



The Ribblesdale Federation of Schools

P.E Curriculum Handbook

(Updated for 2023 -2024 Curriculum)

| | | Year A | | | | | | Year B | | | | | | Year C | | | | | |
|---|----------|--|----------|------------------------------------|---|--|---|--|--------------------|---|--|---|--|------------------|----------|-----------|----------|-----------------------|----------|
| | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Year 1 | Lesson 1 | Fundamental skills (Games to develop kicking, throwing and catching) | OAA | Gymnastics | Invasion games (Netball type skill development) | Sports Day practice/ Athletics | Striking and fielding skills (towards rounders) | Fundamental skills (Games to develop kicking, throwing and catching) | Health and Fitness | Gymnastics | Invasion games (Basketball type skill development) | Sports Day practice/ Athletics | Striking and fielding skills (towards Cricket) | | | | | | |
| | Lesson 2 | Health and Fitness (to develop basic movements) | Dance | Indoor Athletics skill development | Invasion games (skill development towards Hockey) | Net/wall games (tennis type skill development) | Swimming | Health and Fitness (to develop basic movements) | Dance | Net/wall games (Badminton type skill development) | Yoga | Potted sports (Golf, footgolf, hockey etc..) OR SWIMMING??? | Swimming | | | | | | |
| Year 2 and Year 3 | Lesson 1 | | | | | Dance (May Day rehearsal) | | | | | | Dance (May Day rehearsal) | | | | | | | |
| | Lesson 2 | Rugby (Rib Coach) | | Swimming | Swimming | Cricket (Settle C.C.) | | Rugby (Rib Coach) | | Swimming | Swimming | Cricket (Settle C.C.) | | | | | | | |
| Gigg Primary Y2/3 lesson 1 in sports hall | | | | | | | | | | | | | | | | | | | |
| Year 4, 5 and Year 6 | Lesson 1 | Football | Netball | Indoor Athletics | Hockey | Athletics/ Sports Day | Rounders | Health and Fitness | Basketball | Health and Fitness - Circuits | Handball | Athletics/ Sports Day | Rounders | Indoor Athletics | Netball | Badminton | | Athletics/ Sports Day | Rounders |



Ribblesdale Federation of Schools

“Do everything in love”

Ribblesdale Federation of Schools

Intent, Implementation, and Impact in Physical Education, Sport and Outdoor Learning. 2022/2023

| Intent | Implementation | Impact |
|--|---|---|
| <p>Within our schools it is our intention to teach Physical Education, in a safe and supportive environment, ensuring children attain optimum physical and emotional development and good health. We want all children to experience a wide variety of sports and develop physical skills which will enhance life-long fitness and life choices. PE can challenge and promote self-esteem through the development of physical confidence and problem solving; it can teach children to cope with both success and failure in competitive, individual and team based physical activities at both an intra and inter level. (Lose with dignity – Win with grace, but always strive to beat a personal best.)</p> <p>Our curriculum aims to improve the wellbeing and fitness of all children, not only through the sporting skills taught, but through the physical literacy underpinning the values and disciplines that PE promotes. Sport provides an ideal environment for all our children to further develop on their journey to succeeding in our strongly-held school values.</p> <p>All our staff will have the support and opportunity to increase their</p> | <p>Our schools follow a PE curriculum that is structured to deliver a range of high quality teaching and learning opportunities, during which every child participates to develop their skills and learning through competitive, team and individual sports. Through our provision, children are inspired to succeed at PE and develop a lifelong love for sport.</p> <p>Children with additional needs are provided with appropriate support to enable them to take part and gain confidence in skills, understanding and motivation.</p> <p>We teach the National Curriculum, supported by a clear progression of skills and knowledge. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children.</p> <p>Children gain experience of a variety of fundamental skills focusing on: agility, balance, co- ordination and fitness. Children take part in developing individual skills, group skills and team games, using PE equipment appropriate for their age. During the year all children from Y6 to Y1 will have a series of structured swimming sessions.</p> | <ul style="list-style-type: none"> . The ability to acquire new knowledge and skills exceptionally well and develop an in-depth understanding of PE. . Participation in a variety of physical activities, games and sports through quality teaching that is engaging and fun. . The willingness to practice skills in a wide range of different activities and situations individually, in small groups and in teams; to apply these skills in chosen activities to achieve exceptionally high levels of performance, including success in competitive sports. . The children will have an understanding and take responsibility for their own health, achieving high levels of physical fitness; utilising the skills and knowledge acquired through PE. . A healthy lifestyle, achieved by eating sensibly, avoiding smoking, drugs and alcohol and exercising regularly. . The ability to remain physically active for sustained periods of time and an understanding of the importance of this in promoting long-term health and well-being. . The ability to take the initiative and become excellent young |

| | | |
|---|--|--|
| <p>confidence, knowledge and skills in PE, school sport and outdoor learning. Modelling fair play and embedding adaptability, resilience and cooperation as the building blocks of teamwork and physical development. Celebrating strengths and developing ability in all areas of physical activity over time. (Practise makes progress)</p> | <p>Teachers confidence and skills and knowledge grow alongside the children with clear individual feedback given that is personal and immediate as and when appropriate.</p> | <p>leaders, organising and officiating, and evaluating what needs to be done to improve; motivating and instilling excellent sporting attitudes in others.</p> <ul style="list-style-type: none"> . Exceptional levels of originality, imagination and creativity in their techniques, tactics and choreography; knowledge of how to improve their own and others' performance and the ability to work independently for extended periods of time without the need for guidance. . A keen interest in PE: a willingness to participate eagerly in every lesson; highly positive attitudes and the ability to make informed choices about engaging fully in extra-curricular sport. . The ability to swim at least 25 metres before the end of Year 6 and knowledge of how to remain safe in and around water. |
|---|--|--|

EYFS

This subject leader handbook is for the national curriculum. There is a separate EYFS handbook which shows the EYFS long-term curriculum. The EYFS curriculum is holistic and therefore a number of areas of learning will link to this subject and support children to be immersed in PE.

