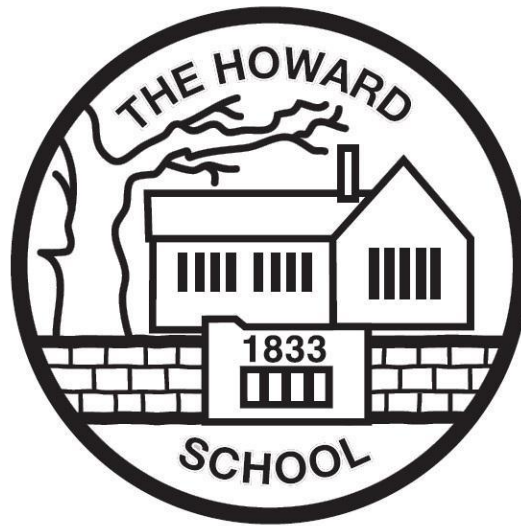


# Ackworth Howard C of E School

Educating for 'life in all its fullness.'



## PE Curriculum – Essential Knowledge

# Intent

At Ackworth Howard J&I School, we believe that physical education (PE) should develop: the mind (mental health, decision-making and tactics); body (physical development and healthy bodies); and spirit (sporting values) of each child.

## Mind



PE at our school should promote the emotional well-being of children and allow children to develop positive attitudes towards physical activity and healthy lifestyles. This school will create a supportive environment through PE to prevent depression, anxiety and obsessive compulsive disorders in later life, through a rich, broad, deep and exciting curriculum. Children will be taught and encouraged to use knowledge of technical and tactical skills to make decisions within game scenarios, routines in dance and gymnastics and during swimming lessons.

## Body



Children will be provided with opportunities to become physically confident, in ways which support their health and fitness and promotes an understanding in children of their bodies in action. We will provide children with opportunities to push their physical limits and compete against their peers physically both within and out of school. From early years to year 6 children should learn about how physical activity and healthy eating can positively impact their life.



## Spirit

PE in our school should promote values which enable children to develop life skills such as: determination, resilience, leadership, teamwork, fairness and trust.

# What our children say about PE...

- PE is important because it helps us understand how to live healthy lifestyles – ***Year 5***
- I love getting the opportunity to go to competitions against other schools – ***Year 3***
- I really like that we get the opportunity to learn a wide range of sports – ***Year 4***
- I like sharing my achievements in sport – ***Year 6***
- PE at school gave me the confidence to try out a club after-school – ***Year 2***

# Values in PE

We follow the School Games Values when competing and in our PE lessons. These go alongside out school values of Compassion, Forgiveness, Friendship and Trust.



**Determination:** Keep going no matter what. Determination is about the journey you go on to push yourself and achieve your dreams. Have the mental strength and self discipline to overcome obstacles, commit to your goals and keep working everyday to become the very best you can be. Don't hold back!



**Teamwork:** Treating everyone equally, supporting each other and working together to have fun and achieve. Celebrate each other's success and be a positive team player.



**Self Belief:** You've got to believe to achieve. Have the self-belief and confidence to succeed and reach your personal best  
**Honesty:** Be honest with others and with yourself. Have the courage to do the right thing and what you know is right. Let the best person win, not the best cheat!



**Passion:** Giving it 100 per cent. Put your heart and soul into the game and never give up. Passion makes you enter the race and passion makes you finish it.



**Respect:** Show respect for the referee, for the opposition, for your team mates, for yourself and for the game. Accepting victory and defeat with grace, treating others politely and with understanding. Have respect every day, in every sport and for everyone.

# Early Years PE

Area of Learning	Ackworth Howard's Knowledge Essentials
<p><b><u>Physical Development</u></b></p> <p>Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives<sup>7</sup>. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p> <p><b><u>Personal, Social and Emotional Development</u></b></p> <p>Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive 9 relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>	<p><b><u>Three and Four Year Olds</u></b></p> <p><b>Personal, Social and Emotional Development</b></p> <ul style="list-style-type: none"> <li>• Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</li> <li>• Increasingly follow rules, understanding why they are important.</li> <li>• Remember rules without needing an adult to remind them</li> </ul> <p><b>Physical development</b></p> <ul style="list-style-type: none"> <li>• Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>• Go up steps and stairs, or climb up apparatus, using alternate feet.</li> <li>• Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>• Start taking part in some group activities which they make up for themselves, or in teams.</li> <li>• Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</li> <li>• 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, depending on its length and width.</li> <li>• Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</li> <li>• Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</li> <li>• Show a preference for a dominant hand.</li> <li>• Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.</li> </ul>

