




Our skills are sequential and build upon skills previously learned and practised, which is in line with our approach of a evidence-based curriculum. At Lanercost, we know that the progression of skills in PE is predominantly physical and therefore relies on muscle memory, which must be continually exercised in order for fundamental movement knowledge to be automatic. Our curriculum design is based on evidence from cognitive science and is underpinned by six concepts taken from the *Chris Quigley Curriculum Companion Physical Education* which are threaded through the PE curriculum and built on throughout our children's time at Lanercost.

These are:

1. Movement
2. Tactics and Strategy
3. Personal and Social
4. Leadership
5. Healthy Lifestyle (Constant throughout every PE lesson and every day at Lanercost and therefore not highlighted on the map below).
6. Vocabulary (Constant throughout all PE lessons)

These concepts are represented by each image and are explained below.

 <p>Movement</p>	<p>Movement content is the cornerstone of physical education. It includes the fundamental movement knowledge of stability, locomotion, and object control, progressing to specialised skills like games, gymnastics, and dance.</p> <ul style="list-style-type: none">• Stability – involves the body balancing either in one place (static) or while in motion (dynamic).• Locomotion – involves the body moving in any direction from one point to another. Examples include walking, running, jumping, skipping, crawling, galloping, hopping, leaping, climbing.• Object control – involves manipulating and controlling objects with the hand, the foot or an implement (stick, bat or racket).
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 <p>Tactics and strategy</p>	<p>Tactics: quick adjustments performers make in the moment to solve problems encountered during a game Strategy: overall game plan</p> <p>All aspects of physical education involve cognitive challenges, e.g. how to outwit opponents in games, create interesting sequences in gymnastics or work as a team to complete a challenge in outdoor and adventurous activities (OAA)</p>
 <p>Personal and social</p>	<p>Physical education provides many opportunities for personal development such as self-control, co-operation, and individual responsibility. Some examples of knowledge to include in this category are how to:</p> <ul style="list-style-type: none">• Work independently• Listen to others and play cooperatively• Follow class routines• Solve disputes through negotiation and compromise• Devise a win-win situation• Follow the rules of a game• Win and lose with dignity• Encourage and praise others• Give sensitive feedback demonstrating empathy and compassion• Work effectively within a team• Respect others• Demonstrate self-control• Be a good sport• Try new things• Work hard<ul style="list-style-type: none">• Concentrate• Push yourself• Imagine• Improve• Understand others• Not give up



Leadership

Many opportunities exist in PE to develop leadership skills. Often these opportunities occur on an ad hoc basis, but they should be planned for, and the qualities developed should be made explicit to students. Opportunities for leadership fall into two categories: leading people and leading an activity. Roles within this include captain, coach, referee, equipment organiser, performer.

Some examples of knowledge to include in this category are how to:

- Communicate
- Cooperate
- Collaborate
- Give constructive feedback
- Resolve issues
- Be reliable
- Plan and prepare
- Organise
- Analyse

Suggest ideas

- Act independently
- Manage time
- Prioritise
- Make changes based on evidence
- Be a role model
- Be flexible and adapt to changing situations



Healthy
lifestyle




Childhood obesity prevalence in 2016/17 was 10 per cent in Reception, and 20 per cent in Year 6. The number of students suffering with mental health problems is increasing. One in eight (12.8 per cent of) 5- to 19-year-olds had a mental disorder when assessed in 2017. Rates were similar in boys and girls. Data for 5 to 15 year-olds show a slight upward trend over time in the prevalence of emotional disorders.** All our children need to know that many factors interact to keep us healthy and they are all important. Some examples of knowledge to include are:

