

# Primary PE Passport Skills and Knowledge Progression©



The Primary PE Passport enables schools to show:

<b>INTENT</b>	<ul style="list-style-type: none"><li>• That all children can achieve the aims of the national curriculum through a broad, balanced and progressive curriculum</li><li>• A willingness of staff to adapt plans to meet the needs of individuals and groups- this might mean going back to plans programmed for younger groups to secure knowledge and skills</li><li>• A commitment from staff to develop children across different domains- physically, cognitively and socially and emotionally</li><li>• Children how to learn skills and knowledge and apply it.</li><li>• Delivery through the Principles of Assessment for Learning.</li><li>• Children experiences of traditional and 'new' sports.</li><li>• Careful monitoring of the progress of individuals, groups, classes and year groups</li></ul>
<b>IMPLEMENTATION</b>	<ul style="list-style-type: none"><li>• All children receiving 2 hours of high quality Physical Education each week regardless of the weather or other external factors</li><li>• A commitment that all children are active. Spare kit in each class means no children misses PE</li><li>• Inclusivity by putting support for children with SEND in line with other subjects and differentiating using STEP.</li><li>• That children unable to take part are included by involving them in activities related to the lesson e.g. umpiring.</li><li>• A range of teaching styles and strategies to deliver the curriculum</li><li>• Children different challenges e.g. 6 v 4 to develop skills, knowledge and behaviours.</li></ul>
<b>IMPACT</b>	<ul style="list-style-type: none"><li>• Children's progress in different domains of learning</li><li>• Parents the levels of attainment and achievement of their children verbally and/or in writing</li><li>• How to improve. Specific targets to be set and measured</li><li>• How to improve. Support and challenge to be provided for learners.</li><li>• That all children's achievements are valued.</li></ul>

# Primary PE Passport Skills and Knowledge Progression©



This document has been produced to assist PE leaders in planning a broad, balanced and progressive curriculum. The document enables staff delivering PE to see where the children have come from and where they are going next.

- The skills and knowledge taught in the PE Passport are broken down and tracked across the age range from EYFS through to UKS2. NB. If catching is a key skill in EYFS it won't be mentioned in subsequent phases unless the type of catching skill i.e high catching changes.
- Where children cannot access a unit because the level of challenge is too high please use material from previous year groups but don't forget to assess children's prior knowledge before fine tuning the planning.
- Units do not have to last 6/7 weeks. You can extend units to secure deep learning or run units for shorter periods where children are already skilled in that area.
- Key questions and assessment outcomes are highlighted for each unit

# Primary PE Passport

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EYFS Content

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# Athletics 1

## Athletic skills 1



Children learn some techniques for running, how to run in a lane; dip at the finish and transfer a baton. They learn how to jump from a short run and how to throw for accuracy and power

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>SKILLS</b>  I can.....	Share space and run with my head up  React quickly	Jump 1 foot to 2 feet and 2 feet to 2 feet.  Coordinate a run with a jump	Throw accurately  Work cooperatively with a partner and within a group  Share equipment and take turns	Run efficiently and within a lane  Sustain my form during a race.  Dip for the finish	Jump for height  Time my take-off to clear an obstacle	Throw a variety of pieces of equipment well  Throw for distance  Throw with good technique
<b>KNOWLEDGE</b>  I know.....	What a good position of readiness looks like.  That I need to be focused and avoid distractions.	To land with really soft knees.  To use my arms to help power me forward when jumping	How to stand to throw overarm  The importance of my non-throwing arm	How to stay focused on my own performance when running in a lane.  Why it is important to dip at the finish.	Which parts of my body are really important when jumping high  How to coordinate a scissor kick.	How to grip a Frisbee That I need to throw from a side-on position  To draw my body back by lifting my front leg to generate more power
<b>ASSESSMENT</b>  I can...	Move freely and with pleasure and confidence in a range of ways	Observe the effect of activity on my body	Show understanding of how to transport and store equipment safely	Move freely and with pleasure and confidence in a range of ways	Observe the effect of activity on my body	Show understanding of how to transport and store equipment safely

