



# Bishop Bridgeman C.E. Primary School

Part of Archbishop Temple Multi Academy Trust

*We Work, We Play, We Care, We Pray*

“Love God, Love Yourself, Love Your Neighbour” Luke 10:27

## PE Intent

Nursery D/M	Substantive Knowledge	Disciplinary Knowledge	Key Vocabulary
<b>Fundamental Movements</b>  <b>Agility Balance Co-ordination</b>	<ul style="list-style-type: none"> <li>● Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> <li>● Pay attention to more than one thing at a time, which can be difficult.</li> </ul>	<ul style="list-style-type: none"> <li>● Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li>● Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> <li>● Develop overall body-strength, balance, co-ordination and agility.</li> </ul>	Safe, apparatus, indoor, outdoor, coordination, balance, agility
<b>Fundamental Movements</b>  <b>Speed, Agility, Quickness</b>	<ul style="list-style-type: none"> <li>● Make independent choices.</li> <li>● Use a wider range of vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>● Develop the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing</li> <li>● Continue to develop their movement, riding and ball skills.</li> </ul>	rolling, crawling, walking, jumping, running, hopping, skipping, climbing
<b>Gymnastics</b>	<ul style="list-style-type: none"> <li>● Combine different movements with ease and fluency.</li> </ul>	<ul style="list-style-type: none"> <li>● Spin roll independently and use ropes and swings.</li> </ul>	spin, ropes, swings, move, fluency
<b>Dance</b>	<ul style="list-style-type: none"> <li>● Combine different movements with ease and fluency.</li> <li>● Know more, so feel confident about coming up with their own ideas.</li> </ul>	<ul style="list-style-type: none"> <li>● Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</li> </ul>	body strength, physical, dance, gymnastics, sports, swimming
<b>Sending and Receiving</b>	<ul style="list-style-type: none"> <li>● Enjoy starting to kick, throw and catch balls.</li> </ul>	<ul style="list-style-type: none"> <li>● Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</li> </ul>	kick, throw, catch, coordination, balance, agility
<b>Athletics</b>	<ul style="list-style-type: none"> <li>● Combine different movements with ease and fluency.</li> </ul>	<ul style="list-style-type: none"> <li>● Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</li> </ul>	body strength, physical, dance, gymnastics, sports, swimming, coordination, balance, agility
<b>Competitive</b>	<ul style="list-style-type: none"> <li>● Work cooperatively and share/take turns with others.</li> </ul>		turns, share
<b>Awareness</b>	<ul style="list-style-type: none"> <li>● Recognise when to travel slow or fast in tight or large areas.</li> <li>● Understand a question or instruction that has two parts,</li> </ul>	<ul style="list-style-type: none"> <li>● Use a variety of equipment to travel.</li> </ul>	travel, slow, fast

Reception D/M	Substantive Knowledge	Disciplinary Knowledge	Key Vocabulary
<b>Fundamental Movements</b>  <b>Agility Balance Co-ordination</b>	<ul style="list-style-type: none"> <li>● Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.</li> </ul>	<ul style="list-style-type: none"> <li>● Develop a more fluent style of moving, with developing control and grace.</li> <li>● Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li>● Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions.</li> <li>● Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping and climbing</li> </ul>	moving, control, grace, safe, confident, coordination, balance, agility, rolling, crawling, walking, jumping, running, hopping, skipping and climbing
<b>Fundamental Movements</b>  <b>Speed, Agility, Quickness</b>	<ul style="list-style-type: none"> <li>● Use new vocabulary in different contexts.</li> </ul>	<ul style="list-style-type: none"> <li>● Progress towards a more fluent style of moving, with developing control and grace.</li> <li>● Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions.</li> </ul>	moving, control, grace, safe, coordination, balance, agility
<b>Gymnastics</b>	<ul style="list-style-type: none"> <li>● Combine different movements with ease and fluency.</li> <li>● Make independent choices.</li> <li>● Keep on trying when things are difficult.</li> <li>● now more, so feel confident about coming up with their own ideas.</li> </ul>	<ul style="list-style-type: none"> <li>● Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</li> </ul>	independent, coordination, balance, agility
<b>Dance</b>	<ul style="list-style-type: none"> <li>● Know more, so feel confident about coming up with their own ideas.</li> <li>● Progress towards a more fluent style of moving developing elegance and grace.</li> </ul>	<ul style="list-style-type: none"> <li>● Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</li> </ul>	elegant, grace, throwing, catching, kicking, passing, batting, aiming
<b>Sending and Receiving</b>	<ul style="list-style-type: none"> <li>● Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.</li> </ul>	<ul style="list-style-type: none"> <li>● Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.</li> </ul>	precise, accurate, throwing, catching, kicking, passing, batting, aiming
<b>Athletics</b>	<ul style="list-style-type: none"> <li>● Negotiate space avoiding equipment and obstacles.</li> </ul>	<ul style="list-style-type: none"> <li>● Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</li> </ul>	obstacles, body strength, coordination, balance, agility
<b>Competitive</b>	<ul style="list-style-type: none"> <li>● Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</li> <li>● Show resilience and perseverance in the face of challenge.</li> </ul>	<ul style="list-style-type: none"> <li>● Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</li> </ul>	precise, accurate, resilience, perseverance, throwing, catching, kicking, passing, batting, aiming

