Crossflatts P.E. Curriculum

Dance			
	EYFS	Year 1	Year 2
Vocab.	skip, jump, hop, bounce, spring, turn, stop, forwards, backwards, sideways, spin, freeze, Travel, body shapes and sizes- big, medium, small, levels- high, low, fall, curl.	Canon, improvise, mirroring, motif, travel, unison gallop, statue, near, far, in and out, on the spot, own • beginning, middle, end fast, strong, gentle	Travel, turn, jump, gesture, stillness, mood, feelings, freeze, colours- black, blue, anger, mysterious, scary, stamp, punch, push, kick, pounce, curl, leap, stretch, body parts, action, motif, levels, speed, direction, shape, observe, perform, sink spread
N.C. Objectives	• Children should be taught to perform dances using simple movement patterns. Use movement imaginatively, responding to stimuli, including music and performing basic skills. • Change rhythm, speed, level and direction of their movements. • Create and perform dances using simple movement patterns, including those from different times and cultures. • Express and communicate ideas and feelings.		
Key Learning/ Evidence of working at the expected standard	• Can perform some dance moves. • Can explore and copy basic body actions and rhythms • Can use their bodies to copy motifs from stories and topics e.g. animals, trees etc. • Can begin to respond with their bodies to different types of music. • Can begin to move around a space safely	• Change rhythm, speed, level and direction. • Dance according to a range of stimuli (seasons, emotions etc) • Copies and explores basic movements and body patterns. • Can remember simple movements and dance steps. • Can link movements to sound and music. • Copies and repeats simple dance actions with some co- ordination, control and spatial awareness. • Make up a short dance, after watching one.	• Change rhythm, speed, level and direction with consistency. • Dance with control and co-ordination. • Make a sequence by linking sections together. • Link some movement to show a mood or feeling. • Can copy and explore basic movements with clear control. • Can vary the size of their body shapes. • Can add change of direction to sequences. • Can use space well and negotiates space clearly.
Possible evidence of greater depth understanding	• Can explore and copy more complex body actions and rhythms • Can use their bodies to copy and create motifs from stories and topics e.g. animals, trees etc. • Can respond with their bodies to different types of music. • Can move around a space safely with more control.	• Copies and repeats simple dance actions confidently with control, co-ordination and spatial awareness. • Can create sequences of dance to a stimuli. • Can remember more complex movements and dance steps.	• Can respond imaginatively to stimuli. • Can link most movements to show moods and feelings. • Can describe a short dance using appropriate vocabulary.

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Gymnastics			
	EYFS	Year 1	Year 2
Vocab.	WALK, JOG, SKIP, GALLOP, SIDE STEP, JUMP, MOBILITY, STRETCH, TALL, LONG, NARROW, STRAIGHT, SMALL, TUCK, SQUAT, CURL, WIDE, STAR , BACK, TUMMY, BOTTOM, KNEES, FEET, SHOULDERS, HANDS, TIP-TOES, GIANT STRIDES,BALANCE	MUSCLES, TIGHT, TENSION, LINKING, REPEAT, DEMONSTRATE, OBSERVE, EVALUATE, APPARATUS, REPEAT	WALK, JOG, SKIP, GALLOP, SIDE STEP, JUMP, MOBILITY, STRETCH, TALL, LONG, NARROW, STRAIGHT, SMALL, TUCK, SQUAT, CURL, WIDE, STAR , BACK, TUMMY, BOTTOM, KNEES, FEET, SHOULDERS, HANDS, MUSCLES, TIGHT, TENSION, LINKING, REPEAT, DEMONSTRATE, OBSERVE, EVALUATE
N.C. Objectives	• Children should develop core movement. • Become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others.		
Key Learning/ Evidence of working at the expected standard	• Can make shapes with their bodies, according to commands (tense, curl, stretch, relax etc.) • Balance on small/large body parts & understand stillness • Can show contrast with their bodies. (tall and short, wide and narrow, small and large etc) • Climb & hang safely from apparatus • Perform basic travelling actions on various body parts. • Can move safely in their own and general space. • Can move and stop, recognizing both commands and acting upon them immediately.	• Begin to work alone or with someone to make a sequence of shapes/travels • Can link 2-3 simple movements independently • Climb safely, showing some shapes and balances when climbing. • Keep balance travelling in a range of ways along bench, spots, mat etc • Balances with some control. • Roll in stretched/curled positions e.g. 'log' and 'pencil rolls' 'hedgehog ball' • Copies and explores basic movements with some control and co-ordination. • Can perform different body shapes on the floor and using apparatus. • Can use equipment safely.	• Make body tense, relaxed, curled and stretched, in a range of movements. • Perform a sequence with changes in speed & direction including 3 different actions *(sometimes giving advice to others)* • Be still on single/two + points of contact on floor/apparatus showing tension & control • Link known shape/travel/roll/jump to a balance using floor & on apparatus • Jump/land with control using different body shapes in flight. • Can show contrast with their bodies using a range of movements. • Can explore and create different pathways and patterns (create shapes). • Uses equipment in a variety of ways to create a sequence.
Possible evidence of greater depth understanding	• Can jump off an object and land safely. • Can accurately copy simple movements	• Can link 2-3 simple movements in a pair. • Can perform different body shapes at different levels (apparatus) • Can balance with growing control.	• Can offer advice to others on how to improve their sequence. • Can begin to describe their own work sing simple gymnastics vocabulary. • Can begin to copy and remember a variety of movements and use these to create their own sequence.