# Dance

EYFS : Themes: Jungle, Nursery Rhymes, Seasons, The Circus, Toys



EYFS : Themes: Jungle, Nursery Rhymes, Seasons, The Circus, Toys

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>SKILLS</b>  I can.....	Use my body and create simple theme related shapes, movements and actions	Use my body to express simple theme related shapes, movements and feelings	Travel safely and creatively in space.  Show different levels when I travel	Communicate effectively with a partner  Use pictures to create shapes, movements and actions	Work with a partner.  Look at pictures and create shapes, movements and actions	Remember and perform a basic sequence of movement when led by a teacher  Identify what good looks like
<b>KNOWLEDGE</b>  I know.....	How to contribute simple key words to an age appropriate theme related mind map  How to translate ideas into simple theme related shapes, movements, actions.	How to use the words in a poem to create shapes, movements or feelings	That we need to look forwards to safely move around in space  That we need to control our speed to ensure safety	How to turn what I see into ways of moving  How to listen to other people's ideas and vocalise my own thoughts	How to turn what I see into ways of moving  How to listen to other people's ideas and vocalise my own thoughts	How to be aware of people's feelings when giving and receiving simple feedback  Control is important when performing
<b>ASSESSMENT</b>  I can...	Experiments with different ways of moving.	Uses movement to express feelings.	Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.	Can take turns and share resources, sometimes with support from others.	Confident to speak to others about own needs, wants, interests and opinions	Welcomes and values praise for what they have done.

# Fine Motor Skills 1

# EYFS - Fine Motor Skills 1



This unit looks to build on children's gross motor skills and combines locomotion skills with fine motor activities.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>SKILLS</b>  I can.....	Run skilfully  Negotiate space successfully	Use the strength in my hand to manipulate objects  Pick up, carry and put down with care	Pick up, carry and put down with care.  Attack and defend in chasing games  Pick up, carry and put down with care.	Thread with control  Negotiate space successfully	Be excited about, and confident in, my jobs.  Pick up, carry and thread with control	Be excited about, and confident in, my jobs.  Build carefully using small objects
<b>KNOWLEDGE</b>  I know.....	At least one effect of activity on my body.  How to share equipment and take turns.	What a good space to stand in is.  How to follow instructions in games	At least one effect of activity on my body.  How to play tagging games safely.	What I need to do with my arms and eyes to balance on one leg.	To avoid rushing and trying to do things too quickly	Some effects of activity on my body.
<b>ASSESSMENT</b>  I can...	Show increasing control over an object.	Explain at least one effect of activity on my body.	Negotiate space successfully	Show increasing control over an object.	Explain some effects of activity on my body.	Negotiate space successfully

# Fundamental Movement 1

## Fundamental Movement skills 1



In this unit children work on developing their fine motor skills.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>SKILLS</b>  I can.....	Run skilfully  Negotiate space successfully	Pick up, carry and put down with care  Use tools to help me manipulate objects	Show increasing control over an object.  Control my emotions when playing games	Balance on one leg  Move through an obstacle course skilfully	Be excited about, and confident in, my jobs.  Encourage my teammates whilst I wait my turn	Thread objects  Play games fairly
<b>KNOWLEDGE</b>  I know.....	What a good space to stand in is  How to share equipment and take turns.	To take my time and work with care	To run around with my head up  To be aware of other children	Which parts of my body help me with balancing	To take turns	To work carefully and that rushing can lead to mistakes  Some effects of exercise on my body
<b>ASSESSMENT</b>  I can...	Show increasing control over an object	Share equipment and take turns.	Negotiate space successfully	Show increasing control over an object	Share equipment and take turns.	Negotiate space successfully

