

Mount Primary School
Physical Education
Curriculum Design
Long Term Plan & Progression



PE Intent

At Mount Primary, we follow the Early Years Foundation Stage Framework & PE National Curriculum. When pupils leave our school, we want them to be confident in their own ability and demonstrate enthusiasm for a wide range of new and existing activities. Pupils will be resilient when faced a challenge within both physical education (PE) and everyday life. Our curriculum will provide every child (including those with SEND and those from disadvantaged backgrounds) an opportunity to succeed and engage in PE by also focusing on skills beyond the physical such as resilience, knowledge and understanding of healthy active lifestyles, thinking skills, metacognition, confidence and self-esteem. As a school we value the impact PE and Sport can have on other challenges facing our young people including anxiety and developing positive relationships through respect. For our pupils, the curriculum will place additional focus on physical fitness, teamwork, knowledge and understanding of healthy active lifestyles, water safety and links with local clubs.

PE Implementation

The PE activities are planned ensuring that they build upon the prior learning of the children. There are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area. There is planned progression built into the scheme of work, so that the children are increasingly challenged as they move up through the school. The way the curriculum is structured means there are regular opportunities for the children to revisit aspects of their learning in order to consolidate their knowledge and understanding.

We use a variety of teaching and learning styles in PE lessons across the school. Our principal aim is to develop the children's knowledge, skills and understanding in fundamental skills and we do this through a mixture of whole-class teaching and individual/group activities. Teachers draw attention to good examples of individual performance as models for the other children and we encourage the children to evaluate their own work as well as the work of other children. Within lessons we give the children the opportunity both to collaborate and to compete with each other; using and accessing a range of different PE resources.

A range of skilled professionals support the children and staff at Mount primary with PE and School Sport.

PE Impact

At Mount Primary School, through our rich and broad PE curriculum we are enabling children to gain the knowledge, skills and understanding they need to apply to their PE learning and development.

Our curriculum design will lead to outstanding progress for all pupils, regardless of their starting points, over time. Planned learning will progressively build on prior knowledge and understanding and support children in producing outcomes of the highest quality.

Planned learning will progressively build on prior knowledge and understanding and support children in producing outcomes of the highest quality. We will ensure that the curriculum is regularly monitored and reviewed. Senior leaders and subject leaders will review individual subjects. The learning and outcomes will be monitored and feedback will be given around what is going well and what are the ways to grow.

| PE Long Term Plan | | | | | | | |
|-------------------|---|--|--|--|--|--|--|
| Key Concept | Use subject specific vocabulary | Thinking (Decision Making & Improving Performance) | Physical competence | Healthy and Active Lifestyles | Social and emotional | | |
| Key Areas | Fundamental skills | Games | Athletics | Dance | Gymnastics | Swimming | Outdoor Adventurous Activities |
| | F2 | Y1 | Y2 | Y3/4 A | Y3/4 B | Y5/6 A | Y5/6 B |
| Autumn 1 | Fundamental skills Tagging and chasing games. Cooperative team challenges including basic invasion type games. | Gymnastics Strength and flexibility. Link different balances and Movements. Rocking actions. Rolling. | Gymnastics Supporting body weight using hands. Combine rocking and rolling actions with other movements. Different jumping and landing techniques including from height. | Gymnastics Adapting shapes and movements when using apparatus. More advanced rolls and rocking actions. Linking balances together. | Linking actions – Tag Rugby Catch when moving. Understand how creating space can help to maintain possession. Explain tactics and skills that can be used within a game. | Tactics and strategies – Hockey Dribble with fluency and control. Pass accurately to a stationary and moving target. Evaluate a team’s defending and suggest improvements. Outdoor Adventurous Activities – Residential Decide on the best approach to use to meet the challenge set when orienteering or carrying out outdoor and adventurous learning opportunities and apply it appropriately. | Creating and Closing Space – Tag Rugby Understand how creating space can help to maintain possession. Explain tactics and skills that can be used to close space when defending. Outdoor Adventurous Activities – Residential Decide on the best approach to use to meet the challenge set when orienteering or carrying out outdoor and adventurous learning opportunities and apply it appropriately with confidence and conviction. |
| Autumn 2 | Fundamental skills Tagging and chasing games. Cooperative team challenges including | Dance Create movements and actions to resemble a chosen theme Phrases of | Dance Exploration of how actions can link together. | Dance Perform a routine in unison. Perform using canon. | Keeping Possession – Basketball Ball handling and dribbling. | Creating and closing space – Netball Identify how their team can improve | Tactics and Strategies – Netball Select the most appropriate pass and perform consistently. |

