P.E. Skills and Knowledge Progression

Aylward's Curriculum Intent:	Aylward's PE curriculum is designed to foster pupils' development of fundamental movement skills, build their confidence, and enable them to become increasingly competent in a broad array of physical activities. Through diverse and engaging physical experiences, pupils will enhance their agility, balance, and coordination both individually and collaboratively. Our aim is to create an environment where pupils actively engage in both competitive and cooperative activities, embracing challenges that encourage growth. Key Areas of Development: 1. **Fundamental Skills and Competency** Pupils will have regular opportunities to develop core skills such as running, jumping, throwing, catching, and passing, both in isolation and combination. These skills will be practiced and refined across a variety of sports and physical tasks, focusing on control, accuracy, and power. Through practice, pupils will also explore skills specific to different sports (e.g., dribbling, striking, and fielding) and learn to apply them under pressure, fostering resilience and adaptability. 2. **Teamwork and Communication** Emphasising the importance of communication and collaboration, pupils will participate in activities that require them to work effectively in groups. They will develop skills for successful teamwork, learn to take on different roles such as coach and player, and work towards shared goals in competitive games and cooperative exercises. Orienteering and problem-solving activities will allow pupils to build spatial awareness and map-reading skills while enhancing their comprehension and cooperative strategies. 3. **Physical Fitness and Movement** Through activities focused on flexibility, strength, control, and balance, such as gymnastics, pupils will cultivate physical fitness, body control, and technical skill. They will learn to create and perform routines in pairs or groups, incorporating balances, counterbalances, and transitional movements. This area promotes body awareness, discipline, and confidence in performing for others. 4. **Competitive Games and Strategic Thinking** Engaging in modified competitive games, pupils will gain an understanding of strategy, rules, and the importance of fair play. They will learn the concept of "invasion" in team games, both from individual and team-based perspectives, working to score points or achieve goals collaboratively. This strategic element extends to racket sports such as tennis and badminton, where pupils will explore techniques and strategies that develop their speed, precision, and control. 5. **Evaluative and Reflective Skills** Pupils are encouraged to develop a growth mindset by understanding how to evaluate their own performance and progress. They will set personal goals, recognize successes, and identify areas for improvement, fostering self-reflection and resilience in sports and physical activities. Outcomes: Aylward's curriculum intends for pupils to leave primary school with a foundation in physical literacy, equipped with the skills, knowledge, and confidence to pursue a physically active lifestyle. By promoting enjoyment, personal challenge, and teamwork, our PE program aims to nurture not only physical competence but also personal and social growth, preparing pupils to thrive in both competitive sports and lifelong physical activities.

P.E. Skills and Knowledge Progression

	Nursery
Knowledge	Children will begin to show awareness of moving safely within their environment with limited adult support. Children will begin to show independence with self-help skills such as getting dressed, toileting and feeding themselves. •To know about personal hygiene and the importance of being clean and tidy. **(Au1)** •To know that washing hands is important after using the toilet and before we eat. **(Au1)** • To know that books in English should be read from left to right and one page at a time. **(Au1)** •To use alternate feet when climbing apparatus. **(Au1)** • To show independence with eating and drinking, e.g. being able to feed self and ask for help with opening containers. **(Au1)** • To show confidence in dressing up and self-care activities. **(Au2)** •To know how to move on different beats and rhythms e.g. slowly for slow music and fast on quicker beats. **(Au2)** • To know how to use mark making resources effectively, e.g. how to use scissors to snip or how to use a paint brush to paint. **(Au2)** • To know what the different tools in the Nursery are and how to use them safely, e.g. scissors, mallets, pegs, hammers and pencils. **(Sp1)** •To know that they need to use tools with a dominant hand. **(Sp1)** •To be able to fill containers with different materials, e.g. sand, water etc and to show confidence in carrying them from one point to another without dropping. **(Sp1)** •To know how to use the outdoor climbing frame as well as the bikes/scooters to move in different ways and safely. **(Sp1)** •To know what making right food choices looks like. **(Sp1)** •To show independence in self help skills such as toileting and dressing. **(Sp1)**

P.E. Skills and Knowledge Progression

	• To know that the pencil needs to be held comfortably and with one hand to form letters and numbers. **(Sp2)** •To know how to use one handed tools effectively. **(Sp2)** •To be able to follow a simple sequence of movements to music and rhythm.**(Sp2)** • To know the correct ways of forming letters. **(Su1)** •To know that snips should be made on the line and the pattern should be followed. **(Su1)** •To know how to feed paper/materials through hand when cutting around objects. **(Su1)** •To be aware of obstacles whilst running, riding a scooter/bike etc and display some spatial awareness. **(Su1)** • To know how to hold the pencil correctly and also recognise and self-correct when they form letters incorrectly. **(Su2)** •To successfully take part in group games with support from an adult. **(Su2)** •To move confidently and safely in a range of ways, avoiding obstacles; running/ hopping/ skipping etc.**(Su2)** **Key vocabulary** Run, jump, slide, slither, skip, hop, jump, balance, left, right, under, over, behind, beside, next to, throw, pass, march, fast, slow, space, safely, toilet, getting dressed, independence, grip, mark make, eating, wash hands, water, food, drinks, cup, knife, fork, spoon, plate, bowl.
Skills	• To take care of toileting needs independently. **(Au1)** • To begin to show a preference for a dominant hand. **(Au1)** • To climb apparatus safely.**(Au1)** • To begin to show awareness of moving equipment safely with peers. **(Au1)** • To independently put on their coats, with some support for the zipper and buttons. **(Au2)** • To copy dance moves and to move to different kinds of rhythms. **(Au2)**