# Gym

## Nursery - Gymnastics - Parts high and low



Parts high & parts low. The children learn to travel, balance, spin, jump & use basic apparatus to learn how to transfer floor skills across. They learn to start & finish routines & how to change direction & level working at.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>SKILLS</b>  I can.....	Travel close to the ground.  Make up a short sequence.  Use apparatus	Move confidently at different levels.  Make up a short sequence with a change in level  Use apparatus and link some skills	Balance on patches  Roll in different ways  Make up a short sequence with a change in direction  Use apparatus imaginatively	Jump off an object and land appropriately  Link movements together.	Perform a sequence of asymmetric balances & movements on floor & apparatus  Start and finish my work in interesting ways  Link movements together.	Create a variety of shapes using my body  Start and finish my work in interesting ways
<b>KNOWLEDGE</b>  I know.....	How to rock  How to share apparatus  To work safely.	How to slide and scramble  How to share apparatus  To work safely	What patches are  To show tension in my movements and pointed toes.  What symmetrical looks like	How to jump and land safely  What spinning is  How to share apparatus	To start and finish my work in clear and strong positions.  What symmetric and asymmetric look like  How to help put apparatus out and away	To start & finish my work in clear & strong positions. How to move with style from one shape to another  The difference between a symmetrical and asymmetrical shape
<b>ASSESSMENT</b>  I can...	Travel with confidence and skill around, under, over and through	Show understanding of the need for safety when tackling new challenges, and consider and manage some risks.	Take turns and share resources, sometimes with support from others.	Travel with confidence and skill around, under, over and through	Show understanding of the need for safety when tackling new challenges, and consider and manage some risks.	Take turns and share resources, sometimes with support from others.



### Travelling, stopping, making shapes

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p><b>SKILLS</b></p> <p>I can.....</p>	<p>Mirror a friend's movements</p> <p>Make up a short sequence</p> <p>Use apparatus safely</p>	<p>Travel in different ways along the floor</p> <p>Balance on different body parts</p> <p>Make up a short sequence</p> <p>Use apparatus</p>	<p>Jump in different ways</p> <p>Make up a short sequence</p> <p>Use apparatus imaginatively</p>	<p>Travel with confidence &amp; skill around, under, over &amp; through.</p> <p>Travel, stop &amp; balance with control in curled or stretched shapes.</p> <p>Link 2 movements together.</p>	<p>Travel high and low in different pathways</p> <p>Link 2 movements together.</p>	<p>Travel in different ways with my weight on my hands.</p> <p>Start &amp; finish my work in interesting ways</p> <p>Link movements together.</p>
<p><b>KNOWLEDGE</b></p> <p>I know.....</p>	<p>How to mirror</p> <p>How to share apparatus</p> <p>To work safely</p>	<p>How to travel by pushing and pulling myself</p> <p>How to share apparatus</p>	<p>How to jump and land safely</p> <p>How to share apparatus</p> <p>To work safely.</p>	<p>How to jump and land safely</p> <p>How to share apparatus</p>	<p>What pathways are</p> <p>What stepping is</p> <p>How to help put apparatus out and away</p>	<p>To keep my head up when travelling with weight on my hands</p> <p>How to help put apparatus out and away</p>
<p><b>ASSESSMENT</b></p> <p>I can...</p>	<p>Travel with confidence and skill around, under, over and through</p>	<p>Show understanding of the need for safety when tackling new challenges, and consider and manage some risks.</p>	<p>Take turns and share resources, sometimes with support from others.</p>	<p>Travel with confidence and skill around, under, over and through</p>	<p>Show understanding of the need for safety when tackling new challenges, and consider and manage some risks.</p>	<p>Take turns and share resources, sometimes with support from others.</p>



