



Physical Education at Morton Church of England Primary School

PE Intent Statement

Physical Education at Morton CEPS should build enjoyment in sports to encourage lifelong participation in sport. Children will develop techniques to support them in managing their health and well-being. Children will be encouraged to learn together (supporting and expert) to instil teamwork and resilience. Children will be encouraged to take part in competitions at their level so excel and experience success and personal achievements celebrated. Our PE curriculum will equip pupils to have the skills and mindset to leave primary school with the capabilities to be successful in their sporting challenges and active lifestyles at secondary school and beyond.



Physical Education Implementation Statement

Physical Education (taught curriculum)

Children at Morton CEPS will enjoy Physical Education curriculum which ensures that prior knowledge, skills and vocabulary are built upon in subsequent year groups across a wide variety of sports. The retrieval and recall of knowledge through questioning, demonstration and explanation promotes and teaches the Tier 2 and Tier 3 words as an aspect of every lesson. In PE our use of adaptive teaching ensures that all learners have scaffolded support to achieve. Children will be supported to achieve the end of KS2 swimming expectations. Reviews of our curriculum post COVID have identified gaps in fundamental skills, therefore we have modified our curriculum to ensure that these skills are being taught discreetly. Our ambitious curriculum is always regularly under review.

School Sport (structured competitive and non-competitive program)

Morton CEPS is part of a partnership that provides well-structured competitive and non-competitive program. The program is designed to allow children to experience competition at their level. It provides children with the opportunity to take part in a wide range of sporting events in a safe environment. Through the partnership we build strong connections between parents, the local community and local sports clubs fostering the chance for children to make healthy life choices. Children develop the life skills of teamwork, resilience and leadership.



As a school we use the Get Set 4 PE scheme to support the teaching and learning in PE.



Physical Activity (minimum of 30 minutes physical activity each day)

The Government Childhood Obesity Plan set out the ambition that all children should be active for 60 minutes a day, with schools being responsible for 30 minutes of these. Morton CEPS achieves the 30 minutes of activity through

- Activity breaks, energizers/calmers, active learning.
- Active playtimes, where children have access to a range of playtime equipment and are set regular challenges at their own level.
- Targeted lunchtime clubs for example all stars.
- After school clubs.

Physical Education Impact Statement

Our Physical Education curriculum will build an enjoyment in children that will encourage lifelong participation in sport. They will understand that being physically active will have a positive impact on their health and well-being enabling them to live a healthy lifestyle. They will have the skills to be resilient and supportive team players. This is evidenced in a range of ways; pupil voice, their learning and their enjoyment of Physical Education.



As a school we use the Get Set 4 PE scheme to support the teaching and learning in PE.



Physical Education at Our School



As a school we use the Get Set 4 PE scheme to support the teaching and learning in PE.



National Curriculum Expectations



Physical Education – Early Years Foundation Stage and The National Curriculum

By the end of each Key Stage, children are expected to:

EYFS	KS1	KS2
<p>Early Learning Goals: <i>Personal, Social and Emotional Development ELG:</i> -Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly -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. -Be confident to try new activities and show independence, resilience and perseverance in the face of challenge -Explain the reasons for rules, know right from wrong and try to behave accordingly -Work and play co-operatively and take turns with others -Show sensitivity to their own and to others' needs</p> <p><i>Physical Development ELG:</i> - Negotiate space and obstacles safely, with consideration for themselves and others -Demonstrate strength, balance and coordination when playing -Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</p>	<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><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement patterns 	<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><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounder's and tennis], and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best



As a school we use the Get Set 4 PE scheme to support the teaching and learning in PE.



Our Physical Education Curriculum

Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	The development of children's Physical Development underpins all seven areas of learning and development and is vital in children's all-round development, enabling them to pursue happy, healthy and active lives.					
Reception	Introduction into PE: unit 2	Fundamentals: unit 2	Gymnastics: unit 2	Dance: unit 2	Ball skills: unit 2	Games: unit 2
Year 1	Fundamentals Ball skills	fitness Sending and receiving	Dance Target games – hand eye coordination	Gym Invasion games – dodging, finding space	Yoga Net and wall – tracking a ball	Athletics Striking and fielding – tracking
Year 2	Fundamentals Ball skills	Dance Invasion games	Gymnastics Yoga	Fitness Sending and receiving with equipment	team building Net and wall	Athletics Striking and fielding
Year 3	Fundamentals Ball skills yr3/4	Dance Dodgeball (target)	Gymnastics Football	Fitness Tag rugby	Swimming Cricket (striking & fielding) event	Swimming Athletics
Year 4	OAA Netball (invasion)	Dance Hockey (invasion)	Gymnastics Golf (target) competition	Yoga Athletics	Swimming Tennis (competition- term 5) (net and wall)	Swimming Rounders (striking & fielding)
Year 5	OAA Football (competition)	Dance Tag rugby (competition end of Nov)	Gymnastics Basketball	Athletics Dodgeball (target)	Swimming Cricket (striking & fielding) competition	Swimming Badminton (net & wall)
Year 6	Yoga Handball/Netball(competition beginning of next term)(invasion)	Dance Hockey competition next term(invasion)	Gymnastics Volleyball (net & wall)	Athletics Tennis	Swimming Golf (target)	Swimming Rounders (striking & fielding)(transition event





Progression in Knowledge

Age Phase	Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	N	<p>Check points (Birth to five and Development matters)</p> <p>Range 3 Moving and handling Develops security in walking upright using feet alternately and can also run short distances. Shows interest, dances and sings to music rhymes and songs, imitating movements of others Can walk considerable distance with purpose, stopping, starting and changing direction Health and self-care Helps with dressing/undressing and care routines intentionally makes sounds with objects and actively responds to music and singing with whole-body dancing</p>					
	R	<p>End points (Birth to five and Development matters)</p> <p>Range 5 Moving and handling climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise Walks down steps or slopes whilst carrying a small object, maintaining balance and stability • Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles Can balance on one foot or in a squat momentarily, shifting body weight to improve stability</p>			<p>Range 4 Moving and handling Runs safely on whole foot jumps up into the air with both feet leaving the floor and can jump forward a small distance Begins to walk, run and climb on different levels and surfaces Begins to understand and choose different ways of moving Kicks a stationary ball with either foot, throws a ball with increasing force and accuracy and starts to catch a large ball by using two hands and their chest to trap it Uses wheeled toys with increasing skill such as pedalling, balancing, holding handlebars and sitting astride Health and self-care very energetic in short bursts and needs time for rest and calm with at least three hours of a day of exercise including moderate- to vigorous-intensity physical activity, spread throughout the day Able to help with and increasingly independently put on and take off simple clothing items such as hats, unzipped jackets, wellington boots</p>		
		<p>Range 6 Moving and handling Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping</p>					