P.E. Skills and Knowledge Progression

	• To use mark making resources with increasing independence. **(Au2)** • To learn about different fine motor activities, e.g. threading, cutting, using tools, holding a pencil, mark making, Dough Disco etc. **(Sp1)** • To mark make in sensory trays and also copy different patterns. **(Sp1)** • To mark make using a comfortable grip when using pencils and pens. **(Sp1)** • To move in different ways, e.g. climbing, running, jumping etc. in order to develop gross motor skills. **(Sp1)** • To hold jugs and containers confidently and pour from one container into another. **(Sp1)** • To show awareness of healthy food choices and impact on our body. **(Sp1)** To hold the pencil correctly using a tripod grip. **(Sp2)** • To begin to form numbers and familiar letters, e.g. letters in their name. **(Sp2)** • To look at books independently whilst turning pages one at a time. **(Sp2)** • Using balancing apparatus. **(Sp2)** • To hold the pencil confidently, using the tripod grip and forming letters and numbers mostly correctly. **(Su1)** • To be able to use scissors confidently and make straight, zig zag and circular snips using one hand. **(Su1)** • To run skilfully and be able to negotiate space. **(Su1)** • To be secure in holding the pencil, using the tripod grip and forming letters and numbers mostly independently. **(Su2)** • To independently write their name. **(Su2)** • To confidently use scissors and other tools safely. **(Su2)**	
Intent, Impact and	**Aylward's Intent:**	Our intent is for the children to be able to show dexterity, control and show good control with large movements. Children will be able to show an understanding of how to use equipment safely and what we use it for. Children will be able to get dressed with some support and be able to use the toilet with independence.

P.E. Skills and Knowledge Progression

Implementation in the EYFS	**Suggestions for implementation:**	See Rising Stars Framework
	Suggested questions to measure impact:	Children will be able to use mark making tools effectively, they will be able to manage their own risks within their environment, they will be able to manage basic hygiene and toileting without too much support, children will be able to negotiate space safely. *Can you show me which hand you like to use for colouring and drawing?* *Can you tell me how we stay safe when we're climbing?* *What do you do if you see toys or friends in front of you when you're running?* *What foods help make you big and strong?* *What do you like to do to keep your body moving and feeling?*
	Possible enrichment opportunities:	
	Reception	
Knowledge	Children will be able to move safely within their environment. Children will show independence with self-help skills such as getting dressed, toileting and feeding themselves. They will be able to talk about healthy food choices and the impacts this can have on their body. Children will be able to hold and use mark making tools confidently and effectively, they will be able to form recognisable letters using their dominant hand. • To know which hand to write with. **(Au1)** • To know how to use the trim trail safely. **(Au1 and 2)** • To know how to use scissors effectively. **(Au1, Au2, Sp1, Sp2, Su1, and Su2)** • To know how to make anticlockwise movement and retrace vertical lines. **(Au2)**	

P.E. Skills and Knowledge Progression

	• To know how good practice with regard to exercise, eating sleeping and hygiene can contribute to good health. **(Sp1)** • To know why it is important to handle different apparatus safely. **(Sp2)** • To know how to form letters correctly. **(Su1)** • To know how to handle a range of equipment and tools effectively. **(Su2)** **Vocabulary:** Run, jump, slide, slither, skip, hop, jump, balance, left, right, under, over, behind, beside, next to, throw, pass, march, fast, slow, space, safely, toilet, getting dressed, independence, grip, mark make, eating, wash hands, water, food, drinks, cup, knife, fork, spoon, plate, bowl.	
Skills	• To use a dominant hand. **(Au1 and Au2)** • To begin to form recognisable letters which are formed mostly correctly. **(Au1)** • To use climbing equipment safely and competently. **(Au1 and Au2)** • To begin to negotiate space effectively. **(Au1)** • To begin to use anticlockwise movement and retrace vertical lines. **(Au2)** • To negotiate space effectively. **(Au2, Sp1 and Sp2)** • To show good practice with regard to exercise, eating, sleeping and hygiene. **(Sp1)** • To be able to balance and coordinate safely. **(Sp1)** • To handle tools, objects, construction and malleable materials safely and with increasing control. **(Sp2)** • To use a pencil effectively to form recognisable letters, most of which are formed correctly. **(Su1)** • To show good control and co-ordination in large and small movements. **(Su1 and Su2)**	
	<u>Early Learning Goals.</u>	• Negotiate space and obstacles safely, with consideration for themselves and others.

P.E. Skills and Knowledge Progression

	Gross Motor Skills.	• Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
	<u>Early Learning Goals.</u> Fine Motor Skills.	• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paint brushes and cutlery. •Begin to show accuracy and care when drawing.
	<u>Early Learning Goals</u> Managing Self	• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
Intent, Impact and Implementation in the EYFS	**Aylward's Intent:**	Our intent is for the children to become confident in their ability to use their environments safely, securely and to use all the equipment with independence. We aim for children to experience a wide range of activities to develop their fine and large motor skills to get them ready to write and become confidently dextrous in their small and large movements. Children will be able to dress themselves independently, they will be able to manage their daily hygiene routines.
	Suggestions for implementation:	To ensure there are plenty of opportunities for children to develop their fine and gross motor skills through a range of exciting activities and using the large climbing equipment.
	Suggested questions to measure impact:	*What do you do when you see other children or toys in your way?* *What foods do you think help you grow big and strong?* *What does your body feel like after a good nights sleep or after you eat healthy foods?* *Can you show me how you hold a pencil (or crayon) when you're drawing?* *Why do you think it's important to hold your pencil this way?* *What do you do to stay safe when using the climbing frame (trim trail)?*

		How do you keep your other hand safe while you're cutting? *What kind of exercise do you like to do to keep your body strong?* *What is your favourite way to move when you play – do you like running, jumping, skipping or something else?* *Why is it important to hold small things like pencils or spoons carefully?*
	Possible enrichment opportunities:	

