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| **CAST%20logo**  **School Logo** | **Inspiring a love for lifelong learning, for all our children, through God**  **Courage and Challenge**.  **Love and Respect**  **Excellence and Celebration**  **Subject area: PE Disciplinary Knowledge** | | | | | | |
|  | **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| ***GAMES*** | Children will show good control and coordination in large and small movements.  Children will negotiate space successfully when playing racing and chasing games.  Children will adjust and change speeds when playing games with other children.  Children will show increasing control over an object | Children will be confident and safe in the spaces used to play games.  Children will explore and use skills, actions and ideas individually and in combination to suit the games they are playing.  Children will choose and use skills effectively for particular games.  Children will know that being active is good for them and fun.  Children will watch, copy and describe what others and themselves are doing. | Children will improve the way they coordinate and control their bodies and a range of equipment.  Children will remember, repeat and link combinations of skills.  Children will choose, use and vary simple tactics.  Children will recognise and describe what their bodies feel like during different types of activity.  Children will recognise good quality in performance and use this information to improve their own work. | Children will consolidate and improve the quality of their techniques and their ability to link movements in Striking/Fielding (Cricket) and Invasion Games (Tag Rugby).  Children will improve their ability to choose and use simple tactics and strategies.  Children will know and describe the short term effects of different exercise activities on their bodies.  Children will improve their stamina.  Children will describe and evaluate the effectiveness and quality of performance and use what they have learned to improve their own work. | Children will develop the range and consistency of their skills in Net/Wall (Tennis) and Invasion Games (Tag Rugby).  Children will devise and use rules.  Children will use and adapt tactics in different game situations.  Children will recognise which activities help their speed, strength and stamina and how/ when these are important in games.  Children will explain their ideas and plans.  Children will recognise the aspects of their work which need improving. | Children will develop a broad range of techniques and skills for attacking and defending.  Children will know and apply the basic strategic and tactical principles of attack, and help them adapt to different situations,  Children will choose and apply skills more consistently in activities.  Children will know and understand the basic principles of warming up and understand why it is important for good quality performance.  Children will demonstrate they understand the principles of warming up by choosing appropriate warm up activities for the games which they are playing.  Children will choose and use information to evaluate their own and others’ work. | Children will choose, combine and perform skills more fluently and effectively in Striking/Fielding (Football/Futsal), Net/Wall (Basketball) and Invasion Games (Hockey).  Children will understand, choose and apply a range of tactics and strategies in defence and attack.  Children will be able to use tactics learnt across a variety of games and a range of game situations.  Children will understand why exercise is good for their fitness, health and well-being.  Children will understand they need to prepare properly for games.  Children will develop their ability to evaluate their own and others’ work and to suggest ways to improve it. |
|  | **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **DANCE** | Children will move their bodies in a range of ways and enjoy joining in with simple dancing and ring games.  Children will begin to move rhythmically and imitate movements in response to movement.  Children will build a repertoire of songs and dances.  Children will experiment with ways of changing dances. | Children will move confidently and safely in their own and general space, using changes of speed, level and direction.  Children will explore movement ideas and respond imaginatively to a range of stimuli.  Children will compose and link movement phases to make simple dances with clear beginning, middles and ends.  Children will perform movement phases using a range of body actions and body parts.  Children will recognise how their body feels when it is still and when exercising.  Children will talk about dance ideas inspired by different stimuli.  Children will copy watch and describe dance movements. | Children will explore, remember, repeat and link a range of actions with coordination, control and an awareness of the expressive qualities of dance.  Children will compose and perform short dances that express and communicate moods, ideas and feelings.  Children will choose and vary simple compositional ideas.  Children will recognise and describe how different dance activities make them feel.  Children will understand the importance of warming up and cooling down.  Children will watch and describe dance phases and use what they learn to improve their own performances. | Children will improvise freely on their own and with a partner, translating ideas from stimulus into movement.  Children will create and link dance phrases using a simple dance structure of motif.  Children will perform dances with an awareness of rhythm, dynamic, and expressive qualities on their own, with a partner and in small groups.  Children will keep up an activity over a period of time and know they need to warm up and cool down for dance.  Children will describe and evaluate the compositional features of dances performed with a partner or group.  Children will talk about how they can improve their dances. | Children will explore and create characters and narratives in response to a range of stimuli.  Children will use simple choreographic principles to create motifs and narrative,  Children will perform more complex dance phrases and dances that communicate character and narrative.  Children will know and escribe wat you need to do to warm up and cool down for dance.  Children will describe, interpret and evaluate their own and others’ dances, taking account of character and narrative. |  |  |