**Awareness**

- Show an awareness of space and distance when sending/receiving with a partner.

- Travel with speed avoiding contact with other children.

travel, contact, space, distance, send, receive

Year 1	Success Criteria	Substantive Knowledge	Disciplinary Knowledge	Key Vocabulary
<b>Gymnastics</b>	<ul style="list-style-type: none"> <li>● Children will learn a variety of gymnastic skills including shapes, rolls and a number of different movements.</li> <li>● Children will increase their strength and flexibility through using a variety of skills.</li> <li>● They will begin to understand how to extend their own and others performances.</li> <li>● Children will also begin to show enjoyment in tasks given and work together in pairs or small groups whilst creating small routines.</li> </ul>	<ul style="list-style-type: none"> <li>● Explain how we can extend different gymnastics skills</li> <li>● Demonstrate a climate of joy, freedom, respect and celebration</li> <li>● Children should show enjoyment in achieving tasks set out</li> <li>● Enjoy communication, collaboration and competition with others</li> </ul>	<ul style="list-style-type: none"> <li>● Travel safely around others whilst using equipment/apparatus</li> <li>● Begin to show the fundamental movements when performing gymnastic skills</li> <li>●</li> </ul>	Move, Shape, Balance, Control, Support, Space, Pike Straddle, Front Support
<b>Dance</b>	<ul style="list-style-type: none"> <li>● Children will begin to develop movement patterns and show control and rhythm when given a piece of music.</li> <li>● Clapping in time to music, using expressions and emotions, and develop small patterns/routines will all be a part of them working with partners and within larger groups, showing respect and sharing ideas.</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrate a climate of joy, freedom, respect and celebration</li> <li>● Children should show enjoyment in achieving tasks set out.</li> <li>● Enjoy communication, collaboration and competition with others.</li> </ul>	<ul style="list-style-type: none"> <li>● Copy simple dance patterns</li> <li>● Create simple patterns as individuals and as a group</li> <li>● Link actions to make a dance phase</li> <li>● Perform a wide range of actions when dancing to music</li> <li>●</li> </ul>	Timing, Rhythm, Strength, Control, Balance, Sequences, Develop, Range, Improvements, Perform, Patterns
<b>Sending and Receiving</b>	<ul style="list-style-type: none"> <li>● Children will become increasingly confident when sending and receiving a variety of equipment such as beanbags.</li> <li>● When sending children will be able to aim and show good technique.</li> <li>● Receiving- Children will be able to explain how to receive a pass off a partner.</li> <li>● They will show resilience and determination when aiming at targets and competing against others.</li> </ul>	<ul style="list-style-type: none"> <li>● Use and recognise why we use equipment safely</li> <li>● Begin to explain receiving techniques</li> <li>● Demonstrate a climate of joy, freedom, respect and celebration</li> <li>● Children should show enjoyment in achieving tasks set out</li> <li>● Enjoy communication, collaboration and competition with others</li> </ul>	<ul style="list-style-type: none"> <li>● Start to show consistency and some basic technique when throwing at a target</li> <li>● Start to show consistency and some basic technique when throwing a range of equipment at a target</li> <li>●</li> </ul>	Decisions, Heights, Distances, Speeds, Possession, Target, Receive, Range
<b>Athletics</b>	<ul style="list-style-type: none"> <li>● Children will begin to develop basic movements such as running, jumping and throwing in isolation or in combination with each other.</li> <li>● They will begin to understand how to develop their own technique.</li> </ul>	<ul style="list-style-type: none"> <li>● Begin to understand when to change speeds according to length of run/distance</li> <li>● Begin to start to select the appropriate speed for the distance travelled</li> <li>● Begin to select appropriate force when throwing at a target</li> </ul>	<ul style="list-style-type: none"> <li>● To be able to move limbs in coordination</li> <li>● Change direction maintaining control and balance</li> <li>●</li> </ul>	Speed, Target, Balance, Throwing, Travel, Distance

