



## The Sequence of Learning: Physical Education

Our curriculum 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 the Blean values, School Games values and Olympic values. The national curriculum for physical education aims to ensure that all pupils develop competence to excel in a broad range of physical activities; are physically active for sustained periods of time; engage in competitive sports and activities and lead healthy, active lives.

Formative assessment takes place through observation, questioning, performance tasks and skill-specific checklists within lessons, as well as summative assessments at the end of units to track development in physical competence, tactical understanding, fitness and leadership.

Inclusive practice ensures all pupils, including those with SEND or physical limitations, can fully participate and succeed. Lessons will incorporate adapted tasks, alternative equipment, adapted rules, varying levels of challenge and additional adult support where necessary. Staff will continue to promote positive attitudes towards physical activity for all pupils, ensuring that every child can experience success, enjoyment and progression in physical education.

Cross-curricular links enhance pupils' understanding of how physical activity connects with wider learning. Links are planned with science (e.g. the cardiovascular system, the effect of exercise on the body, forces in movement), geography (e.g. navigation, map reading in OAA), PSHE (e.g. healthy lifestyles, teamwork, emotional regulation) and maths (e.g. timing, measuring distances, data handling). These connections deepen conceptual understanding and help pupils recognise the broader relevance of physical education.

**Physical Education: AGE RELATED STATUTORY COVERAGE**

Early Learning Goal	KEY STAGE ONE	KEY STAGE TWO
<p><b>Physical development</b>  <b>Gross Motor:</b></p> <ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>• Demonstrate strength, balance and coordination when playing.</li> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</li> </ul> <p><b>Expressive arts and design: Being Imaginative:</b></p> <ul style="list-style-type: none"> <li>• Try to move in time with music.</li> </ul>	<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"> <li>▪ 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</li> <li>▪ participate in team games, developing simple tactics for attacking and defending</li> <li>▪ perform dances using simple movement patterns.</li> </ul>	<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"> <li>• use running, jumping, throwing and catching in isolation and in combination.</li> <li>• play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</li> <li>• develop flexibility, strength, technique, control and balance</li> <li>• perform dances using a range of movement patterns</li> <li>• take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>• compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> <li>• swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>• use a range of strokes effectively.</li> <li>• perform safe self-rescue in different water-based situations.</li> </ul>

	Fundamentals and Multi-Skills	Games	Gymnastics	Dance
<p>Foundation for growth</p> 	<p>Children will continue to develop their movement, balancing, riding (scooters, trikes and bikes) and basic ball skills (large).</p> <p>Children can go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Children use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Children match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank/ in a tunnel.</p> <p>Children can skip, hop, stand on one leg and hold a pose for a game like musical statues</p>	<p>PE focus: Ball skills/ Athletics Children will develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Children will march/run for coordination</p> <p>Children will experiment with different ways of throwing under/overarm</p> <p>Children will experiment with different ways of jumping-measuring with various objects</p> <p>Children will work with friends in a team – taking turns effectively (linked with Blean School value of collaboration)</p>	<p>PE Focus: Gymnastics: Children can experiment with different shapes and jumps</p> <p>Children will experiment with different ways of rolling in shapes (moon roll/rocket roll) Children can move long the floor in different ways like sliding, rolling, stretching etc</p> <p>Children will show a start shape, roll and finishing shape (beginning of a sequence)</p> <p>Children will confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Children will develop overall body strength, balance, co-ordination and agility.</p>	<p>PE focus: Dance; Children will progress towards a more fluent style of moving, with developing control and grace.</p> <p>Children can move in time to happy and sad music.</p> <p>Children will experiment with different ways of moving and with actions at different levels.</p> <p>Children can move around as different characters or animals to the music</p> <p>Children will experiment with different ways of balancing</p> <p>Children are increasingly able to use and remember sequences and patterns of movements, which are related to music and rhythm.</p>