Fundamental skills - (Invasion Games) Football

Year 1

Knowledge

I know how throw underarm, bounce & catch ball by self & with partner

I know how kick/stop a ball using a confident foot while static

I know how run straight, on a curve and sidestep with correct technique

I know how begin to follow some simple rules

I know how to apply a tactic in a 1v1 or 2v2 setting

I know how to play a small sided invasion game

Skills

I can throw underarm, bounce & catch ball by self & with partner

I can kick/stop a ball using a confident foot while static

I can run straight, on a curve and sidestep with correct technique

I can begin to follow some simple rules

I can apply a tactic in a 1v1 or 2v2 setting

I can play a small sided invasion game

Communication

I can show understanding of rules by following them with some accuracy

Suggested enrichment ideas

Continuous provision: Kicking and collecting box – bubbles, balloons, balls of different sizes and weights.

Targets - baskets, boxes, chalks, painting on walls and floor,

| Year 2 | Year 3 |
|--|---|
| <p><u>Knowledge</u></p> <p>I know how to perform some dribbling skills with feet using space</p> <p>I know how to pass a ball accurately over longer distances to a teammate</p> <p>I know how to combine stopping, pick up/collect & send a ball accurately to other players</p> <p>I know how to make simple decisions about when /where to move in game to receive a ball</p> <p>I know how to apply a tactic in a 3v1 game.</p> <p>I know how to engage in simple, competitive and co-operative games.</p> <p><u>Skills</u></p> <p>I can perform some dribbling skills with feet using space.</p> <p>I can pass a ball accurately over longer distances to a teammate.</p> <p>I can combine stopping, pick up/collect & send a ball accurately to other players</p> <p>I can make simple decisions about when /where to move in game to receive a ball</p> <p>I can apply a tactic in a 3v1 game.</p> <p>I can engage in simple, competitive and co-operative games.</p> <p><u>Communication</u></p> <p>I can listen to top tips and try to apply them.</p> <p>I can lead another person in a pulse raiser</p> | <p><u>Knowledge</u></p> <p>I know how to begin to dribble a ball making small touches</p> <p>I know how to begin to send a football to someone on team.</p> <p>I know how to keep a ball under control.</p> <p>I know how to know where space is and try to move into it.</p> <p>I know how to mark another player and defend when needed.</p> <p>I know how to know basic rules of a small sided game.</p> <p>I know how to play competitive games 2v2.</p> <p><u>Skills</u></p> <p>I can begin to dribble a ball making small touches</p> <p>I can begin to send a football to someone on team.</p> <p>I can keep a ball under control.</p> <p>I can recognise where space is and try to move into it.</p> <p>I can mark another player and defend when needed.</p> <p>I can show understanding of basic rules of a small-sided game.</p> <p>I know how to play competitive games 2v2.</p> <p><u>Communication</u></p> <p>I can use verbal and non-verbal communication within my team to progress a ball in a certain direction.</p> <p>I can lead another person pulse raiser and stretches</p> |
| <p><u>Suggested enrichment ideas</u></p> <p>Intra School House Cup</p> <p>Intra Federation Tournament (Settle College) Autumn 1</p> | |

Fundamental skills- Football

Year 4

Knowledge

I know how to dribble with small touches into space.
 I know how to send a football to someone on the team, using different parts of foot.
 I know how keep a ball under control when receiving a range of passes from team.
 I know how to recognise where the space is and can move into it.
 I know how to mark another player and begin to attempt interceptions.
 I know how to play small sided competitive games.

Skills

I can dribble with small touches into space.
 I can send a football to someone on the team, using different parts of foot.
 I can keep a ball under control when receiving a range of passes from team.
 I can recognise where the space is and can move into it.
 I can mark another player and begin to attempt interceptions.
 I can play small sided competitive games.

Communication

I can lead a small group for a pulse raiser and stretches

Year 5

Knowledge

I know how to dribble making small touches into space with speed.
 I know how send a football to someone on the team, using different parts of foot accurately.
 I know how to 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).
 I know how to see space, and use it effectively.
 I know how to lose a defender to receive a pass.
 I know how to defend a player and make some successful interceptions for team.
 I know how to play competitive games and successfully include rules.

Skills

I can use all three passes (chest, shoulder & bounce) correctly
 I can use a range of speeds within a game to support a team in scoring.
 I can begin to use square (across the court) & straight (up & down the court) passes to achieve pace.
 I can lose a defender to receive a pass.
 I can defend a player and make some successful interceptions (snatch & catch) when playing as a team.
 I can play competitive 4v4 matches with basic netball rules.
 I can show understanding of consequences of breaking game rules.

Communication

I can lead a small group for a pulse raiser and stretches confidently

I can coach and umpire small games with some consistency

Suggested enrichment ideas

Intra School House Cup

Intra Federation Tournament (Settle College) Autumn 1

Fundamental skills- (Invasion Games) Football

Year 6

Knowledge

I know how to dribble making small touches into space with speed, to beat defenders

I know how to use make decisions regarding how and when to send a football to someone in team.

I know how to 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.

I know how space changes within a game and when and how to move into changing spaces.

I know how to draw defender away to create space.

I know how to position my body to defend effectively, making successful interceptions.

Skills

I can dribble making small touches into space with speed, to beat defenders.

I can make decisions regarding how and when to send a football to someone in team.

I 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.

I can space changes within a game and when and how to move into changing spaces.

I can draw a defender away to create space.

I can position my body to defend effectively, making successful interceptions.

Communication

I can umpire competitive games consistently implementing some of the rules.