	<ul style="list-style-type: none"> <li>● Children will be introduced to new equipment and feel increasingly confident in using them, such as javelin, hurdles, shotput.</li> <li>● They will engage in competitive games and situations against others whilst maintaining respect for each other.</li> </ul>	<ul style="list-style-type: none"> <li>● Show determination and begin to show resilience when competing against self and others</li> <li>● Demonstrate a climate of joy, freedom, respect and celebration</li> <li>● Show enjoyment in achieving tasks set out</li> <li>● Enjoy communication, collaboration and competition with others</li> </ul>		
<b>Tactics and Strategies</b>				

Year 2	Success Criteria	Substantive Knowledge	Disciplinary Knowledge	Key Vocabulary
<b>Gymnastics</b>	<ul style="list-style-type: none"> <li>Children will start to develop a knowledge of a variety of gymnastic skills and begin to identify a good performance.</li> <li>Children will be encouraged to use different equipment and apparatus as well as creating small sequences within a floor routine.</li> <li>Children will begin to feel increasingly competent and confident in their physical literacy in gymnastics.</li> </ul>	<ul style="list-style-type: none"> <li>Know and explain key skills of a good performance</li> <li>Explain how we can extend different gymnastics skills</li> <li>Demonstrate a climate of joy, freedom, respect and celebration</li> <li>Show enjoyment in achieving tasks set out</li> <li>Enjoy communication, collaboration and competition with others</li> </ul>	<ul style="list-style-type: none"> <li>Travel safely around others whilst using equipment/apparatus</li> <li>Begin to show the fundamental movements when performing gymnastic skills</li> <li>Complete a forward roll from a low starting position</li> <li>Perform a simple routine with good timing and flow</li> </ul>	Move, Shape, Balance, Control, Demonstrate, Support, Space
<b>Dance</b>	<ul style="list-style-type: none"> <li>Children will begin to develop movement patterns and show control and rhythm when given a piece of music.</li> <li>Clapping in time to music, using expressions and emotions, and develop small patterns/routines will all be a part of them working with partners and within larger groups, showing respect and sharing ideas.</li> <li>Children will be encouraged to create their own ideas, actions and routines.</li> </ul>	<ul style="list-style-type: none"> <li>Create simple patterns as individuals and as a group</li> <li>Know and explain key skills of a good performance</li> <li>Demonstrate a climate of joy, freedom, respect and celebration</li> <li>Show enjoyment in achieving tasks set out</li> <li>Enjoy communication, collaboration and competition with others</li> </ul>	<ul style="list-style-type: none"> <li>Copy simple dance patterns</li> <li>Link actions to make a dance phase</li> <li>Perform a wide range of actions when dancing to music</li> <li>Use control, coordination and timing when completing small sequences with a partner</li> <li>Demonstrate movements to music using flow, timing, coordination and balance</li> </ul>	Timing, Rhythm, Strength, Control, Balance, Sequences, Develop, Range, Improvements, Perform, Patterns
<b>Sending and Receiving</b>	<ul style="list-style-type: none"> <li>Children will become increasingly confident when sending and receiving a variety of equipment to a target, partner or team-mate.</li> <li>When sending, children will be able to select the correct technique, the correct height and correct weight.</li> <li>Receiving- Children will be able to explain and demonstrate how to receive a pass off a partner.</li> <li>They will show resilience and determination when aiming at targets and competing against others.</li> </ul>	<ul style="list-style-type: none"> <li>Use and recognise why we use equipment safely</li> <li>Know and explain key skills of a good performance</li> <li>Explain receiving techniques</li> <li>Demonstrate a climate of joy, freedom, respect and celebration</li> <li>Show enjoyment in achieving tasks set out</li> <li>Demonstrate sending techniques</li> <li>Enjoy communication, collaboration and competition with others</li> </ul>	<ul style="list-style-type: none"> <li>Start to show consistency and some basic technique when throwing at a target</li> <li>Start to show consistency and some basic technique when throwing a range of equipment at a target</li> </ul>	Decisions, Heights, Distances, Speeds, Possession, Target, Receive, Range

## Athletics

- Children will begin to show an understanding of running at different speeds depending on the distance.
- Children will also, start to throw a variety of equipment demonstrating good use of force, accuracy and control.
- They will engage in competitive games and situations against others whilst maintaining respect for each other.