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KS1- Invasion Games			
	EYFS Invasion Games	Year 1 Invasion Games	Year 2 Invasion Games
Voacab.	Balance, Space, Ball, Hand, Foot, Throw,	Balance, Space, Ball, Hand, Foot, Throw, Bounce, direction, straight, attack, defend, travel, pass	Balance, Space, Ball, Hand, Foot, Throw, Bounce, direction, straight, attack, defend, travel, pass Catching, dodge/dodging, dribble/dribbling, intercept, invasion, marking, overhead, possession, receive, space, underarm
N.C. Objectives	• Pupils should participate in team games, developing simple tactics for attacking and defending.		
Key Learning/ Evidence of working at the expected standard	To be able to move using suitable spaces and speed and stop confidently, negotiating the space around them effectively. Show good control over their bodies when exploring different skills. Send & receive a ball by rolling from hand & striking with foot Start to show an ability to use their dominant hand Aim & throw object underarm Catch balloon/bean bag/scarf & sometimes a bouncing ball successfully Play a passing & target game alone and with a partner Explore and use skills effectively for particular games: roll a ball or hoop, throw a ball underarm, and explore balancing.	Throw underarm, bounce & catch ball by self & with partner Kick/stop a ball using a confident foot while static Run straight and on a curve and sidestep with correct technique Begin to develop hand/eye co-ordination. Can participate in simple games following rules.	Perform some dribbling skills with hands and feet using space. Pass a ball accurately (hands & feet) over longer distances and in a range of ways to a team-mate. Combine stopping, pick up/collect & send a ball accurately to other players. Make simple decisions about when /where to move in game to receive a ball. Develop strong spatial awareness. Beginning to develop own games with peers. Understand the importance of rules in games.
Possible evidence of greater depth understanding	Can throw a ball underarm with growing accuracy Can balance in various positions with control Consistently shows the ability to use dominate hand Can use prior leaning to help decide which technique is best to use in different situations (longer distance- overarm throw) Can consistently catch successfully	Beginning to kick/stop a ball using a confident foot while travelling. Has increasing accuracy when attempting to hit a target. Can use a range of throws with accuracy.	Make decisions about when /where to move in game to receive a ball which will have an effect on the game. Can understand the difference between attacking and defending. Develop simple tactics and use them appropriately Beginning to show a change of tactic for attacking and defending (e.g. moving quickly when attacking but slowing opponent down when defending)

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Striking and Fielding Games			
	EYFS Striking & Fielding Games	Year 1 Striking & Fielding Games	Year 2 Striking & Fielding Games
Vocab.	hit, catch, run, space, aim, throw, bounce,	strike, field, distance, fielder, throw, carry, Space, Safe, Stopping, Awareness, Control, Direction, Tracking, Aiming, underarm, Sending, Receiving	Awareness, Control, Balance, Space, Scanning, Awareness, Rolling, Tracking, Sending, Receiving, Aiming, Underarm throwing, Overarm throwing
N.C. Objectives	• Pupils should participate in team games, developing simple tactics for attacking and defending		
Key Learning/ Evidence of working at the expected standard	• Aim & throw object underarm. • Catch balloon/bean bag/scarf & sometimes a bouncing ball. • Use hand to strike a bean bag or ball and move towards a scoring area. • Begin to use a bat to hit a ball or bean bag. • Can demonstrate good control and co-ordination in large and small movement.	• Show some different ways of hitting, throwing and striking a ball • Hit a ball or bean bag and move quickly to score a range of points (further distance scores more points) • Play as a fielder in a simple game and get the ball back to a STOP ZONE • Begin to follow some simple rules (carrying the bat, not over taking someone) • Can pass and receive a ball in different ways with control. • Can perform fielding techniques with increased control and co-ordination. • Understands the basic role of a fielder.	• Send a ball off a tee/cone using a bat or a racket • Play two types of games to score: running around a series of hula hoops or forwards and backwards between hula hoops • Play a range of games creating a points system • Stop moving when the 'bowler' has the ball • Play as a fielder and pass the ball back to the bowler to make the runner stop • Follow rules for a striking and fielding game (carry the bat, don't overtake, run around the outside of the hula hoops) • Pass and receive a ball in different ways with control and increased accuracy.
Possible evidence of greater depth understanding	• Can aim & throw objects underarm with increasing accuracy. • Can catch balloon/bean bag/scarf and a bouncing ball with increasing success. • Can use equipment to strike a bean bag or ball and move towards a scoring area.	• Can pass and receive a ball in different ways with control and increased accuracy. • Understands the role of a fielder knowing where best to throw the ball in different situations.	• Can choose, use and vary simple tactics. • Can recognize good quality in performance. • Can use information to improve their work. • Can create a game that uses different point scoring systems