# Early Years PE

Area of Learning	Ackworth Howard's Knowledge Essentials
<p><b>Excessive Arts and Design</b></p> <ul style="list-style-type: none"> <li>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</li> </ul>	<p><b>Excessive Arts and Design</b></p> <ul style="list-style-type: none"> <li>Respond to what they have heard, expressing their thoughts and feelings.</li> </ul>
<p><b>Personal, Social and Emotional Development</b></p> <p>❖ <b>ELG: Self-Regulation</b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</li> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</li> <li>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul> <p>❖ <b>ELG: Managing Self</b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly;</li> <li>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul>	<p><b>Reception</b></p> <p><b>Personal, Social and Emotional Development</b></p> <ul style="list-style-type: none"> <li>Revise and refine the fundamental movement skills they have already acquired: rolling, running, crawling, hopping, walking, skipping, jumping, climbing.</li> <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 and other physical disciplines including dance, gymnastics, sport and swimming.</li> <li>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> <li>Use their core muscle strength to achieve a good posture when sitting on the floor.</li> <li>Combine different movements with ease and fluency.</li> <li>Confidently and safely use a range of large and small apparatus indoors and outdoors, alone in a group.</li> <li>Develop overall body strength, balance, coordination and agility.</li> <li>Know and talk about the different factors that support overall health and wellbeing: regular physical activity.</li> </ul>

# Early Years PE

Area of Learning	Ackworth Howard's Knowledge Essentials
<p>❖ <b>ELG: Building Relationships</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Work and play cooperatively and take turns with others;</li> <li>- Form positive attachments to adults and friendships with peers;</li> <li>- Show sensitivity to their own and to others' needs.</li> </ul> <p><b>Physical Development</b></p> <p>❖ <b>ELG: Gross Motor Skills</b> Children at the expected level of development will:</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>ELG: Fine Motor Skills</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Hold a pencil effectively in preparation for fluent writing using the tripod grip in almost all cases;</li> <li>- Use a range of small tools, including scissors, paint brushes and cutlery;</li> <li>- Begin to show accuracy and care when drawing.</li> </ul> <p><b>Expressive Arts and Design</b></p> <p>❖ <b>ELG: Creating with Materials</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</li> <li>- Share their creations, explaining the process they have used;</li> <li>- Make use of props and materials when role playing characters in narratives and stories.</li> </ul> <p>❖ <b>ELG: Being Imaginative and Expressive</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Invent, adapt and recount narratives and stories with peers and their teacher;</li> <li>- Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</li> </ul>	<p><u><b>Early Learning Goals</b></u> <b>Personal, Social and Emotional Development</b></p> <p>❖ <b>Managing Self</b></p> <ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge.</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>• Manage their own basic hygiene and personal needs, including dressing.</li> </ul> <p>❖ <b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others.</li> </ul> <p><b>Physical development</b></p> <p>❖ <b>Gross Motor Skills</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</b></p> <p>❖ <b>Being Imaginative and Expressive</b></p> <ul style="list-style-type: none"> <li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with the music.</li> </ul>

# Early Years PE Vocabulary

## Essential Vocabulary

Space  
looking up  
stretch  
muscle  
partner  
pairs  
run  
walk  
balance  
throw  
catch  
hit  
ball  
cone  
net  
bean bag  
jump  
hop  
carry

follow  
lead  
copy  
sports  
games  
rules  
move  
forwards  
backwards  
equipment  
speed  
direction  
bounce  
push  
pull  
roll