- Begin to understand when to change speeds according to length of run/distance
- Begin to start to select the appropriate speed for the distance you are travelling
- Begin to select appropriate force when throwing at a target
- Show determination and begin to show resilience when competing against self and others
- Show resilience and determination when competing against others
- Showing values of respect for others when winning and losing
- Demonstrate a climate of joy, freedom, respect and celebration
- Know and explain key skills of a good performance

- To be able to move limbs in coordination
- Change direction maintaining control and balance
- 

Speed, Target, Balance, Throwing, Travel, Distance, Coordination, Confidence, Skills



Year 3	Success Criteria	Substantive Knowledge	Disciplinary Knowledge	Key Vocabulary
<b>Gymnastics</b>	<ul style="list-style-type: none"> <li>Children will be physically confident in using of a variety of gymnastic skills including a roll from a high position and linking gymnastic actions together in a flowing movement, either as an individual or whilst working collaboratively within a small group.</li> <li>Children will be encouraged to use different equipment and apparatus as well as creating small sequences within a floor routine and whilst on apparatus.</li> </ul>	<ul style="list-style-type: none"> <li>Explain how we can extend different gymnastics skills and begin to suggest improvements for performance</li> <li>Know and explain key skills of a good performance</li> <li>Demonstrate a climate of joy, freedom, respect and celebration</li> <li>Show enjoyment in achieving tasks set out</li> <li>Enjoy communication, collaboration and competition with others</li> </ul>	<ul style="list-style-type: none"> <li>Travel safely around others whilst using equipment/apparatus</li> <li>Perform a variety of gymnastic skills, showing good flow and transition</li> <li>Complete a forward roll from a high starting position</li> <li>Perform a simple routine with good timing and flow</li> <li></li> </ul>	Technique, Balance, Control, Explain, Demonstrate, Support
<b>Dance</b>	<ul style="list-style-type: none"> <li>Children will be able to perform appropriate actions and movements to a song/rhythm or beat, whilst showing strength, flexibility and technique.</li> <li>Children will feel increasingly competent and confident when linking actions and characters to a particular song.</li> </ul>	<ul style="list-style-type: none"> <li>Create small patterns as individuals and as a group</li> <li>Recognise and perform to actions linked to a piece of music</li> <li>Evaluate and improve own and others performances suggesting ideas for improvement</li> <li>Show enjoyment in achieving tasks set out</li> <li>Enjoy communication, collaboration and competition with others</li> </ul>	<ul style="list-style-type: none"> <li>Complete short sequences in a role of a character</li> <li>Link actions to make a dance phase</li> <li>Perform a wide range of actions when dancing to music</li> <li>Demonstrate movements to music using flow, timing, coordination and balance</li> <li>Show flexibility, strength, technique, control and balance when performing to music</li> <li></li> </ul>	Timing, Rhythm, Strength, Control, Balance, Sequences, Basic, Fluency, Improvements, Technique
<b>Sending and Receiving</b>	<ul style="list-style-type: none"> <li>Children will become increasingly confident when sending and receiving a variety of equipment to a target, partner or team-mate.</li> <li>Children will be able to explain and demonstrate how to receive a pass off a partner from different heights speeds, distances and angles.</li> <li>Children will learn how to strike and field a ball with control and accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>Know and explain key skills of a good performance and suggest ways to make improvements</li> <li>Contribute to effective communication to keep possession</li> <li>Demonstrate a climate of joy, freedom, respect and celebration</li> <li>Enjoy communication, collaborating and competing with others</li> </ul>	<ul style="list-style-type: none"> <li>Travel with equipment demonstrating good awareness and control</li> <li>Can receive away from other children</li> <li>Recognise when to travel or when to pass</li> <li></li> </ul>	Decisions, Heights, Distances, Speeds, Angles, Techniques, Possession, Maintain, Pace, Power
<b>Athletics</b>	<ul style="list-style-type: none"> <li>Children will begin to apply running and throwing techniques to improve performance.</li> <li>Children will also, be able to take off, jump and land demonstrating control and balance.</li> </ul>	<ul style="list-style-type: none"> <li>Understand when to change speeds according to length of run/distance/time</li> <li>Know and explain the key skills of a good performance</li> <li>Explain key factors in a good performance</li> </ul>	<ul style="list-style-type: none"> <li>Select appropriate speed for the distance travelled</li> <li>Select appropriate force when throwing at a target</li> <li>Throw with accuracy, balance and coordination</li> <li></li> </ul>	Speed, Target, Balance, Throwing, Travel, Distance, Coordination, Confidence, Skills, Apply, Technique, Awareness, Improve, Accuracy