P.E. Skills and Knowledge Progression

	Year 1					
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Knowledge	**Throwing and catching (invasion)**	**Dance animals - Jungle**	**Ball control**	**Partner Games (Strike and Field)**	**Gym – Balance and Agility**	**Running and Jumping (Athletics)**
	Key vocab: Accuracy, control, technique, throw, catch **Learning Outcome:** • To be able to throw a ball/beanbag with accuracy. • To be able to show an awareness of space. • To be able to catch a ball/beanbag with some control. • To observe, describe and copy what	**Key vocab:** Movement, patterns, balances, actions, swinging **Learning Outcome:** • Able to demonstrate large and expansive shapes. • Able to demonstrate swinging actions with the arms . • Able to demonstrate heavy and strong dynamics.	**Key vocab:** Direction, Speed, Passing & Receiving, distance, agility, partner, target, space **Learning Outcome:** • To move fluently, changing direction & speed. • To use different movements, speeds & pathways. • To recognise space in games. • To consolidate passing and receiving.	**Key vocab:** Underarm, overarm, accuracy, co-ordination **Learning Outcome:** ▪ To work collaboratively with a partner. ▪ To use a range of small equipment. ▪ To throw to a partner with developing accuracy. ▪ To be able to 'mirror' a partner's movements.	**Key vocab:** Hop, skip, leap, crawl, one footed, balance, concentration, core, strength **Learning Outcome:** • Show an awareness of personal and general space. • To move with some confidence, imagination and safety. • To travel using 'caterpillar', 'monkey' & 'crab' walk. • To travel in 'crawling soldier' position.	**Key vocab:** Jump, land, accelerate, throw, control, balance **Learning Outcome:** ▪ To consolidate appropriate running technique. ▪ To jump with control & balance on landing. ▪ To jump whilst travelling. ▪ To throw towards a stationary target.

P.E. Skills and Knowledge Progression

	others are doing. • To work collaboratively with a partner.	• Able to perform in slow motion. • Able to develop relationships – canon.	• To describe and copy what others are doing.	▪ To be able to listen and observe.	• Discuss safety when using apparatus.	▪ To know what the term 'healthy eating' means.
Skills and Fieldwork	Confidently perform 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 **Suggestions for the development of greater depth:** Introduce more people to balance with. Move targets further away and use smaller balls. Can the children move in a different way using a completely different technique?					
Autumn 1 **Throwing and catching (invasion)**	**Aylward's Intent:**	Pupils will develop essential throwing and catching skills, focusing on **accuracy**, **control**, and **technique**. Through engaging activities with balls and beanbags, they will learn to throw accurately and catch with increasing control, while understanding spatial awareness in a safe environment. Pupils will observe and describe their peers' actions, building the ability to copy effective techniques. Working collaboratively with a partner, they will build early communication skills, learning the value of teamwork and supporting each other's progress. By the end of the unit, pupils will gain confidence in their fundamental movement skills and be able to apply them with increased precision.				
	Suggestions for implementation:	**See planned PE overview/ iPep plans for unit**				
	Suggested questions to measure impact:	In depth questioning - Ask the children to sit in a circle around the teacher. Children to share and demonstrate inside the circle how they controlled the ball in different ways. How do you make sure your throw is accurate? What do you do with your hands and eyes when you're trying to catch the ball? Why is it important to be aware of space when working with a partner? What did you learn by watching your partner, and how did it help you improve?				
	Possible enrichment opportunities:	Multiskills club				

P.E. Skills and Knowledge Progression

		Sports leader games
Autumn 2 **Dance animals - Jungle**	**Aylward's Intent:**	Pupils will explore creative movement through **patterns**, **balances**, **actions**, and **swinging**. They will learn to express themselves through **large and expansive shapes**, understanding how to make movements that are **heavy**, **strong**, and controlled. Pupils will also experiment with **slow-motion** movement to develop body awareness and precision. Through the concept of **canon** (taking turns to repeat or build on each other's movements), pupils will work collaboratively, developing their ability to observe, respond, and perform in sequence with others. This unit aims to foster confidence, creativity, and a basic understanding of dance dynamics, preparing pupils to express themselves physically and work together in a group context.
	Suggestions for implementation:	**See planned PE overview/ iPep plans for unit**
	Suggested questions to measure impact:	Ask the children to move around the room while swinging from 'trees' Can you show me your biggest shape? How does it feel when you swing your arms strongly? Can you show me how you move slowly? How is that different from moving fast? How did you and your friend work together to take turns in your dance?
	Possible enrichment opportunities:	KS1 Dance Club, Dance Showcase
Spring 1 **Ball control**	**Aylward's Intent:**	Pupils will develop foundational skills in **direction**, **speed**, **passing & receiving**, **agility**, and understanding **space**. Through engaging activities, pupils will practice moving fluently and confidently, learning to change direction and speed with control. They will explore different pathways and movements, recognizing how to use space effectively during games. Pupils will also work on **passing** and **receiving** skills with a partner, focusing on accuracy and teamwork. By observing and describing each other's actions, they will build understanding of key techniques, gaining confidence in their own abilities. This unit aims to improve pupils' ball control, spatial awareness, and collaboration, setting a strong foundation for future sports and physical activities.
	Suggestions for implementation:	**See planned PE overview/ iPep plans for unit**
	Suggested questions to measure impact:	—Do you think your heartbeat was faster in the lesson today? –When was it working really hard? –Do you do any sport outside of school – what do you do? –How can fitness affect our performance? Can you show me how you change direction when you're moving with the ball? How do you know when to pass the ball to your partner?