### Rocking and rolling

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p><b>SKILLS</b></p> <p>I can.....</p>	<p>Rock on different body parts</p> <p>Perform a sequence of moves where I transfer the weight from one part of my body to another.</p>	<p>Travel from a rock into a roll</p> <p>Perform a log and egg roll with control and as part of a sequence.</p>	<p>Roll sideways and forwards with control</p> <p>Leap</p> <p>Scissor kick</p>	<p>Perform varieties of pencil rolls</p> <p>Jump from low apparatus in different ways</p>	<p>Rock and roll</p> <p>Perform in canon with a partner</p>	<p>Demonstrate 3 different ways of rolling with good control.</p> <p>Move from one roll to another by rocking.</p> <p>Give good feedback to a partner</p>
<p><b>KNOWLEDGE</b></p> <p>I know.....</p>	<p>That rocking involves moving forward or back or side to side on the same body part</p> <p>How to share apparatus with others in my group</p>	<p>To alternate legs when I am climbing.</p> <p>To use the floor as part of my gym work</p>	<p>How to perform rolls safely.</p> <p>The importance of preparing my body before I do rolls</p>	<p>To be aware of the position of other before rolling</p> <p>To forward roll on the back of my shoulders</p>	<p>To start and finish my sequences in interesting strong positions.</p> <p>What canon is and how to time its use effectively.</p>	<p>How to roll safely.</p> <p>How to start to link my moves more effectively.</p> <p>How to support my partner with positive praise</p>
<p><b>ASSESSMENT</b></p> <p>I can...</p>	<p>Able to jump off an object and land appropriately</p>	<p>Mount stairs, steps or climbing equipment using alternate feet</p>	<p>Travel with confidence and skill around, under, over and through</p>	<p>Able to jump off an object and land appropriately</p>	<p>Mount stairs, steps or climbing equipment using alternate feet</p>	<p>Travel with confidence and skill around, under, over and through</p>



### Flight - bouncing, jumping & landing

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p><b>SKILLS</b></p> <p>I can.....</p>	<p>Jump in a variety of ways</p> <p>Construct a simple jumping sequence with a partner</p>	<p>Jump showing good technique throughout take-off and landing.</p> <p>Control a star jump and pencil jump</p>	<p>Jump through turns with control</p> <p>Jump as part of a sequence of other movements.</p>	<p>Jump and show a tucked body shape in the air</p> <p>Jump as part of a sequence of other movements.</p>	<p>Change leg positions whilst I am in the air</p> <p>Jump as part of a sequence of other movements.</p>	<p>Execute a variety of jumps and leaps with control.</p> <p>Include jumps and leaps in sequence work on the floor and apparatus</p>
<p><b>KNOWLEDGE</b></p> <p>I know.....</p>	<p>To bend my legs when landing to cushion the impact</p>	<p>That a good sequence involves using the floor imaginatively as well as the apparatus</p> <p>How to share the space and take turns</p>	<p>What a half turn and quarter turn are.</p> <p>To be aware of others when I am jumping</p>	<p>Some different jumping shapes.</p> <p>How to jump onto and off apparatus safely.</p> <p>To land by bending my legs.</p>	<p>The difference between a leap and a jump</p> <p>How to gain extra elevation</p>	<p>To start my work with an interesting shape and finish it also with style.</p> <p>How to carry equipment safely</p>
<p><b>ASSESSMENT</b></p> <p>I can...</p>	<p>Able to jump off an object and land appropriately</p>	<p>Mount climbing equipment using alternate feet</p>	<p>Travel with confidence and skill around, under, over and through</p>	<p>Able to jump off an object and land appropriately</p>	<p>Mount climbing equipment using alternate feet</p>	<p>Travel with confidence and skill around, under, over and through</p>

# Invasion Games Skills 1

# Invasion Games Skills 1



In this unit children learn how to send and receive and how to bounce, dribble dodge and evade.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>SKILLS</b>  I can.....	Get into a good ready position to receive chest and bounce passes consistently well. Pass the ball from my chest using a bounce pass.	Change direction confidently and competently Move around safely in a limited space	Change direction confidently and competently Move around safely in a limited space	Bounce / dribble a ball with my hands with good control. Move around safely whilst bouncing/dribbling.	Push pass a hockey ball. Receive a hockey ball	Dribble a ball with my feet with good control. Stop a ball on the run by trapping it
<b>KNOWLEDGE</b>  I know.....	How far to bounce a pass between me and a friend. How to receive a bounce pass differently to a chest pass.	How to move around and be aware of others.	How to move around and be aware of others. That being able to dodge off both feet makes me twice as hard to catch.	That a bounce in a push down with 2 hands and dribbling is with one hand. To use my fingers to push the ball down	That my hands need to 'give' and be 'soft' when receiving a hockey pass. To move into space after passing a ball	To use 'big toe, little toe' to dribble keeping the ball close to me. How to trap a ball by moving in line with it and putting my foot on it
<b>ASSESSMENT</b>  I can...	Understand some principles of attacking and defending	Manage my feelings and behaviour well	Apply attacking and defending skills within activities which require them	Understand some principles of attacking and defending	Manage my feelings and behaviour well	Apply attacking and defending skills within activities which require them