	<ul style="list-style-type: none"> <li>● They will engage in competitive events and games, whilst maintaining respect and sporting values.</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrate determination and resilience during and after events when competing against self and others</li> <li>● Showing values of respect for others when winning and losing</li> <li>● Demonstrate a climate of joy, freedom, respect and celebration</li> <li>● Show enjoyment in achieving tasks set out</li> </ul>		
<p><b>Tactics and Strategies</b></p>	<ul style="list-style-type: none"> <li>● Children will be encouraged to create strategies to cause opponents problems, demonstrate resilience and determination when playing against an opposition and recognise transferable skills that can be used in a variety of different sport.</li> <li>● This can be done whilst in small sided games such as dodgeball.</li> </ul>	<ul style="list-style-type: none"> <li>● Explain key skills of a good performance</li> <li>● Create tactics that could help improve performance</li> <li>● Recognise and explain tactics and strategies that could be transferred to a variety of sports</li> <li>● Identify good performances from others as a team and as individuals</li> <li>● Help others follow a plan during a game/activity</li> </ul>	<ul style="list-style-type: none"> <li>● Attack an area as an individual or as a team</li> <li>● Guard/protect/defend an area as an individual or as a team and be able to explain how and why</li> </ul>	<p>Tactic, Strategy, Aim, Angles, Target, Disguise, Explain, Demonstrate, Opposition, Apply, Skill, Communication</p>

Year 4	Success Criteria	Substantive Knowledge	Disciplinary Knowledge	Key Vocabulary
<b>Gymnastics</b>	<ul style="list-style-type: none"> <li>Children will be physically confident in using of a variety of rolls and transitions and linking gymnastic actions together in a flowing movement, either as an individual or whilst working collaboratively within a small group.</li> <li>Children will succeed and excel at creating sequences within a floor routine and whilst on apparatus.</li> <li>Children will learn know how to compare performances with previous ones and demonstrate how to improve.</li> </ul>	<ul style="list-style-type: none"> <li>Explain how we can extend different gymnastics skills and begin to suggest improvements for performance</li> <li>Know and explain key skills of a good performance</li> <li>Demonstrate a climate of joy, freedom, respect and celebration</li> <li>Show enjoyment in achieving tasks set out</li> <li>Enjoy communication, collaboration and competition with others</li> </ul>	<ul style="list-style-type: none"> <li>Travel safely around others whilst using equipment/apparatus</li> <li>Perform a variety of gymnastic skills, showing good flow and transition</li> <li>Complete a forward roll from a high starting position</li> <li>Perform a simple routine with good timing and flow</li> </ul>	Technique, Balance, Control, Explain, Demonstrate, Support
<b>Dance</b>	<ul style="list-style-type: none"> <li>Children will be able to identify, apply and understand the skills needed for a good performance such as timing, expression and rhythm.</li> <li>Children will begin to complete actions and routines in counts of 4 and 8, in time to the music, whilst expressing themselves and showing a climate of joy.</li> </ul>	<ul style="list-style-type: none"> <li>Create small patterns as individuals and as a group</li> <li>Recognise and perform to actions linked to a piece of music</li> <li>Evaluate and improve own and others performances suggesting ideas for improvement</li> <li>Dance with confidence and a freedom to take risks.</li> <li>Show enjoyment in achieving tasks set out</li> <li>Enjoy communication, collaboration and competition with others</li> </ul>	<ul style="list-style-type: none"> <li>Complete short sequences in a role of a character</li> <li>Link actions to make a dance phase</li> <li>Perform a wide range of actions when dancing to music</li> <li>Demonstrate movements to music using flow, timing, coordination and balance</li> <li>Show flexibility, strength, technique, control and balance when performing to music</li> </ul>	Actions, Timing, Rhythm, Flexibility, Strength, Control, Balance, Sequences, Creativity
<b>Sending and Receiving</b>	<ul style="list-style-type: none"> <li>Children will begin to master and excel when using different sending and receiving equipment and maintaining control when travelling with equipment.</li> <li>Children will begin to make good decisions to maintain possession when in small sided games such as netball.</li> <li>Children will begin to use effective communication to maintain possession</li> </ul>	<ul style="list-style-type: none"> <li>Know and explain key skills of a good performance and suggest ways to make improvements</li> <li>Contribute to effective communication to keep possession</li> <li>Demonstrate a climate of joy, freedom, respect and celebration</li> <li>Enjoy communication, collaborating and competing with others</li> </ul>	<ul style="list-style-type: none"> <li>Travel with equipment demonstrating good awareness and control</li> <li>Can receive away from other children</li> <li>Recognise when to travel or when to pass</li> </ul>	Decisions, Heights, Distances, Speeds, Angles, Techniques, Possession, Maintain, Pace, Power