		Can you find and use space when you're playing? What did you see your partner do when they passed or received the ball? Can you copy it?
	Possible enrichment opportunities:	Multisports KS1 football club Sports leader games
Spring 2 **Partner Games (Strike and Field)**	**Aylward's Intent:**	Pupils will develop their fundamental skills in throwing using underarm and overarm techniques. They will learn to throw with accuracy and improve their coordination through fun, interactive activities. Pupils will work collaboratively with a partner, using a range of small equipment such as balls and beanbags to practice their throwing and catching skills. Throughout the unit, pupils will focus on mirroring a partner's movements, improving their ability to observe and copy actions. They will also develop their listening skills to follow instructions and cooperate effectively during activities. By the end of the unit, pupils will have gained confidence in their throwing abilities, developed better coordination, and built teamwork skills while having fun in a supportive environment.
	Suggestions for implementation:	**See planned PE overview/ iPep plans for unit**
	Suggested questions to measure impact:	What is the correct technique for….? Can you show me how to throw the ball underarm/overarm to your partner? How can you make sure your throw is accurate when aiming for your partner? Can you mirror your partner's movements? What do you notice? How do you listen and follow instructions when you're working with a partner?
	Possible enrichment opportunities:	Multisport club Sports leader games
Summer 1: **Gym – Balance and Agility**	**Aylward's Intent:**	Pupils will develop their understanding of **balance**, **strength**, and coordination through a variety of creative movements such as **hopping**, **skipping**, and **leaping**. They will practice travelling in different ways, including **caterpillar**, **monkey**, and **crab** walks, as well as the **crawling soldier** position, to build both their **core strength** and coordination. Pupils will learn to move confidently and safely, becoming more aware of their **personal space** and **general space**. The unit will focus on **concentration** and the importance of safety, especially when using gymnastics apparatus. By the end of the unit, pupils will have gained greater body awareness, strength, and control, as well as the ability to move imaginatively and with confidence in different positions and activities.

P.E. Skills and Knowledge Progression

	Suggestions for implementation:	**See planned PE overview/ iPep plans for unit**
	Suggested questions to measure impact:	–What happens when you have a greater number of balancing contact points? –What happens when you have a smaller number of balancing contact points? Can you show me how you can balance on one foot? How do you feel when you move like a monkey or a crab? What does your body need to do? Why is it important to be aware of your space when moving with others? What should we remember to stay safe when using the apparatus?
	Possible enrichment opportunities:	KS1 gymnastics club
Summer 2 **Running and Jumping (Athletics)**	**Aylward's Intent:**	Pupils will develop fundamental skills in **running**, **jumping**, and **throwing**. They will practice consolidating their **running technique**, focusing on **acceleration** and control, while also improving their ability to **jump** with **balance** and **control** on landing. Pupils will also learn to **jump whilst travelling**, using their coordination and timing to perform dynamic movements. The unit will also introduce pupils to basic throwing skills, as they learn to **throw towards a stationary target** with accuracy. Alongside these physical skills, pupils will begin to understand the importance of a healthy lifestyle, learning the basics of **healthy eating** and how it helps them perform better in physical activities. By the end of the unit, pupils will have improved their athletic skills and developed a stronger understanding of how exercise and nutrition contribute to their overall health and well-being.
	Suggestions for implementation:	**See planned PE overview/ iPep plans for unit**
	Suggested questions to measure impact:	How do you make sure you run fast and with control? What do you need to do with your body to land safely after jumping? Can you show me how you jump while moving forward? Why is healthy eating important for your body when you are running or jumping?
	Possible enrichment opportunities:	KS1 Athletics club and multisport Sports day

P.E. Skills and Knowledge Progression

	Year 2					
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Knowledge	**Gym – Balance and Co-ordination**	**Group Games (Strike and Field)**	**Gym 2D and 3D shapes**	**Movements (Athletics)**	**Rule Making (Outdoor Adventure)**	**Sending and Receiving (Invasion)**
	Key Vocabulary: Speed, balance, throw, shape and level, direction, core, rolls, positions **Learning Outcome:** • Travel, showing change of speed and direction easily. • Develop body awareness through varying body balances. • To perform 'Teddy bear' & 'Pencil' rolls.	**Key vocabulary:** Communication, teamwork, coordination, space, agility **Learning Outcome:** ▪ To be able to work effectively within a small group. ▪ To attempt to create a group game using small equipment. ▪ To develop agility and co-ordination. ▪ To negotiate space effectively in group games.	**Key vocabulary:** Agility, movement, co-ordination, balance, travel, sequence, geometry **Learning Outcome:** To control my body whilst balancing & travelling. • To turn whilst jumping. • To consolidate the positions front, back & side support. • To think of more than one way to create a sequence which follows a	**Key vocabulary:** Agility, movement, co-ordination, balance, speed, distance, weight, height **Learning Outcome:** • To run in a coordinated and fluent way over obstacles • To develop awareness of distance and weight • To throw a range of different throwing implements • To show developing awareness of distance and height	**Key Vocabulary**: Throwing, receiving, teamwork, competition **Learning Outcome:** • To continually develop fundamental skills. • To take part in competitive activities. • To begin to work as a team. • To further develop thinking and creativity. • To create different rules for games.	**Key vocabulary:** Accuracy, receive, attack, defend, space **Learning Outcome:** ▪ To begin to aim towards a given target. ▪ To accurately pass and receive a range of balls. ▪ To further increase their understanding of space. ▪ To pass a ball using different parts of the body. ▪ To receive a ball using different parts of the body.

P.E. Skills and Knowledge Progression

	• To adopt the positions 'happy cat' & 'angry cat'. • Create, remember and perform simple movement sequences.	▪ To develop co-ordination when running.	set of 'rules'. • To climb safely.	• To hit a ball off a tee.		
Skills and Fieldwork	Confidently perform 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. **Suggestions for the development of greater depth:** Encourage more independent movement without help. Allow the children to set their own targets in order to challenge themselves. Include more complex moves and balances. Challenge the children to run at a good speed to get around more cones. Use a larger space for application and practice.					
Autumn 1: **Gym – Balance & Co-Ordination**	**Aylward's Intent:**	Pupils will further develop their **balance**, **coordination**, and **body awareness** through a series of dynamic movements. They will learn to travel with control, showing changes in **speed** and **direction**, and focus on developing a range of **body balances** that explore different **shapes** and **levels**. Pupils will practice performing **Teddy bear** and **Pencil rolls**, building on their understanding of core strength and body positioning. They will also experiment with the positions of **happy cat** and **angry cat**, exploring how to engage their muscles and create effective postures. Through creating, remembering, and performing simple movement sequences, pupils will build their confidence and ability to work independently or in pairs. By the end					