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| | basic invasion type games. | movement in time to a beat. Portray a story using changes in speed and level. | Create a variety of movement phrases that represent a theme or topic. | Create a sequence of movements that involve working with a partner. | Develop passing accuracy. Creating space and avoiding a defender. Keeping possession of the ball. | attacking and defending. Good control and accuracy for a range of passing techniques. | Evaluate how a team can improve (retain possession). |
| Spring 1 | Gymnastics Travelling including changing speed & direction. Different jumping and landing techniques. A range of balances. | Games Throwing to a partner and at a target. Catching whilst moving with a partner and in cooperative games. Using different sized balls with different techniques. | Games Team cooperative and competitive activities. Invasion style games using a range of different skills. | Keeping Possession – Hockey Ball control and dribbling skills. Passing technique and decision making. Keeping possession. | Gymnastics Using support shapes in combinations. Enhance a performance to make it more dynamic including reflecting on what has worked well. Backwards rolls. | Dance Create, improve and perform using speed and levels to add complexity. Choreograph a routine as a group. | Dance Use unison and canon to enhance a performance. Demonstrate how speed can be changed to portray a different theme or message. Swimming and Water Safety Builds on skills developed in year 5 by becoming more confident at meeting the national curriculum requirements: 25m unaided. Use a range of strokes. Perform safe self-rescue. |
| Spring 2 | Dance Explore and create actions linked to words. Move in time with a simple beat. Perform with control and fluency. | Athletics Improve running technique when running at different paces, changing speed and changing direction. Practice throwing underarm with a partner. | Dance Exploration of how actions can link together. Create a variety of movement phrases that represent a theme or topic. | Linking actions – Cricket Getting into the correct batting position including gripping the bat. Introduction to batting. Underarm and overarm throwing. | Dance Create and perform using dynamics and expression to communicate the theme. | Gymnastics Introduce rotations to create more complex jumps. Use larger body parts to perform balances. Adapt the starting and finishing positions of movements to add complexity. | Gymnastics Take weight on hands safely. Use large body parts as part of a sequence. Select and use a range of actions and movements. |

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| | | Take off, jump and land Safely. | | | | | |
| Summer 1 | Fundamental skills Tagging and chasing games. Cooperative team challenges including basic invasion type games. Using small equipment - bean bags, bats, balls. | Athletics Improve running technique when running at different paces, changing speed and changing direction. Practice throwing underarm with a partner. Take off, jump and land Safely. | Athletics Improve running technique when running at different paces, changing speed and changing direction. Practice throwing underarm with a partner. Take off, jump and land safely. | Athletics Standing long jump. Running activities focusing on pacing. Developing sprinting Technique. Overarm throwing for Athletics. | Athletics Understand how to develop stamina. Perform a standing long jump with control. Use a push throw with good technique and increasing power. Relays. | Linking actions – Cricket Throwing, catching and fielding. Develop basic bowling and batting techniques. Swimming and Water Safety Works towards National Curriculum requirements: 25m unaided. Use a range of strokes. Perform safe self-rescue. | Linking Actions – Tennis Further develop forehand and backhand stroke Introduce and refine overhead serving technique. |
| Summer 2 | Fundamental skills Tagging and chasing games. Cooperative team challenges including basic invasion type games. Using small equipment - bean bags, bats, balls. | Games Throwing to a partner and at a target. Catching whilst moving with a partner and in cooperative games. Using different sized balls with different techniques. | Games Team cooperative and competitive activities. Invasion style games using a range of different skills. | Sending and receiving – Tennis Getting into the ready position including gripping the racket. Introduction to forehand and backhand. Underarm serve. | Sending and receiving – Tennis Develop forehand and backhand stroke. Practices to increase the success rate and consistency. | Athletics Understands pace and how to vary it for different challenges and develops stamina. Good technique when throwing a javelin. | Athletics Long and triple jump. Sprint starts. Relays. Throwing - Javelin and shot put techniques. |