	<p>Can grasp and release with two hands to throw and catch a large ball, beanbag or an object Manipulates a range of tools and equipment in one hand, tools include scarves or ribbons</p> <p>Health and self-care observes and can describe in words or actions the effects of physical activity on their bodies Dresses with help, e.g. puts arms into openfronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom</p>	<p>experiments with different ways of moving, testing out ideas and adapting movements to reduce risk • Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles • Travels with confidence and skill around, under, over and through balancing and climbing equipment • Shows increasing control over an object in pushing, patting, throwing, catching or kicking it</p> <p>Health and self-care Shows some understanding that good practices with regard to exercise.</p>				
Why this and why now?						
	<p>The start of the year focuses on the children developing their spatial awareness. Following instructions. Getting dressed independently. Exploring different ways their bodies move and play safely with others.</p>	<p>Children use the skills used last term to develop their balance, running, jumping, hopping and changing direction.</p>	<p>Children can build on the skills from last term by developing their balances and core strength, their travelling on, through over apparatus.</p>	<p>Children to begin to learn about balances and shapes using their body. They will begin to copy and perform actions.</p>	<p>Children have learnt to find spaces and move around, they have developed their movements and core skills now is time to move onto using equipment.</p>	<p>Children have a better understanding of being a team and have resilience to compete and sometimes loose games by the end of reception year. They can apply the skills taught to games.</p>
EYFS R	Introduction into PE: unit 2	Fundamentals: unit 2	Gymnastics: unit 2	Dance: unit 2	Ball skills : unit 2	Games: unit 2
Local links	Intro to PE with outreach					Sports day





<p>KS1</p>	<p>Key Concept S Y1</p>	<p>Changing speed and direction when running. Balancing stationary and on the move. Jumping – taking off and landing safely. Hopping (both feet) Skipping as travelling Roll and throw with some accuracy towards a target. Catch with two hands. Catch after a bounce. Tracking – stopping a ball with hands and feet. Dribbling - dropping and catching with two hands, moving a ball with feet.</p>	<p>Agility: change direction whilst running. Explore balancing in more challenging activities . Explore co-ordination when using equipment. Running at different speeds. Develop strength through exercises using my own body weight. Stamina - explore moving for longer periods of time and identify how it makes me feel. Sending and receiving with hands and feet to a partner. Dribbling (hands and feet) Attacking change direction to move away from partner. Defending explore tracking and staying with a partner.</p>	<p>Copy, remember and repeat actions. Explore pathways and speeds on their own and with a partner. Throwing over arm at a target. Throwing underarm at a target.</p>	<p>Make basic shapes – straight, tuck, straddle, pike. Balances where body is tense, stretched and curled. Rolls – barrel, straight, forward Shape jumps and jumping off low apparatus. S&R with hand and feet. Dribbling (hands and feet) Space – recognise good space, when playing games. Attacking Defending</p>	<p>Perform balances and poses – stretched, curled and body tense. Explore poses and movements that challenge flexibility. Explore strength - transitioning from one pose to another. Recognise own feelings in response to a task. Hitting a dropped ball with a racket. Feeding- throwing ball over net to land in the court. Rallying – explore sending a ball with hands and a racket. Footwork – use ready position to move towards a ball.</p>	<p>Running at different speeds. Hopping, jumping and leaping for distance. Develop balance while jumping and landing. Throwing for distance and accuracy. Striking the ball with their hand and equipment. Develop tracking and retrieving a ball. Throwing overarm and underarm. Develop coordination and technique when catching a ball.</p>
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Y1	Fundamentals Ball skills	fitness Sending and receiving	Dance Target games – hand eye coordination	Gym Invasion games – dodging, finding space	Yoga Net and wall – tracking a ball	Athletics Striking and fielding – tracking
Why this and why now?						
	Children need the fundamental skills before moving onto other skills. Fundamental skills underpin all activities in PE. Children begin to explore how to send and receive so this knowledge can be built on in consecutive terms. These skills are taught in isolation to begin so that they can built upon.	Introduces children into concepts/skills that are taught in isolation to prepare children to apply these skills in games, which are taught later in the year.	Dance must be taught in KS1 NC. Consideration has also been made regarding the weather, to avoid disruption to lessons. Target games to build on knowledge of S&R so that decisions can be made – which type of throw for distance/accuracy. Develop knowledge of attacking and defending.	Gymnastics builds on the body strength used in fitness and the movements in dance. Invasion games-children can apply the skills they have learnt previously to game situations.	The strength and flexibility in yoga builds upon the balances learnt in gym and will aid the transitions between balances. Using a racket & net builds on the skills of sending and receiving without equipment.	Sports day takes place this term so athletics will give children to experience and exposure to events.
Local/community links		KS1 introduction to netball/football				School community – sports day