# Locomotion 1

## EYFS - Locomotion



One of the 3 key Fundamental movement skill areas, locomotion 1 introduces children to moving in different ways whilst learning about their own space and negotiating space with others

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>SKILLS</b>  I can.....	Find a space  Walk forwards and backwards, stopping when instructed  Negotiate space successfully	Run skilfully and negotiate space.  Work as part of a team	Hop on either leg  Negotiate space successfully	Jump in different ways  Move freely and with pleasure and confidence in a range of ways	Dodge  Slide to my left and right	Gallop  Manipulate objects whilst galloping  Gallop confidently with either leg as the lead leg
<b>KNOWLEDGE</b>  I know.....	How to travel backwards safely	How to share equipment and take turns.	How to play by the rules	What a jump is.	How to dodge  What sliding is	How to gallop  How to play fairly and accept decisions in games
<b>ASSESSMENT</b>  I can...	I can move freely and with pleasure and confidence	I can run skilfully and negotiate space.	Shows understanding of the need for safety when tackling new challenges	I can move freely and with pleasure and confidence	I can run skilfully and negotiate space.	Shows understanding of the need for safety when tackling new challenges

# Locomotion 2

## EYFS - Locomotion 2



Locomotion 2 builds on those ways of travelling from locomotion 1 and looks at linking movements and involves apparatus like a skipping rope.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>SKILLS</b>  I can.....	Jump in a variety of ways	Jump for distance  Jump from a standing position	Jump for height  Jump with a run up	Jump with a scissor kick  Jump with a small run	Skip with a rope  Jump with a small run	Skip with more consistency with a rope  Jump in a variety of ways
<b>KNOWLEDGE</b>  I know.....	To bend my legs when landing	To bend my legs and to drive my arms upwards	That there are lots of different ways of jumping	Which foot feels better to jump off	That I have to jump as I bring the rope forward in front of me	That there are a variety of skipping techniques.
<b>ASSESSMENT</b>  I can...	Run skilfully and negotiates space	Practice some appropriate safety measures without direct supervision.	Travel with confidence and skill around, under, over and through	Run skilfully and negotiates space	Practice some appropriate safety measures without direct supervision.	Travel with confidence and skill around, under, over and through

# Net & Wall Game Skills 1

# Net and Wall Game Skills 1



Net and wall game skills 1 introduces children to net/wall games and the skills involved in games they will play at a later date such as volleyball, short tennis and dodgeball.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p><b>SKILLS</b></p> <p>I can.....</p>	<p>Send a large ball with some degree of accuracy.</p> <p>Receive a ball by moving swiftly into the right position.</p>	<p>Strike a large ball, with one hand, whilst it is airborne.</p> <p>I can play passive and then active rallies by striking over a net with my hand</p>	<p>Strike and volley a large ball with some degree of accuracy.</p> <p>Dig a ball by getting underneath it.</p>	<p>Strike a small ball using an open palm and move into position to receive it back.</p>	<p>Strike a small ball with my open palm with some accuracy</p> <p>Keep a rally going with a partner</p>	<p>Throw with accuracy and power.</p> <p>Keep my eye on the ball at all times</p>
<p><b>KNOWLEDGE</b></p> <p>I know.....</p>	<p>What a 'ready position' looks like.</p>	<p>To call my name when playing doubles if the ball is between me and my partner.</p> <p>To leave a ball which is going to land out.</p>	<p>That a good dig gives more time for teammates to set up our own attack</p>	<p>What a T position is and how it can help me.</p>	<p>To move to the line of the ball and to get into a T position.</p> <p>That the ball needs to be struck over the net</p>	<p>Not to turn my back on the ball</p> <p>How to throw for accuracy and power</p>
<p><b>ASSESSMENT</b></p> <p>I can...</p>	<p>Show increasing control over an object in throwing and catching it.</p>	<p>Communicate effectively and work well with others.</p>	<p>Demonstrate understanding of, and interpretation of, rules and accept decisions given.</p>	<p>Show increasing control over an object in throwing and catching it.</p>	<p>Communicate effectively and work well with others.</p>	<p>Demonstrate understanding of, and interpretation of, rules and accept decisions given.</p>