		of this unit, pupils will have improved their balance, flexibility, and coordination, preparing them for more complex gymnastics skills in the future.
	Suggestions for implementation:	**See planned PE overview/ iPep plans for unit**
	Suggested questions to measure impact:	Which parts of your body/muscles are sore? Has your heart rate increased since before the activity? (check before and after) Can you show me how you change speed when you're moving, and how do you control it? How do you balance your body when you do a 'happy cat' or 'angry cat' position? Can you show me how to do a 'Teddy bear' roll? What should your body do when you roll? Can you remember and perform your movement sequence? How did you make sure the movements flow together?
	Possible enrichment opportunities:	-Skipping Workshop which is taking place on national Skipping day -Skipping ropes in storage unit on top playground for lunch time use - gym club -Gym equipment use on top playground Gymnastics club
Autumn 2 **Group Games (Strike and Field)**	**Aylward's Intent:**	Pupils will focus on improving their **coordination**, **agility**, and **teamwork** through a variety of games that encourage communication and collaboration. They will learn how to work effectively within a small group, developing their skills to negotiate space and move with greater control during physical activities. Pupils will practice using small equipment to create and play their own group games, fostering creativity and problem-solving. The unit will also focus on developing **agility** and improving **coordination**, particularly when running, while reinforcing the importance of working together in teams. By the end of the unit, pupils will have improved their movement skills and gained confidence in communicating and collaborating with others during group activities
	Suggestions for implementation:	**See planned PE overview/ iPep plans for unit**
	Suggested questions to measure impact:	Why do you think its important to run properly? What does it mean to be agile and co-ordinated? (Children will need support) How did you work with your group to make sure everyone knew what to do in the game?

		Can you show me how you move around the space when you're playing the game? How do you make sure you stay coordinated when running during the game? What did your group do to make the game fun and challenging for everyone?
	Possible enrichment opportunities:	Multiskills/multisports club
Spring 1 **Gym 2D and 3D shapes**	**Aylward's Intent:**	Pupils will explore **balance** and **movement** through the lens of **2D and 3D shapes**, focusing on **agility** and **coordination**. They will develop their ability to **travel** and **balance** in a variety of ways, while experimenting with turning, jumping, and creating shapes with their bodies. Pupils will learn to consolidate positions such as **front**, **back**, and **side support**, improving their core strength and stability. They will also practice creating gymnastic sequences that follow a set of **rules**, encouraging creativity while developing spatial awareness. Additionally, pupils will be taught how to **climb safely**, further enhancing their body control and confidence. By the end of the unit, pupils will have improved their body control, balance, and coordination, and developed a better understanding of how to use **geometry** to create dynamic and safe movements.
	Suggestions for implementation:	**See planned PE overview/ iPep plans for unit**
	Suggested questions to measure impact:	Can you show me how to balance in a front support position? What does your body need to do to stay balanced? How do you turn while jumping? What do you need to do to control your body during the jump? Can you create a sequence using shapes with your body? What rules did you follow to make your sequence? What steps do you need to take to climb safely on the apparatus?
	Possible enrichment opportunities:	KS1 Gym and Fitness club, Skipping Workshop, Gym Equipment
Spring 2 **Movements (Athletics)**	**Aylward's Intent:**	Pupils will focus on developing essential movement skills, including **balance**, **agility**, and **coordination**. Through various activities, they will improve their ability to control their bodies while **balancing** and **travelling** with increased precision. They will also explore how to **turn while jumping**, enhancing their coordination and control over their body. Pupils will practice consolidating **front**, **back**, and **side support** positions to build strength and stability. They will develop their creativity by thinking of different ways to create movement sequences, following a set of **rules** to improve flexibility and adaptability. Additionally, the unit will teach the importance of **safety** during activities such as climbing, helping pupils understand how to climb with control and caution. By the end of this unit, pupils

		will have improved their physical fitness, body awareness, and ability to perform dynamic movements with confidence.
	Suggestions for implementation:	**See planned PE overview/ iPep plans for unit**
	Suggested questions to measure impact:	Why is correct technique important? Does the way we throw impact our success? How do you make sure you stay balanced when you're travelling? What helps you control your body? Can you show me how you turn while jumping? What do you need to think about to do it safely? Can you create a sequence using different body positions? What rules did you follow to make your sequence flow?
	Possible enrichment opportunities:	Sports Day
Summer 1 **Rule Making (Outdoor adventure)**	**Aylward's Intent:**	Pupils will build on their **fundamental skills** by engaging in outdoor, competitive activities that encourage teamwork and strategic thinking. They will practice **throwing** and **receiving** in outdoor settings, developing both their physical and cognitive abilities. As part of the unit, pupils will work together as a team, fostering collaboration and communication in various orienteering challenges. They will also develop their **creativity** by creating new rules for games, using their problem-solving skills to adapt the activity and make it more engaging. Through competitive tasks, pupils will learn how to work under pressure, think quickly, and make decisions that contribute to their success as a team. By the end of this unit, pupils will have improved their physical coordination, teamwork, and ability to think strategically in outdoor adventure situations.
	Suggestions for implementation:	**See planned PE overview/ iPep plans for unit**
	Suggested questions to measure impact:	What rules have you created and how do they test you? How have you improved since the first lesson/start of the lesson? How did you work with your team to complete the challenge? What did you need to do to help each other? Can you show me how you throw or receive the equipment accurately? How do you make sure it reaches the right target? What strategies did your team use to complete the orienteering task? How did you decide what to do next?