# Year 1

National Curriculum	Ackworth Howard's Knowledge Essentials
<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><b><u>Year 1</u></b></p> <p><b>Dance</b></p> <ul style="list-style-type: none"><li>• To perform four basic movements – turn, jump, freeze and balance. Travelling at different levels.</li></ul> <p><b>Gymnastics</b></p> <ul style="list-style-type: none"><li>• To recognise basic gymnastics shapes – tuck, pike, straddle, stretch and star.</li><li>• To travel in a variety of ways (on floor and benches) – bunny, straddle bunny, duck, giraffe, bear, spider and dip walk.</li><li>• To jump safely (from benches) – stretch.</li><li>• To preform basic rolls – tuck roll, log roll, teddy bear and egg roll.</li><li>• To balance on benches and hold shapes still.</li></ul> <p><b>Games</b></p> <ul style="list-style-type: none"><li>• To perform underarm and over arm throws accurately.</li><li>• To throw with one hand, catch consistently with two hands and hands in cup shape.</li><li>• To travel with the ball in different ways.</li><li>• To balance a tennis ball on a racket. Moving the ball around the racket.</li><li>• To use hitting skills in games. Practice basic striking, sending and receiving.</li><li>• To pass the ball to other people and use kicking skills.</li><li>• To begin to use the terms attacking and defending.</li><li>• To understand that passing the ball and dodging defenders are attacking skills and defending a space.</li></ul> <p><b>Athletics</b></p> <ul style="list-style-type: none"><li>• To jump for distance.</li><li>• To run at different speeds and use vocabulary linked to sprinting.</li><li>• To run over low hurdles.</li></ul>

# Year 1

National Curriculum	Ackworth Howard's Knowledge Essentials
<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><b><u>Year 1 continued</u></b></p> <p><b>Fitness</b></p> <ul style="list-style-type: none"><li>• To engage in a range of sports with improving endurance.</li><li>• Know how nutrition and healthy lifestyles improve physical fitness</li><li>• Take part in strenuous activity</li></ul> <p><b>Resilience</b></p> <ul style="list-style-type: none"><li>• Children face increasing challenge through new skills introduced (see skill)</li><li>• Children adapt their work based on adult feedback</li></ul> <p><b>Safety</b></p> <ul style="list-style-type: none"><li>• Pupils must know how to carry equipment safely in lessons.</li></ul> <p><b>Healthy Lifestyles</b></p> <ul style="list-style-type: none"><li>• Describe how our body feels before, during and after exercise.</li></ul>

# Year 1/2 PE Vocabulary

Essential Vocabulary			
Games	Gymnastics	Dance	General
Throw Roll Underarm Hit Move Safely kick Tactics Decide Rules	Curl Tense Stretch Relax Control Travel balance Copy Sequence Improve Plan and perform Feedback Hold Independent	Move Copy Perform Create rhythm Control Coordination Linking mood Feeling	Copy Compare and contrast Repeat

# Year 2

National Curriculum	Ackworth Howard's Knowledge Essentials
<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><b><u>Year 2</u></b></p> <p><b>Dance</b></p> <ul style="list-style-type: none"><li>• To perform four basic movements – turn, jump, freeze and balance.</li><li>• To travel at different levels and speed.</li><li>• To begin to move in time to music.</li><li>• To improve the timing of actions.</li><li>• To create, repeat and remember actions on their own.</li></ul> <p><b>Gymnastics</b></p> <ul style="list-style-type: none"><li>• To perform the key shapes - Tuck, Pike, Straddle, Stretch, Star, <i>Dish and Arch (new to year 2)</i>.</li><li>• To travel on flooring and apparatus – bunny, straddle bunny, duck, giraffe, bear, spider, caterpillar, dip walk and sideways bunny.</li><li>• To jump from height – stretch and Star. Rolls – tuck, log, dish and arch, and pike.</li><li>• To hold still balances on different points of the body.</li><li>• To rock backwards and forwards in the tuck position.</li></ul> <p><b>Games</b></p> <ul style="list-style-type: none"><li>• To throw with one hand, catching consistently with two hands and hands in cup shape.</li><li>• To throw a ball for distance and accuracy, varying the types of throws used. Throwing into targets at varying distance.</li><li>• To move with the ball – small/big steps.</li><li>• To change speed and direction whilst running in a game.</li><li>• To know how to use space in a game.</li><li>• To bounce a ball at waist height and kick a ball whilst moving.</li><li>• Use kicking and dribbling skills within a game.</li><li>• To learn striking skills for hitting a ball from a tee, using cricket bat.</li><li>• To begin to show hand and eye coordination when striking.</li><li>• To learn basic fielding skills of retrieving and stopping a ball.</li></ul> <p><b>Athletics</b></p> <ul style="list-style-type: none"><li>• To jump for distance,</li><li>• To sprint, high hurdles and use leading leg technique.</li><li>• To throw into targets at varying distances.</li></ul>