	<p>Key Concepts Y2</p>	<p>Demonstrate balance when changing direction. Clearly show change in speeds. Balance when performing movements. Jumping for distance, height, and different directions. Hopping for distance, height and direction. Explore single and double bounce when using a rope. Roll, throw and hit a ball to a target. Catch a range of objects with two hands. Catch with and without a bounce. Consistently track and collect a ball being sent directly.</p>	<p>Accurately remember, repeat and link actions to express an idea. Develop understanding of dynamics. Space – develop pathways and travelling actions to include levels. Explore partner work in unison, matching and mirroring. Develop use of facial expressions in performance. Develop S&R with hands and feet to a partner. Dribbling with hand and feet while on the move with increasing control. Moving into a space away from others. Attacking – moving into a space away from defenders. Defending – staying close to partner to</p>	<p>Explore shapes in different gymnastic balances. Remember, repeat and link combinations of gymnastic balances. Explore barrel, straight and forward roll into sequence work. Explore shape jumps and take off combination.</p> <p>Flexibility show increased awareness of extension in poses. Demonstrate increased control in performing poses. Explore controlling my focus and calm.</p>	<p>Agility change of direction on the move with improved technique. Demonstrate balance whilst moving along and over equipment. Co-ordination, perform action with increased control when co-ordinating my body with or without equipment. Running at different speeds. Increased control in body weight exercises. Stamina work for longer periods of time. Throwing, catching, rolling, kicking, tracking and stopping a ball with equipment. Working individual, in partners and small groups.</p>	<p>Develop their communication and problem solving skills. To work individually, in pairs and small groups. Teamwork and working collaboratively. Discuss, plan and reflect on ideas and strategies. Lead a partner while considering safety. Honesty and fair. Hitting a dropped ball over a net. Feeding - Accurately underarm throw to a partner over a net. Rallying -explore underarm rallying with a partner, catching after one bounce. Footwork – use the ready position to move towards the ball.</p>	<p>Develop sprinting action. Develop jumping, hopping and skipping. Explore safely jumping for distance and height. Develop overarm throwing for distance. Strike a ball with their hand/equipment with some consistency. Fielding – track a ball and decision making with a ball. Develop co-ordination and technique when throwing overarm and underarm. Catch with two hands with some co-ordination and technique.</p>
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		Dribbling with hands and feet with increasing control on the move.	stop them from getting the ball.				
Y2	Fundamentals	Dance	Gymnastics	Fitness	team building	Athletics	
	Ball skills	Invasion games	Yoga	Sending and receiving with equipment	Net and wall	Striking and fielding	
Why this and why now?							
	Fundamental skills are the foundation for other skills that will be taught throughout the year. Skipping is a good skill to teach at the start of the year to encourage active playtimes. Ball skills builds on the skills that children were taught in year one. Lays the foundations for skill that will be taught in games.	Dance must be taught as part of the NC. Consideration to the weather has also been made. Teaching invasion games during this term fits in with the outreach program that is offered. It also underpins that will be needed in further games activities that will be taught throughout the year.	Weather consideration has been made to avoid disruption to lessons. Gymnastics and yoga have transferrable skills so have been put together in this term.	Skills build on the fundamental and gymnastic/ yoga skills that have previously been taught. Children build on prior learning of invasion games and develop this by using equipment.	Important to teach children how to be part of a team and what make good team work so children are ready to take part in team games and competitions in KS2. Teaches children how to be good communicators and fair play. We choose to teach net and wall at this point in the year because it coincides with Wimbledon, hopefully fostering interests in sports.	Sports day this term so will build children's confidence before the event. The track is marked out on the field. Striking and fielding – consideration to the weather. Promotes connections to the community with the local cricket club	
Local links		Intro to football outreach event.				Sports day Local cricket club runs after school clubs. Chance to shine cricket.	





<p>Lower KS2</p>	<p>Key Concepts Y3</p>	<p>Running – change direction show a decrease/increase in speed. Balance when performing other fundamental skills. Link jumping and hopping actions. Jump and turn a skipping rope. Send a ball with accuracy and increased consistency to a target. Catch a range of objects with increasing consistency. Track a ball not sent directly. Dribble (hand & feet) with control.</p>	<p>Create actions in response to a stimulus individually and in groups. Use dynamics effectively to express an idea. Space – use direction to transition between formations. Relationships – develop an understanding of formations. Perform short, self-choreographed, phrases showing an awareness of timings. Explore throwing at a moving target. Begin to catch while on the move.</p>	<p>Explore matching and contrasting shapes. Explore point and patch balances and transition smoothly into and out of them. Develop the straight, barrel and forward roll. Develop stepping into shape jumps with control. Explore s&r abiding by the rules of the game. Dribbling the ball under pressure of the game. Develop using space as a team. Attacking – develop movement skills to lose a defender. Explore shooting. Defending – track opponents to limit their scoring opportunities.</p>	<p>Agility – balance when changing direction. Explore more complex activities that challenge balance. Co-ordinate body with increased consistency in a variety of activities. Speed- sprinting technique. Build strength in different muscle groups. Stamina – explore using my breath to maintain work rate. Explore s&r abiding by the rules of the game. Develop using space as a team. Attacking – develop movement skills to lose a defender. Explore shooting. Defending – track opponents to limit their scoring opportunities.</p>	<p>Strike a bowled ball after a bounce with different equipment. Bowl to a target and fielding to include a two handed pick up. Use overarm and underarm. Catch with consistency in a game situation.</p> <p>Swimming – will be individually assessed and children challenged appropriately. Beginners Strokes –swim with buoyancy aid Breathing – can submerge in the water water safety – aware of water safety can float on front and back. Developers Strokes –explore techniques for specific strokes, head above water – front crawl, breast stroke and backstroke. Breathing – begin to explore front crawl breathing. water safety – techniques for personal</p>	<p>Develop sprinting technique and apply to relay. Develop technique when jumping for distance in a range of approaches and take off. Explore pull and throw technique.</p> <p>Swimming – will be individually assessed and children challenged appropriately. Beginners Strokes –swim with buoyancy aid Breathing – can submerge in the water water safety – aware of water safety can float on front and back. Developers Strokes –explore techniques for specific strokes, head above water – front crawl, breast stroke and backstroke. Breathing – begin to explore front crawl breathing. water safety – techniques for personal survival – treading water. Intermediate</p>
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						survival – treading water. Intermediate Strokes – demonstrate increased technique in swimming over 25m. Breathing –smooth and consistent breathing technique 25m water safety – safety techniques.	Strokes – demonstrate increased technique in swimming over 25m. Breathing –smooth and consistent breathing technique 25m water safety – safety techniques.
Y3	Fundamentals Ball skills yr3/4	Dance Dodgeball (target)	Gymnastics Football	Fitness Tag rugby	Swimming Cricket (striking & fielding) event	Swimming Athletics	
Why this and why now?							
	Fundamentals - Builds on previous years learning and begins the year with skills that underpin following skills. Skipping to reignite active playtimes. Ball skills – builds on prior learning. Builds foundations of skills for upcoming invasions games (dodgeball, football, Tag rugby).	Dance – consideration to the weather. Dodgeball – it is an inclusive sport that improves the core skills of throwing, catching, movement and agility.	Gymnastics – consideration to the weather. Builds on skills learnt in dance. Football – well known invasion game that children are familiar with.	Fitness – to build children’s perseverance and to beat personal targets. Understanding the importance of a healthy lifestyle. Rugby – to use transferrable skills from football.	Cricket – It coincides with the outreach event. KS2 to the swimming pool	KS2 to the swimming pool Links to Sports day and field is marked out.	
Local links	Kabbadi – transition event.	Rugby festival – intro to the sport			Links to outside clubs – chance to shine cricket. Cricket festival	Sports day	