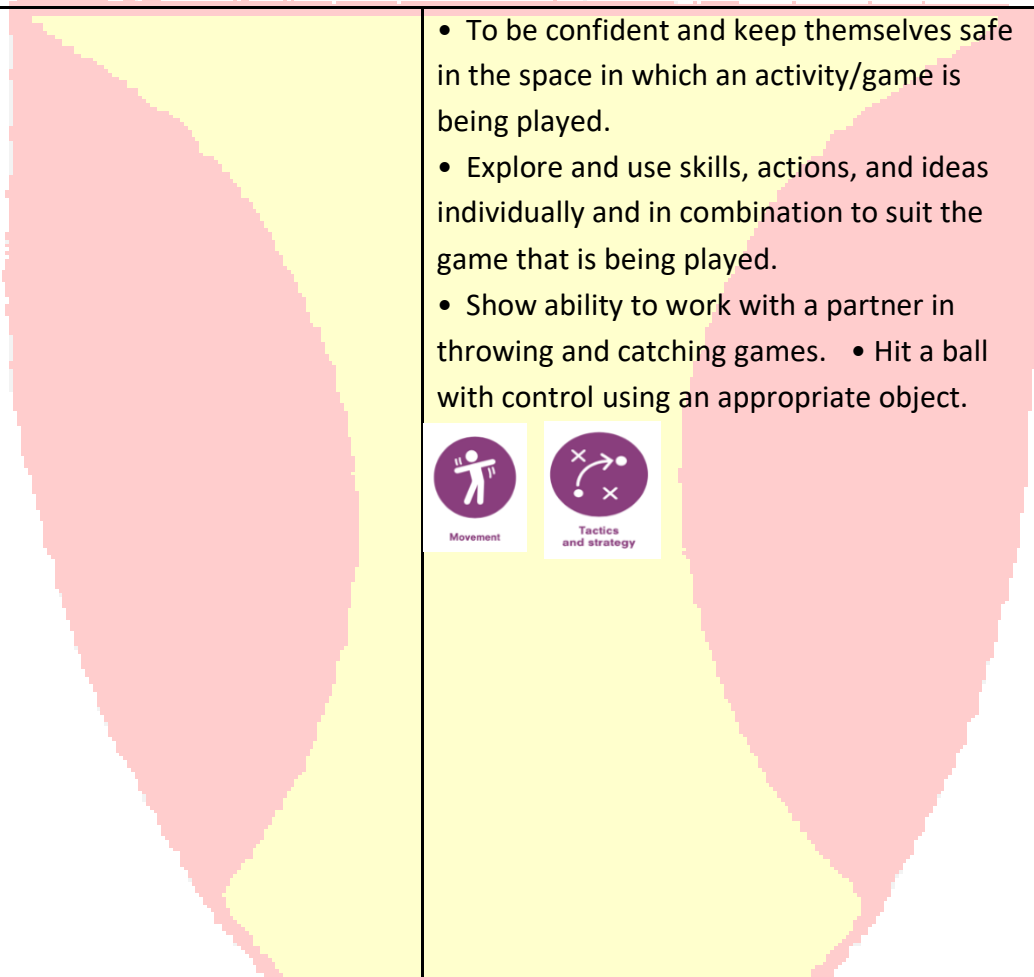


- How to make healthy choices
- What is a healthy lifestyle?



	<ul style="list-style-type: none"> • The benefits of a healthy lifestyle • What keeps our bodies healthy? (physical activity, rest and relaxation, healthy food, and sleep) • What makes a balanced diet, including which types of food should be eaten regularly? (the Eatwell Guide – http://tiny.cc/wg3emz) • How to make informed decisions about food • The impact poor choices may have on health and what might influence those choices • Recommendations for the amount of physical activity per • Variety of physical activities available • Reasons for taking part in physical activity: health, enjoyment, challenge, social interaction and self-expression • The impact of screen time – Chief Medical Officer’s (CMO) guidelines – http://tiny.cc/zc3emz • Different types of feelings, both good and bad • Self-regulation, what is a growth mindset and how to manage strong emotions (See the Mental Health policy and the PSHE) • How to recognise what is kind and unkind and fair and unfair • Who to ask for help (Mental health statistics from Young Minds – https://tinyurl.com/y89qknmh) • How to reflect on their achievements and what they are proud of • How to set challenging, but realistic goals for the future day <p>* Statistics on Obesity, Physical Activity and Diet, England, 2018, National Statistics, NHS Digital **Mental Health of Young People in England, 2017, National Statistics, NHS Digital</p>
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Skill and Vehicle of skill	Reception	Year 1	Year 2
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<p>Healthy Body and Mind (Learning for Life)</p>	<ul style="list-style-type: none"> • Awareness of body changes during exercise (heart rate, heavy breath, hot, sweaty) • An understanding of the need for PE uniform (changing, safety). • Awareness of how exercise is important for a healthy lifestyle and mind. 		
<p>Games Understanding</p> <ul style="list-style-type: none"> • Multi-skills • Football • Cricket • Tag Rugby 	<ul style="list-style-type: none"> • Work individually and with others. • Engage in cooperative physical activities • Participate in team games. • Understand how to use equipment safely. <div data-bbox="577 758 806 890"> </div>	<ul style="list-style-type: none"> • Begin to apply basic movements in a range of activities • Work individually and with others. • Engage in cooperative physical activities. • Engage in competitive physical activities (both against self and against others) • Participate in team games. • Understand how to use equipment safely. <div data-bbox="1160 938 1568 1061"> </div>	<ul style="list-style-type: none"> • Engage in competitive physical activities (both against self and against others) • Participate in team games • Developing simple tactics for attacking and defending. • Able to reflect on and develop skills to improve. • Understand how to use equipment safely. <div data-bbox="1646 853 2116 970"> </div>
<p>Invasion Games</p> <ul style="list-style-type: none"> • Multi-skills • Football • Cricket • Tag Rugby 	<ul style="list-style-type: none"> • To be able to move and stop confidently, negotiating the space around them effectively. • Show good control over their bodies when exploring different skills. 	<ul style="list-style-type: none"> • To be confident and keep themselves safe in the space in which an activity/game is being played. • Explore and use skills, actions, and ideas individually and in combination to suit the game that is being played. 	<ul style="list-style-type: none"> • Improve the way they coordinate and control their bodies in various activities. • Remember, repeat, and link combinations of skills where necessary.