	Fundamentals and Multi-Skills	Games	Gymnastics	Dance	OAA(Outdoor and adventurous activities) and Fitness
Seed 1 	<p>Practise running, jumping, throwing and catching with a range of equipment.</p> <p>Keep their own score in simple skills and become competitive against themselves.</p>	<p>Participate in team games cooperatively knowing and explaining the rules or sequence of actions.</p> <p><b>BISI Badminton</b> – Follow the BISI badminton programme to develop initial Badminton skills.</p>	<p><b>Develop balance, agility and co-ordination:</b></p> <p>Show different shapes Show different balances Show different ways to travel, roll, step and turn Perform basic actions with control</p> <p>Introduce: simple types of jump, star jump, jumps from low level, individual balances and teddy-bear roll.</p> <p>Talk about what they are doing using appropriate vocabulary</p>	<p><b>Perform dances using simple movement patterns:</b></p> <p>Perform basic actions with control</p> <p>Watch and copy the session leader</p> <p>Watch and copy a partner</p> <p>Perform an action in unison with a partner</p> <p>Talk about what they are doing using appropriate vocabulary</p>	<p><b>Orienteering:</b> Understand that places on a map can be translated to the real world and find places marked.</p>
Sprouting seed 2 	<p>Practise running, jumping, throwing and catching with a range of equipment and in a variety of situations.</p> <p>Keep score or measure in a range of events and become competitive against themselves and pre-set benchmarks.</p>	<p>Participate in team games developing an understanding of working together as a team.</p> <p><b>BISI Badminton</b> – Follow the BISI badminton programme to build on initial Badminton skills.</p> <p><b>Tennis</b>– Use the bat to control the ball individually. Begin to rally the ball working cooperatively (not competitively)</p>	<p><b>Develop balance, agility and co-ordination:</b></p> <p>Create and perform their own balances and shapes with good body tension.</p> <p>Create and link balances/shapes with rolls, turns and steps</p> <p>Introduce: wall bars (if appropriate), ropes for balancing by hands, tuck jump, jumps from PE tables, forward roll.</p>	<p><b>Perform dances using simple movement patterns:</b></p> <p>Learn a series of different actions</p> <p>Link actions when prompted to move on to the next</p> <p>Remember a series of actions with a partner to help them</p> <p>Perform a series of actions from start to finish without a prompt from the teacher</p> <p>Use the same actions when repeating a short pattern</p>	<p>Understand the idea of pacing themselves in some situations.</p> <p>Carry out a series of exercises in a circuit and recognise when they have improved their performance.</p>

				Stop when they have finished	
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	Athletics & Dance	Games	Gymnastics & Fitness	OAA and Swimming	Personal Best and leadership
Sprout 3 	<p><b>Develop running, jumping, throwing skills:</b> Introduce javelin, standing long jump, speed bounce. Develop sprinting and distance running skills. Run simple relays using a baton. Time/measure to the nearest metre/second.</p> <p><b>Dance:</b> Perform dances using a range of movement patterns Use different speeds, levels and feelings(dynamics) when creating movement.</p>	<p><b>Tennis/Badminton-</b> Hit the ball/shuttle with reasonable control and accuracy at a target or over a net/line Select and use appropriate basic shots in different situations- forehand, backhand, overhead Play confidently and competitively in a simple game. Know and use simple rules and scoring to keep a game going without dispute</p> <p><b>Rounders/Cricket-</b> Strike a ball with confidence and control and direct it into a simple target area Receive a ball from one direction and throw or strike it away in another direction Understand and demonstrate the roles of bowler, batter, fielder and wicket keeper</p> <p><b>Football-</b> dribble, pass and receive the ball Pass and move to retain possession Keep possession and progress down the pitch towards the goal</p> <p><b>Netball-</b> Pass and receive the ball with chest pass, bounce pass and shoulder pass Know and demonstrate footwork rules. Practise shooting into a goal</p>	<p><b>Develop flexibility, strength, technique, control and balance:</b> Show creative ways in and out of balances including forward rolls. Show and include a range of rolls in their sequences</p> <p>Introduce: ropes for climbing, straddle jump, shoulder stand, bridge.</p> <p>Follow a circuit of simple exercises and describe the skills they are developing. Record their performance as a 'score' and set themselves challenges.</p>	<p>Swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>Use a range of strokes effectively.</p> <p>Perform safe self-rescue in different water-based situations.</p> <p><b>Orienteering:</b> Follow a course as a team and complete a series of challenges.</p>	<p>Say what the criteria for success is. Choose an action that meets the criteria. Try different methods for achieving the criteria. Decide what they might do differently to improve their performance.</p> <p><b>Leadership</b> – act as a partner helping to count and measure for others.</p>