Suggested enrichment ideas

Intra School House Cup

Intra Federation Tournament (Settle College) Autumn 1

Fundamental skills- Health and Fitness

Year 1

Knowledge

- I know some of the short and long term effects of exercise on the body and mind.
- I know why it is important to lead a healthy lifestyle and some of the problems you could have if you do not.
- I know some of the reasons why we must warm up and cool down.
- I know what balance, agility and co-ordination are.

Skills

- I can describe some of the short and long term effects of exercise.
- I can describe ways to lead a healthy lifestyle both at school/work and at home.
- I can be competitive when taking part in exercises to improve my balance, co-ordination and agility and will show perseverance and strive to improve.
- I can demonstrate the correct technique when carrying out exercises in a circuit.

Communication

- I can identify when my body is feeling the effects of exercise and can communicate this to another pupil/teacher.
- I can suggest some stretches to carry out during the warm up.
- I can count the score of a partner during a circuit.

Suggested enrichment ideas

Fitness afternoon, where the older children set up a circuit for the rest of the school to enjoy.
Fitness club at lunch time, led by Y6 sports leaders.

Fundamental skills- Health and Fitness

Year 2

Year 3

Knowledge

- I know some reasons why exercise is good for you.
- I know what plyometrics are.
- I know one reason why relaxation is important.
- I know two different components of fitness.
- I know what a fitness circuit is and some of the exercises that might be done.

Skills

- I can warm up and cool down effectively when copying a teacher and can show a stretch when asked.
- I can name one benefit of exercise on the body or mind.
- I can name two components of fitness.
- I can challenge myself and be competitive to try to better my scores.
- I can persevere when I am tired.

Communication

- I can show a static stretch to my peers when asked.
- I can have input into creating a circuit by naming an exercise which can be done.
- I know how to time, count and record a station with some accuracy.

Knowledge

- I know two reasons why it is important to cool down after exercise.
- I know what plyometrics are.
- I know why relaxation is important.
- I know a way to make an exercise easier or harder
- I know three different components of fitness.
- I know how to complete a fitness circuit and a variety of exercises that might be done.

Skills

- I can warm up and cool down on my own and can show a stretch when asked to.
- I can try my hardest to improve on previous scores.
- I can understand some of the benefits of exercise.
- I can name three components of fitness.
- I can challenge myself to complete a fitness circuit, trying hard when feeling fatigued.

Communication

- I can lead static stretches to my peers when asked.
- I can have input into creating a circuit by naming an exercise which can be done.
- I know how to time, count and record a station with accuracy.

Suggested enrichment ideas

Fitness afternoon, where the older children set up a circuit for the rest of the school to enjoy.

Fitness club at lunch time, led by Y6 sports leaders.

Fundamental skills- Health and Fitness

Year 4

Knowledge

- I know and understand why it is important to cool down after exercise.
- I know what plyometrics are and how they can benefit us in P.E.
- I know why relaxation is important.
- I know how to adapt exercises to make them easier/harder.
- I know some of the different components of fitness and can understand the importance of being fit in sports (co-ordination, speed, power, stamina, flexibility etc..).

Skills

- I can warm up and cool down on my own or leading another.
- I can keep going, even when tiring and muscles are fatiguing.
- I can improve on previous personal bests.
- I can improve different components of fitness.

Communication

- I can warm up a peer prior to exercise.
- I can reflect and recognise success in my own performances.
- I can enjoy competing and challenging myself to improve.

Year 5

Knowledge

- I know some of the physical and mental benefits of exercise.
- I know some of the components of fitness and what they may be important for.
- I know why relaxation and stretching is an important part of exercise and training.
- I know why a warm up is a vital part of exercise.
- I know how to measure elements of performance with accuracy within a circuit.

Skills

- I can name some physical and mental benefits of exercise..
- I can carry out some of the tests for fitness with accuracy and record and analyse my results.
- I can complete a fitness circuit and input into the design.
- I can enjoy competing and challenging myself.
- I can overcome fatigue and push myself during competition.

Communication

- I can communicate my own strengths and areas for improvement.
- I can work co-operatively to set up a circuit.

Suggested enrichment ideas

Fitness afternoon, where the older children set up a circuit for the rest of the school to enjoy.

Fitness club at lunch time, led by Y6 sports leaders.

Fundamental skills- Health and Fitness

Year 6

Knowledge

- I know the physical and mental benefits of exercise and understand why exercise is important.
- I know why certain components of fitness are important.
- I know why core strength is important in daily life.
- I know why relaxation and stretching is an important part of exercise and training and understand why athletes must factor it into their training programmes.
- I know why a warm up and keeping hydrated are important for exercise.
- I know how to accurately measure elements of performance.

Skills

- I can name the physical and mental benefits of exercise.
- I can carry out tests for flexibility, co-ordination, balance, stamina, speed, strength and power and can discuss the benefits of each in different sports.
- I can set up and complete a fitness circuit.
- I can enjoy competing and challenging myself.
- I can analyse which factors have contributed to any improvements in performance.

Communication

- I can analyse my own strengths and areas for improvement..
- I can work co-operatively to set up a circuit and monitor/record results.
- I can communicate and negotiate with others to agree what each other will do as a group.

Suggested enrichment ideas

Fitness afternoon, where the older children set up a circuit for the rest of the school to enjoy.
Fitness club at lunch time, led by Y6 sports leaders.