Statutory Coverage

| N a t i o n a l C u r r i c u l u m & E Y F S | F2 | KS1 | KS2 |
|---|--|---|---|
| | <p>Physical Development ELG: Gross Motor Skills Children at the expected level of development will: - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>ELG: Managing Self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> | <p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending perform dances using simple movement patterns.</p> | <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to: use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] perform dances using a range of movement patterns take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> |

Progression Map

| Key Concept - Use subject specific vocabulary | | | | | | |
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| F2 | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
| <p>Space, looking up, stretch, muscle, partner, pairs, run, walk, balance, throw, catch, hit, ball, cone, net, bean bag, jump, hop, carry, follow, lead, copy, sports, games, rules, move, forwards, backwards, equipment, speed, direction, bounce, push, pull, roll.</p> | <p>Games Fast, jump, hop, flow, direction, balance, bounce, Gymnastics Straddle, pike, straight, star, tuck, pencil roll, control, gymnastics, Long/ Short, wide/narrow, high/low, levels Dance Counts, pose, level slow, fast, balance</p> | <p>Games Throw, roll, underarm, hit, move, safely, kick, tactics, decide, rules strong, pace, race, speed, jog, steady, sprint. Gymnastics Determination, star, straddle, straight, tuck, pike, sequence, turn, land, jump, performance Curl, tense, stretch, relax, control, travel, balance, independent. Dance Move, copy, perform, create, rhythm, control, coordination, linking mood or feeling. General Copy, compare and contrast, repeat.</p> | <p>Games Strength, accurately, distance, balance, control, received, send, teammate, chest pass, possession, goal, dodge, bounce pass Gymnastics Inspiration, straddle, pike, straight, star, tuck, dish, arch, straddle fold, pike fold, similarities, differences, copy, sequence, improve, plan, and perform, feedback, Dance Flow, explore, create, perform, match, feedback, expression unison, cannon Athletics Speed, power, strength, accurately, higher, pace, control, faster, further</p> | <p>Games Throw, catch, control, awareness of space, support, opposition, strike and field, accuracy, rules, possession, adapt tactics. Gymnastics Synchronisation, front Support, rear support, bridge, crab, arch, dish, tuck, straddle, straight, star, pike, pike fold, straddle fold, adapt sequences, apparatus, criteria, strength, suppleness, performance, compare and contrast, stamina, improve. Dance Changing speed and direction, share and create phrases, plan, repeat, remember and perform phrases, communicate, reaction, unison, represent, dynamics, control. Athletics Change speed and direction, underarm, overarm,</p> | <p>Games Technique, coordination, healthy, progress, muscle, stamina, Gymnastics Repetition, straddle, star, pike, tuck, dish arch, straddle fold, pike fold rear support, front support, crab, bridge, excellence, control, landing, balance, rotation, half turn, quarter turn, full turn, bunny, hops, lunge, headstand, cartwheel, flexibility Dance Formation, posture, performance, canon, relationship, phrase, structure, connect, choreograph, contrast, structure, fluently, connect Athletics Power, stamina, officiate, perseverance, determination, accuracy, personal best</p> | <p>Games Generate Force, continuous, measure, flexibility, analyse, record, possession, forehand, backhand, field, tactics, defending, attacking, techniques, pass, dribble and shoot. Striking, implement, rules, umpire, and strategy. Gymnastics Straddle, star, pike, tuck, dish arch, straddle fold, pike fold rear support, front support, crab, bridge, excellence, control, landing, balance, rotation, half turn, quarter turn, full turn, bunny, hops, lunge, headstand, complex extended sequences, combine, perform, consistency, audience, link, vault, spring. Dance Compose, creative, perform, accompaniment,</p> |