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Athletics Running/Throwing/Jumping			
	EYFS	Year 1	Year 2
Vocab.	run, throw, catch, speed, jump, stop, start	run, throw, catch, speed, jump, stop, start, footwork, distance,	run, throw, catch, speed, jump, stop, start, footwork, distance, agility, technique, obstacle, hurdle,
N.C. Objectives	• Pupils should continue to apply and develop a 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, measuring and challenging their own success. They should enjoy collaborating with each other (relays etc) • Pupils should be taught to use running, jumping, throwing and catching in isolation and in combination.		
Key Learning Evidence of working at the expected standard	• Can vary running speeds based on commands with control. • Show an awareness of space and move around safely. • Can learn skills of running with some control – e.g. stop and start safely. • Can jump, taking off from two feet, with some control. • Can throw using a range of equipment • Can use comparative language e.g. faster, longer and demonstrate this.	• Can run in a coordinated & fluent way. • Can run at different speeds, with control, for short & longer durations. • Can perform a variety of throws with basic control. • Can throw a range of different throwing implements. • Can throw in a coordinated way for increasing accuracy. • Can take off & land in a coordinated & more controlled way. • Can jump from a standing position. • Can jump in a variety of different ways.	• Run with agility and confidence. • Hurdle an obstacle and maintain effective running style. • Run for distance. • Can change speed and direction whilst running. • Complete an obstacle course with control and agility. • Can apply different jumping techniques best for distance. • Can link a variety of different jumps together • Can jump and land from a standing position with accuracy. • Throw different objects in a variety of ways. • Can perform a variety of throws with control and co-ordination. • Can use equipment safely.
Possible evidence of greater depth understanding	• Can learn skills of running with increasing control • Can jump, taking off from one foot, with some control. • Can throw using a range of equipment with some accuracy	• Can jump from a standing position and land with control. • Can perform a variety of throws with increasing control. • Can run with a range of speed in a coordinated & fluent way.	• Can hurdle an obstacle and maintain effective running style. • Complete an obstacle course with control and agility. • Can link movements in a coordinated & controlled way. • Beginning to perform running jumps with a degree of control and accuracy.

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Evaluation (How it could look)		
EYFS	Year 1	Year 2
Simply show (using strategies) whether they enjoyed something or not.	Can comment on their own and others performances. Can give comments on how to improve performance. Use appropriate vocabulary when giving feedback.	

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Dance

	Year 3	Year 4	Year 5	Year 6
Vocab.	Link, motif, flow, dynamics, rhythm, expression, spatial pattern, timing, unison canon, repetition, push, pull, lift, turn, screw, press, rotate, jerk, swing, circle, shake.	Travel, jump, gesture, stillness, movement, action, character, describe, analyse, interpret, evaluate, communicate, unison, canon, mirror, match, repetition, mood, level, speed, direction, pathway, pose, dynamic, pivot, rotate, direction, speed, control, timing, rhythm.	Travel, turn, jump, gesture, stillness, balance, control, body posture, body tension, motif, phrase, accompaniment, timing, rhythm, crotchet, quaver, beat/count.	Travel, turn, jump, gesture, stillness, language of dance, character, expression, timing, space, dynamics, direction, evaluate, observe, stimuli, motif, dance phrase, structure, compositional elements, formations.
N.C. Objectives	• Children should be taught to create dances using a range of movement patterns, including those from different times, place and cultures and to respond to a range of stimuli and accompaniment. • Through dance, develop flexibility, strength, technique, control and balance. • Perform dances using a range of movement patterns.			
Key Learning/ Evidence of working at the expected standard	• Perform pair/group dance involving canon & unison, meet & part • Respond to music in time & rhythm to show like/unlike actions • Respond to music to express a variety of moods & feelings • Can translate ideas from stimuli into movement with support. • Beginning to compare and adapt movements and motifs to create a larger sequence. • Uses simple dance vocabulary to compare and improve work	• Respond imaginatively to stimuli related to character/music/story • Demonstrating precision and some control in response to stimuli. • Perform clear & fluent dances that show sensitivity to idea/stimuli • Make up dance within a small group • Beginning to create longer dance sequences in a small group. • Beginning to vary dynamics and develop actions and motifs. • Demonstrates rhythm and spatial awareness. • Uses simple dance vocabulary to compare and improve work.	• Show/fluency/control in chosen dances in response to stimuli • Perform fluent dances with characteristics of different styles/eras • Adapt & refine(in pair/group), dances that vary direction, space & rhythm • Starts to combine flexibility, techniques and movements to create a fluent sequence. • Demonstrates strong movements throughout a dance sequence. • Moves appropriately and with the required style in relation to the stimulus e.g. using various levels, ways of travelling and motifs. • Beginning to exaggerate dance movements and motifs (using expression when moving). • Beginning to show a change of pace and timing in their movements. • Modifies parts of a sequence as a result of self and peer evaluation.	• Create & perform dances in a variety of styles consistently • Be aware of & use musical structure, rhythm & mood & can dance accordingly • Use appropriate criteria & terminology to evaluate performances • Combines flexibility, techniques and movements to create a fluent sequence. • Moves to the beat accurately in dance sequences. • Exaggerate dance movements and motifs (using expression when moving). • Performs with confidence, using a range of movement patterns. • Demonstrates strong movements throughout a dance sequence. • Modifies parts of a sequence as a result of self and peer evaluation. • Moves appropriately and with the required style in relation to the stimulus e.g. using various levels, ways of travelling and motifs.