<p><b>Athletics</b></p>	<ul style="list-style-type: none"> <li>● Children will begin to develop an awareness of time and distance when running and be able to select an appropriate speed for each given distance or time.</li> <li>● Children will be able to throw with force, co-ordination and accuracy.</li> <li>● Be able to use a variety of ways to compare previous and performances and suggest improvements.</li> </ul>	<ul style="list-style-type: none"> <li>● Understand when to change speeds according to length of run/distance/time</li> <li>● Know and explain the key skills of a good performance</li> <li>● Explain key factors in a good performance</li> <li>● Demonstrate determination and resilience during and after events when competing against self and others</li> <li>● Showing values of respect for others when winning and losing</li> <li>● Demonstrate a climate of joy, freedom, respect and celebration</li> <li>● Show enjoyment in achieving tasks set out</li> </ul>	<ul style="list-style-type: none"> <li>● Select appropriate speed for the distance travelled</li> <li>● Select appropriate force when throwing at a target</li> <li>● Can Combine arms and legs in a fluid movement when running.</li> <li>● Throw with accuracy, balance and coordination</li> </ul>	<p>Speed, Target, Balance, Throwing, Travel, Distance, Coordination, Confidence, Skills, Apply, Technique, Awareness, Improve, Accuracy</p>
<p><b>Tactics and Strategies</b></p>	<ul style="list-style-type: none"> <li>● Children will feel confident when creating a plan to defend or attack an area in 1v1 or 2v2 scenario.</li> <li>● Children will be able to work collaboratively as a team and enjoy communicating affectively when analysing performances.</li> </ul>	<ul style="list-style-type: none"> <li>● Explain key skills of a good performance</li> <li>● Create tactics that could help improve performance</li> <li>● Recognise and explain tactics and strategies that could be transferred to a variety of sports</li> <li>● Identify good performances from others as a team and as individuals</li> <li>● Help others follow a plan during a game/activity</li> </ul>	<ul style="list-style-type: none"> <li>● Attack an area as an individual or as a team</li> <li>● Guard/protect/defend an area as an individual or as a team and be able to explain how and why and be able to explain how and why</li> </ul>	<p>Tactic, Strategy, Aim, Angles, Target, Disguise, Explain, Demonstrate, Opposition, Apply, Skill, Communication</p>

Year 5	Success Criteria	Substantive Knowledge	Disciplinary Knowledge	Key Vocabulary
<b>Gymnastics</b>	<ul style="list-style-type: none"> <li>Children will be encouraged to create more complex routines and sequences which include changes of direction, speed, height and ways of travelling.</li> <li>Children will be able to show good strength, stability and flexibility.</li> <li>Individually, they will be able to compare performances with previous ones and suggest ways they can improve.</li> </ul>	<ul style="list-style-type: none"> <li>Know and explain key skills of a good performance</li> <li>Make suggestions to others of how to improve a performance.</li> <li>Enjoy communication, collaborating and competing with others</li> </ul>	<ul style="list-style-type: none"> <li>Perform a variety of gymnastic skills, showing good flow and transition from high to low</li> <li>Perform a simple routine with good timing and flow</li> <li></li> </ul>	Fluency, Technique, Balance, Control, Explain, Demonstrate, Support, Arch
<b>Dance</b>	<ul style="list-style-type: none"> <li>Children will be able to move in time to the music, creating movements that express the meaning and mood of the piece of music they are listening to and create short routines.</li> <li>They will, also, be able to explain why they have chosen their actions in relation to the music.</li> </ul>	<ul style="list-style-type: none"> <li>Create small patterns as individuals and as a group</li> <li>Recognise and perform to actions linked to a piece of music</li> <li>Evaluate and improve own and others performances suggesting ideas for improvement</li> <li>Complete short sequences in a role of a character</li> <li>Children should show enjoyment in achieving tasks set out</li> <li>Enjoy communication, collaboration and competition with others</li> </ul>	<ul style="list-style-type: none"> <li>Link actions to make a dance phase</li> <li>Perform a wide range of actions when dancing to music</li> <li>To demonstrate movements to music using flow, timing, coordination and balance</li> <li>Show flexibility, strength, technique, control and balance when performing to music</li> <li></li> </ul>	Actions Timing Rhythm Flexibility Strength Control Balance Sequences Creativity
<b>Sending and Receiving</b>	<ul style="list-style-type: none"> <li>Children will begin to master different techniques for passing and shooting whilst moving with equipment in a variety of modified games.</li> <li>Children will develop and understanding of how to improve their own performances.</li> <li>Children will show consistency when throwing and catching from a variety of heights angles and distances.</li> </ul>	<ul style="list-style-type: none"> <li>Know and explain key skills of a good performance and suggest ways to make improvements</li> <li>Contribute to effective communication to keep possession</li> <li>Demonstrate a climate of joy, freedom, respect and celebration</li> <li>Enjoy communication, collaboration and competition with others</li> </ul>	<ul style="list-style-type: none"> <li>Travel with equipment demonstrating good awareness and control</li> <li>Can receive away from other children</li> <li>Recognise when to travel or when to pass</li> <li>Recognise when to apply speed to an attack.</li> <li>Select the appropriate pass for the distance/obstacles/pressure required</li> <li></li> </ul>	Master, Performance, Heights, Distances, Speeds, Angles, Techniques, Possession, Maintain, Collaboration, Pace, Power