<p>Sapling 4</p> 	<p><b>Develop running, jumping, throwing skills:</b> Practise previous skills. Introduce chest push, - measure using track lines. Practise baton changes facing runners (up and down relay). Time/measure to the nearest metre/ 10<sup>th</sup> of a second.</p> <p><b>Dance:</b> Perform dances using a range of movement patterns</p> <p>Show good rhythm and spatial awareness.</p> <p>Work in unison and canon with a partner or small group.</p>	<p><b>Table Tennis/Tennis-</b> use a variety of throws/hits to play a zoned game. Begin to use a racket/bat to show greater control of a ball. Know and use simple rules and scoring to keep a game going without dispute.</p> <p><b>Boccia</b> - practise throwing, aiming, knock on and off skills. Discuss tactics and work as a team.</p> <p><b>Rounders/Cricket</b> Throw accurately and be a reliable bowler or feeder of the ball Strike a ball along the ground or through the air in different directions with control Understand how to direct or place a ball into spaces and how to field the ball to return it. Combine skills to play small-sided games discussing the rules and adapting them as necessary</p> <p><b>Football/Uni-Hoc/Basketball/Netball</b> Play confidently in small, sided invasion games using various formations (3v1, 3v2, 4v4 etc) Use a range of techniques to pass and travel with the ball Use a range of tactics to keep possession and get into position to shoot. Understand how to dodge, mark signal for the ball and intercept Play within the rules Discuss the differences between the different invasion games as they encounter them and identify skills that can be transferred or need adapting.</p>	<p><b>Develop flexibility, strength, technique, control and balance:</b> Create a routine and describe how they could improve it.</p> <p>Introduce: balances including a ball/ribbon, backwards roll.</p> <p>Follow and create circuits using stamina exercises and skills linked to other sports.</p> <p>Discuss the effect of exercise on their body and the importance of warming up, cooling down, varying activity and staying hydrated.</p>	<p>Developing team building skills and low-level challenges.</p>	<p>Try different methods for achieving the criteria and evaluate which is the best and why. Discuss differences and similarities between their own and others' performances. Discuss what actions are more effective and why. Say why they chose one action rather than another. Describe changes they intend to make that are likely to meet the success criteria more effectively.</p> <p><b>Leadership</b> - act as a partner, record measurements and times, give advice, keep score in slow paced games such as Boccia, table tennis, tennis.</p>
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Small tree 5



**Develop running, jumping, throwing skills:**  
Continue with previous skills.  
Introduce standing high jump (indoors)  
Practise baton changes in same direction (running around the track).  
Time/measure with appropriate accuracy, spot for throws.

**Dance:** Perform dances using a range of movement patterns from a variety of styles.

Perform with control and fluency.  
Show good rhythm and spatial awareness.

**Badminton/ table tennis-** revise previous skills.  
Play a range of shots with control.  
Understand how to position their body to receive the shuttle from different heights and angles.  
Recognise where there are spaces on the court and use/defend them.

**Longball/rounders** - Apply previously learned fielding and teamwork skills to a new situation.  
Recognise what aspects of the game they need to develop and invent skills practices.

**Cricket-** Use a cricket bat with confidence.  
Bowl so the ball arrives appropriately for the batter.  
Understand when and how to move when fielding.  
Play all roles confidently and know the skills needed for each role.

**Handball-** Choose and use skills from previous learning- passing, travelling, receiving, shooting.  
Know how to mark an opponent effectively.  
Demonstrate a range of skills using one and two hands.  
Work as a team applying tactics and strategies.

**Rugby-** Learn how to use tag belts, tagging and stopping to return tags.  
Pass a rugby ball to the side and back using a 2 handed throw. Run and touch down with ball.  
Know about the line of play and demonstrate understanding by remaining behind it during a mini game.  
Play a mini game, following the rules by not participating if they are off side.