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| | | | | <p>throwing, technique, distance, sprint, accuracy, personal best.</p> | <p>Outdoor Activities Adventurous Follow, route, appropriate equipment, safely, familiar context, manage risks/problems. Swimming Swim, unaided, basic stroke, pulling, splash, gliding, floating, movements, coordinate breathing, surface, self rescue, streamline, treading water</p> | <p>demonstrate clarity, fluency, accuracy and consistency. Style, interpret, precise and posture. Athletics Control, accuracy, techniques, combine, distance, compete, improve personal best, stamina. Outdoor Adventurous Activities Location, compass, navigate, overcome problems, plan, route, safety, danger, leadership. Swimming Swim, unaided, basic stroke, pulling, splash, gliding, floating, movements, coordinate breathing, surface, self rescue, streamline, treading water</p> |
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Key Concept - Social and emotional

| F2 | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
|---|--|--|---|--|--|--|
| <p>Listen carefully and follow instructions with a lesson including changing types of movement following an instruction</p> | <p>Working effectively with different partners to complete a challenge, practice a skill or help each other to improve. Includes good communication skills, encouragement and support.</p> | <p>Work effectively as part of a small group or team in cooperative and competitive activities, including identifying the importance of all members of the team and their strengths.</p> | <p>Identify what resilience looks like in PE and Sport, including highlighting examples of local and national role models who have demonstrated resilience. Develop personal resilience through PE lessons and extra-curricular activities.</p> | <p>Identify examples of respect from within sport, including from their own experiences and from national and local athletes. Demonstrate respect for peers within lessons and other activities within school.</p> | <p>Demonstrate effective communication skills when working with a partner, a small group or as part of a team. This may include positive feedback, encouragement, listening to others and giving clear instructions.</p> | <p>Identify examples of equality and diversity from the world of sport, including well known initiatives such as FA Wildcats, Rainbow Laces, and Dynamos Programme. Increase awareness of others within a lesson or team, including the importance of including all players and supporting the value of each player to or performer to the team or lesson performer to the team or lesson.</p> |

Key Concept - Thinking (Decision Making & Improving Performance)

| F2 | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
|--|--|--|---|--|---|--|
| Choosing how to complete or attempt a task including an awareness of space and other children around them. | Improving ability to use skills at the appropriate time and in combination, with good coordination such as running to stop a ball or jumping to catch. | Making appropriate decisions about how and when to use the range of skills developed, including choosing different variations of skills depending on the task and the equipment available. | Knowledge and understanding of how and why certain skills are most suited to situations with an activity, task or game. Including jumping and rolling in Gymnastics and throwing techniques in Games. | Use prior knowledge of teaching points to reflect on the success of a personal performance, including some suggestions for how to improve. | Accurately reflect on their own performance and the performances of others, using appropriate language to suggest ways in which improvements can be made. | Use prior learning to support the improved performance of others through feedback, encouragement and practice. |

Key Concept - Physical Competence

| F2 | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
|--|--|--|---|--|---|--|
| Choosing how to complete or attempt a task including an awareness of space and other children around them. | Improving ability to use skills at the appropriate time and in combination, with good coordination such as running to stop a ball or jumping to catch. | Making appropriate decisions about how and when to use the range of skills developed, including choosing different variations of skills depending on the task and the equipment available. | Knowledge and understanding of how and why certain skills are most suited to situations with an activity, task or game. Including jumping and rolling in Gymnastics and throwing techniques in Games. | Use prior knowledge of teaching points to reflect on the success of a personal performance, including some suggestions for how to improve. | Accurately reflect on their own performance and the performances of others, using appropriate language to suggest ways in which improvements can be made. | Use prior learning to support the improved performance of others through feedback, encouragement and practice. |

Key Concept - Healthy and Active Lifestyles

| F2 | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
|---|--|--|---|---|---|--|
| <p>Develop some basic understanding of how their bodies work before and during exercise. Knowledge of different types of food that we eat and how to make healthier food choices.</p> | <p>Develop knowledge of why it is important to be active everyday, including some of the associated benefits in physical health and wellbeing.</p> | <p>Knowledge of why warming up before exercise is important, including understanding of how the body changes with specific focus on the heart.</p> | <p>Understand how the body changes during and after exercise including heart rate, breathing and temperature.</p> | <p>Knowledge of the links between nutrition and physical activity including how different sports require energy from a variety of different food groups. How to make more positive healthy eating choices</p> | <p>Develop knowledge of how regular activity can make a positive impact on wellbeing, including demonstrating understanding using examples.</p> | <p>Develop a good understanding of the benefits of being physically active regularly, with particular focus on the impact on their wellbeing and learning.</p> |