|  | **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **GYMNASTICS** | Children will move their bodies in a range of ways.  Children will begin to move rhythmically and imitate movements in response to movement.  Children will travel with confidence and skill around, over and under balancing and climbing equipment. | Children will explore gymnastic actions and still shapes.  Children will move confidently and safely in their own and general space, using changes of speed, level and direction.  Children will copy, create and link movement phrases with clear beginning, middles and ends.  Children will perform movement phases using a range of body actions and body parts.  Children will know how to carry and place apparatus.  Children will know how to recognise their body feelings when still or exercising.  Children will copy watch and describe what they and others have done. | Children will remember, repeat and link combinations of gymnastic actions, body shapes and balances with control and precision.  Children will choose, use and vary simple compositional ideas in the sequences they create and perform.  Children will recognise and describe how their bodies feel like during different types of movements.  Children will lift, move and place equipment and apparatus safely.  Children will improve their own work using information they have gained by watching, listening and investigating. |  | Children will develop the range of actions, body shapes and balances they include in a performance.  Children will perform skills and actions more accurately and consistently.  Children will create gymnastic sequences that meet a theme of set of conditions.  Children will use compositional devices when creating their sequences, such as changes in speed, level and direction.  Children will describe how the body reacts during different types of activities and how this affects the way they perform.  Children will describe their own and others’ work, making simple judgements about the quality of performances and suggesting ways they could be improved. | Children will perform actions, shapes and balances consistently and fluently in specific activities.  Children will use and apply basic compositional ideas to new sequences they create and adapt them to new situations,  Children will know and understand the basic principles of warming up and why it is important for good performance.  Children will understand why physical activity is good for their health,  Children will choose and use information and basic criteria to evaluate their own and others’ work. | Children will combine and perform gymnastic actions, shapes and balances more fluently and effectively across the activity areas.  Children will develop gymnastic sequences by understanding, choosing and applying a range of compositional principles.  Children will understand why warming up and cooling down are important.  Children will understand why exercise is good for their fitness, health and well-being and how to become fitter themselves.  Children will carry out warm ups and cool downs effectively.  Children will evaluate their own and others’ work and suggest ways of making improvements. |
|  | **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **ATHLETICS** | Children will experiment with different ways of moving.  Children will perform fundamental movements with increasing control and coordination (e.g. run, walk, jog, sprint, jump). |  |  | Children will remember, repeat and link combinations of actions.  Children will use their bodies and a variety of equipment with greater control and coordination.  Children choose skills and equipment to help them meet the challenges they are set.  Children will explain how they have to perform against the challenges they have been set.  Children can recognise and describe what their bodies feel like during different types of exercise.  Children can watch, copy and describe what they and others have done. | Children will consolidate and improve the quality, range and consistency of the techniques they use for particular activities.  Children develop their ability to choose and use some simple tactics and strategies in different situations.  Children know, measure and describe the short term effects of exercise on their bodies.  Children describe how the body reacts to different types of activity.  Children describe and evaluate the effectiveness of performance and recognise aspects of performances that need improving. | Children will develop the consistency of their actions in a number of events.  Children will choose and use and increase appropriate techniques used for specific events.  Children will understand the basic principles of warming up.  Children will understand that exercise is good for their health and well-being.  Children will evaluate their own and other’s work and suggest ways to improve it. |  |
|  | **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **OUTDOOR AND ADVERNTURE EDUCATION** | Children will negotiate different types of space with control and coordination.  Children will use simple tools and techniques competently and appropriately. |  |  | Children will complete simple tasks with support and guidance.  Children will use physical skills well and follow other people’s plans and approaches.  Children will recognise alternative approaches when others suggest them and cooperate in putting these approaches into practice.  Children will make comments on approaches that work well and how they could change their own approach. | Children will develop the range and consistency of their skills and work with other to solve challenges.  Children will choose and apply strategies and skills to meet the requirements of a task or challenge.  Children will work safely.  Children will recognise the effect of different activities on their bodies and prepare them physically.  Children describe and evaluate their own and others’ performances and identify areas that need improving. | Children will be able to solve challenges and problems set in familiar environments.  Children will work cooperatively to put strategies and solutions into action.  Children will show an understanding of problem solving strategies planned by others.  Children will prepare physically for challenges and take into account the group’s safety.  Children will identify what they do well individually and as a group and suggest ways to improve. | Children will develop and refine orienteering and problem solving skills when working in groups and on their own.  Children will decide what approach to use to meet the challenge set.  Children will adapt their skills and understanding as they move from familiar to un familiar environments.  Children will understand the challenge of outdoor and adventurous activities can help their fitness, health and well-being.  Children will see the importance of a group or team and value the idea of pooling ideas.  Children will improve their performance by changing or adapting their approaches as needed. |
| **SWIMMING** |  |  |  |  |  |  |  |