**Lacrosse-** learn the basic skills of scooping, passing, receiving and shooting.  
Practise intercepting in small games.

**Develop flexibility, strength, technique, control and balance:**  
Link more complex ideas with fluency and good control.  
Create a routine in a small group adapting for the needs of individuals and performing in unison and canon.  
Introduce: handstand, cartwheel, round-off, simple vault.

Follow and create circuits including stamina, skills and partner work.

Keep score for a partner and make suggestions about how they or their partner could improve their performance.

**Orienteering:**  
Begin to read map symbols and relate these to a map of the school.

Follow a course on a map working as a team.

Develop team building skills with a range of challenges.

Evaluate the performance of others and give advice to improve.  
Make a judgement about their own work against a number of given criteria.  
Say what they might do differently to challenge themselves further.

**Leadership:** begin to develop umpiring skills, knowing the rules and applying them fairly.  
Identify ways that an activity can be adapted so that it can be accessed by all by decreasing/ increasing the level of challenge.  
Act as a sport leader for younger children encouraging all abilities and recording basic scores.

<p>Mature tree with fruit 6</p> 	<p><b>Develop running, jumping, throwing skills:</b> Practice previous skills. Introduce triple jump. Introduce longer distance runs and discuss pacing. Time/measure with appropriate accuracy, spot for throws.</p> <p><b>Dance:</b> Know a variety of traditional dance terms and follow instructions from a caller.</p> <p>Improvise dance with a partner using a variety of pre-taught moves taken from Jive, Rock and Roll and Disco genres.</p>	<p><b>Volleyball-</b> know the terms and demonstrate control when using a volley, dig and spike. Recognise where there are spaces on the court and use/defend them. Work cooperatively to play small sided games using and applying rules. Play 'sit volleyball' and evaluate the differences and similarities with volleyball, recognising its role in the Paralympics.</p> <p><b>Tennis/ table tennis-</b> Revise skills from other year group games. Direct a ball into an opponent's court at different speeds, heights and angles and explain why they are doing it. Know and use the scoring system for Tennis, acting as umpire.</p> <p><b>Rounders/Cricket-</b> Know the basic rules of rounders and cricket and apply/ follow them when playing. Understand and use strategies that can be deployed between bowler/backstop (wicket keeper)/ fielders and bases. Play confidently and effectively in small-sided games, fielding and working as a team. Recognise and identify what needs to be improved and suggest activities to do this. Compare and contrast the skills and strategies of the 2 games.</p> <p><b>Lacrosse:</b> Revise previous skills. Understand the basic rules of Lacrosse (without keepers) and play mini games keeping count and score as a team.</p> <p><b>Rugby -</b> Revise all skills and rules. Introduce mini line-out and uncontested scrums.</p> <p><b>Basketball/Netball/Handball-</b> Revise skills for all 3 games. Understand and demonstrate a range of controlled passing, receiving, dribbling and shooting skills.</p>	<p><b>Develop flexibility, strength, technique, control and balance:</b> Develop balance skills at all levels including partner balances.</p> <p>Develop balance on beams and horizontal ladders.</p> <p>Act as a spotter for someone using balance apparatus.</p> <p>Perform an assisted jump with a partner (link to dance)</p> <p>Develop their understanding of the effects of exercise on the body. (link to Science)</p>	<p>Consolidate Swimming skills if not already achieved. (Y3)</p> <p>Participate in adventurous challenges, recognising their own and others' achievements.</p> <p>Be able to describe the safety equipment and procedures that are being followed.</p>	<p>Recognise when a game needs additional rules to sustain fair play.</p> <p>Analyse how a given change may create an advantage or disadvantage.</p> <p><b>Leadership:</b> Continue to develop umpiring skills including acting as referee in invasion games and recording scores for mini tournaments.</p>
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		<p>Show specific attacking and defending skills including marking a player or a space, intercepting, dodging, and shooting.</p> <p>Understand how to organise the team into different formations to concentrate more on attack or on defence.</p> <p>Compare and contrast the skills and tactics for the 3 games.</p>			
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#### **Opportunities for competition:**

Opportunities for competition should develop throughout the school with a greater range of opportunities being given to the oldest pupils. Competition opportunities take the following forms:

**Personal challenge:** All pupils should have personal challenge opportunities within lessons where they compete against their own previous attempts or pre-set benchmarks. Personal challenge competitions will also be run by older pupils at lunchtimes for pupils to engage with as they wish.