# Year 2

National Curriculum	Ackworth Howard's Knowledge Essentials
<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><b><u>Year 2 continued</u></b></p> <p><b>Fitness</b></p> <ul style="list-style-type: none"><li>• To engage in a range of sports with improving endurance and stamina.</li><li>• To know how nutrition &amp; healthy lifestyles improve physical fitness.</li><li>• To be take part in strenuous activity.</li></ul> <p><b>Resilience</b></p> <ul style="list-style-type: none"><li>• To face increasing challenge through new skills introduced.</li><li>• To adapt their work based on adult feedback.</li></ul> <p><b>Safety</b></p> <ul style="list-style-type: none"><li>• Pupils must know how to carry equipment safely in lessons and begin to learn how to set up equipment safely.</li></ul> <p><b>Healthy Lifestyles</b></p> <ul style="list-style-type: none"><li>• To explain what they need to stay healthy (nutrition, exercise and happiness).</li><li>• To be able to name different food groups and recognise which ones are good and bad for us.</li></ul> <p><b>Competition</b></p> <ul style="list-style-type: none"><li>• Small group competitions incorporated into main sessions.</li><li>• Learn simple tactics.</li><li>• To learn different roles within a team.</li><li>• To have access to interschool competition through School Games competitions.</li></ul>

# Year 1/2 PE Vocabulary

Essential Vocabulary			
Games	Gymnastics	Dance	General
Throw Roll Underarm Hit Move Safely kick Tactics Decide Rules	Curl Tense Stretch Relax Control Travel balance Copy Sequence Improve Plan and perform Feedback Hold Independent	Move Copy Perform Create rhythm Control Coordination Linking mood Feeling	Copy Compare and contrast Repeat

# Year 3

National Curriculum	Ackworth Howard's Knowledge Essentials
<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 [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> <li>• develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</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> </ul>	<p><b><u>Year 3</u></b></p> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>• To begin to improvise with a partner.</li> <li>• To perform with some awareness of rhythm and expression.</li> <li>• To compete against self and others in a controlled manner.</li> </ul> <p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>• To perform key shapes – tuck, pike, straddle, star, dish, arch, front/back support.</li> <li>• To vault onto benches.</li> <li>• To perform jumps in stretch, star and tuck.</li> <li>• To perform rolls from key stage 1 – begin to perform cartwheels, forward and backwards rolls.</li> <li>• To use turns to travel along apparatus and in between shapes.</li> <li>• To work in pairs or groups and hold balances.</li> <li>• To create interesting body shapes.</li> </ul> <p><b>Games</b></p> <ul style="list-style-type: none"> <li>• To perform shoulder pass, chest pass and bounce pass.</li> <li>• To pass when moving.</li> <li>• To be able to shoot from stationary positions, using a throw in handball and a kick in football.</li> <li>• To dribble a ball at waist height with one hand.</li> <li>• To catch with increasing control and accuracy and begin to use one-hand technique.</li> <li>• To use two different ways of moving in a game with a ball. E.g. dribbling, bouncing, kicking, carrying.</li> <li>• To begin to use forehand and backhand stroke to hit ball over net.</li> <li>• To react to and move to a ball in table tennis and fielding in rounders.</li> <li>• To use an underarm throw to bowl underarm and aim for targets.</li> <li>• To begin to hit moving balls in rounders.</li> <li>• To use a barrier technique when fielding or stopping a ball.</li> </ul> <p><b>OAA – See Forest Schools</b></p>

# Year 3

National Curriculum	Ackworth Howard's Knowledge Essentials
<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 [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li><li>• develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</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></ul>	<p><b><u>Year 3 continued</u></b></p> <p><b>Athletics</b></p> <ul style="list-style-type: none"><li>• To perform chest push and long distance throw with bean bags.</li><li>• To perform standing long jump and 3 step jump.</li><li>• To begin to use and describe hurdling technique (opposite arm to leg) for higher hurdles.</li><li>• To perform change over in relays. Working in pairs to improve speed and accuracy of technique.</li></ul> <p><b>Fitness</b></p> <ul style="list-style-type: none"><li>• Personal challenges given through endurance activities.</li><li>• To apply knowledge of nutrition and healthy lifestyles from year 2 to improve physical fitness.</li><li>• Take part in sustained, strenuous activity.</li><li>• To know the importance of strength and flexibility.</li><li>• To explain why it is important to warm up and cool down.</li></ul> <p><b>Resilience</b></p> <ul style="list-style-type: none"><li>• Children approach new sports positively.</li><li>• Children begin to peer assess others' performance using adult guidance (i.e. success criteria) in all sports.</li></ul> <p><b>Safety</b></p> <ul style="list-style-type: none"><li>• Pupils must know how to carry equipment safely in lessons and learn how to set up equipment safely including gymnastics apparatus, but not wall frames.</li></ul> <p><b>Healthy Lifestyles</b></p> <ul style="list-style-type: none"><li>• To apply knowledge of nutrition and healthy lifestyles from year 2 to improve physical fitness.</li><li>• To know the important of strength and flexibility and describe how it effects our body.</li></ul> <p><b>Competition</b></p> <ul style="list-style-type: none"><li>• Whole class competitions</li><li>• Learn progressive rules and scoring systems</li><li>• Develop tactics and knowledge of roles in a team</li><li>• Access to interschool competition through School Games</li></ul>