	<p>Key Concepts Y4</p>	<p>Problem solving – individual and in small groups. Navigational skills – identify key symbols on a map, follow a route. Communicate ideas and listen to others. S&r develop passing techniques (chest pass). Catch a ball with control with feet in 1, 2 landing position. Move into a space to help my team. Attack - Change direction (dodge) to lose an opponent. Defend – one on one and begin to intercept.</p>	<p>Respond imaginatively to a range of stimuli related to character and narrative. Change dynamics confidently to express changes in character. Change level, pathways and direction -space. Relationships – use action and reaction to represent an idea. Perform complex dances that communicate narrative and character. Perform clearly and fluently.</p> <p>Develop S&R techniques. Dribble the ball using equipment. Change direction whilst dribbling with some control. Move into a space to help my team. Attack – change direction to lose an opponent. Defend – one on one and begin to intercept.</p>	<p>Develop a range of shapes to sue in sequence. Develop strength in bridge and shoulder stand. Develop control and fluency in individual and partner balances. Develop straight, barrel forward and straddle roll. Perform with increased control. Develop control in performing and landing rotation jumps.</p> <p>Strike a ball with increasing accuracy.</p>	<p>Use breathe to maintain balance hold. Demonstrate increased extension poses. Increased control and strength when in a pose. Increased focus. Develop understanding of speed and pace in relation to distance. Develop speed and power in sprinting. Develop technique when jumping for distance. Pull and heave throw. Explore power – throwing for distance.</p>	<p>Use shots when playing co-operatively and when beginning to play competitively. Rally forehand and backhand. Footwork patterns to move around the court.</p> <p>Swimming – will be individually assessed and children challenged appropriately. Beginners Strokes –swim with buoyancy aid Breathing – can submerge in the water water safety – aware of water safety can float on front and back. Developers Strokes –explore techniques for specific strokes, head above water – front crawl, breast stroke and backstroke. Breathing – begin to explore front crawl breathing. water safety – techniques for personal survival – treading water. Intermediate</p>	<p>Develop batting technique with equipment. Bowling with some consistency. Underarm and overarm in game. Catch with one hand or two hand with increased consistency. Swimming – will be individually assessed and children challenged appropriately. Beginners Strokes –swim with buoyancy aid Breathing – can submerge in the water water safety – aware of water safety can float on front and back. Developers Strokes –explore techniques for specific strokes, head above water – front crawl, breast stroke and backstroke. Breathing – begin to explore front crawl breathing. water safety – techniques for personal survival – treading water. Intermediate</p>
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Y4	OAA Netball (invasion)	Dance Hockey (invasion)	Gymnastics Golf (target) competition	Yoga Athletics	Swimming Tennis (competition-term 5) (net and wall)	Swimming Rounders (striking & fielding)	
Why this and why now?							
	OAA – builds team building skills at the beginning of the school year. Netball – builds on invasion games skills from previous year. Deepens understanding of attacking and defending. Looks closely at game specific skills – landing, chest pass, pivot.	Dnace – consideration to the weather. Builds on previous years learning. Hockey – builds and develops the transferrable skills of invasion games.	Consideration to the weather. Builds on previous skills. Golf - allows children to have some experience of the activity before the outreach event.	builds on skills taught in the gym unit. Develops skills prior to sports day.	Prepare children with the skills prior to the inter schools competition. KS2 all swimming	Builds on striking and fielding skills from previous year but applies them to a different sport. KS2 all swimming	
Local links			Golf event		Tennis event	Sports day	





<p>Upper KS2</p>	<p>Key Concepts Y5</p>	<p>Problem solving – planning with a team to overcome challenges. Navigational and map reading skills. Variety of communication techniques. Control s&r under pressure. Dribble with control in game. Create space for themselves and others in the team. Attack – change direction or speed. Defend – tracking and marking and intercept.</p>	<p>Choreograph dances adapting and developing actions and steps in different styles. Dynamics to express different styles. Space – direction and patterning to express different styles. Use formations, canon and unison to express dance idea. Perform expressively using range of performance skills. Control s&r under pressure. Create space for themselves and others in the team. Attack – change direction or speed. Defend – tracking and marking and intercept.</p>	<p>Perform shapes with other actions. Explore progressions of a cartwheel. Explore symmetrical and asymmetrical balances. Straight, barrel, forward and backward roll. Range of jumps to include sequence work. Control s&r under pressure. Dribble with control in game. Create space for themselves and others in the team. Attack – change direction or speed. Defend – tracking and marking and intercept.</p>	<p>Running fluency, change over in relays, apply speeds at appropriate events. Technique in triple jump. Technique and power in javelin and shot out. Technique and accuracy when throwing at a target. Good technique and consistency in catching.</p>	<p>Defensive and driving hitting techniques, directional batting. Over and underarm bowling. Long and short barrier, two hand pick up. Catching, wicket keeping Swimming – will be individually assessed and children challenged appropriately. Beginners Strokes –swim with buoyancy aid Breathing – can submerge in the water water safety – aware of water safety can float on front and back. Developers Strokes –explore techniques for specific strokes, head above water – front crawl, breast stroke and backstroke. Breathing – begin to explore front crawl breathing. water safety – techniques for personal survival – treading water. Intermediate Strokes – demonstrate increased technique in swimming over 25m.</p>	<p>Develop range of shots. Serve accurately. Various shots to keep a rally. Footwork patterns to move around the court. Swimming – will be individually assessed and children challenged appropriately. Beginners Strokes –swim with buoyancy aid Breathing – can submerge in the water water safety – aware of water safety can float on front and back. Developers Strokes –explore techniques for specific strokes, head above water – front crawl, breast stroke and backstroke. Breathing – begin to explore front crawl breathing. water safety – techniques for personal survival – treading water. Intermediate Strokes – demonstrate increased technique in swimming over 25m.</p>
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Y5	OAA Football (competition)	Dance Tag rugby (competition end of Nov)	Gymnastics Basketball	Athletics Dodgeball (target)	Swimming Cricket (striking & fielding) competition	Swimming Badminton (net & wall)		
Why this and why now?								
	OAA – builds team building skills at the beginning of the school year. Builds on previous years learning. Football builds on prior learning from year 3. Gives children a wide and varied experience of invasion games. Foster links with local clubs.	Consideration to the weather. Rugby -so children can learn the skills and understanding of the game before the event. Foster links with local clubs.	Consideration to the weather. All classes to teach gym this term to maximise activity time – set up and tidy away can be shared. Children can make connections between transferrable skills.	Builds techniques prior to sports day . Revisits and progresses learning form year 3.	Provides children with the experience and knowledge prior to the competition. Fosters links to community clubs. KS all swimming	Weather consideration to avoid disruption to lessons. KS all swimming		
Local links	Football competition After school club	Tag rugby competition			Cricket event Foster links to community clubs.	Sports day		