Fundamental skills - (Invasion Games) Tag Rugby

Year 1

| | |
|--|---|
| | <p><u>Knowledge</u></p> <ul style="list-style-type: none"> •I know how throw underarm, bounce & catch ball by self & with partner •I know how run straight, on a curve and sidestep with correct technique •I know how begin to follow some simple rules •I know how to strike a ball successfully with a stick •I know how to apply a tactic in a 1v1 or 2v2 setting •I know how to play a small sided invasion game <p><u>Skills</u></p> <ul style="list-style-type: none"> •I can throw underarm, bounce & catch ball by self & with partner. •I can run straight, on a curve and sidestep with correct technique. •I can begin to follow some simple rules. •I can strike a ball successfully with a stick. •I can apply a tactic in a 1v1 or 2v2 setting. •I can play a small sided invasion game. <p><u>Communication</u></p> <ul style="list-style-type: none"> •I can show understanding of rules by following them with some accuracy |
|--|---|

Suggested enrichment ideas
 Continuous provision: Throwing and catching box – bubbles, balloons, scarves, beanbags, balls of different sizes and weights.
 Targets - baskets, boxes, chalks, painting on walls and floor,

Fundamental skills - (Invasion Games) Tag Rugby

| | |
|--------|--------|
| Year 2 | Year 3 |
|--------|--------|

Knowledge

- I know how to move holding a rugby ball with 2 hands
 - I know how to pass a ball accurately (hands & feet) over longer distances to a team mate
- I know how to combine stopping, pick up/collect & send a ball accurately to other players
- I know how to make simple decisions about when /where to move in game to receive a ball
- I know how to apply a tactic in a 3v1 game.
- I know how to engage in simple, competitive and co-operative games.

Skills

- I can move holding a rugby ball with 2 hands.
- I can pass a ball accurately (hands & feet) over longer distances to a team mate
- I can combine stopping, pick up/collect & send a ball accurately to other players
- I can make simple decisions about when /where to move in game to receive a ball
- I can apply a tactic in a 3v1 game.
- I can engage in simple, competitive and co-operative games.

Communication

- I can listen to top tips and try to apply them.
- I can lead another person in a pulse raiser

Knowledge

- I know how to move holding a rugby ball with 2 hands.
- I know where to score a try and how to position the ball to score a try
- I know how to move into spaces to avoid defenders
- I know how to make a backward pass to team mates, using the direction most comfortable
- I know how to tag team mates when to defend
- I know how to play small sided competitive games

-
- Skills
- I can make a series of passes to team mates moving towards a scoring area
- I can use the correct technique and show some signs of using a chest pass and shoulder pass
- I can mark another player and defend when needed.
- I can change direction easily
- I can develop simple attack/defensive skills in 3v1, 4v2, 3v3 games.

Communication

- I can use verbal and non-verbal communication within my team to progress a ball in a certain direction.
- I can lead another person pulse raiser and stretches

Suggested enrichment ideas

Intra School House Cup

Intra Federation Tournament (Settle College) Autumn 1

Fundamental skills- Tag Rugby

Year 4

Knowledge

I know how to move with speed (and change of) with the ball and without.
 I know how to use speed and space to avoid defenders
 I know how to pass backwards, in both directions, and sometimes on the move.
 I know how to tag the person who has the ball, but can mark a player who doesn't have the ball.
 I know how to begin to make a high pop pass to avoid a defender
 I know how to play small sided competitive games.
 I know the basic rules of competition.

•

Skills

I can move with speed (and change of) with the ball and without.
 I can use speed and space to avoid defenders
 I can pass backwards, in both directions, and sometimes on the move.
 I can tag the person who has the ball, but can mark a player who doesn't have the ball.
 I can begin to make a high pop pass to avoid a defender
 I can play small sided competitive games.
 I can follow the basic rules of competition.

Communication

- I can lead a small group for a pulse raiser and stretches

Year 5

Knowledge

I know how to be able to evade and tag opponents.
 I know how to be able to pass and receive a pass at speed.
 I know how to be able to pass and receive a pass at speed in a game situation.
 I know how to refine attacking and defending skills.
 •I know how to develop tactics as a team.
 I know how to apply learned skills in a game of tag rugby.
 I know how to catch the ball with confidence.

Skills

I can evade and tag opponents.
 I can pass and receive a pass at speed.
 I can pass and receive a pass at speed in a game situation.
 I can use attack and defending skills.
 •I can develop tactics as a team.
 I can apply learned skills in a game of tag rugby.
 I can catch the ball with confidence.

Communication

- I can lead a small group for a pulse raiser and stretches confidently
- I can coach and umpire small games with some consistency

Suggested enrichment ideas

Intra School House Cup
 Johnny Walker Tournament

Fundamental skills- (Invasion Games) Tag Rugby

Year 6

Knowledge

- I know how to be able to evade and tag opponents.
- I know how to run at speed in safe spaces and change direction at speed.
- I know how to play effectively in attack and defence.
- I know how to score points against opposition, as a team
- I know how to support a player with the ball
- I know how to play small sided competitive games

•
Skills

- I can evade and tag opponents.
- I can run at speed in safe spaces and change direction at speed.
- I can play effectively in attack and defence.
- I can score points against opposition, as a team
- I can support a player with the ball
- I can play small sided competitive games.

Communication

- I can umpire competitive games consistently implementing some of the rules.

Suggested enrichment ideas

Intra School House Cup
Johnny Walker Tournament

Fundamental skills- Swimming

Y1

Year 2/Y3/Y4

Swimming is compulsory in either KS1 or KS2.

Knowledge

- I know how to sit safe on the poolside.
- I know how to enter the water safely.
- I know how to keep myself safe in the water.
- I know how to move myself in different directions in the water.

Skills

- I can stay safe in and around the swimming pool.
- I can recognise simple ways of keeping myself safe.
- I can move safely in the water with some confidence.
- I can begin to propel myself forwards in the water using some strokes with some consistency.
- I can submerge my face in the water safely and with some confidence.

Communication

- I can tell someone else how to stay safe in and around the swimming pool.
- I can name some of the strokes we use in swimming.