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				• Shows a clear change of pace and timing in their movements. • Dances with fluency, linking all movements and ensuring they flow. • Uses more complex dance vocabulary to compare and improve work.
Possible evidence of greater depth understanding	• Beginning to improvise independently to create a simple dance. • Beginning to improvise with a partner to create a simple dance.	• Can confidently improvise with a partner or on their own work. • Modifies parts of a sequence as a result of self-evaluation.	• Uses the space provided to maximum potential. • Improvises with some confidence, still demonstrating fluency across their sequence. • Uses more complex dance vocabulary to compare and improve work.	• Improvises with clear confidence, demonstrating fluency across their sequence. • Demonstrates consistent precision when performing dance sequences. • Demonstrates a strong imagination when creating own dance sequences and motifs.

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Gymnastics

	Year 3	Year 4	Year 5	Year 6
Vocab.	STRAIGHT, TUCK, STAR, PIKE, STRADDLE, LEVELS, HIGH, MEDIUM, LOW, RIGHT ANGLE TENSION, SEQUENCE, ROUTINE, REPEAT, TRANSITION, FLOW,	STRAIGHT, TUCK, STAR, PIKE, STRADDLE, LEVELS, HIGH, MEDIUM, LOW, RIGHT ANGLE TENSION, EXTENSION, INVERTED, CONTRASTING LINK, SEQUENCE, ROUTINE, REPEAT, TRANSITION, FLOW, DEMONSTRATE, OBSERVE, EVALUATE	STRAIGHT, TUCK, STAR, PIKE, STRADDLE, LEVELS, HIGH, MEDIUM, LOW, BASE OF SUPPORT, TENSION, EXTENSION, ASSISTED, COMPLEX, CONTRASTING LINK, SEQUENCE, ROUTINE, REPEAT, TRANSITION, FLOW, DEMONSTRATE, OBSERVE, EVALUATE	STRAIGHT, TUCK, STAR, PIKE, STRADDLE, LEVELS, HIGH, MEDIUM, LOW, BASE OF SUPPORT, TENSION, EXTENSION, ASSISTED, COMPLEX, CONTRASTING LINK, SEQUENCE, MATCHING, ROUTINE, REPEAT, TRANSITION, FLOW, DEMONSTRATE, OBSERVE, EVALUATE
N.C. Objectives	• Pupils should be taught to develop flexibility, strength, technique, control and balance.			
Key Learning/ Evidence of working at the expected standard	• Use a greater number of own ideas for movement in response to a task. • Can apply compositional ideas independently and with others to create a sequence. • Can copy, explore and remember a variety of movements and uses these to create their own sequence. • Begins to notice similarities and differences between sequences. • Combines arm actions with skips/leaps/steps/jumps & spins in travel • Knows principles of balance and apply them on floor & apparatus • Uses turns whilst travelling in a variety of ways. • Begins to develop good technique when travelling, balancing, using equipment etc. • Can describe their own work using simple gymnastics vocabulary.	• Create & perform matching/mirroring sequences explaining how it could be improved • Perform at least 3 different rolls (shoulder, forward, back) with some control • Links skills (rolls, travel, balance) with control, technique, co-ordination and fluency using floor and apparatus. • Creates sequences using various body shapes and equipment using at least 3 different rolls • Begins to use gymnastics vocabulary to describe how to improve and refine their own and their peer's performances.	• Can select and combine their skills, techniques and ideas with others identifying strengths and weaknesses. • Consistently showing precision, control and fluency. • Include change of speed, direction and shape in movements. • Follow a set of 'rules' to produce a sequence, possibly made by peers. • Create mirror/matching/cannon(pair) sequence varying dynamics/levels/direction etc. • Uses more complex gymnastics vocabulary to describe how to improve and refine performances. • Links skills with control, technique, co-ordination, fluency, change of speed and direction.	• Select a suitable routine to perform to different audiences, bearing in mind ***who*** the audience is and explain why. • Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions. • Adapts sequences to include a partner or small group. • Gradually increases the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement. • Perform 6-8 part floor sequence as individual, pair & small group to a piece of music • Demonstrate 3 paired balances in sequence using various skills/actions • Draw on what they know about strategy, tactics and composition when performing and evaluating. • Develops strength, technique and flexibility throughout performances. • Uses more complex gymnastics vocabulary to describe how to improve and refine.
Possible evidence of greater depth understanding	• Can evaluate similarities and differences between sequences. • Shows flexibility in movements. • Develops good technique when travelling, balancing, using equipment etc.	• Understands composition performing more complex sequences. • Is developing strength, technique and flexibility throughout performances. • Uses gymnastics vocabulary to describe how to improve and refine their own and their peer's performances.	• Analyse and comment on skills and techniques and how these are applied in their own and others' work. • Understands composition by performing more complex sequences. • Draw on what they know about strategy, tactics and composition when performing and evaluating.	• Analyse and comment on skills and techniques and how these are applied in their own and others' work. • Performs difficult actions, with an emphasis on extension, clear body shape and changes in direction.