	<p>Key Concepts Y6</p>	<p>Combinations of poses for balance with increased control in transition Flexibility – transition between poses. Extension connected to breath. Challenge strength to maintain poses. Explore methods of control. S&R using a range of techniques in game pressure. Space- move to correct space when transition from attack to defence vice versa. Change direction to lose an opponent. Defending skills – tracking interception,</p>	<p>Controlled movements which express emotion. Combine dynamics to express ideas, individually, in partner or small group. Use a variety of compositional principles when creating my own dances. Perform with clear timing to music. S&R using a range of techniques in game pressure. Space- move to correct space when transition from attack to defence vice versa. Change direction to lose an opponent. Defending skills – tracking interception, jockeying in game. Dribble using a range of technique.</p>	<p>Combine and perform gym shapes fluently and effectively. Develop control in progression of cartwheels and headstand. Counter balance and counter tension. Straddle, forward and backward roll – fluency and consistency. Perform a range of jumps more fluently. Increased success and technique Variety of shots. Serve accurately. Keep a continuous rally using variety of shots. Variety of footwork patterns relevant to the game.</p>	<p>Clear understanding of pace and use it to develop their own and others technique. Power, control and technique in triple jump. Power, technique and control in shot out and discus. Increased success and technique Variety of shots. Serve accurately. Keep a continuous rally using variety of shots. Variety of footwork patterns relevant to the game</p>	<p>Use a variety of striking techniques with control and under pressure. Swimming – will be individually assessed and children challenged appropriately. Beginners Strokes –swim with buoyancy aid Breathing – can submerge in the water water safety – aware of water safety can float on front and back. Developers Strokes –explore techniques for specific strokes, head above water – front crawl, breast stroke and backstroke. Breathing – begin to explore front crawl breathing. water safety – techniques for</p>	<p>Strike a bowled ball with accuracy. Wider range of fielding skills with control under pressure. Good technique in throwing. Good catching skills under pressure. Swimming – will be individually assessed and children challenged appropriately. Beginners Strokes –swim with buoyancy aid Breathing – can submerge in the water water safety – aware of water safety can float on front and back. Developers Strokes –explore techniques for specific strokes, head above water – front crawl, breast stroke and backstroke. Breathing – begin to explore front crawl breathing.</p>
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		jockeying in game.				personal survival – treading water. Intermediate Strokes – demonstrate increased technique in swimming over 25m. Breathing –smooth and consistent breathing technique 25m water safety – safety techniques.	water safety – techniques for personal survival – treading water. Intermediate Strokes – demonstrate increased technique in swimming over 25m. Breathing –smooth and consistent breathing technique 25m water safety – safety techniques.
Y6	Yoga Handball/Netball (competition beginning of next term.) (invasion)	Dance Hockey competition next term (invasion)	Gymnastics Volleyball (net & wall)	Athletics Tennis	Swimming Golf (target)	Swimming Rounders (striking & fielding) (transition event)	
Why this and why now?							
	Children can build on transferrable skills of previous years. Builds confidence and knowledge prior to the competition.	Consideration to the weather. Children can use transferrable skills. Builds confidence and knowledge prior to the competition.			KS 2 all swimming to build knowledge and understanding of the sport before the event. Foster links with community clubs	KS 2 all swimming Build understanding of the game before the transition event.	
Local links	Netball competition	Hockey competition			Golf event	Sports day Rounders transition event	





Physical Education Skills Progression

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Dance	<p>Copy basic body actions and rhythms.</p> <p>Choose and use travelling actions, shapes and balances.</p> <p>Travel in different pathways using the space around them.</p> <p>Begin to use dynamics and expression with guidance</p> <p>Begin to count to music.</p>	<p>Copy, remember and repeat actions.</p> <p>Choose actions for an idea.</p> <p>Use changes of direction, speed and levels with guidance.</p> <p>Show some sense of dynamic and expressive qualities.</p> <p>Begin to use counts.</p>	<p>Copy, remember and repeat a series of actions.</p> <p>Select from a wider range of actions in relation to a stimulus.</p> <p>Use pathways, levels, shapes, directions, speeds and timing with guidance.</p> <p>Use mirroring and unison when completing actions with a partner.</p> <p>Show a character through actions, dynamics and expression.</p>	<p>Copy remember and perform a dance phrase.</p> <p>Create short dance phrases that communicate an idea.</p> <p>Use canon, unison and formation to represent an idea.</p> <p>Match dynamic and expressive qualities to a range of ideas.</p> <p>Use counts to keep in time with a partner and group.</p>	<p>Copy, remember and adapt set choreography.</p> <p>Choreograph considering structure individually, with a partner and in a group.</p> <p>Use action and reaction to represent an idea.</p> <p>Change dynamics to express changes in character or narrative.</p> <p>Use counts when choreographing short phrases.</p>	<p>Accurately copy and repeat set choreography in different styles of dance showing a good sense of timing.</p> <p>Choreograph phrases individually and with others considering actions, dynamics, space and relationships in response to a stimulus</p> <p>Confidently perform choosing appropriate dynamics to represent an idea</p> <p>Use counts accurately when choreographing to perform in time with others and the music.</p>	<p>Perform dances confidently and fluently with accuracy and good timing.</p> <p>Work creatively and imaginatively individually, with a partner and in a group to choreograph longer phrases and structure dance considering actions, space, relationship and dynamics in relation to a theme.</p> <p>Improvise and combine dynamics demonstrating an awareness of the impact on performance.</p> <p>Use counts when choreographing and performing to improve the quality of work.</p>