	<ul style="list-style-type: none"> • Start showing an ability to use their dominate hand to work with a partner in different activities. • Explore and use skills effectively for particular games: • Roll a ball or hoop • Throw a ball underarm • Explore balancing <div data-bbox="551 775 931 919">  </div>	<ul style="list-style-type: none"> • Show ability to work with a partner in throwing and catching games. • Choose and use skills effectively for particular games: • Throw a ball accurately to a target using increasing control., • Explore throwing and catching in different ways • Explore kicking in different ways with increasing control <div data-bbox="1043 775 1424 919">  </div>	<ul style="list-style-type: none"> • Develop basic tactics in simple team games and use them appropriately. • Choose to use and vary simple tactics. • Catch and control a ball in movement working with a partner or in a small group. • Take part in games where there is an opposition. • Decide where to stand during a team game, to support the game • Being to lead others in a simple team game • Be able to pass and stop a ball to a team mate accurately. • Understand how to intercept a moving ball • Understand role of attacker and defender. <div data-bbox="1648 1206 2074 1318">  </div>
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<p>Net and Wall</p> <ul style="list-style-type: none"> • Multi-skills • Throwing and Catching • Cricket • Football 		<ul style="list-style-type: none"> • To be confident and keep themselves safe in the space in which an activity/game is being played. • Explore and use skills, actions, and ideas individually and in combination to suit the game that is being played. • Show ability to work with a partner in throwing and catching games. • Hit a ball with control using an appropriate object. <div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="1003 654 1108 782">  <p>Movement</p> </div> <div data-bbox="1120 654 1232 782">  <p>Tactics and strategy</p> </div> </div>	<ul style="list-style-type: none"> • Improve the way they coordinate and control their bodies in various activities. Remember, repeat, and link combinations of skills where necessary. • Develop basic tactics in simple team games and use them appropriately. • Choose to use and vary simple tactics. • Catch and control a ball in movement working with a partner or in a small group. • Take part in games where there is an opposition. • To develop hand eye co-ordination to be able to receive and send balls using equipment if appropriate • Decide where to stand during a team game, to support the game.
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			<ul style="list-style-type: none"> • Begin to lead others in a simple team game. 
<p>Striking and Fielding</p> <ul style="list-style-type: none"> • Cricket • Throwing and Catching 		<ul style="list-style-type: none"> • To be confident and keep themselves safe in the space in which an activity/game is being played. • Explore and use skills, actions, and ideas individually and in combination to suit the game that is being played. • Show ability to work with a partner in throwing and catching games. • Choose and use skills effectively for particular games: • Throw a ball accurately underarm to a target using increasing control. • Show increasing control when rolling an object, using a technique. • Hit a ball with control using an appropriate object. • Explore throwing and catching in different ways 	<ul style="list-style-type: none"> • Improve the way they coordinate and control their bodies in various activities. • Remember, repeat, and link combinations of skills where necessary. • Develop basic tactics in simple team games and use them appropriately. • Choose to use and vary simple tactics. • Catch and control a ball in movement working with a partner or in a small group. • Take part in games where there is an opposition. • Decide where to stand during a team game, to support the game. • Begin to lead others in a simple team game.