		Can you think of new rules to make the game more challenging or fun? How did you decide on your new rules?
	Possible enrichment opportunities:	
Summer 2 **Sending and Receiving (Invasion)**	**Aylward's Intent:**	Pupils will focus on improving their **accuracy** and coordination when passing and receiving a variety of balls. Through practice, they will begin to aim towards a **target** with increased precision, developing their skills in attacking and defending within the context of team sports. Pupils will further their understanding of **space**, learning how to recognize and use it effectively during games. They will practice passing and receiving using different parts of the body, enhancing their ability to respond to different types of passes in various physical scenarios. By the end of this unit, pupils will have developed greater **control** over their movements, gained confidence in their passing and receiving abilities, and demonstrated an improved understanding of how to work with teammates in attacking and defensive situations.
	Suggestions for implementation:	**See planned PE overview/ iPep plans for unit**
	Suggested questions to measure impact:	Which sports do you think are most important in terms of finding space? Why? (hockey, football, basketball) Ask the children about the passing process (aim, release, pass and follow through) How do you aim for a target when passing the ball? What do you focus on to make sure the ball goes where you want it to? Can you show me how you receive a ball with different parts of your body? How do you make sure you control it? How do you find and use space when you're playing the game? Why is it important to move into space? What's the difference between attacking and defending in this game? How can you help your team when you're in these roles?
	Possible enrichment opportunities:	KS1 Football club, Hockey and Football inter and intra school competitions

P.E. Skills and Knowledge Progression

	Year 3					
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Knowledge	**Over the Net (Net Games)**	**Tag Rugby – attacking and defending**	**Gym – Symmetrical Shapes**	**Gym – Jumping 'Splashing Rivers'**	**Thinking Aloud (Outdoor Adventure)**	**Being an Athlete: Athletics**
	Key Vocabulary: Serve, net, forehand, backhand, space, underarm, overarm **Learning Outcomes:** • To identify & describe some rules of tennis & badminton. • To consolidate the underarm serve technique. • To explore forehand hitting. • To move towards a ball or object before striking it. • To explore the 'serve' technique (volleyball/badminton).	**Key vocabulary:** Non-contact, handle, technique, attack, defend, 'passing line' formation, tag, intercept **Learning Outcomes:** • To be able to handle the ball appropriately – holding, throwing and catching • To develop confidence in using correct passing technique over different distances • To develop confidence when playing attacking roles • To show an understanding of positioning	**Key vocabulary:** Symmetry, Identical, Strength, Power, Control, Tension, Counterbalance, Direction, Shape, Enter, Exit, Apparatus, Transition, Fluid **Learning Outcomes:** • To build strength through pushing & pulling motions • To perform with developing symmetry • To use a change of direction in between jumps	**Key vocabulary:** Jumping, take-off, landing, flexibility, control, balance, strength **Learning Outcomes:** • To be able to perform some basic jumps. • To demonstrate shapes whilst in the air. • To develop knowledge of 'take off'. • To develop knowledge of 'landing'. • To change direction whilst jumping	**Key vocabulary:** Trust, Communication, Co-operation, Listening, Problem Solving, Trial and Error, Map, Symbols, Key, Pathways, Routes **Learning Outcomes:** • To place trust in teammates. • To develop problem solving skills. • To create and recognise some map symbols. • To develop basic map reading skills. • Work cooperatively to solve group/paired challenges. •	**Key vocabulary:** Power, "Clean Palm, Dirty Neck", "Toe-Knee-Chin", Accuracy, Momentum, Distance, Javelin, Grip, Baton, Accelerate, Decelerate, Change-over, Fluency, Strength, Speed **Learning Outcomes:** • To attempt to throw a shot putt using the rotation technique • To consolidate different throwing techniques

		and techniques linked to defence • To participate in gameplay as part of a team	• To copy and add to a shape • To find different ways to exit and enter apparatus			• To attempt a javelin throw with correct technique • To be able to pass & receive a relay baton • Continually develop awareness of distance
Skills and Fieldwork	**Suggestions for the development of greater depth:** Introduce points for each hoop that a ball lands in - 15, 30 & 40 points. Allow some children to place some cones on the other side of the net to aim for Introduce tennis balls rolled through child No.1's legs instead of beanbags. Vary the distances that each pair must travel in order to get through the defender's goal. Introduce a scoring system - each time you successfully cross the river you receive a certain amount of points (Focus on multiples of 3, 4 & 8).					
Autumn 1 **Over the Net**	**Aylward's Intent:**	Pupils will develop skills for tennis, badminton, and volleyball. They will practice **serving** using the **underarm** technique, and explore **forehand** and **backhand** hitting. Pupils will learn key rules of these sports and focus on improving their accuracy and movement when approaching the ball. They will also refine their ability to strike the ball effectively in different games, such as volleyball and badminton. By the end of this unit, pupils will have improved their **coordination**, **timing**, and **spatial awareness**, as well as their understanding of the rules and techniques in net games.				
	Suggestions for implementation:	**See planned PE overview/ iPep plans for unit**				
	Suggested questions to measure impact:	How do you prepare yourself to serve? What is the most important thing to remember when serving underarm? Can you show me how to hit the ball with a forehand? What do you need to do to make sure the ball goes in the right direction?				

		How do you move towards the ball when playing? Why is it important to be in the right position before hitting it? What are some of the rules of tennis or badminton? How do these rules help make the game fair?
	Possible enrichment opportunities:	Badminton club
Autumn 2: Tag Rugby – attacking and defending	**Aylward's Intent:**	Pupils will be introduced to the fundamentals of non-contact rugby, focusing on key skills such as **handling** the ball, **throwing**, and **catching**. They will learn the correct techniques for passing over different distances and begin to develop confidence in both attacking and defending roles. Pupils will understand basic positioning and strategies, such as the **'passing line' formation** and **tagging** techniques, which are crucial for both attack and defence. They will also explore how to **intercept** the ball and work together as a team in gameplay. By the end of this unit, pupils will have a solid understanding of the core skills of tag rugby and be able to participate effectively in team play.
	Suggestions for implementation:	**See planned PE overview/ iPep plans for unit**
	Suggested questions to measure impact:	How do you hold and pass the ball correctly? Why is it important to use the right technique when throwing? What do you need to think about when playing in an attacking role? How do you work with your teammates to create space? How can you position yourself when defending? What does it mean to 'tag' and how do you do it effectively? What does it mean to intercept the ball? How can this help your team when playing?
	Possible enrichment opportunities:	Tag Rugby club and festival in Autumn 2
Spring 1 **Gym – Symmetrical Shapes**	**Aylward's Intent:**	Pupils will focus on developing strength, control, and symmetry in their movements. They will explore **symmetry** and **identical shapes** through different **apparatus** and work on creating and transitioning between shapes with fluidity. Pupils will build **strength** through **pushing** and **pulling** motions and practice changing direction between jumps, incorporating symmetry and balance into their routines. They will learn how to **enter** and **exit** apparatus safely and creatively. By the end of this unit, pupils will have developed greater control and confidence in their movements, enhancing their ability to perform symmetrical shapes with balance and power.
	Suggestions for implementation:	**See planned PE overview/ iPep plans for unit**
	Suggested questions to measure impact:	What sequencing skills did you use? How did you use the gym mat/bench in your routine?