	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Fundamentals, fitness & athletics	<p>Run and stop with some control.</p> <p>Explore skipping as a travelling action.</p> <p>Jump and hop with bent knees.</p> <p>Throwing larger balls and beanbags into space.</p> <p>Balance whilst stationary and on the move.</p> <p>Change direction at a slow pace.</p> <p>Explore moving different body parts together.</p>	<p>Attempt to run at different speeds showing an awareness of technique.</p> <p>Begin to link running and jumping movements with some control.</p> <p>Jump, leap and hop and choosing which allows them to jump the furthest.</p> <p>Throw towards a target.</p> <p>Show some control and balance when travelling at different speeds.</p> <p>Begin to show balance and co-ordination when changing direction.</p> <p>Use co-ordination with and without equipment.</p>	<p>Show balance and coordination when running at different speeds.</p> <p>Link running and jumping movements with some control and balance.</p> <p>Show hopping and jumping movements with some balance and control.</p> <p>Change technique to throw for distance.</p> <p>Show control and balance when travelling at different speeds.</p> <p>Demonstrates balance and co-ordination when changing direction.</p> <p>Perform actions with increased control when co-ordinating their body with and without equipment.</p>	<p>Show balance, coordination and technique when running at different speeds, stopping with control</p> <p>Link running, hopping and jumping actions using different take offs and landing.</p> <p>Jump for distance and height with an awareness of technique.</p> <p>Throw a variety of objects, changing action for accuracy and distance.</p> <p>Demonstrate balance when performing other fundamental skills.</p> <p>Show balance when changing direction in combination with other skills.</p> <p>Can co-ordinate their bodies with increased consistency in a variety of activities.</p>	<p>Demonstrate how and when to speed up and slow down when running.</p> <p>Link hopping and jumping actions with some control.</p> <p>Jump for distance and height showing balance and control.</p> <p>Throw with some accuracy and power towards a target area.</p> <p>Demonstrate good balance when performing other fundamental skills.</p> <p>Show balance when changing direction at speed in combination with other skills.</p> <p>Begin to co-ordinate their body at speed in response to a task.</p>	<p>Run at the appropriate speed over longer distances or for longer periods of time.</p> <p>Show control at takeoff and landing in more complex jumping activities.</p> <p>Perform a range of more complex jumps showing some technique.</p> <p>Show accuracy and power when throwing for distance.</p> <p>Demonstrate good balance and control when performing other fundamental skills.</p> <p>Demonstrate improved body posture and speed when changing direction.</p> <p>Can co-ordinate a range of body parts at increased speed.</p>	<p>Demonstrate a controlled running technique using the appropriate speed over longer distances or for longer periods of time</p> <p>Link running, jumping and hopping actions with greater control and co-ordination.</p> <p>Perform jumps for height and distance using good technique.</p> <p>Show accuracy and good technique when throwing for distance.</p> <p>Show fluency and control when travelling, landing, stopping and changing direction.</p> <p>Change direction with a fluent action and can transition smoothly between varying speeds.</p> <p>Can co-ordinate a range of body parts with a fluent action at a speed appropriate to the challenge</p>





	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Games through ball skills, sending and receiving, invasion, target, net and wall, striking and fielding games</p>	<p>Drop and catch with two hands.</p> <p>Move a ball with feet.</p> <p>Throw and roll a variety of beanbags and larger balls to space.</p> <p>Kick larger balls to space.</p> <p>Stop a beanbag or large ball sent to them using hands</p> <p>Attempt to stop a large ball sent to them using feet.</p> <p>Hit a ball with hands.</p> <p>Run and stop when instructed.</p> <p>Move around showing limited awareness of others.</p> <p>Make simple decisions in response to a situation.</p>	<p>Drop and catch a ball after one bounce on the move.</p> <p>Move a ball using different parts of the foot.</p> <p>Throw and roll towards a target with some varying techniques.</p> <p>Kick towards a stationary target.</p> <p>Catch a beanbag and a medium-sized ball.</p> <p>Attempt to track balls and other equipment sent to them.</p> <p>Strike a stationary ball using a racket.</p> <p>Run, stop and change direction with some balance and control.</p> <p>Recognise space in relation to others.</p> <p>Begin to use simple tactics with guidance.</p>	<p>Dribble a ball with two hands on the move</p> <p>Dibble a ball with some success, stopping it when required.</p> <p>Throw and roll towards a target using varying techniques with some success.</p> <p>Show balance when kicking towards a target</p> <p>Catch an object passed to them, with and without a bounce.</p> <p>Move to track a ball and stop it using feet with limited success.</p> <p>Strike a ball using a racket.</p> <p>Run, stop and change direction with balance and control.</p> <p>Move to space to help score goals or limit others scoring.</p> <p>Use simple tactics.</p>	<p>Dribble the ball with one hand with some control in game situations.</p> <p>Dribble a ball with feet with some control in game situations.</p> <p>Use a variety of throwing techniques in game situations.</p> <p>Kick towards a partner in game situations.</p> <p>Catch a ball passed to them using one and two hands with some success.</p> <p>Receive a ball sent to them using different parts of the foot.</p> <p>Strike a ball with varying techniques.</p> <p>Change direction with increasing speed in game situations.</p> <p>Use space with some success in game situations.</p> <p>Use simple tactics individually and within a team.</p>	<p>Link dribbling the ball with other actions with increasing control</p> <p>Change direction when dribbling with feet with some control in game situations.</p> <p>Use a variety of throwing techniques with increasing success in game situations.</p> <p>Kick with increasing success in game situations.</p> <p>Catch a ball passed to them using one and two hands with increasing success.</p> <p>Receive a ball using different parts of the foot under pressure.</p> <p>Strike a ball using varying techniques with increasing accuracy</p> <p>Change direction to lose an opponent with some success.</p> <p>Create and use space with some success in game situations.</p>	<p>Use dribbling to change the direction of play with some control under pressure.</p> <p>Dribble with feet with some control under increasing pressure.</p> <p>Use a variety of throwing techniques with some control under increasing pressure.</p> <p>Use a variety of kicking techniques with some control under increasing pressure</p> <p>Catch and intercept a ball using one and two hands with some success in game situations.</p> <p>Receive a ball using different parts of the foot under pressure with increasing control.</p> <p>Strike a ball using a wider range of skills. Apply these with some success under pressure.</p> <p>Use a variety of techniques to change direction to lose an opponent.</p>	<p>Use dribbling to change the direction of play with control under pressure.</p> <p>Use a variety of dribbling techniques to maintain possession under pressure.</p> <p>Use a variety of throwing techniques including fake passes to outwit an opponent.</p> <p>Select and apply the appropriate kicking technique with control.</p> <p>Catch and intercept a ball using one and two hands with increasing success in game situations.</p> <p>Receive a ball with consideration to the next move.</p> <p>Strike a ball using a wider range of skills to outwit an opponent. Apply these with increasing control under pressure. Confidently change direction to successfully outwit an opponent</p> <p>Effectively create and use space for self and</p>