Knowledge

- I know how to develop basic pool safety skills.
- I know how to travel in a vertical or horizontal position and know how to use a floating aid effectively.
- I know different methods of entering and exiting the pool safely and how to float and submerge.
- I know how to push and glide confidently using floating aids on the front or back.
- I know what breathing control is.

Skills

- I can feel confident in the water.
- I can confidently submerge my face in the water.
- I can stay safe in deep water.
- I can tread water for a short period with some success.
- I can travel above and under the water with some consistency.
- I can use a variety of different strokes with some consistency and can travel further using them.

Communication

- I can advise someone how to stay safe in and around the swimming pool.
- I can name the strokes we use in swimming.
- I can begin to evaluate the technique of another pupil and give advice how to improve.

Suggested enrichment ideas

Fundamental skills- Swimming

Year 4/Y5/Y6

Swimming is compulsory in either KS1 or KS2.

Knowledge

- I know how to perform safe rescue in different water based situations. .
- I know the different strokes and how to improve them.
- I know and use swimming terminology; treading water, float, submerge, dive, front crawl, backstroke etc...
- I know how and when to breathe during longer swimming distances.
- I Know how to take part in a competitive swim.
- I know different ways of entering and exiting the pool.

Skills

- I can swim confidently using strokes on my front and back.
- I can swim at least 25m competently, confidently and proficiently.
- I can develop different ways of entering the pool and link activities eg; dive in and collect an object from the pool bottom.
- I can travel further and carry out repeated whole stroke actions with success.
- I can show breathing control when swimming, with increasing consistency.
- I can tread water consistently for a prolonged period.

Communication

- I can perform water rescue.
- I can name and describe the teaching points for the strokes we use in swimming.
- I can evaluate my own, or the technique of another pupil and give advice how to improve.

Suggested enrichment ideas

To take part in the Craven schools swimming gala.

Fundamental skills- OAA

EYFS

Knowledge

- I know how to listen to and follow simple instructions either visually or verbally.
- I know how to keep myself safe.
- I know that pictures/symbols can give us information.
- I know how to take turns in a team to achieve a simple challenge.

Skills

- I can follow simple instructions either visually or verbally.
- I can recognise simple ways of keeping myself safe.
- I can use pictures and labels to make sense of our environment.
- I can take turns in a team to achieve a simple challenge.

Communication

- I can show a simple action for someone else to copy.
- I can listen to others and show understanding by following instructions._

Year 1

Knowledge

- I know how to follow and give simple instructions either visually or verbally.
- I know the difference between safe and dangerous.
- I know that a simple plan/map can be used to help find key objects and places.
- I know how to listen to rules/expectations and take turns in a team to achieve a simple challenge.

Skills

- I can give simple instructions either visually or verbally.
- I can recognise simple ways of keeping safe and avoiding dangers.
- I can use a simple plan to find and hide things.
- I can listen to peers and take turns in a team to achieve a simple challenge.

Communication

- I can show and tell someone what to do in simple terms
- I can listen to others and show understanding by following instructions._

Suggested enrichment ideas

Intra School Orienteering Event

Fundamental skills- OAA

Year 2

Year 3

Knowledge

- I know how to follow and give clear instructions either visually or verbally.
- I know the difference between safe and dangerous.
- I know how to orientate myself with increasing confidence to match a simple plan/map in order to help find key objects and places.
- I know how to listen to and share my ideas with my peers in order to come up with a solution to a problem.

Skills

- I can give increasingly clear instructions either visually or verbally.
- I can recognise some ways of keeping safe and avoiding dangers.
- I can use a simple plan/map to find and hide things and follow a simple route.
- I can listen to peers and take turns in a team to achieve a simple challenge.

Communication

- I can show and tell someone what to do in simple terms
- I can listen to others and show understanding by following instruction.

Knowledge

- I know how to follow and give clear and accurate instructions either visually or verbally.
- I know the difference between safe and dangerous and can start to recognise own risks.
- I know how to orientate myself with increasing confidence to match a simple plan/map/route in order to help find key objects and places.
- I know how to listen to and share my ideas with my peers in order to come up with a solution to a problem.

Skills

- I can give clear and increasingly accurate instructions either visually or verbally.
- I can recognise more ways of keeping safe and avoiding dangers whilst starting to recognise own risks.
- I can use a simple plan/map to find/hide things, follow a simple route and identify key symbols.
- I can listen to peers and put across my ideas in order to be more successful in a team to achieve a simple challenge.

Communication

- I can explain my own ideas so others can understand.
- I can listen to others and adapt or change my own views.

Suggested enrichment ideas

Intra Federation Orienteering Event
OAA based residential Y3/4

Fundamental skills- OAA

Year 4

Knowledge

- I know how to follow and give clear and accurate instructions either visually or verbally.
- I know how to start to recognise risks to myself and others.
- I know how to orientate myself with confidence and increasing accuracy in order to find key objects and places on a route, identify key symbols and recognise some features of an orienteering course.
- I know that there are different roles within a team each with key skills required to succeed at each.

Skills

- I can give clear and increasingly accurate instructions either visually or verbally.
- I can recognise more ways of keeping safe and avoiding dangers whilst starting to recognise own risks.
- I can use a simple plan/map to find/hide things, follow a simple route, identify key symbols and recognise some features of an orienteering course.
- I can create a short trail for others to follow with a physical challenge.
- I can understand the different roles within a team and practice the key skills required to succeed in each.

Communication

- I can use my understanding of different roles within a group/team to help be more successful.

Year 5

Knowledge

- I know how to follow and give clear and accurate instructions either visually, verbally or in written form.
- I know how to recognise risks to myself and others and start to suggest ways to keep myself safe.
- I know how to orientate myself with confidence and increasing accuracy around an orienteering course, using a Key to support. Use knowledge to design a course that can be followed by others and offers some challenge.
- I know that there are different roles within a team each with key skills required to succeed at each.