# Object Manipulation 1

## EYFS - Object Manipulation 1



One of the 3 key fundamental movement skills this unit works on children's familiarity with objects and confidence in moving them in different ways.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>SKILLS</b>  I can.....	Find a good space  Show increasing control over an object in pushing it around parts of my body  Play games, taking turns.	Show increasing control over an object  Twist and turn Reach and bend	Move a ball with control and in different directions  Apply the right amount of force to a ball	Roll a ball  Stop a ball when it is rolled to me.	Catch an object.  Throw underarm accurately for my friend to catch.	Bounce and catch a ball.  Travel around bouncing safely
<b>KNOWLEDGE</b>  I know.....	How to find a space  How to travel around safely	That I need to concentrate to work well with a partner.	How to mirror a partner  How to follow.	What good positions are for rolling a ball and for stopping a ball.	How to make a target with my hands to receive a throw.  How to stand when throwing underarm.	That I need to keep my head up when bouncing.  How much force I need to bounce with to catch my own
<b>ASSESSMENT</b>  I can...	Run skilfully and negotiates space	How to keep play going by responding to what others are saying or doing.	Manipulate an object with control and co-ordination	Show increasing control over an object	Welcome and value praise for what I have done.	Show increasing control over an object

# Stability 1

## EYFS - Stability 1



Stability is a fundamental movement skill and this unit focuses on static balances and then moves into dynamic ways of balancing.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>SKILLS</b>  I can.....	Balance on one leg whilst still.  Maintain balance whilst moving slowly	Twist, bend and reach whilst maintaining my balance  Respond quickly to instructions	Push down, up, forward, backwards, high  Pull down, up, forward, backwards, high	Jump in a variety of ways  Leap	Maintain my balance whilst lifting and carrying.  Pick something up whilst balanced on one leg	Dodge  Use space safely
<b>KNOWLEDGE</b>  I know.....	To use my arms to help me balance  That focusing my eyes can help with my balance	To keep my arms out to help me balance.  To focus my eyes to help me balance	The difference between a push & a pull  How to travel by pulling and pushing myself across the floor	How to jump in different ways  Which parts of my body are especially important to jump well	To keep my arms out to help me balance.  How important it is to focus with my eyes to help me balance	To shift my weight quickly from one foot to the other to dodge well.  To try and dodge whilst on the move
<b>ASSESSMENT</b>  I can...	Balance on one leg	Take turns and share resources, sometimes with support from others	Show increasing control over an object in pushing, patting, throwing, catching or kicking it.	Balance on one leg	Take turns and share resources, sometimes with support from others	Show increasing control over an object in pushing, patting, throwing, catching or kicking it.

# Stability 2

## EYFS - Stability 2 Twisting, bending, reaching, balancing and dodging.



This unit builds on stability one and focuses on more dynamic balance and particularly dodging a pre-requisite for being successful in invasion games

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>SKILLS</b>  I can.....	Twist, bend and reach whilst maintaining my balance  Follow instructions and play games	Maintain balance whilst twisting and bending and reaching  Slide to my left and right	Dodge to my left foot off my right foot.  Travel safely considering others	Dodge to the right off my left foot?  Travel around with control and awareness of others.	Dodge off either foot.  Travel confidently	Evade others.  Travel with awareness of others
<b>KNOWLEDGE</b>  I know.....	To keep my arms out to help me balance  To focus my eyes to help me balance	How to slide  That I need to work on developing skills with both hands	My left from right  How to dodge left	How to dodge to the right off their left foot  To travel with my-head up.	What good dodging looks like.	How to evade being caught  How to share space safely
<b>ASSESSMENT</b>  I can...	Experiment with different ways of moving	Travel with confidence and skill around, under, over and through	Show understanding of the need for safety when tackling new challenges, and considers and manages some risks.	Experiment with different ways of moving	Travel with confidence and skill around, under, over and through	Show understanding of the need for safety when tackling new challenges, and considers and manages some risks.