<p><b>Athletics</b></p>	<ul style="list-style-type: none"> <li>● Children will show an awareness of time and distance when competing against others.</li> <li>● Children will start to look at the physiology of running techniques and be able to explain the importance of breathing techniques and the effects it can have on the body.</li> </ul>	<ul style="list-style-type: none"> <li>● Understand when to change speeds according to length of run/distance/time</li> <li>● Explain key factors in a good performance</li> <li>● Know and explain key skills of a good performance</li> <li>● Demonstrate determination and resilience during and after events when competing against self and others</li> <li>● Show values of respect for others when winning and losing</li> <li>● Demonstrate a climate of joy, freedom, respect and celebration</li> <li>● Show enjoyment in achieving tasks set out</li> <li>● Enjoy communication, collaboration and competition with others</li> </ul>	<ul style="list-style-type: none"> <li>● Select appropriate speed for the distance travelled</li> <li>● Select appropriate force when throwing at a target</li> <li>● Throw with accuracy, balance and coordination</li> <li>● Swap baton over during relay race whilst maintaining good flow and speed</li> <li>● Apply power whilst maintaining accuracy when throwing a variety of athletic equipment</li> <li>● Adapt tactics and strategies, when necessary, when competing in a variety of athletic events.</li> <li>●</li> </ul>	<p>Distance, Coordination, Confidence, Skills, Apply, Technique, Awareness, Improve, Accuracy, Variety, Understanding, Power</p>
<p><b>Tactics and Strategies</b></p>	<ul style="list-style-type: none"> <li>● Children will feel confident when creating a plan to defend or attack an area in 3 v 3 or 4 v 4 scenario.</li> <li>● Children will be able to work collaboratively as a team and enjoy communicating affectively when analysing performances and working out what when well and what they need to change to succeed.</li> </ul>	<ul style="list-style-type: none"> <li>● Explain key skills of a good performance</li> <li>● Create tactics that could help improve performance</li> <li>● Create tactics that could help stop the opposition team from scoring points</li> <li>● Explain strategies that could prevent the opposition teams from winning points.</li> <li>● Recognise and explain tactics and strategies that could be transferred to a variety of sports</li> <li>● Help others follow a plan during a game/activity</li> </ul>	<ul style="list-style-type: none"> <li>● Guard/protect/defend an area as a team and be able to explain how and why</li> <li>● Attack an area as a team and be able to explain how and why</li> </ul>	<p>Tactic, Strategy, Aim, Angles, Target, Disguise, Explain, Demonstrate, Opposition, Performance, Transferable</p>

Year 6	Success Criteria	Substantive Knowledge	Disciplinary Knowledge	Key Vocabulary
<b>Gymnastics</b>	<ul style="list-style-type: none"> <li>● Children will be able to combine and perform gymnastic actions using the whole body and be able to adapt them while creating a routine, in order for it to fit in to a sequence with flow and rhythm.</li> <li>● Children will break down their routine and look for ways to improve and extend their piece of work, this could be through peer feedback or video analysis using i-pads.</li> <li>● Whilst showing enjoyment in the activities they will be able to portray emotions through the use of facial expressions and expressive use of space and equipment.</li> <li>●</li> </ul>	<ul style="list-style-type: none"> <li>● Know and explain key skills of a good performance</li> <li>● Make suggestions to others of how to improve a performance.</li> <li>● Enjoy communication, collaborating and competing with others</li> </ul>	<ul style="list-style-type: none"> <li>● Perform a variety of gymnastic skills, showing good flow and transition from high to low</li> <li>● Perform a simple routine with good timing and flow</li> <li>●</li> </ul>	Fluency, Technique, Balance, Control Explain, Demonstrate, Support, Arch
<b>Dance</b>	<ul style="list-style-type: none"> <li>● Children can create their own routine with a partner or small group that includes, appropriate actions in relation to the music, representation of different characters and combines different actions in time with the beat.</li> <li>● Children will be able to use the piece of music to create different expressions and emotions.</li> </ul>	<ul style="list-style-type: none"> <li>● Create small patterns as individuals and as a group</li> <li>● Recognise and perform to actions linked to a piece of music</li> <li>● Evaluate and improve own and others performances suggesting ideas for improvement</li> <li>● Complete short sequences in a role of a character</li> <li>● Children should show enjoyment in achieving tasks set out</li> <li>● Enjoy communication, collaboration and competition with others.</li> </ul>	<ul style="list-style-type: none"> <li>● Link actions to make a dance phase</li> <li>● Perform a wide range of actions when dancing to music</li> <li>● To demonstrate movements to music using flow, timing, coordination and balance</li> <li>● Show flexibility, strength, technique, control and balance when performing to music</li> <li>●</li> </ul>	Routine, Actions, Combine, Timing, Rhythm, Beat, Flexibility, Expressions, Strength, Control, Balance, Sequences, Creativity
<b>Sending and Receiving</b>	<ul style="list-style-type: none"> <li>● Children can understand and show how to retain possession, and be able to control possession when facing a team with equal amount of players.</li> </ul>	<ul style="list-style-type: none"> <li>● Know and explain key skills of a good performance and suggest ways to make improvements</li> <li>● Contribute to effective communication to keep possession</li> </ul>	<ul style="list-style-type: none"> <li>● Travel with equipment demonstrating good awareness and control</li> <li>● Can receive away from other children</li> <li>● Recognise when to travel or when to pass</li> </ul>	Master, Performance, Heights, Distances, Speeds, Angles, Techniques, Possession, Maintain, Collaboration, Pace, Power