Skills

- I can give clear and increasingly accurate instructions either visually, verbally or in written form.
- I can recognise risks to myself and others and start to suggest ways to keep myself safe.
- I can orientate myself with confidence and increasing accuracy around an orienteering course, using a Key and begin to use navigational equipment to support.
- I can use knowledge to design a course that can be followed by others and offers some challenge.
- I can practise the different roles within a team and the key skills required to succeed in each.

Communication

- I can say when I feel safe/unsafe and how to change something to make it safer.

Suggested enrichment ideas

OAA based residential Y3/4

Intra Federation Orienteering event

Fundamental skills- OAA

Year 6

Knowledge

- I know how to follow and give clear and accurate instructions either visually, verbally or in written form.
- I know how to recognise risks to myself and others and can suggest ways to keep myself safe.
- I know how to orientate myself with confidence and accuracy around an orienteering course when under pressure.
- I know how to design an orienteering course that is clear to follow and offers challenge to others using navigational equipment to improve the trail.
- I know how to use key skills to effectively complete a role in a team.

Skills

- I can give clear and increasingly accurate instructions either visually, verbally or in written form.
- I can recognise risks to myself and others and can suggest ways to keep myself safe.
- I can orientate myself with confidence and accuracy around an orienteering course when under pressure individually or as a team.
- I can design an orienteering course that is clear to follow and offers challenge to others using navigational equipment to improve the trail.
- I can use key skills to effectively complete a role in a group/team

Communication

I can evaluate and improve an orienteering course to ensure that it is safe and offers the appropriate challenge.

Suggested enrichment ideas

Walking a Peak a year- Penyghent / Ingleborough / Whernside (Y5/6)
Intra Federation Orienteering Event

Fundamental skills- Dance

Year 1

Knowledge

- I know how to dance imaginatively.
- I know how to copy some dance moves.
- I know how to change rhythm, speed, level and direction.
- I know how to sit and watch a performance.

Skills

- I can hear a beat in music.
- I can move different parts of my body to the music.
- I can create a short sequence changing rhythm, speed, level and direction.

Communication

- I can share my ideas and thoughts in a positive way.
- I can show my emotions through dance.

Suggested enrichment ideas

May Day Dance – traditional dances held on the first Saturday of May.

World Dance Day- dancing around the world both traditional and contemporary.

Fundamental skills- Dance

Year 2

Knowledge

- I know how to change rhythm, speed, level and direction with some consistency and some control
- I know how to build a sequence of movements
- I know how to link some movements to show mood and feelings.
- I know how to perform a rehearsed routine.

Skills

- I can change rhythm, speed, level and direction with some consistency and some control
- I can copy the dance moves performed by another and can build a sequence of movements
- I can perform a rehearsed routine with some consistency.

Communication

- I can evaluate a performance, giving positive feedback.

Year 3

Knowledge

- I know how to change rhythm, speed, level and direction with consistency and control
- I know how to build a sequence of movements which reflects the music and follow a beat with some consistency
- I know how to show mood and feelings when performing.
- I know how to perform a rehearsed routine.

Skills

- I can change rhythm, speed, level and direction with consistency and control
- I can copy the dance moves performed by another and can build a sequence of movements using my own or others' movement skills.
- I can perform a rehearsed routine with increased consistency.

Communication

- I can evaluate a performance, giving positive feedback.
- I can evaluate my own performance and suggest a way to improve.

Suggested enrichment ideas

May Day Dance – traditional dances held on the first Saturday of May.

World Dance Day- dancing around the world both traditional and contemporary.

Fundamental skills- Dance

Year 4

Year 5

Knowledge

- I know how to create/make up a paired or group dance.
- I know how to respond imaginatively to a stimuli (character, music, story.)
- I know how to perform clear and fluent dances that show sensitivity to an idea/stimuli.

Skills

- I can work cooperatively in a pair or a group to make up a dance.
- I can use a stimuli to create a performance.
- I can perform a well-rehearsed dance individually or in a group which tells a story or represents an idea.

Communication

- I can evaluate a performance, giving positive feedback.
- I can evaluate my own performance and suggest a way to improve.
- I can communicate effectively with a group in the creation of a dance.

Knowledge

- I know how to create/make up a paired or group dance showing fluency and control.
- I know how to respond imaginatively to a stimuli (character, music, story.) and understand different styles of dance.
- I know how to create, adapt and refine a clear and fluent dance with varying direction space and rhythm.
- I know criteria and terminology to evaluate performances.

Skills

- I can work cooperatively in a pair or a group to choreograph a dance.
- I can use a stimuli/ style of dance to create a performance.
- I can perform a well-rehearsed dance individually or in a group which I will evaluate, adapt and refine.

Communication

- I can use appropriate criteria and terminology to evaluate performances critically.
- I can evaluate my own and others performance and suggest a way to improve.
- I can communicate effectively with a group in the creation of a dance.

Suggested enrichment ideas

May Day Dance – traditional dances held on the first Saturday of May.

World Dance Day- dancing around the world both traditional and contemporary.

Fundamental skills- Dance

Year 6

Knowledge

- I know how to create/perform dances in a variety of styles consistently.
- I know how to use musical structure, rhythm and mood accordingly.
- I know how to create, adapt and refine a clear and fluent dance with varying direction space and rhythm.
- I know criteria and terminology to evaluate performances.

Skills

- I can work cooperatively in a pair or a group to choreograph dances of different styles.
- I can choose a stimuli/ style of dance to create a performance.
- I can perform a well-rehearsed dance individually or in a group which I will evaluate, adapt and refine.

Communication

- I can use appropriate criteria and terminology to evaluate performances critically.
- I can evaluate my own and others performance and suggest ways to improve.
- I can communicate effectively with a group in the creation of a dance.

Suggested enrichment ideas

May Day Dance – traditional dances held on the first Saturday of May.