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KS2- Invasion Games- Netball/Bench ball

	Year 3	Year 4	Year 5	Year 6
Vocab.	Pivot/pivoting, possession, man-to-man marking, mark/marking, overhead, attack, defend, bounce pass, chest pass, intercept	Pivot/pivoting, possession, man-to-man marking, mark/marking, overhead, attack, defend, bounce pass, chest pass, intercept, feigning, invasion, sidestepping, strategy	Pivot/pivoting, possession, man-to-man marking, mark/marking, overhead, attack, defend, bounce pass, chest pass, intercept, feigning, invasion, sidestepping, strategy, tactics	Pivot/pivoting, possession, man-to-man marking, mark/marking, overhead, attack, defend, bounce pass, chest pass, intercept, feigning, invasion, sidestepping, strategy, and tactics, shadowing,
N.C. Objectives	• Pupils should be taught to play competitive games, modified where appropriate, such as netball and benchball and apply basic principles suitable for attacking and defending.			
Key Learning/ Evidence of working at the expected standard	Use of first steps netball (4 a side C GA GS GK) over 1/3 of a netball court) • Make a series of passes to teammates moving towards a scoring area. • Show some signs of using a chest pass and shoulder pass. • Can begin to use a bounce pass with enough control for the ball to only bounce once before reaching the receiver. • Show a target to indicate where I'd like to pass to. • Know where space is and try to move into it. • Can use different speeds to exploit space. • Mark another player and defend when needed. • Can effectively communicate with teammates • Begin to learn how to shoot.	Use of first steps netball (4 a side C GA GS GK) over 1/3 of a netball court) • Use a chest pass and shoulder pass to support team in scoring. • Make decisions regarding which is the best type of pass to use (e.g. a shoulder pass when playing over an opponent) • Use a bounce pass, which only bounces once. • Identify space to move into and show a clear target to receive a pass. • Can mark another player using different marking techniques (man-marking, zonal marking) and begin to attempt interceptions. • Know where positions are allowed on a court. • Continue to learn how to shoot.	Use of High Five netball (5 a side C GA GA GS GK) over a whole netball court • Use all three passes (chest, shoulder & bounce) correctly. • Use a range of speeds within a game to support a team in scoring. • Begin to use square (across the court) & straight (up & down the court) passes to achieve pace. • Lose a defender to receive a pass. • To understand how to make space by moving away and coming back and by dodging. • Can demonstrate a range of defending skills and understand how to mark an opponent. • Defend a player and make some successful interceptions (snatch & catch) when playing as a team. • Has developed an understanding and knowledge of the basic footwork rule of netball. • Uses good hand/eye co-ordination to receive a ball successfully. • To understand the different positions in a netball team (five-a-side). • Shoot with increasing accuracy	Use of High Five netball (5 a side C GA GA GS GK) over a whole netball court • Know which pass is best to use and when in a game. • Use a range of square & straight passes to change direction of the ball. • Understand the importance of their movement to create space for a teammate. • Use landing foot to change direction to lose a defender. • Draw defender away to create space for self or team. • Position body to defend effectively, making successful interceptions. • Shoot accurately
Possible evidence of greater depth understanding	• Begins to use space in order to receive a pass • Choses the correct pass to use in game situations (e.g. a shoulder pass when playing over an opponent) • Can use different range of defending techniques (man-marking, zonal marking)	• Can choose when the best time to attempt intercept the ball or mark a player. • Can use a bounce pass ensuring it only bounces once before reaching the receiver. • Can begin to develop an understanding of the basic footwork rule of netball. • Beginning to understand the importance of movement to receive a pass.	• To develop skills in the range of passes – chest pass, overhead pass, bounce pass and to understand which pass to use depending on the distance the ball needs to travel. • Understands when to use square (across the court) & straight (up & down the court) passes to achieve pace. • Has control over footwork and can apply the footwork rules of netball	• Can offer improvements to a team mate within a game situation. • Can analyse and evaluate a performance to improve • Shows an understanding of each position on the court and its role for the team.