# Year 3/4 PE Vocabulary

Essential Vocabulary					
Games	Gymnastics	Dance	Athletics	OAA	Swimming
Throw Catch Control Awareness of space Support Opposition strike and field Accuracy Rules Possession Adapt tactics.	Adapt sequences Apparatus Criteria Strength Suppleness Performance Compare and contrast Sequences Stamina Improve	Changing speed and direction Share and create Phrases Plan Repeat Remember and perform Phrases Communicate.	Change speed and direction Underarm Overarm Throwing Technique Distance Sprint Accuracy Personal best	Follow Route Appropriate equipment Safely Familiar context Manage risks/problems.	Swim Unaided Basic stroke Movements Coordinate breathing Surface.

# Year 4

National Curriculum	Ackworth Howard's Knowledge Essentials
<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 [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li><li>• develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</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></ul>	<p><b><u>Year 4</u></b></p> <p><b>Dance</b></p> <ul style="list-style-type: none"><li>• To watch and evaluate their own performance.</li><li>• To identify and repeat the movement pattern and actions of chosen style.</li><li>• To perform and create sequences with expression.</li><li>• To demonstrate rhythm and spatial awareness.</li><li>• To use an increasing range of actions, directions and levels in their sequences.</li></ul> <p><b>Gymnastics</b></p> <ul style="list-style-type: none"><li>• To perform key shapes – tuck, pike, straddle, star, dish, arch, front/back support.</li><li>• To perform rolls to stand – tuck, pike, teddy bear and partnered teddy bear.</li><li>• To be able to safely perform a forward and backward roll. Aspiration to perform these rolls to a stand.</li><li>• To vault onto heights.</li><li>• To jump in stretch, star and tuck with control.</li><li>• To perform and create sequences of movements.</li></ul> <p><b>Games</b></p> <ul style="list-style-type: none"><li>• To perform shoulder pass, chest pass and bounce pass with increased accuracy.</li><li>• To pre-scan before receiving the ball.</li><li>• To be able to shoot from stationary position in netball using a one hand shot.</li><li>• To move with a ball and pass with increasing speed.</li><li>• To develop different ways of throwing and catching based on distance of throw required.</li><li>• To demonstrate successful hitting and pushing skills to hit a ball over different distances.</li><li>• To contribute towards helping their team keep possession.</li><li>• To demonstrate knowledge of defensive skills to tackle or intercept a ball.</li><li>• To use an underarm throw to bowl accurately and aim for targets.</li><li>• To begin to use an overarm action to bowl a ball.</li><li>• To show readiness in the field when acting as a fielder.</li><li>• To adapt rules to alter games.</li></ul>

# Year 4

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<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 [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> <li>• develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</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> </ul>	<p><b><u>Year 4 continued</u></b></p> <p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>• To perform long distance throw with javelin from a stand and experiment with angles of throw.</li> <li>• To perform standing long jump and 3 step jump.</li> <li>• To use and describe hurdling technique (opposite arm to leg) for higher hurdles.</li> <li>• To perform change over in relays. Working in pairs to improve speed and accuracy of technique.</li> </ul> <p><b>Fitness</b></p> <ul style="list-style-type: none"> <li>• Personal challenges given through endurance activities.</li> <li>• Apply knowledge of nutrition and healthy lifestyles to improve physical fitness.</li> <li>• Take part in sustained, strenuous activity .</li> </ul> <p><b>Resilience</b></p> <ul style="list-style-type: none"> <li>• To peer assess with increasing independence using knowledge of sports.</li> <li>• To respond to feedback positively and apply it to skills taught.</li> </ul> <p><b>Safety</b></p> <ul style="list-style-type: none"> <li>• Pupils must know how to carry equipment safely in lessons and learn how to set up equipment safely including gymnastics apparatus, begin to set up wall frames with supervision.</li> </ul> <p><b>Healthy Lifestyles</b></p> <ul style="list-style-type: none"> <li>• To explain why exercise is good for our health.</li> <li>• To describe how the body reacts at different times and this affects performance.</li> <li>• To identify what areas of the body are needed to be strong or flexible for individual sports.</li> </ul> <p><b>Competition</b></p> <ul style="list-style-type: none"> <li>• Whole class competitions</li> <li>• Learn progressive rules and scoring systems</li> <li>• Develop and analyse tactics and their impact team performance</li> <li>• Access to interschool competition through School Games</li> </ul>