					Use simple tactics to help their team score or gain possession.	Create and use space for self and others with some success. Understand the need for tactics and can identify when to use them in different situations	others to outwit an opponent. Work collaboratively to create tactics within their team and evaluate the effectiveness of these.
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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Body management through gymnastics & yoga	<p>Create shapes showing a basic level of stillness using different parts of their bodies.</p> <p>Begin to take weight on different body parts.</p> <p>Show shapes and actions that stretch their bodies</p> <p>Copy and link simple actions together.</p>	<p>Perform balances making their body tense, stretched and curled.</p> <p>Take body weight on hands for short periods of time.</p> <p>Demonstrate poses and movements that challenge their flexibility</p> <p>Remember, repeat and link simple actions together.</p>	<p>Perform balances on different body parts with some control and balance</p> <p>Take body weight on different body parts, with and without apparatus.</p> <p>Show increased awareness of extension and flexibility in actions.</p> <p>Copy, remember, repeat and plan linking simple actions with some control and technique.</p>	<p>Complete balances with increasing stability, control and technique.</p> <p>Demonstrate some strength and control when taking weight on different body parts for longer periods of time.</p> <p>Demonstrate increased flexibility and extension in their actions</p> <p>Choose actions that flow well into one another both on and off apparatus.</p>	<p>Use body tension to perform balances both individually and with a partner</p> <p>Demonstrate increasing strength, control and technique when taking own and others weight.</p> <p>Demonstrate increased flexibility and extension in more challenging actions</p> <p>Plan and perform sequences showing control and technique with and without a partner.</p>	<p>Show increasing control and balance when moving from one balance to another</p> <p>Use strength to improve the quality of an action and the range of actions available.</p> <p>Use flexibility to improve the quality of the actions they perform as well as the actions they choose to link them.</p> <p>Create and perform more complex sequences of actions with a good level of quality, control and technique with and without a partner.</p>	<p>Combine and perform more complex balances with control, technique and fluency.</p> <p>Demonstrate more complex actions with a good level of strength and technique.</p> <p>Confidently transition from one action to another showing appropriate control and extension for the complexity of the action.</p> <p>Plan and perform with precision, control and fluency, a sequence of actions including a wide range of skills.</p>





	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
OAA through team building and OAA	<p>Follow simple instructions.</p> <p>Share their ideas with others.</p> <p>Explore activities making own decisions in response to a task.</p> <p>Make decisions about where to move in space.</p> <p>Follow a path.</p> <p>Begin to identify personal success.</p>	<p>Follow instructions</p> <p>Begin to work with a partner and a small group.</p> <p>Understand the rules of the game and suggest ideas to solve simple tasks.</p> <p>Copy a simple diagram/map.</p> <p>identify own and others' success</p>	<p>Follow instructions accurately.</p> <p>Work co-operatively with a partner and a small group, taking turns and listening to each other.</p> <p>Try different ideas to solve a task.</p> <p>Follow and create a simple diagram/map</p> <p>Understand when a challenge is solved successfully and begin to suggest simple ways to improve.</p>	<p>Follow instructions from a peer and give simple instructions.</p> <p>Work collaboratively with a partner and a small group, listening to and accepting others' ideas.</p> <p>Plan and attempt to apply strategies to solve problems.</p> <p>Orientate and follow a diagram/map.</p> <p>Reflect on when and why challenges are solved successfully and use others' success to help them to improve.</p>	<p>Accurately follow instructions given by a peer and give clear and usable instructions to a peer.</p> <p>Confidently communicate ideas and listen to others before deciding on the best approach.</p> <p>Plan and apply strategies to solve problems.</p> <p>Identify key symbols on a map and use a key to help navigate around a grid.</p> <p>Watch, describe and evaluate the effectiveness of their team strategy, giving ideas for improvements.</p>	<p>Use clear communication when working in a group and taking on different roles</p> <p>Begin to lead others, providing clear instructions.</p> <p>Plan and apply strategies with others to more complex challenges.</p> <p>Orientate a map confidently using it to navigate around a course.</p> <p>Explain why a particular strategy worked and alter methods to improve.</p>	<p>Communicate with others clearly and effectively when under pressure.</p> <p>Confident to lead others and show consideration of including all within a group.</p> <p>Use critical thinking skills to form ideas and strategies selecting and applying the best method to solve a problem.</p> <p>Confidently and efficiently orientate a map, identifying key features to navigate around a course.</p> <p>Accurately reflect on when challenges are solved successfully and suggest well thought out improvements.</p>





	Beginners	Developers	Intermediate
Swimming	<p>Submerge and regain feet in the water.</p> <p>Breathe in sync with an isolated kicking action from poolside</p> <p>Use arms and legs together to move effectively across a short distance in the water.</p> <p>Glide on front and back over short distances.</p> <p>Float on front and back for short periods of time.</p> <p>Confidently roll from front to back and then regain a standing position.</p>	<p>Confidently and consistently retrieve an object from the floor with the same breath.</p> <p>Begin to co-ordinate breath in time with basic strokes showing some consistency in timing.</p> <p>Demonstrate a fair level of technique, consistently co-ordinating the correct body parts in a range of strokes</p> <p>Combine gliding and floating on front and back over an increased distance.</p> <p>Float on front and back using different shapes with increased control.</p> <p>Comfortably demonstrate sculling head first, feet first and treading water.</p>	<p>Confidently combine skills to retrieve an object from greater depth.</p> <p>Confidently co-ordinate a smooth and consistent breathing technique with a range of strokes.</p> <p>Confidently demonstrate good technique in a wider range of strokes over increased distances.</p> <p>Combine gliding and transitioning into an appropriate stroke with good control.</p> <p>Confidently link a variety of floating actions together demonstrating good technique and control.</p> <p>Select and apply the appropriate survival technique to the situation.</p>