**Level 1: Intra-school competitions:** These competitions are run in school. At KS2 they should be included at the end of units of work. They can be as simple as 'last man standing bouncing the ball on the racket' or take the form of a mini-tournament as appropriate.

Year group events will also be run throughout the year to promote competition and identify possible competitors for level 2 events.

Inter-house sport events will be run during school time occasionally at lunchtimes.

Level 1 events can also be run in school sport clubs.

The culmination of the sporting year will be the Sports Days to which parents are invited.

**Level 2: Inter-school competitions:** The school will enter a range of sporting events provided by the Canterbury Sports partnership and other local providers. These involve competition with other local schools. Teams will be chosen from specific year groups after being identified in PE lessons or from the membership of specific sport clubs. Priority will be given to pupils showing the greatest level of achievement in the sport related skills and sporting values. Where possible, additional teams will be entered into events with priority for these teams being given to the oldest pupils eligible for the competition. The ability for the school to enter these events is dependent on funding and logistics of travel and staffing ratios. A record of pupils who represent the school at level 2 events will be kept by the PE lead with the aim of offering sporting opportunities to as many Year 6 pupils as possible each year.

**Level 3: County Finals:** Teams who win their level 2 competitions may be eligible to enter County Finals against the winners from the other 15 Sport areas in Kent. The school will attempt to make arrangements for pupils to attend these competitions which may be held in any region of Kent. Where possible, the original pupils who qualify for the event will also form the team for the County Final although pupils may have to make decisions about representing a team should the finals clash with another sporting or school event.

**Level 4: Regional Finals:** On rare occasions, teams may qualify for a regional event (involving 2 or more counties and travel outside of Kent). The school will endeavour to enable these events to take place. In this situation, arrangements will be made in consultation with the SLT and parents.

**Level 5: National Finals:** There are currently no opportunities for school teams to qualify for national finals. G&T pupils who qualify for Regional, National or international events through external sport clubs will be given consideration by the school in order to attend these events.



# The Blean Values: Physical Education



Sporting values should underpin all learning in PE. Without values, true competition cannot exist. Pupils at Blean are taught to show respect for all competitors and praise should always be given for showing values rather than simply achieving results.

Curiosity	Resourcefulness	Responsibility	Resilience	Collaboration
				
<b>Passion</b> searching for the sport that we desire to achieve in and sharing our passion with others.	<b>Excellence</b> pushing ourselves to achieve the best that we can.	<b>Respect</b> Never condoning intimidation or excessive celebration at the expense of the losing side. Recognising the role of the officials.	<b>Determination</b> striving to improve our personal best. No skill is achievable instantly.	<b>Teamwork</b> working together to achieve a target.
	<b>Inspiration</b> looking to others to help us improve. Following the achievements of international athletes and teams.	<b>Honesty</b> Following the rules at all times even when we have the opportunity not to do so.	<b>Self-Belief</b> developing a growth mind-set about improving our physical skills.	<b>Friendship:</b> showing appreciation for the efforts of the opposing team at the end of a game. Developing friendships through sporting events.
		<b>Equality</b> treating all fairly and giving opportunities to all. Changing the game where necessary.	<b>Courage</b> Taking on challenges and putting ourselves in new situations.	