	<ul style="list-style-type: none"> <li>● Children will have built the knowledge of when to send and when to travel with the equipment, whilst performing with accuracy and efficiency.</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrate a climate of joy, freedom, respect and celebration</li> <li>● Enjoy communication, collaboration and competition with others</li> </ul>	<ul style="list-style-type: none"> <li>● Recognise when to apply speed to an attack.</li> <li>● Select the appropriate pass for the distance/obstacles/pressure required</li> </ul>	
<b>Athletics</b>	<ul style="list-style-type: none"> <li>● Children will master all the actions needed when competing in mini-Olympics and team challenges.</li> <li>● Children will use evaluation methods to suggest areas for improving their running, jumping and throwing abilities.</li> <li>● Competition and challenges will be completed with a competitive element and a positive encouraging environment.</li> </ul>	<ul style="list-style-type: none"> <li>● Understand when to change speeds according to length of run/distance/time</li> <li>● Explain key factors in a good performance</li> <li>● Know and explain key skills of a good performance</li> <li>● Demonstrate determination and resilience during and after events when competing against self and others</li> <li>● Show values of respect for others when winning and losing</li> <li>● Demonstrate a climate of joy, freedom, respect and celebration</li> <li>● Show enjoyment in achieving tasks set out</li> <li>● Enjoy communication, collaboration and competition with others</li> </ul>	<ul style="list-style-type: none"> <li>● Select appropriate speed for the distance travelled</li> <li>● Select appropriate force when throwing at a target</li> <li>● Throw with accuracy, balance and coordination</li> <li>● Apply good techniques when completing hurdles.</li> <li>● Swap baton over during relay race whilst maintaining good flow and speed</li> <li>● Apply power whilst maintaining accuracy when throwing a variety of athletic equipment</li> </ul>	<p>Coordination, evaluate, Skills, Apply, Technique, Awareness, Improve, Accuracy, Performance, Resilience, Collaboration</p>
<b>Tactics and Strategies</b>	<ul style="list-style-type: none"> <li>● Children will be able to recognise the key aspects of a good performance from the opposition and be able to react with their own strategies, this could be during 3v3 or 4v4 small sided games or during dodgeball.</li> <li>● Identify suitable methods to attack and defend whilst adapting to the opposition's decisions.</li> </ul>	<ul style="list-style-type: none"> <li>● Explain key skills of a good performance</li> <li>● Create tactics that could help improve performance</li> <li>● Create tactics that could help stop the opposition team from scoring points</li> <li>● Explain strategies that could prevent the opposition teams from winning points.</li> <li>● Recognise and explain tactics and strategies that could be transferred to a variety of sports</li> <li>● Help others follow a plan during a game/activity</li> </ul>	<ul style="list-style-type: none"> <li>● Small sided games in a variety of sports/activities</li> <li>● 1v1 games in a variety of sports/activities Allow time for discussions</li> <li>● Observe other teams</li> <li>● Guard/protect/defend an area as a team and be able to explain how and why</li> <li>● Attack an area as a team and be able to explain how and why</li> </ul>	<p>Tactic, Strategy, Aim, Angles, Target, Disguise, Explain, Demonstrate, Opposition, Performance, Transferable</p>