patterns to structure dance phrases on my own, with a partner and in a group. • Use formation, canon and unison to develop a dance. • Refine, repeat and remember dance phrases and dances. • Perform dances clearly and fluently | <p>group to choreograph motifs and structure simple dances.</p> <ul style="list-style-type: none"> • Adapt and refine actions, dynamics and relationships to improve a dance. • Choreograph a dance using props. • Perform dances fluently and with control. • Use appropriate language to evaluate and refine their own and others' work |
| Key Vocabulary | travel, stillness, direction, space, body parts, levels, speed, beginning, middle, end, gallop, skip, jump, hop, bounce, spring, turn, spin, freeze, statue | space, repetition, action and reaction pattern, rhythm, counting, patterns, motifs, repeat, phrases, canon, unison, partner, copy, follow, lead | dance style, technique, pattern, rhythm, variation, unison, canon, action, reaction, dynamics, choreograph, oramation, pattern, gesture, rhythm, language specific to particular dance styles, eg pavane, haka |
| Equipment | gym mats; ribbon dance wands; dancing scarves; music equipment | | |