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	KS2- Invasion Games-Football			
	Year 3	Year 4	Year 5	Year 6
Vocab.	Possession, passing, receiving, marking, block, tactics, strategy, defend, intercept, dribbling, turn, trap, control, man-marking, zonal marking, stop turn	Possession, passing, receiving, marking, block, tactics, strategy, defend, intercept, dribbling, turn, trap, control, man-marking, zonal marking, side foot, laces, drag back	Possession, passing, receiving, marking, block, tactics, strategy, defend, intercept, dribbling, turn, trap, control, man-marking, zonal marking, side foot, laces, step over	Possession, passing, receiving, marking, block, tactics, strategy, defend, intercept, dribbling, turn, trap, control, man-marking, zonal marking, side foot, laces, Cryuff, analyse, improve, Step-over, drag back
N.C. Objectives	• Pupils should be taught to play competitive games of football and apply basic principles suitable for attacking and defending.			
Key Learning/ Evidence of working at the expected standard	• Begin to dribble a ball with control in different directions • Begin to pass to a member of their team • Can keep a stationary football under control. • Can control a moving football keeping the ball relatively close to themselves. • Can identify where space is and try to move in it with a ball. • Can begin to identify where space is and try to move in it to receive a pass. • Mark another player and defend when needed. • Can begin to make tackle in order to regain possession.	• Dribble at pace, in a straight line, keeping the ball under control. • Can pass, with more accuracy, to a member of their team using their inside foot and laces. • Can keep a ball under control, using their feet, when receiving a range of passes from team. • Begins to understand the importance of space and can move into it to receive a pass or create space for a teammate. • Begin to understand the different ways of marking another player (man marking, marking space) and begin to attempt interceptions.	• Can dribble, in different directions, ranging in speeds and keeping the ball under control. • Can pass, with accuracy, to a member of their team using the inside foot and laces. • Keep a ball under control, using a range of body parts (feet, chest, and thigh) when receiving a range of passes from team judging which one to use depending on the flight of the ball. • Understand the different ways of marking another player (man marking, marking space) and makes tackles successfully. • Can dribble, in a straight line, ranging in speeds, keeping the ball under control. • Can use different techniques to lose a defender to receive a pass. (pace, movement) • Understands the importance of space and can move into it to receive a pass or create space for a teammate.	• Can dribble in different directions, at pace, keeping close control of the football to beat defenders. • Can begin to use a range of passes to a teammate (lofted, along the ground). Uses a range of passes (loft, ground) to teammates and can make a decision of when the best time to use one is. • Can use a range of ways to keep a ball under control (foot, knee, head, and knowing which one due to where ball is coming from) when under pressure from a defender. • Know how space changes within a game and when and how to move into changing spaces. • Can draw a defender away to create space. • Can position body to defend effectively, making successful interceptions and tackles.
Possible evidence of greater depth understanding	• Can dribble a football with control. • Can accurately make a pass to a team mate. • Can use space to create goal scoring opportunities for themselves or a team mate. • Can begin to use a range of means to regain possession (tackle, interception) • Can control a moving pall wit much more control keeping the ball close to their body.	• Keep a ball under control, using a range of body parts (feet, chest, and thigh) when receiving a range of passes from team. • Can understand the importance of space and can move into it to receive a pass or create space for a team mate. • Understands the different marking techniques and use the effectively in a game situation.	• Beginning to dribble in different directions, at pace, keeping close control of the football • Can begin to use a range of passes to a team mate (lofted, along the ground). • Beginning to understand the importance of passing to a team mate in order to create a chance to score. • Beginning to understand the importance of pace and movement in order to create chances to score a goal	• Can use a trick when dribbling to beat a defender. • Can develop an understanding and importance of each position on the pitch. • Can offer improvements to a team mate within a game situation. • Can analyse and evaluate a performance to improve.

Crossflatts P.E. Curriculum

KS2- Invasion Games- Rugby				
	Year 3 Invasion Games- Rugby	Year 4 Invasion Games- Rugby	Year 5 Invasion Game- Rugby	Year 6 Invasion Games- Rugby
Vocab.	Attacker, defending, position, pass, tagging, try, non-contact	Attacker, Backward Pass, Defender tag, try, non-contact, w-grip, dodge, intercept	Attacker, Backward Pass, Defender tag, try, non-contact, w-grip, offside, side step, dodge, intercept	Attacker, Backward Pass, Defender tag, try, non-contact, w-grip, offside, side step, dodge, intercept, feigning
N.C. Objectives	• Pupils should be taught to play competitive games of rugby and apply basic principles suitable for attacking and defending.			
Key Learning/ Evidence of working at the expected standard	• Can begin to move into space holding a rugby ball with control. • Beginning to show understanding and demonstrates where to score a try and how to position the ball to score a try. • Beginning to move into spaces to avoid defenders. • Can make a backward pass to teammates, using the direction most comfortable. • Beginning to understand the basic rules of tag rugby	• Tag the person who has the ball, but can mark a player who does not have the ball • Begin to make a high pop pass to avoid a defender • Change direction at speed with the ball in hand. • Can move at speed (and change of) with the ball and without. • Can use speed, space and movement to avoid defenders. • Can pass backwards and in both directions and sometimes on the move. • Understand the rules of the game and apply them honestly most of the time.	• Be able to evade and tag opponents. • Be able to pass and receive a pass under pressure. • Be able to pass and receive a pass at speed in a game situation. • Develop tactics as a team. • Communicate with a team and move into space to keep possession and score. • Tag opponents and close down space. • Know what position I am playing in and how to contribute when attacking and defending. • Understand there are different skills for different game situations and begin to apply them.	• Run at speed, changing direction to evade and tag opponents. • Play effectively in attack and defence • Score points against opposition • Support player with the ball • Create and use space to help the team. • Pass and receive the ball with increasing control under pressure. • Select the appropriate action for the situation and make this decision quickly. • Tag opponents individually and when working within a unit. • Use feedback provided to improve the quality of my work. • Use the rules of the game consistently to play honestly and fairly. • Work in collaboration with others so that games run smoothly.
Possible evidence of greater depth understanding	• Can move into space holding a rugby ball with control. • Shows understanding and demonstrates where to score a try and how to position the ball to score a try. • Moves into spaces to avoid defenders. • Understand the basic rules of tag rugby.	• Can pass backwards in both directions on the move • Tag the person who has the ball and can mark a player who doesn't have the ball. • Beginning to pass a ball at different speeds to vary attacks.	• I can begin to identify when I was successful and what I need to do to improve. • I can begin to use feedback provided to improve my work. • I understand the need for tactics and can identify when to use them in different situations. • I understand there are different skills for different situations and I can to apply this.	• I can work collaboratively to create tactics with my team and evaluate the effectiveness of these. • I recognise my own and others' strengths and areas for development and can suggest ways to improve. • I understand that there are different areas of fitness and how this helps me in different activities.