World Dance Day- dancing around the world both traditional and contemporary.

Fundamental skills - (Invasion Games) Netball

Year 1

Knowledge

- I know how to throw underarm, bounce & catch ball by self & with partner
- I know how to run straight, on a curve and sidestep with correct technique
- I know how to begin to follow some simple rules
- I know how to strike a ball successfully with a stick
- I know how to apply a tactic in a 1v1 or 2v2 setting
- I know how to play a small sided invasion game

Skills

- I can throw underarm, bounce & catch ball by self & with partner.
- I can run straight, on a curve and sidestep with correct technique.
- I can begin to follow some simple rules.
- I can strike a ball successfully with a stick.
- I can apply a tactic in a 1v1 or 2v2 setting.
- I can play a small sided invasion game.

Communication

- I can show understanding of rules by following them with some accuracy

Suggested enrichment ideas

Continuous provision: Throwing and catching box – bubbles, balloons, scarves, beanbags, balls of different sizes and weights.
Targets - baskets, boxes, chinks, painting on walls and floor,

Fundamental skills - (Invasion Games) Netball

Year 2

Year 3

Knowledge

- I know how to perform some dribbling skills with hands and feet using space
- I know how to pass a ball accurately (hands & feet) over longer distances to a team mate
- I know how to combine stopping, pick up/collect & send a ball accurately to other players
- I know how to make simple decisions about when /where to move in game to receive a ball
- I know how to apply a tactic in a 3v1 game.
- I know how to engage in simple, competitive and co-operative games.

Skills

- I can perform some dribbling skills with hands and feet using space
- I can pass a ball accurately (hands & feet) over longer distances to a team mate
- I can combine stopping, pick up/collect & send a ball accurately to other players
- I can make simple decisions about when /where to move in game to receive a ball
- I can apply a tactic in a 3v1 game.
- I can engage in simple, competitive and co-operative games.

Communication

- I can listen to top tips and try to apply them.
- I can lead another person in a pulse raiser

Knowledge

- I know how to make a series of passes to team mates moving towards a scoring area.
- I know how to use the correct technique and show some signs of using a chest pass and shoulder pass
- I know where space is and try to move into it.
- I know how to mark another player and defend when needed.
- I know how to change direction easily
- I know how to develop simple attack/defensive skills in 3v1, 4v2, 3v3 games.

Skills

- I can make a series of passes to team mates moving towards a scoring area
- I can use the correct technique and show some signs of using a chest pass and shoulder pass
- I can mark another player and defend when needed.
- I can change direction easily
- I can develop simple attack/defensive skills in 3v1, 4v2, 3v3 games.

Communication

- I can use verbal and non-verbal communication within my team to progress a ball in a certain direction.
- I can lead another person pulse raiser and stretches

Suggested enrichment ideas

Intra School House Cup

Intra Federation Tournament (Settle College) Autumn 1

Fundamental skills- Netball

Year 4

Knowledge

- I know how to use a chest pass and shoulder pass to support team in scoring.
- I know how to make decisions regarding which is the best type of pass to use
- I know how to begin to use a bounce pass, which only bounces once.
- I know how to identify space to move into and show a clear target to receive a pass.
- I know how to mark another player and begin to attempt interceptions.
- I know where positions are allowed on a court.
- I know how to play competitive 3v3 or 4v4 games.

Skills

- I can use a chest pass and shoulder pass to support team in scoring.
- I can make decisions regarding which is the best type of pass to use.
- I can begin to use a bounce pass, which only bounces once.
- I can identify space to move into and show a clear target to receive a pass.
- I can mark another player and begin to attempt interceptions.
- I can identify where positions are allowed on a court.
- I can play competitive 3v3 or 4v4 games.

Communication

- I can lead a small group for a pulse raiser and stretches

Year 5

Knowledge

- I know how to use all three passes (chest, shoulder & bounce) correctly
- I know how use a range of speeds within a game to support a team in scoring.
- I know how to begin to use square (across the court) & straight (up & down the court) passes to achieve pace.
- I know how to lose a defender to receive a pass.
- I know how to defend a player and make some successful interceptions (snatch & catch) when playing as a team.
- I know how to play competitive 4v4 matches with basic netball rules.
- I know consequences of breaking game rules.

Skills

- I can use all three passes (chest, shoulder & bounce) correctly
- I can use a range of speeds within a game to support a team in scoring.
- I can begin to use square (across the court) & straight (up & down the court) passes to achieve pace.
- I can lose a defender to receive a pass.
- I can defend a player and make some successful interceptions (snatch & catch) when playing as a team.
- I can play competitive 4v4 matches with basic netball rules.
- I can show understanding of consequences of breaking game rules.

Communication

- I can lead a small group for a pulse raiser and stretches

| | |
|--|--|
| | <p>confidently</p> <ul style="list-style-type: none">•I can coach and umpire small games with some consistency |
|--|--|

Suggested enrichment ideas

Intra School House Cup
Intra Federation Tournament (Settle College) Autumn 1

Fundamental skills- (Invasion Games) Netball

Year 6

Knowledge

- I know which pass is best to use and when in a game.
- I know how to use a range of square & straight passes to change direction of the ball
- I know how to use landing foot to change direction to lose a defender.
- I know how to draw a defender away to create space for self or team.
- I know how to position body to defend effectively, making successful interceptions
- I know how to apply tactics to outwit opponents successfully.
- I know how to identify ways to improve their individual and team performance.

Skills

- I can use the best pass at the best time in a game.
- I can use a range of square & straight passes to change direction of the ball
- I can use landing foot to change direction to lose a defender.
- I can draw a defender away to create space for self or team.
- I can position body to defend effectively, making successful interceptions
- I can apply tactics to outwit opponents successfully.
- I can identify ways to improve their individual and team performance.