		Can you show me a symmetrical shape? How do you know if it is symmetrical? What muscles do you use when pushing and pulling in gymnastics? How does this help build strength? How do you change direction when jumping? Can you show me how you make the movement smooth and controlled? What are some different ways to enter and exit the apparatus? Why is it important to do this safely?
	Possible enrichment opportunities:	Gym and Fitness club Gymnastics competition Gym equipment
Spring 2 **Gym – Jumping 'Splashing Rivers'**	**Aylward's Intent:**	Pupils will focus on developing their **jumping** skills, with an emphasis on **take-off**, **landing**, and **changing direction** mid-air. They will explore different shapes and positions while jumping and develop control, balance, and **flexibility**. Pupils will build strength through repeated jumping exercises and learn the importance of controlled landings to ensure safety and stability. By the end of the unit, pupils will be able to perform basic jumps with improved technique, demonstrate aerial shapes, and safely execute landings with balance and strength.
	Suggestions for implementation:	**See planned PE overview/ iPep plans for unit**
	Suggested questions to measure impact:	How do we ensure a safe landing? What do we need to do to 'take off' properly? Can you show me how to jump with control? How do you prepare your body for take-off and landing? What shapes can you make while in the air? How do these shapes help you in your jump? How do you change direction while jumping? Why is it important to stay balanced when you land? What muscles do you use to jump? How does jumping help you build strength and flexibility?
	Possible enrichment opportunities:	Gym and Fitness club Gymnastics competition Gym equipment River unit of work in Geography
Summer 1: Thinking Aloud	**Aylward's Intent:**	Pupils will focus on developing **trust**, **communication**, and **co-operation** as they work in teams to solve challenges. They will enhance their **problem-solving** skills through activities that require **trial and error**, using **maps** to navigate pathways and routes. Pupils will learn to recognise and create **map symbols**, and develop basic **map reading** skills. They will work together to navigate and complete

(Outdoor Adventure)		tasks, strengthening their teamwork abilities and applying their knowledge of symbols, pathways, and routes to find solutions.
	Suggestions for implementation:	**See planned PE overview/ iPep plans for unit**
	Suggested questions to measure impact:	How is teamwork vital in this activity? Why are symbols helpful on maps? How did you work with your partner or group to solve the challenge? What did you do to communicate clearly? Can you show me how to read a map? What do the different symbols on the map represent? What strategies did you use to find the correct path or route? How did you solve any problems you encountered? How did you build trust with your teammates? Why is it important to trust each other during orienteering?
	Possible enrichment opportunities:	Orienteering activity in summer
Summer 2 **Being an Athlete: Athletics**	**Aylward's Intent:**	Pupils will focus on developing their understanding of key athletic skills, including **throwing**, **speed**, **strength**, and **accuracy**. They will learn the **rotation technique** for throwing the shot putt and practice other **throwing techniques**, including the **javelin throw**, while focusing on improving their **grip** and **accuracy**. Pupils will also practice passing and receiving a **relay baton**, developing their ability to work as part of a team in relay races. They will learn to accelerate and decelerate efficiently, refine their technique, and develop an understanding of how to measure and improve their performance over distance.
	Suggestions for implementation:	**See planned PE overview/ iPep plans for unit**
	Suggested questions to measure impact:	What throwing techniques have you used? How did you use your body to throw the shot putt or javelin? What technique helped you improve your throw? When you pass the relay baton, how do you make sure it's a smooth handover? Why is timing important? Can you explain how to accelerate and decelerate during a race? How do you control your speed? What can you do to improve your distance when throwing? How do you focus on accuracy and strength?

P.E. Skills and Knowledge Progression

	Possible enrichment opportunities:	Pupils will continue to develop understanding of measurement, distance and time using measuring tape and stopwatches (supporting Numeracy skills) Suggested competitions among groups of children.

P.E. Skills and Knowledge Progression

	Year 4					
	Autumn 1 Dance Style - Charleston	**Autumn 2** Passing and Moving (Invasion – Netball and Basketball)	**Spring 1** **Swimming**	**Spring 2** **Swimming**	**Summer 1** Returning (Net Games – Tennis and Volleyball)	**Summer 2** Decisions (Outdoor Adventure)
Knowledge	**Key vocab:** Contrast, sequence, flex, mirroring, canon, unison, technique, dynamics. **Learning outcomes:** Able to express cheeky and over the top dynamics. • Able to demonstrate physical skill – flexed wrists. • Able to demonstrate Charleston technique – footwork patterns. • Able to demonstrate	**Key vocab:** Warm up, cardiovascular, direction, speed, evaluate, movement. **Learning Outcomes:** • To know when to move within a game. • To know when to pass during a game. • Show an awareness of space and know how to use it in games.	**Key vocab:** Children will focus on some of the following vocab within this unit: Strokes, breathing technique, self-rescue, treading water, streamline, water safety, distance, confidence **Learning outcomes:** To work towards the national curriculum Swimming and Water Safety goals: • swim competently, confidently and proficiently over a distance of at least 25 metres	**Key vocab:** Children will focus on some of the following vocab within this unit: Strokes, breathing technique, self-rescue, treading water, streamline, water safety, distance, confidence **Learning outcomes:** To work towards the national curriculum Swimming and Water Safety goals: • swim competently, confidently and proficiently over a distance of at	**Key vocab:** Attack, defend, space, exploit, advantage, strike, forehand, backhand, rally **Learning Outcomes:** ▪ To play games competitively. ▪ To develop teamwork and team play. ▪ To develop attacking and defending skills. ▪ To consolidate dribbling using a football and/or a hockey stick. ▪ Develop skills in finding and using space.	**Key vocab:** Orienteering, coordination, symbols, route, manoeuvre **Learning Outcomes:** ▪ Develop some knowledge of orienteering. ▪ To create their own course for a partner to follow. ▪ To learn some common map symbols. ▪ Choose & apply strategies to meet problems. ▪ Use a map to travel around a simple course.