Crossflatts P.E. Curriculum

Net and Wall Games Tennis/Badminton/Table Tennis				
	Year 3	Year 4	Year 5	Year 6
Vocab.	forehand, backhand, volley, overhead, rally, singles, doubles	court, target, net striking, hitting, defending, tactics, points	forehand, backhand, volley, overhead, rally, singles, doubles, court, target, net striking, hitting, defending, tactics, points, using width, using depth,	using width, using depth, changing direction, changing speed, defending court, covering court and partner
N.C. Objectives	• Pupils should be taught to play competitive games of badminton, tennis and table tennis and apply basic principles suitable for attacking and defending			
Key Learning/ Evidence of working at the expected standard	Can tap the ball off racket (tapping it to the ground, tapping it up off the racket, tapping it up with one bounce etc) with some success. • Can tap the ball back and forth to partner with some control. • Can demonstrate standing in a ready position holding racket correctly • Can change from a ready position before tapping the ball to a partner • Begin to know what it means by a forehand and backhand position. • Begin to attempt to serve the tennis ball straight from hands, sometimes using one bounce if needed.	• Can tap the ball back and forth to a partner over a small space • Can tap a ball over a net allowing for a bounce, hit technique • Can move from a ready position into a forehand position/backhand position quickly • Can bring racket to meet the ball for a forehand and backhand hit with some success. • Knows to use two hands for an effective backhand • Moves racket in a low to high swing for an effective tap • Can serve the ball straight from hands with increasing accuracy.	• Can develop different hitting techniques (backhand, forehand, slice shot) • Can develop stance for different situation. • Can move towards the ball from 'ready' position choosing either forehand or backhand depending on where the ball is • Can set racket back in its ready position quickly upon recovery • Can demonstrate the correct swing technique when hitting the ball over a net sometimes showing control over the hit. • Can serve the ball correctly beginning to purposely aim for space to score.	• Can turn and run to the ball getting into a forehand or backhand position en route • Can use 'move-hit-recover' approach within a game showing facing forward on recovery • Can show a range of grips when demonstrating a backhand (continental, chopper, hammer grip). • Can use the correct swing technique and control with smooth swings keeping the path of the racket the same • Beginning to serve the ball accurately making opponents have to move to send it back
Possible evidence of greater depth understanding	• Can tap the ball off racket (tapping it to the ground, tapping it up off the racket, tapping it up with one bounce etc) with increasing success. • Can tap the ball back and forth to partner with increasing control. • Can demonstrate and use a forehand and backhand position. • Can serve the tennis ball straight from hands, sometimes using one bounce if needed with some accuracy and control.	• Can serve the ball straight from hands to racket making sure it lands 'in' on the other side. • Can bring racket to meet the ball for a forehand and backhand hit with increasing success. • Can tap the ball back and forth to a partner over a small space with increasing accuracy and control. • Can begin to analyse technique and offer improvements. • Can begin to analyse others performance and identify their strengths and weaknesses.	• Can begin to add power and slice for different situations • Beginning to develop a range of shots for attacking and defending • Beginning to use different shots to set up attacking situations • Beginning to use a swerve as a way of supporting their tactics • Beginning to identify weaknesses in opponents and using this to their advantage.	• Can serve the ball accurately making opponents have to move to send it back. • Can show a range of grips when demonstrating a backhand (continental, chopper, hammer grip) sometimes changing between. • Can set up attacks using a range of different shots. • Can turn a defence into an attack using a range of different shots.