			<ul style="list-style-type: none"> To be able to hit a ball accurately using a piece of equipment. 
<p>Athletics</p> <ul style="list-style-type: none"> Athletics Movement games (balance, agility, co-ordination) 	<ul style="list-style-type: none"> Learn skills of running, jumping and throwing with a range of equipment. Vary speed of running based on commands given. Use comparative language i.e., faster, longer, and be able to physically demonstrate this. 	<ul style="list-style-type: none"> Remember, repeat, and link combinations of actions. Use their bodies and a variety of equipment with greater control and co-ordination. Develop the following skills with increasing accuracy and velocity Explore and throw a variety of objects with one hand. Jump from a stationary position with control. Change speed and direction whilst running. 	
<p>Gymnastics</p> <ul style="list-style-type: none"> Gymnastics Movement games (Balance, agility and Co-ordination) 	<ul style="list-style-type: none"> Move confidently and safely in their own and general space. (Negotiating space effectively – under, round, over equipment and obstacles) Move and stop, recognising both commands and acting upon them immediately. 	<ul style="list-style-type: none"> Explore and perform gymnastic actions (pencil/straight, tuck, star, pike, dish, and arch) and still shapes. Move confidently and safely in their own and general space, using change of speed and direction. Copy, create and link movement phrases with beginnings, middles, and ends. 	<ul style="list-style-type: none"> Remember, repeat, and link combinations of gymnastic actions, body shapes and balances with control and precisions. Choose, use, and vary simple compositional ideas in the sequence they create and perform, with moderate control.








	<ul style="list-style-type: none"> • Show contrast with their bodies including tall/short, wide/thin, straight/curved) • Copy simple movements and simple sequences. • Make shapes with their bodies, according to commands. • Jump off an object and land appropriately.  	<ul style="list-style-type: none"> • Perform movement phrases using a range of body actions and body parts. • Explore making their body tense, relaxed, stretched and curled. • Can they explore different ways of stretching, balancing, rolling, and travelling.  	<ul style="list-style-type: none"> • Create routines which have a clear beginning and ending. • Work with a partner sharing ideas and creating a simple sequence.   
<p>Dance</p> <ul style="list-style-type: none"> • Dance • Movement games (Balance, agility and Co-ordination) 	<ul style="list-style-type: none"> • Explore and copy basic body actions and rhythms • To be able to negotiate space confidently, using appropriate strategies • To be able to use their bodies to imitate motifs from stories and topics such as animals, trees, etc... 	<ul style="list-style-type: none"> • Explore movement ideas and respond imaginatively to a range of stimuli • Move confidently and safely in their own general space using changes of speed level and direction. • Compose and link movements to make simple beginnings, middles, and ends. • Perform movement phrases using a range of body actions and body parts.   	<ul style="list-style-type: none"> • Explore, remember, repeat, and link a range of actions with co-ordination, control, and awareness of the expressive qualities of dance. • Explore the change of rhythm, speed, level, and direction.






	<ul style="list-style-type: none"> To begin to respond with their bodies to different types of music.  		<ul style="list-style-type: none"> Compose and perform short dances that express and communicate moods, ideas and feelings choosing and varying simple compositional ideas.   
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	Year 3	Year 4	Year 5	Year 6
Healthy Body and Mind (Learning for Life)	<ul style="list-style-type: none"> Awareness of body changes before, during and after exercise and lifestyle Awareness of how exercise can help support our mental wellbeing and sport in social environments Awareness of how exercise is important for a healthy body Understanding the importance of exercise 			
Game Understanding <ul style="list-style-type: none"> Handball Football Tennis Cricket 	<ul style="list-style-type: none"> Pupils are familiar with basic rules of games. They are beginning to apply them in a range of situations Pupils can identify when they are successful and their next steps in their learning. 		<ul style="list-style-type: none"> Pupils are able to show a good understanding of a variety of games. They can adapt the rules of a game for an intended purpose. Pupils are able to access their own performance and the performance of others to identify areas for development 	











<ul style="list-style-type: none"> • Tag Rugby 	<ul style="list-style-type: none"> • Pupils are able to identify the sporting spirit values. They can give examples of when they could demonstrate them during a game situation. • Understand how to use equipment safely. 		<ul style="list-style-type: none"> • Pupils consistently demonstrate the sporting spirit values in a range of games situations • Understand how to use equipment safely 	
<p>Invasion Games</p> <ul style="list-style-type: none"> • Handball • Football • Tennis • Cricket • Tag Rugby 	<ul style="list-style-type: none"> • Move with a ball towards a goal with increasing control • Understand their role as an attacker and as a defender • Move into a space to help support a team 	<ul style="list-style-type: none"> • Pass, receive and shoot the ball with increasing control • Work as part of a team to keep possession and score goals when attacking • Defend one on one and know when and how to win the ball 	<ul style="list-style-type: none"> • Understand there are different skills for different situations and begin to use these • Move into space to help a team • Play in a range of positions and know when to contribute when attacking and defending 	<ul style="list-style-type: none"> • Pass, receive and shoot the ball with increasing control under pressure • Select the appropriate action for the situation • Create and use a variety of tactics to help a team • Create and use space to help a team.