Key Concept - Dance

| F2 | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
|---|---|---|--|---|---|--|
| <p>To know and perform and star shape correctly.</p> <p>To explore and create actions which resemble words.</p> <p>To know and perform strong and controlled marches in time with a simple beat.</p> <p>To jump and land appropriately.</p> <p>To explore and create actions which link to a soldier.</p> <p>To perform movements and balances with control.</p> <p>To perform movements with fluency and in a gentle manner.</p> <p>To perform a range of travelling movements safely and with control and confidence.</p> <p>To perform a range of shapes and movements to help tell the story.</p> <p>To perform a range of movements safely, at a faster pace and with control.</p> | <p>To create movements to resemble a specific theme/ character.</p> <p>To remember and repeat a short movement phrase in time with the beat and other group members.</p> <p>To perform movements at different speeds to help tell a story.</p> <p>To use different levels within a dance to help portray a character / story</p> <p>To know a range of expressions, moods and feelings and use a selection in the dance to help complete the story.</p> | <p>To create and explore body actions which resemble aspects of a given theme (e.g. winter), performing them with control.</p> <p>To explore, remember and link a range of actions, performing them with increasing control.</p> <p>To compose a short dance phrase including actions which represent a given theme, performing with increasing control and co-ordination.</p> <p>To compose and perform a short dance phrase that expresses the feelings and ideas of a given theme.</p> | <p>To explore and create movements which represent a theme, performing choreography in unison.</p> <p>To know what the term Canon is and plan a short routine which incorporates this.</p> <p>To create movements related to finding aliens which are performed at different speeds.</p> <p>To create different movements and a short routine with a partner which includes the idea of 'push and pull' and 'under and over' relationships.</p> <p>To plan and choreograph the end section of the dance with a partner</p> | <p>To perform key movements to fit within a theme.</p> <p>To highlight key dynamics and shapes used.</p> <p>To know and perform a range of movements in the different styles, demonstrating good use of action, shape and dynamics.</p> <p>To create and perform a short dance phase using different dynamics and expression to help communicate a theme.</p> | <p>To look at the traditional styles of dance from different countries focusing on key features including origins, typical clothing and costumes, and type of music.</p> <p>To choreograph a short dance phrase using different speeds, levels to enhance their performance</p> | <p>To know what Unison is and how it enhances a performance.</p> <p>To know what Canon is and how it enhances a performance.</p> <p>To understand the different ways speed can be used in dance to help convey a message or portray an emotion.</p> <p>To know when to use different speeds, levels and emotions to help convey the meaning of the dance</p> |

Key Concept - Gymnastics

| F2 | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
|---|---|--|---|--|---|---|
| <p>To travel safely in a variety of different ways.</p> <p>To travel in different ways using short, long, fast and slow steps.</p> <p>To jump and land appropriately.</p> <p>To balance using different parts of the body in a controlled way.</p> <p>To use different parts of the body to perform a rocking action.</p> <p>To use 3 and 4 parts of the body to balance and travel.</p> <p>To move confidently in different ways, including rolling.</p> | <p>To develop strength and flexibility when performing a range of basic gymnastics shapes.</p> <p>To move confidently, using changes in speed, level and direction and combine different ways of travelling in a sequence.</p> <p>To show control and balance when performing a range of jumps.</p> <p>To perform and link different balances with control and strength.</p> <p>To develop a range of rocking actions, including tuck.</p> <p>To perform a forward roll and combine it with a range of other shapes actions and movements in a sequence.</p> <p>To remember and repeat short sequences of movements</p> | <p>To demonstrate improving strength, flexibility and control when performing a range of basic gymnastic shapes.</p> <p>To travel with body weight partly supported by hands.</p> <p>To perform a range of jumps individually and as part of a sequence, demonstrating control and good balance when taking off and landing.</p> <p>To demonstrate strength and control when performing balances using different body parts.</p> <p>To perform rocking actions in pike and straddle shapes with good strength and body tension demonstrated</p> <p>To perform a forward roll with control and with a clear starting and finishing position</p> | <p>To develop a range of standing and lying shapes</p> <p>To adapt travelling movements when moving on floor or apparatus.</p> <p>To develop a high quality of movement when performing a range of jumping actions.</p> <p>To link and move between different balances, showing control.</p> <p>To perform rocking actions using a dish to arch roll and tucked dish.</p> <p>To perform a range of sideways rolls with good control and body tension.</p> <p>To perform a forward roll with the correct technique</p> | <p>To use a combination of support shapes in a sequence.</p> <p>To change between different ways of travelling to make a sequence more exciting.</p> <p>To take off and land with control and precision.</p> <p>To select one or two balances from a wider range that can be used as part of a sequence</p> <p>To perform a range of rolls with increasing control and body tension</p> <p>To perform a backwards roll safely and with good control.</p> | <p>To select and use a range of sitting, standing, support and lying shapes in a sequence.</p> <p>To use rotations to increase the difficulty of a straight jump.</p> <p>To use large body parts (head) to perform a well controlled balance.</p> <p>To perform a cartwheel safely and with control.</p> <p>To change the starting and finishing positions of a backwards and/or forwards roll.</p> | <p>To adapt and link a range of shapes in a sequence.</p> <p>To perform a range of jumps, including rotations, as part of a sequence.</p> <p>To use large body parts (shoulder stand and v-sit) to perform a well controlled balance.</p> <p>To be able to take their weight on their hands safely and with increasing confidence.</p> <p>To perform a well coordinated and controlled circle roll which can be used as part of a sequence.</p> |