# Year 3/4 PE Vocabulary

Essential Vocabulary					
Games	Gymnastics	Dance	Athletics	OAA	Swimming
Throw Catch Control Awareness of space Support Opposition strike and field Accuracy Rules Possession Adapt tactics.	Adapt sequences Apparatus Criteria Strength Suppleness Performance Compare and contrast Sequences Stamina Improve	Changing speed and direction Share and create Phrases Plan Repeat Remember and perform Phrases Communicate.	Change speed and direction Underarm Overarm Throwing Technique Distance Sprint Accuracy Personal best	Follow Route Appropriate equipment Safely Familiar context Manage risks/problems.	Swim Unaided Basic stroke Movements Coordinate breathing Surface.

# Year 5

National Curriculum	Ackworth Howard's Knowledge Essentials
<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 [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li><li>• develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</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></ul>	<p><b><u>Year 5</u></b></p> <p><b>Dance</b></p> <ul style="list-style-type: none"><li>• To identify the movement patterns and actions of a chosen dance style.</li><li>• To compose individual, paired and group dances that reflect a chosen style.</li><li>• To show a change of pace and timing in their movements.</li><li>• To demonstrate imagination and creativity in the development of routines.</li><li>• To evaluate their own and others performances using key vocabulary.</li></ul> <p><b>Gymnastics</b></p> <ul style="list-style-type: none"><li>• To perform key shapes – tuck, pike, straddle, star, dish, arch, front/back support.</li><li>• To be able to safely perform a forward and backward roll to a stand.</li><li>• To vault onto heights and squat through the vault.</li><li>• To jump in stretch, star, pike, straddle tuck and cat leap with control.</li><li>• To perform cartwheel, begin to perform handstand, and round off.</li><li>• To perform and create sequences of movements.</li></ul> <p><b>Games</b></p> <ul style="list-style-type: none"><li>• To perform passes – chest, shoulder, one handed bounce, over head, 2 handed bounce and one handed push pass.</li><li>• To receive ball with one hand in stationary position.</li><li>• To shooting from stationary position recognising how angles impact on the shot.</li><li>• To develop a backhand technique and use it in a game.</li><li>• To hit moving balls on both forward and backhand.</li><li>• To know when and which throwing technique to use in a game.</li><li>• To begin to link together various ball skills such as dribbling, passing and striking.</li><li>• To work in teams to choose the best tactics for attacking and defending.</li><li>• To show understanding of marking as a defending technique.</li><li>• To keep and win back possession in a team game.</li><li>• To begin to show a strong understanding of tactics.</li><li>• To evaluate their own and others performances using key vocabulary.</li></ul>

# Year 5

National Curriculum	Ackworth Howard's Knowledge Essentials
<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 [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li><li>• develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</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></ul>	<p><b><u>Year 5 continued</u></b></p> <p><b>Athletics</b></p> <ul style="list-style-type: none"><li>• To perform a chest push, shot put and standing javelin throw for distance.</li><li>• To use the correct techniques for hurdles, long jump from run up, standing triple jump.</li><li>• To work as a team in relays – beginning to move when receiving the baton.</li><li>• To run for distance and speed. Beginning to understand the different approaches to preserving energy.</li><li>• To explain what happens to our body when sprinting.</li></ul> <p><b>Fitness</b></p> <ul style="list-style-type: none"><li>• Set their own personal challenges given through endurance activities.</li><li>• Take part in sustained, strenuous activity with increasing stamina.</li><li>• To explain some safety principles when preparing for an during exercise.</li><li>• To know and understand how a warm up and cool down effect the body.</li></ul> <p><b>Resilience</b></p> <ul style="list-style-type: none"><li>• To use peer and self assessment to improve their performance</li><li>• To respond to feedback positively and apply it to skills taught</li></ul> <p><b>Safety</b></p> <ul style="list-style-type: none"><li>• Pupils must know how to carry equipment safely in lessons and learn how to set up equipment safely including gymnastics apparatus and the setting up of wall frames with supervision.</li></ul> <p><b>Healthy Lifestyles</b></p> <ul style="list-style-type: none"><li>• Know how nutrition, exercise and healthy lifestyles impact on the body and link this to athletes' training.</li></ul> <p><b>Competition</b></p> <ul style="list-style-type: none"><li>• Whole class competitions</li><li>• Learn progressive rules and scoring systems</li><li>• Develop and analyse tactics and their impact team and individuals' performance</li><li>• Access to interschool competition through School Games</li><li>• Lead Young Ambassadors' playground competitions</li></ul>