	<ul style="list-style-type: none"> Defend an opponent and try to win the ball 	<ul style="list-style-type: none"> Use simple tactics to help a team score or gain possession 	<ul style="list-style-type: none"> Pass, receive and shoot the ball with some control under pressure 	<ul style="list-style-type: none"> Select and supply different movement skills to lose a defender. Use marking, and/or interception to improve defending 
<p>Net and Wall Games</p> <ul style="list-style-type: none"> Tennis Handball Cricket 	<ul style="list-style-type: none"> Return a ball to a partner Use basic racket skills Play a range of basic shots 	<ul style="list-style-type: none"> To play a continuous game Use a range of basic rackets skills and variety of shots in different areas of the court Demonstrate good footwork on the court 	<ul style="list-style-type: none"> Develop wider range of skills and begin to use these under some pressure Select and apply preferred skills with increasing consistency <p>Understand the need for tactics and make decisions about when best to use them</p> <ul style="list-style-type: none"> Play cooperatively with a partner 	<ul style="list-style-type: none"> Use a wider range of skills in game situations Play cooperatively with a partner/in a team Demonstrate good decision making when making shots within a game





	<ul style="list-style-type: none"> • Move quickly around the court using a variety of movement patterns 	<ul style="list-style-type: none"> • Return to the ready position to defend my own court 	<ul style="list-style-type: none"> • Demonstrate good footwork to cover a court space in a game situation 	<ul style="list-style-type: none"> • Identify and use a variety of tactics 
<p>Striking and Fielding Games</p> <ul style="list-style-type: none"> • Cricket • Handball 	<ul style="list-style-type: none"> • Use overarm and underarm throwing and catching skills • Begin to strike a bowled ball after a bounce • Bow a ball towards a target • Develop an understanding of tactics and begin to use them in game situations 	<ul style="list-style-type: none"> • Use overarm and underarm throwing, and catching skills with increasing accuracy • Strike a bowl and ball after a bounce • Bowl a ball with some accuracy and consistency • Choose and use simple tactics for different situations 	<ul style="list-style-type: none"> • To sometimes strike a bowled ball • Begin to develop a wider range of skills and use these under some pressure • Use tactics effectively in a competitive situation 	<ul style="list-style-type: none"> • Strike a bowled ball with increasing consistency • Use some tactics in the game as a batter, bowler, and fielder • Select the appropriate action for the situation 

	 			
<p>Dance</p> <ul style="list-style-type: none"> • Dance • Gymnastics • Movement Games (Balance, Agility and Co-ordination) 	<ul style="list-style-type: none"> • Create dance phrases that communicate ideas • Create dance phrases with a partner and in a small group using canon and unison • Repeat, remember and perform these phrases in a dance • Use dynamic and expressive qualities in relation to an idea • Use counts to keep in time with a group and the music 	<ul style="list-style-type: none"> • Respond imaginatively to a range of stimuli related to character and narrative. • Use simple motifs and movements patterns to structure dance phrases on my own, with a partner and in a group • Use formation, canon, and unison to develop a dance • Refine, repeat, and remember dance phrases and dances • Perform dances clearly and fluently 	<ul style="list-style-type: none"> • Adapt and refine action, dynamics, and relationships in a dance • Perform different styles of dance clearly and fluently • Recognise and comment on dances, showing an understanding of style • Suggest ways to improve their own and other people's work   	<ul style="list-style-type: none"> • Work creatively and imaginatively individually with a partner and in a group to choreograph motifs and structure simple dances • Adapt and refine actions, dynamics, and relationships to improve a dance • Choreograph a dance using props • Perform dances fluently and with control