Vocabulary



Morton Church of England Primary School
(Physical Education) 2022-2023



	Fundamentals	Fitness (Gymnastics fundamentals)	Athletics (Ball skills, Games, Fundamentals)	Yoga (Gymnastics, fundamentals)	Gymnastics	Dance	OAA (intro to PE games)	Ball skills	Target games (games, ball skills)	Invasion games (Games, ball skills, fundamentals)	Net and wall Games (games ball skills fundamentals)	Striking and (games, ball skills, fundamentals)	Swimming
EYFS	Run, stop, space, jump, balance, skip,	Push, stop, space, jump, balance, safely	Push, stop, jump, space, forwards, safely, balance, backwards	Move, still, space, travel, shape, safely	Move, copy, over, shape, space, rock, round, sideways, forwards, backwards, travel, safely	Move, copy, shape, space, safely, around, travel, sideways, forwards, backwards	Share, team, path, listen, space, travel, follow, safely	run, stop, throw, roll, team, kick, space, catch	Aim, space, team, pass, safely balance	Pass, team, tag, balance, safely, space, forwards, backwards	Team, space, catch, throw, safely, bounce, forward, backward	Run, pass, roll, team, space, safely, around, forwards, backwards	
Year 1	Fast, slow, hop, direction, land, safely	Heart, lungs, exercise, mood, body	Far, hop, aim, fast, slow, bend, improve, direction, travel	Feel, breath, copy, listen, slowly	Action, jump, roll, level, direction, speed, point, balance	Counts, pose, level, slow, fast, balance	Lead, co-operate, teamwork, solve, instructions	Far, aim, safely, direction, balance, send	Points, throw, far, partner, distance, score	Defender, points, dribbling, attacker, score, partner	Ready position, partner, net, underarm, score, points,	Hit, points, target, throw, score, catch	Exit, enter, front, travel, rules, safely kicking, back
Year 2	Dodge, jog, hurdle, speed, steady, sprint	Strong, pace, race, speed, jog, steady, sprint	Sprint, jog, distance, height, take off, landing, overarm, underarm	Focus, position, flow, pose, create, choose,	Link, pathway, sequence, tuck, straddle, speed, star, pike	Mirror, action, pathway, direction, speed, timing	Support, successful, map, direction, communicate	Overarm, underarm, collect, dribble, target, distance	Accurate, send, teammate, against, overarm, release, target, underarm	Received, send, teammates, chest pass, possession, goal, dodge, bounce pass	Receive, quickly, trap, defend, return, collect against	Fielder, send, teammate, runs, batter, received, bowler	Pulling, splash, unaided, gliding, floating, breathing
Year 3	Distance, technique, control, tension, coordination, rhythm	Strength, distance, balance, accurately, control	Speed, power, strength, accurately, higher, pace, control, faster, further	Strength, try, link, perform, flexibility, technique	Flow, explore, create, matching, interesting, control, contrasting	Flow, explore, create, perform, match, feedback, expression	Rules, route, trust, navigate, grid, discuss, plan	Track, shoulder, receive, overhead, chest, accurate	Rules, dodge, drive, receiver, putt, court/course, block	Receiver, rebound, tracking, interception, mark, travelling, playing area	Serve, accurately, track, racket, control, rally, opponent	Strike, grip, rounder, backstop, bowl, post, wicket, batting, wicket keeper, fielding	Sculling, crawl, breaststroke, submersion, rotation, backstroke,
Year 4	Momentum, decelerate, transfer, accelerate, pace, stability	Technique, progress, muscle, co-ordination, stamina, healthy	Power, stamina, officiate, perseverance, determination, accuracy, personal best.	Relax, stable, control, grounded, mindfulness, down dog	Technique, quality, apparatus, perform, extension, inverted	Represent, reaction, dynamics, unison, control	Leader, effectively, orientate, symbol, inclusive,	Release, select, control, consistently, technique, persevere	Chipping, opponent, swing, communicate, protect, align	Outwit, opposition, opponent, contact, pivot, court, field, pitch	Receiver, outwit, court, backhand, forehand	Stance, retrieve, opposition, stumped, two-handed pick up, technique, short barrier	Stroke, huddle, alternate, survival, treading water, buoyancy



As a school we use the Get Set 4 PE scheme to support the teaching and learning in PE.

Morton Church of England Primary School
(Physical Education) 2022-2023



Year 5		Technique, agility, momentum, drive, rhythm, power	Technique, upsweep, rhythm, down sweep, flight stride	Quality, notice, calm, develop, high lunge, fluidity	Symmetrical, rotation, aesthetics, canon, asymmetrical, synchronisation, progression	Formation, posture, performance, canon, relationship	Collaborate, collective, navigation, tactical, control card, orienteering,		Tactics, officiate, fair play, par, hole, pressure, power	Tactics, control, foul, pressure, offside, support, obstruction	Volley, footwork, set, tactics, co-operatively, continuously, dig	Pressure, backing up, support, overtake, tracking, outwit, tactics	flutter kick, surface, somersault, personal best, inhale,
Year 6		Generate force, continuous, measure, flexibility, analyse, record	Rotation, trajectory, continuous pace, force, compete, momentum, transfer of weight	Salutation, transition, aware, collaboratively, practice, connected	Momentum, formation, counterbalance, fluently, counter tension, stability	Choreography, phrase, contrast, structure, fluently, connect	Location, symbol, strategy, boundaries, critical thinking, co-operatively		Support, cooperatively, tournament, hazard, consistently, sportsmanship, outwit, bunker	Consecutive, consistently, dictate, contest, formation, conceding, turnover, shut down.	Deep, forecourt, defensive, consecutive, consistently, backcourt, attacking	Obstruction, continuous, drive, hit, consecutive, consistently, co-operatively, defensive hit	Endurance, propel, continuous, streamline, synchronised, retrieve



As a school we use the Get Set 4 PE scheme to support the teaching and learning in PE.