# Year 5

National Curriculum	Ackworth Howard's Knowledge Essentials
<p>Swimming and water safety All schools must provide swimming instruction either in key stage 1 or key stage 2.</p> <p>In particular, pupils should be taught to:</p> <ul style="list-style-type: none"><li>• swim competently, confidently and proficiently over a distance of at least 25 metres</li><li>• use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li><li>• perform safe self-rescue in different water-based situations.</li></ul>	<p><b><u>Year 5 Swimming</u></b></p> <ul style="list-style-type: none"><li>• Sink, push off on side from the wall, glide, kick and rotate into backstroke.</li><li>• Sink, push off on side from the wall, glide, kick and rotate into front crawl.</li><li>• Swim 10 metres wearing clothes.</li><li>• Push and glide and swim front crawl to include at least six rhythmical breaths.</li><li>• Push and glide and swim breaststroke to include at least six rhythmical breaths.</li><li>• Push and glide and swim butterfly to include at least three rhythmical breaths.</li><li>• Push and glide and swim backstroke to include at least six rhythmical breaths.</li><li>• Push and glide and swim 25 metres, choice of stroke is optional.</li><li>• Perform a 'shout and signal' rescue.</li><li>• Perform a surface dive.</li></ul> <p><b><u>Aspirations</u></b></p> <ul style="list-style-type: none"><li>• Push and glide and swim 25 metres backstroke.</li><li>• Push and glide and swim 25 metres front crawl.</li><li>• Push and glide and swim 25 metres breaststroke.</li><li>• Push and glide and swim 25 metres butterfly.</li><li>• Perform a sitting dive or dive.</li><li>• Push and glide and swim 50 metres continuously using one stroke.</li><li>• Push and glide and swim 100 metres continuously using a minimum of three different strokes.</li><li>• Tread water using eggbeater action for 30 seconds.</li><li>• Complete and obstacle course (using a minimum of four objects) with feet off pool floor throughout.</li><li>• Perform a movement sequence (linking skills with strokes and skulls) of one minute duration, in a group of three or more, incorporating a number of the following skills: sculling: head first, feet first. Rotation: forward or backward somersault, log roll. Floating: star on the front or on the back, tuck float, create own. Eggbeater: Moving, lifting one or both arms out of the water</li></ul>

# Year 5/6 PE Vocabulary

Essential Vocabulary					
Games	Gymnastics	Dance	Athletics	OAA	Swimming
Possession Forehand Backhand Field Tactics Defending Attacking Techniques Pass Dribble Shoot Striking Implement Rules Umpire Strategy	Complex extended sequences Combine Perform Consistency Audience Link Vault Spring.	Compose Creative Perform Accompaniment demonstrate clarity Fluency Accuracy Consistency Style Interpret Precise Posture	Control Accuracy Techniques Combine Distance Compete Improve personal best Stamina	Location Compass Navigate Overcome problems Plan Route Safety Danger Leadership.	Swim Unaided Basic stroke Movements Coordinate breathing Surface Rescue Survival