Crossflatts P.E. Curriculum

	Swimming and Water Safety
	Year 5
Vocab.	stroke, aerobic, back crawl, backstroke, breaststroke, freestyle, dolphin, length,
N.C. Objectives	• Pupils should be taught to swim competently, confidently and proficiently over a distance of at least 25 m. • To use a range of strokes effectively (EG: front crawl, backstroke and breaststroke) • Perform safe self-rescue in different water-based situations.
Key Learning/ Evidence of working at the expected standard	• Understands basic pool safety skills and confidence in water. • Understands how to travel in vertical or horizontal position and introduce floats. • Can push and glide, any kick action on front and back with or without support aids. • Starting to develop entry and exit, travel further, float and submerge. • Shows a confidence in deeper water • Can tread water • Can swim a distance of at least 25m using a range of strokes. • Can perform safe self-rescue in different water-based situations.
Possible evidence of greater depth understanding	• Can develop balance, link activities and travel further on whole stroke • Can show breathe control • Shows confidence and speed in a range of strokes, swimming for longer distances.

Crossflatts P.E. Curriculum

Athletics Running/Throwing/Jumping				
	Year 3	Year 4	Year 5	Year 6
Vocab.	Field event, flight, hurdle, long jump, lead-leg, take-off, track,	Field event, flight, hurdle, long jump, triple jump, lead-leg, take-off, track,	Field event, flight, hurdle, long jump, triple jump, lead-leg, take-off, track, crouch start, landing, pull throw, push throw, standing start, standing vertical jump,	baton exchange, changeover zone, down sweep, relay, stride pattern, sprint, pacing, trail leg
N.C. Objectives	• 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, competing with each other and evaluating their own success. • Pupils should be taught to use running, jumping, throwing and catching in isolation and in combination.			
Key Learning Evidence of working at the expected standard	• Can use a range of running techniques for different distances. • Can use a range of throwing techniques, javelin and chest push, with a range of control and accuracy. • Can use different jumping techniques for different events (vertical jump, long jump) • Can jump with coordination & control • Understands the relay and passing the baton Compete in a mini competition, recording scores.	• Can select and maintain a running pace for different distances. • Demonstrates good running technique in a competitive situation. • Explores different footwork patterns • Chooses & applies appropriate stride patterns • Practises throwing with power and accuracy. • Uses different throwing techniques • Understands which technique is most effective when jumping for distance. • Learning to jump with coordination & control • Beginning to perform a running jump with more than one component e.g. hop and jump (triple jump). • Has developed spatial awareness and can judge height & distance • Utilises all the skills learned in this unit in a competitive situation. • Can accurately pass & receive the baton • Describes good athletic performance using the correct vocabulary. With support, beginning to record peers' performances and evaluate these.	• Use correct technique to run at speed. • Has developed the ability to run for distance. • Identify and apply techniques of relay running. • Beginning to build a variety of running techniques and with increasing independence, use with confidence. • Demonstrates good accuracy and confidence in throwing and catching activities. • Learn how to use skills to improve the distance of a pull throw (javelin). • Understand which technique is most effective when jumping for distance. • Can perform a running jump with more than one component e.g. hop, skip and jump (triple jump). • Demonstrate good techniques in a competitive situation Can describes good athletic performance using the correct vocabulary.	• Investigate running styles and changes of speed. • Has built a variety of running techniques and independently, can use them with confidence. • Demonstrates good running technique in a competitive situation. • Can perform a range of running jumps with more than one component e.g. long jump and triple jump. • Understand which technique is most effective when jumping for distance. • Demonstrates a high level of accuracy and confidence in throwing and catching activities. • Throws safely and with understanding. • Records peers' performances and can evaluate these. • Describes good athletic performance using the correct vocabulary. • Utilises all the skills learned in this unit in a competitive situation.

Crossflatts P.E. Curriculum

Possible evidence of greater depth understanding	• Can perform a running jump with increasing accuracy. • Can run at speeds appropriate for the distance. • Can perform a variety of throws with increasing accuracy and distance • Can set up equipment safely • Can demonstrate a controlled technique for a range of throws • Can set up a competition and create a scoring system.	• Can explore different footwear patterns in particularly for triple jump. • Understand which technique is most effective when jumping for distance. • Can pass & receive the baton with increasing success • Can perform a running jump with more than one component e.g. hop and jump (triple jump).	• Beginning to build a variety of running techniques and with increasing independence, use with confidence. • Demonstrate good techniques in a competitive situation • Understands which technique is most effective when jumping for distance.	• Can apply all previous learning to a range of different athletics event. • • Can compare and contrast. running styles • Can suggest fitness exercises that can improve performance for a certain event. • Can coach a peer improving their performance.

Evaluation (How it could look)			
Year 3	Year 4	Year 5	Year 6
To watch and describe performances accurately. Beginning to think about how they can improve their own work. Work with a partner or small group to improve their skills. Beginning to make suggestions on how to improve their work, commenting on similarities and differences.		Watches and describes performances accurately. Learn from others how they can improve their skills. Comment on tactics and techniques to help improve performances. Make good suggestions on how to improve their work, commenting on similarities and differences.	