6 School Games Values 7 Olympic/Paralympic Values (2 shared by both)

## SMSC in PE & Sport

Spiritual	Social
<p>Children:</p> <ul style="list-style-type: none"> <li>• demonstrate they are reflecting on their experiences and learning from reflection.</li> <li>• show they understand human feelings and emotions and how these affect others eg enjoyment, disappointment.</li> <li>• respect others eg feedback from peers, coaches or teacher.</li> <li>• accommodate difference and enable others to succeed.</li> <li>• ask questions, offer ideas and make connections eg healthy lifestyles.</li> <li>• display creativity and imagination in developing sequences, choreography.</li> </ul>	<p>Children</p> <ul style="list-style-type: none"> <li>• work well co-operatively.</li> <li>• take part in corporate experiences eg sports day, team activities, residential activities.</li> <li>• demonstrate personal qualities such as thoughtfulness, honesty, respect for difference, moral principles, independence, inter-dependence</li> <li>• participate in school and events such as Sports Partnership events in the wider community.</li> <li>• demonstrate leadership skills by acting as a house or team captain or by leading warm ups, skills practices and officiating in games.</li> </ul>
Moral	Cultural
<p>Children:</p> <ul style="list-style-type: none"> <li>• model positive relationships and interactions eg fairness, integrity, respect for people, resolution of conflict.</li> <li>• Recognise and respect rules and codes and demonstrate sportsmanship eg by shaking hands after matches, applauding opposition, fair play. Understand infringements such as penalties and red cards as a consequence (with good grace).</li> <li>• demonstrate self- discipline and recognise to achieve in sport training and application is needed.</li> <li>• Show an interest in investigating and offering reasoned views about moral and ethical issues eg use of drugs in sport, match fixing, racism, logos, sporting heroes.</li> </ul>	<ul style="list-style-type: none"> <li>• address discrimination on the grounds of race, religion, gender, sexual orientation, age and promote equality.</li> <li>• Express of different cultures through dance.</li> </ul>
British Values	
<p>British Values:</p> <ul style="list-style-type: none"> <li>• Pupils demonstrate mutual respect to their peers.</li> <li>• Pupils work collaboratively with peers and demonstrate good teamwork.</li> <li>• Pupils show sportsmanship and are gracious in defeat.</li> <li>• Pupils recognise and praise the efforts and achievements of others.</li> <li>• Pupils show respect for the rule of law within sports and the role of a referee/umpire and the need for safety rules.</li> <li>• Pupils appreciate different cultures and their contribution to sporting history.</li> </ul>	

PE Key Vocabulary						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Run, jump, hop, skip, walk, crawl, roll, climb, stretch, turn, slide, march	Run Jump Throw Catch Roll the ball Aim Pass the ball Turn step	Wall bars (if appropriate) Ropes for balancing by hands tuck Forward roll Score Measure Team Collaboration Agility Coordination Create Shapes Body tension Steps Link Hold Movement patterns Series Repeat Pace Circuit Improve Control Track Target Score Direction Underarm throw Overarm throw Warm up Cool down	Straddle jump shoulder stand crab balance (bridge) Sprint Relay Baton Dynamics Accuracy Target Forehand Backhand Overhead Bowler Batter Fielder Pass Dribble Receive Possession Shoulder pass Chest pass Bounce pass Shoot Course Challenge  Backstroke Front crawl Breaststroke Self-rescue	Balances: straddle, arch, dish, V-sit, front support, back support, shoulder stand. Backwards roll Dodge Intercept Travel Aiming Knock on Knock off Flexibility Strength Evaluate Differences Similarities Leadership Possession Tactics Mark Signal Rules Strike Pivot	Handstand cartwheel round-off Vault Flexibility Strength Technique Routine Unison/canon Stamina Space Fielding Attack and defence Strategies Tagging Rules Scooping Intercepting Accuracy Movement Fluency Rhythm Evaluate Challenge Leadership Umpire/referee Rules Adapt	Partner balances Assisted jumps Spotter Volleyball Volley Dig Tournament Triple jump Pacing Jive Rock and Roll Set, square, circle Caller Disco Play leader
Balance, strong, bend, body, arms, legs, hands, feet	Shapes(tuck, star, pencil, straddle, pike, arch, dish)					
Space, fast, slow, high, low, over, under, around, stop, go, near, far	Travel(run, jump, hop, skip, walk, gallop, side-step)					
Ball, bat, beanbag, hoop, mat, cone, rope	star jump balance teddy-bear roll Perform Partner					
Tuck, star, straight, wide, narrow	Shuttlecock Racket					
Team, share, take turns, partner	Serve Send Pass Dodge Rally					
Music, move, rhythm, copy, freeze						