Communication

- I can umpire competitive games consistently implementing some of the rules.

Suggested enrichment ideas

Intra School House Cup

Intra Federation Tournament (Settle College) Autumn 1

Agreed End Points

| PE | Year One | Year Two |
|-------------------|--|---|
| Games | <ul style="list-style-type: none"> •I show control when rolling a ball •I can hit a ball with control, using appropriate equipment I can run with control •I can jump with control • I can catch a ball / moving object •I can kick with control • | <ul style="list-style-type: none"> •I understand the terms 'opponent' and 'team mate' • I can develop basic tactics for small team games •I can lead others in small game situations • I can set myself targets to improve my performance. • |
| Dance | <ul style="list-style-type: none"> •I can move with control and co-ordination •I can link two or more actions in a sequence • | <ul style="list-style-type: none"> •I can copy and remember moves and positions •I can choose appropriate movements to communicate mood / feelings / ideas • |
| Gymnastics | <ul style="list-style-type: none"> •I can move with some control and awareness of space •I can link two or more actions to make a sequence •I can show contrasts (e.g.: small / tall, straight / curved, wide / narrow •I can climb safely on low level equipment •I can stretch and curl to develop flexibility •I can jump in a variety of ways and land with some control and balance | <ul style="list-style-type: none"> •I can copy and remember actions •I can travel by rolling forwards, backwards and sideways •I can hold a position whilst balancing on different points of my body •I can climb safely on large equipment • I can stretch and curl to develop increasing flexibility •I can jump in a variety of ways and land with increasing control and balance • |

| | | |
|------------------|---|--|
| Athletics | <ul style="list-style-type: none"> •I can run at different speeds. •I can jump from a standing position •I can perform a variety of throws with basic control. | <ul style="list-style-type: none"> • I can change speed and direction whilst running. •I can jump from a standing position with accuracy. •I can perform a variety of throws with control and co-ordination. • |
|------------------|---|--|

| PE | Year Three | Year Four |
|-------------------|--|--|
| Games | <ul style="list-style-type: none"> •I can throw and catch various objects / balls with control and accuracy. •I follow rules of games and play fairly •I can maintain possession of a ball •I can pass to teammates when appropriate | <ul style="list-style-type: none"> •I can strike a ball and field with control •I can choose appropriate tactics to cause problems for the opposition •I am an effective team member •I can lead a team effectively |
| Dance | <ul style="list-style-type: none"> •I can refine movements into sequences •I can change speed and level within a performance •I can develop suppleness through stretching | <ul style="list-style-type: none"> •I can plan, perform and repeat sequences •I can move in a clear, fluent and expressive manner • I can create dances and movements that convey a clear idea •I can develop physical strength by practicing moves • |
| Gymnastics | <ul style="list-style-type: none"> •I can refine movements into sequences •I can show changes of direction, speed and level during a performance •I can swing and hang from equipment safely using my hands | <ul style="list-style-type: none"> •I can plan, perform and repeat sequences •I can move in a clear, fluent and expressive manner •I can travel in a variety of ways (e.g.: flight by transferring weight to generate power in movement) •I understand centre and gravity and can use this to create interesting body shapes |

| | | |
|------------------|--|---|
| Athletics | <ul style="list-style-type: none"> •I can sprint over a short distance up to 60m •I can use a range of throwing techniques (underarm / overarm) •I can compete with others •I can improve personal best performances | <ul style="list-style-type: none"> •I can run over a longer distance, conserving energy to sustain performance •I can throw with accuracy to hit a target or cover a distance •I can jump in a number of ways, using a run up if appropriate I can compete with others and aim to improve personal best performances • |
|------------------|--|---|

| PE | Year Five | Year Six |
|--------------|--|--|
| Games | <ul style="list-style-type: none"> •I can choose and combine techniques in games (eg: running, throwing, catching, passing, jumping and kicking) •I can work alone or with team mates in order to gain points or possession •I can strike a bowled or volleyed ball with some accuracy • I can choose appropriate tactics for a game • I uphold the spirit of fair play and respect in all competitive situations | <ul style="list-style-type: none"> •I can strike a bowled or volleyed ball with increasing accuracy •I can use forehand and backhand strokes in racket games •I can field, defend and attack tactically by anticipating the direction of play. •I can lead others when called upon. •I am a good role model to other • |
| Dance | <ul style="list-style-type: none"> •I can compose creative and imaginative dance sequences •I can express an idea in original and imaginative ways • | <ul style="list-style-type: none"> •I can perform expressively and hold a precise and strong body posture •I can create and perform complex sequences •I can perform with high energy, slow grace or other themes and maintain this throughout a performance •I can perform complex moves that combine strength and stamina gained through gymnastics, (eg: cartwheels and handstands) |

| | | |
|--------------------------|---|--|
| <p>Gymnastics</p> | <ul style="list-style-type: none"> •I can create complex and well executed sequences that include a range of movements: - travelling - balances - swinging - bending -stretching - twisting - gestures - linking shapes •I can link sequences of movements effectively •I can practice and refine gymnastic techniques | <ul style="list-style-type: none"> •I can create complex and well executed sequences that include a range of movements: - springing - flight - vaults - inversions - rotations - shapes that are strong, fluent and expressive. •I can vary speed, direction, level and body rotation during floor performances •I can practice and refine the gymnastic techniques listed above •I can use equipment to vault and to swing, remaining upright |
| <p>Athletics</p> | <ul style="list-style-type: none"> •I can combine sprinting with low hurdles over 60m •I can throw accurately and refine performance by analysing technique and body shape •I can compete with others and keep track of personal best performances, setting targets for improvement | <ul style="list-style-type: none"> •I can choose the best place for running over a variety of distances •I show control in take-off and landing when jumping •I compete with others and keep track of personal best performances, setting challenging targets for improvement • |