# Year 6

National Curriculum	Ackworth Howard's Knowledge Essentials
<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 [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> <li>• develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</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> </ul>	<p><b>Year 6</b></p> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>• To move in relation to the stimulus.</li> <li>• To compose individual, paired and group dances that reflect a chosen style.</li> <li>• Use dramatic expression in dance.</li> <li>• To link actions together to create complex dance routines.</li> <li>• To evaluate their own and others performances using key vocabulary.</li> </ul> <p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>• To perform key shapes – tuck, pike, straddle, star, dish, arch, front/back support.</li> <li>• To be able to safely perform a forward and backward roll to a stand and incorporate key shapes in this.</li> <li>• To vault onto heights and squat through the vault.</li> <li>• To jump in stretch, star, pike, straddle tuck and cat leap with control.</li> <li>• To perform cartwheel, handstand, and round off.</li> <li>• Develop strength, technique and flexibility throughout performance.</li> <li>• Demonstrate precise and controlled placement of body parts in their actions, shapes and balances.</li> <li>• Create their own complex sequences involving the full range of actions and movements.</li> </ul> <p><b>Games</b></p> <ul style="list-style-type: none"> <li>• To throw and catch under pressure.</li> <li>• To use hand-eye coordination to direct a bowled ball over longer distances and using overarm technique.</li> <li>• To use ball skills in various ways in game situations, making accurate decisions to pass or dribble.</li> <li>• To develop an over arm serve, smash and dig.</li> <li>• Shoot on the move with and without a goalkeeper or opposition interference.</li> <li>• To think ahead and create a plan of attack or defence.</li> <li>• To lead others during games.</li> <li>• To thoroughly evaluate their own and others work using key vocabulary.</li> <li>• Recognise and identify at least one improvement in a session.</li> </ul>

# Year 6

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<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 [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li><li>• develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</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></ul>	<p><b><u>Year 6 continued</u></b></p> <p><b>Athletics</b></p> <ul style="list-style-type: none"><li>• To perform a chest push, shot put and standing javelin throw for distance, begin to learn hammer throw.</li><li>• To use the correct techniques for hurdles, long jump from run up, triple jump from run up.</li><li>• To work as a team in relays – anticipate and move when receiving the baton.</li><li>• To run for distance and speed. Using strategies for using energy correctly.</li></ul> <p><b>Fitness</b></p> <ul style="list-style-type: none"><li>• Set their own personal challenges given through endurance activities.</li><li>• Take part in sustained, strenuous activity with increasing stamina.</li><li>• To know and understand how a warm up and cool down effect the body.</li><li>• Carry out warm ups and cool down safely and effectively.</li></ul> <p><b>Resilience</b></p> <ul style="list-style-type: none"><li>• Children use peer and self assessment without prompting to challenge themselves and constantly seek improvement in skills taught.</li></ul> <p><b>Safety</b></p> <ul style="list-style-type: none"><li>• Pupils must know how to carry equipment safely in lessons and learn how to set up equipment safely including gymnastics apparatus and the setting up of wall frames with supervision.</li></ul> <p><b>Healthy Lifestyles</b></p> <ul style="list-style-type: none"><li>• Know how nutrition, exercise and healthy lifestyles impact on the body and link this to athletes' training.</li><li>• Know way they can become healthier.</li></ul> <p><b>Competition</b></p> <ul style="list-style-type: none"><li>• Whole class competitions</li><li>• Learn progressive rules and scoring systems</li><li>• Develop and analyse tactics and their impact team and individuals' performance</li><li>• Strategically deploy individual talents within a team</li><li>• Access to interschool competition through School Games</li><li>• Lead Young Ambassadors' playground competitions</li></ul>

# Year 5/6 PE Vocabulary

Essential Vocabulary					
Games	Gymnastics	Dance	Athletics	OAA	Swimming
Possession Forehand Backhand Field Tactics Defending Attacking Techniques Pass Dribble Shoot Striking Implement Rules Umpire Strategy	Complex extended sequences Combine Perform Consistency Audience Link Vault Spring.	Compose Creative Perform Accompaniment demonstrate clarity Fluency Accuracy Consistency Style Interpret Precise Posture	Control Accuracy Techniques Combine Distance Compete Improve personal best Stamina	Location Compass Navigate Overcome problems Plan Route Safety Danger Leadership.	Swim Unaided Basic stroke Movements Coordinate breathing Surface Rescue Survival

# Aspirational Outcomes...

- All children should be physical active for a sustained amount of time.
- All children should be educated so that they can make informed decision towards leading a healthy and active lifestyle.
- All children should acquire a broad range of skills to enable them to take part in a range of individual and team games with confidence.
- All children will be provided opportunities to swim 25m unaided.
- All children in year 5 will learn about water safety and importance allowing them to make informed decisions.
- All children are able to say with confidence what they are good at and what they need to do to improve.
- All children must be given the opportunity to practice all areas of sport with support from their peers and adults.
- All children should have a positive experience of PE and sport enabling them to have a positive attitude to physical activity.
- All children to be given opportunities to make decisions within their PE lessons, enabling them to develop their decision making and critical thinking.