Key Concept - Games

| F2 | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
|---|--|---|---|--|---|---|
| <p>Moving freely with confidence in a range of ways Running skilfully whilst negotiating space, adjusting speed and direction Travelling with confidence and skill when moving around, under, over and through equipment Show increasing control when throwing, catching and kicking a ball. Move energetically such as running, jumping, dancing, hopping, skipping and climbing Negotiate space and obstacles safely, with consideration for themselves and others</p> | <p>Throw underarm towards a target Throw in different ways using different objects Coordinate their body with control Move around an area without collision and stop in a space Be able to change direction on command Jump and land with Control Move in different directions copying various movements</p> | <p>Use hitting, kicking, throwing and/or rolling in a game Decide the best space to be in during a game Use a tactic in a game Follow rules Be able to catch from a low height and a close throw Throw towards a target with moderate accuracy Move in different ways, identify these and know how they look Agility - change direction at speed to avoid chasers Show fairness and respect to others</p> | <p>Be aware of space and use it to support teammates and to cause problems for the opposition Know and use rules fairly Apply basic rules Begin to use suitable techniques Learn from not winning</p> | <p>Throw and catch accurately Hit a ball accurately with control Vary tactics and adapt skills depending on what is happening in a game Work as a team to reduce the opposition scoring points e.g. striking and fielding</p> | <p>Gain possession by working as a team and pass in different ways Choose a specific tactic for defending and attacking Use a number of techniques to pass, dribble and shoot Strike a ball, using a varied piece of equipment, into a space</p> | <p>Agree and explain rules to others Work as a team and communicate a plan Lead others in a game situation when the need arises Show competency in a range of sports</p> |

| Key Concept - Athletics | | | | | | |
|-------------------------|----|----|--|--|---|---|
| F2 | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
| | | | Run at fast, medium and slow speeds; changing speed and direction Take part in a relay, remembering when to run and what to do Identify different ways to jump linked to athletics | Sprint over a short distance and show stamina when running over a long distance Jump in different ways, taking off on one foot and 2 feet, and landing with control | Breakdown the technique of different jumping events and develop each area to provide an overall improvement Be able to measure with accuracy Throw with increasing distance | Demonstrate stamina and increase strength Identify the attributes required for various events and be able to improve in their chosen event Measure and record results, link to personal best and aim to improve |

| Key Concept - Swimming | |
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| Y5/6 | |
| By the time the children leave Mount Primary school they will have received 10 hours of swimming tuition over a two year period. | |
| <ul style="list-style-type: none"> • To swim competently, confidently and proficiently over a distance of at least 25 metres • To use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • To perform safe self-rescue in different water-based situations | |

| Key Concept - Outdoor Adventurous Activities | |
|--|---|
| Year 5 | Year 6 |
| Outdoor Adventurous Activities – Residential Decide on the best approach to use to meet the challenge set when orienteering or carrying out outdoor and adventurous learning opportunities and apply it appropriately | Outdoor Adventurous Activities – Residential Decide on the best approach to use to meet the challenge set when orienteering or carrying out outdoor and adventurous learning opportunities and apply it appropriately with confidence and conviction |