	<ul style="list-style-type: none">• Recognise and talk about the movements used and the expressive qualities of dance  <p>Movement</p>  <p>Personal and social</p>	<ul style="list-style-type: none">• Describe, interpret, and evaluate dance, using appropriate language  <p>Movement</p>  <p>Personal and social</p>		<ul style="list-style-type: none">• Use appropriate language to evaluate and refine their own and others' work.  <p>Personal and social</p>  <p>Movement</p>  <p>Leadership</p>
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<p>Gymnastics</p> <ul style="list-style-type: none"> • Gymnastics • Dance • Movement <p>Games (Balance, Agility and Co-ordination)</p>	<ul style="list-style-type: none"> • Use a greater number of their own ideas and movements in response to a task • Choose and plan sequences of contrasting actions • Complete actions with increasing balance and control • Move in unison with a partner • Choose actions that flow well into one another • Adapt sequences to suit different types of apparatus • With help, recognise how performances could be improving <div data-bbox="495 1177 719 1289">   </div>	<ul style="list-style-type: none"> • Safely perform balances individually and with a partner • Plan and perform sequences with a partner that include a change of level and shape • Understand how body tension can improve the control and quality of their movements • Watch, describe and suggest possible improvements to a performance <div data-bbox="882 1031 1093 1155">   </div>	<ul style="list-style-type: none"> • Create and perform sequences using apparatus, individually and with a partner • Use set criteria to make simple judgements about performances and suggest ways they could be improved • Use canon and synchronisations and matching and mirroring when performing with a partner and a group and see how it affects the performance • Use strength and flexibility to improve the quality of a performance <div data-bbox="1296 1018 1637 1142">    </div>	<ul style="list-style-type: none"> • Understand what counterbalance and counter tension is and show examples with a partner • Combine and perform gymnastics actions, shapes and balances with control and fluency • Create and perform sequences using compositional devices to improve the quality • Suggest changes and use feedback to improve a sequence. <div data-bbox="1771 1023 2112 1137">    </div>
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<p>Athletics</p> <ul style="list-style-type: none"> • Movement games (balance, agility, co-ordination) • Athletics 	<ul style="list-style-type: none"> • Run at fast, medium, and slow speeds • Use different take off and landings when jumping • Develop jumping for distance and height • Take part in a relay activity, remembering when to run and what to do • Throw a variety of objects, changing my action for accuracy and distance • Record my distances, numbers, and times <div style="display: flex; justify-content: space-around;">   </div>	<ul style="list-style-type: none"> • Demonstrate the difference between sprinting and running over varying distances • Demonstrate different throwing techniques • Jump for distance and height with control and balance • Throw with some accuracy and power into a target area <div style="display: flex; justify-content: space-around;">   </div>	<ul style="list-style-type: none"> • Choose the best pace for a running event • Perform a range of jumps showing some technique • Show control at take-off in jumping activities • Show accuracy and good technique when throwing for distance • Understand how stamina and power help people to perform well in different athletic activities • Lead a partner through short warm-up routines <div style="display: flex; justify-content: space-around;">    </div>	<ul style="list-style-type: none"> • Select and apply to best pace for a running event • Exchange a baton with success • Perform jumps for height and distance using good technique • Show accuracy and good technique when throwing for distance • Lead a small group through a short warm-up routine <div style="display: flex; justify-content: space-around;">    </div>
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<p>Outdoor Adventurous Activities (OAA)</p> <ul style="list-style-type: none"> Year dependent 	<ul style="list-style-type: none"> To follow and give instructions Communicate ideas and listen to others Work with a partner and small group Plan and attempt to apply strategies to solve problems Reflect on when and why I was successful at solving challenges Developing basic map reading skills 	<ul style="list-style-type: none"> Accurately follow and five instructions Work effectively with a partner and a small group Identify key symbols on a map and use a keep to help navigate around a grid Plan and apply strategies to solve problems 	<ul style="list-style-type: none"> Reflect on, when and how they were successful at solving challenges and alter methods in order to improve Work effectively with a partner and a small group, sharing ideas and agreeing on a team strategy Use critical thinking to approach a task Navigate around a course using a map 	<ul style="list-style-type: none"> Work effectively with a partner and a group Use critical thinking to form ideas Pool ideas within a group, selecting and applying the best method to solve a problem Reflect on why and how they are successful at solving challenges and adapt methods in order to improve Orientate and map efficiently to navigate around a course 
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<p>Swimming</p> <ul style="list-style-type: none">Swimming for all KS2 years	<ul style="list-style-type: none">A programme of swimming study delivered by local swimming coaches.An opportunity for all pupils to develop water confidence through a range of exercises, games, and drillsPupils will be taught about water safety and safe self-rescueThey will develop kicking, arm pull and breathing techniques as well as correct body position to improve buoyancy and stroke efficiency <p>Targets</p> <ul style="list-style-type: none">swim competently, confidently, and proficiently over a distance of at least 25 metresUse a range of strokes effectively (for example front crawl, backstroke, and breaststroke).
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