# Striking & Fielding 1

## Striking and Fielding Game Skills 1



In this unit children learn basic batting, fielding and bowling skills. They learn how to run between wickets; of some basic rules and how to work together through good communication.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>SKILLS</b>  I can.....	Strike a ball off a tee  Get in line with the ball and field it.	Stop a ball with 2 hands, creating a barrier behind it with my feet or body.  Hit a ball to the leg side	Bowl a ball overarm at a target.  Strike a ball off a tee through the off side	Pick up a ball with one hand and throw it underarm  Call for runs sensibly and decisively when batting.	Chase and retrieve a ball  Make good decisions when batting about when to run and when not to.	Bowl either under or overarm with some accuracy  Wicket keep effectively  Apply a range of skills the court
<b>KNOWLEDGE</b>  I know.....	That I need to run, after striking a ball, to accumulate runs.  To touch my bat over the crease line and slide it on my final run	When to run and when not to.  How to form a long barrier to stop a ball	That I have to bowl from on or behind the crease  To try and bowl keeping my arms straight.	That I need to communicate with my partner to accumulate runs  The different calls used by batsmen/women when they want to run.	That a batsman / woman should always call after each ball.  That, as a batter, I don't always have to run	The importance of staying in my crease.  How to adopt a wicket keeping stance.  To demonstrate The School Games values
<b>ASSESSMENT</b>  I can...	Work safely within a defined space	Communicate effectively and work well with others.	Show awareness of boundaries and rules	Work safely within a defined space	Communicate effectively and work well with others.	Show awareness of boundaries and rules

# Target Games 1

## Reception - Target Games 1



This unit starts looking at the technique involved in sending an object with accuracy and also power. It encourages children from the outset to use both hands/feet.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>SKILLS</b>  I can.....	Throw a ball underarm with some accuracy at a target.	Throw underarm accurately with either hand.  Work with others and take turns	Strike a ball with my foot for power.  Work at all 3 levels	Kick a ball with some accuracy with both feet.	Roll a ball with some accuracy	Roll with some accuracy with both hands  Link movements together.
<b>KNOWLEDGE</b>  I know.....	It is important to stand with one leg forward, the opposite leg to the hand I am throwing from.	Which is my dominant hand?  How to stand when throwing accurately	Which part of my foot to use when striking for power.  How to lean back if I want my strike to go higher	Why it is important to kick with both feet.	That the ball travels all the way across the ground when I roll.  That I need to bend and adopt a sideways stance when rolling.	Why it is important to be able to roll well with both hands
<b>ASSESSMENT</b>  I can...	Show increasing control over an object in throwing it.	Show understanding of the need for safety when tackling new challenges, and consider and manage some risks.	Show an understanding of how to transport and store equipment safely.	Show increasing control over an object in throwing it.	Show understanding of the need for safety when tackling new challenges, and consider and manage some risks.	Show an understanding of how to transport and store equipment safely.

# Yoga

## EYFS - Yoga



In this unit children will create poses associated with topical themes

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>SKILLS</b>  I can.....	Perform a butterfly pose  Perform a lion pose	Pose like creatures and features that can be found in The Arctic	Think imaginatively  Stretch high and retain my balance	Perform a tree pose  Perform a downward dog pose	Hold poses which depict Romans and Roman life	Hold poses which depict life at sea
<b>KNOWLEDGE</b>  I know.....	The importance of good breathing whilst I exercise	About some of the creatures and features of The Arctic	Some facts about space	To use my arms to help me balance  What a V shape is	More about The Romans	More about the features and life at seas
<b>ASSESSMENT</b>  I can...	Experiment with different ways of moving	Practice some appropriate safety measures without direct supervision.	Initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.	Experiment with different ways of moving	Manage my feelings Practice some appropriate safety measures without direct supervision.	Initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.