	relationships - mirroring. • Able to demonstrate contrasting levels in still positions.	• To travel using change of direction and speed easily. Describe what happens to their bodies when warming up	• use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • perform safe self-rescue in different water-based situations	least 25 metres • use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations		
Skills and Fieldwork	Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate e.g. 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 e.g. through athletics and gymnastics Swim competently, confidently and proficiently over a distance of at least 25 metres Perform dances using a range of movement patterns Use a range of swimming strokes effectively e.g. front crawl, backstroke and breaststroke **Suggestions for the development of greater depth:** Use a smaller area or a smaller ball. Aim to use as many different shots as possible. Play on a larger court. Challenge the children to tense all of their muscles throughout, and perform very fluent movements. Encourage the children to create routines using high-impact moves that include legs as well as arm actions.					
Autumn 1 **Dance style – The Charleston**	**Aylward's Intent:**	In this unit, pupils will develop their confidence and creativity through the energetic and expressive style of the Charleston. They will explore the key characteristics of the dance, including its cheeky and exaggerated dynamics, signature footwork patterns, and physical stylisation, such as flexed wrists. Through structured activities, pupils will refine their technique, working collaboratively to perform in **mirroring, canon, and unison**. They will also experiment with contrasting levels in still positions to enhance their				

		sequences. By linking movements into well-structured routines, pupils will improve their coordination, timing, and overall performance skills. This unit encourages self-expression, teamwork, and an appreciation for historical dance styles, fostering both physical and artistic development.
	Suggestions for implementation:	**See planned PE overview/ iPep plans for unit**
	Suggested questions to measure impact:	**How can you show the cheeky and over-the-top style of the Charleston in your movements?** *(Assesses understanding of dance dynamics and expression.)* **Can you demonstrate the correct Charleston footwork pattern?** *(Checks accuracy and technique in performing key steps.)* **How does mirroring change the way you perform with a partner?** *(Evaluates understanding of relationships and movement coordination.)* **Can you create a short sequence that includes contrasting levels and still positions?** *(Encourages creativity and application of movement principles.)*
	Possible enrichment opportunities:	KS2 Dance club
Autumn 2 **Passing & Moving (Netball & Basketball) –**	**Aylward's Intent:**	In this unit, pupils will develop their understanding of movement, space, and decision-making in netball. They will learn when and how to move effectively within a game, recognizing the importance of direction, speed, and spatial awareness. Through skill-based activities and gameplay, children will refine their passing techniques and improve their ability to make quick decisions. Additionally, they will develop an awareness of how their bodies respond to exercise, understanding the importance of a warm-up and its effect on cardiovascular health. By the end of the unit, pupils will have built confidence in their ability to move dynamically, pass accurately, and evaluate their performance to improve their game play.
	Suggestions for implementation:	**See planned PE overview/ iPep plans for unit**
	Suggested questions to measure impact:	**How do you decide when to move in a game?** *(Assesses understanding of positioning and movement in response to teammates and opponents.)* **Why is it important to pass the ball at the right time?** *(Checks decision-making skills and awareness of passing opportunities.)*

		How can you use space effectively when playing netball? *(Evaluates understanding of spacing, movement, and teamwork.)* **What happens to your body when you warm up for netball?** *(Encourages reflection on the effects of exercise and the importance of preparing the body for activity.)*
	Possible enrichment opportunities:	Netball club, Netball and Basketball competitions in Harrow borough Matches against peers
Spring 1 **Swimming**	**Aylward's Intent:**	Our swimming and water safety curriculum aims to equip all pupils with essential life skills, ensuring they develop confidence, competence, and proficiency in the water. Through structured lessons, pupils will work towards the National Curriculum expectations, focusing on swimming at least **25 metres** confidently, refining key strokes such as **front crawl, backstroke, and breaststroke**, and understanding fundamental **water safety principles**. In addition to technical swimming skills, pupils will learn how to **perform safe self-rescue** in various water-based situations, enabling them to make informed decisions and respond effectively in an emergency. Our curriculum promotes **resilience, perseverance, and water confidence**, preparing children for a lifetime of safe and enjoyable experiences in and around water.
	Suggestions for implementation:	**Following NLCS direction during sessions.**
	Suggested questions to measure impact:	**How can you make sure you stay safe in and around water?** *(Assesses understanding of water safety rules and self-rescue techniques.)* **What techniques help you swim efficiently over a longer distance?** *(Encourages reflection on stroke technique, breathing, and endurance.)* **Why is it important to learn different swimming strokes?** *(Checks understanding of how strokes serve different purposes in swimming.)* **What should you do if you or someone else gets into difficulty in the water?** *(Evaluates knowledge of self-rescue strategies and helping others safely.)*
	Possible enrichment opportunities:	Swimming gala
Spring 2 **Swimming**	**Aylward's Intent:**	Our swimming and water safety curriculum aims to equip all pupils with essential life skills, ensuring they develop confidence, competence, and proficiency in the water. Through structured lessons, pupils will work towards the National Curriculum expectations, focusing on swimming at least **25 metres** confidently, refining

		key strokes such as **front crawl, backstroke, and breaststroke**, and understanding fundamental **water safety principles**. In addition to technical swimming skills, pupils will learn how to **perform safe self-rescue** in various water-based situations, enabling them to make informed decisions and respond effectively in an emergency. Our curriculum promotes **resilience, perseverance, and water confidence**, preparing children for a lifetime of safe and enjoyable experiences in and around water.
	Suggestions for implementation:	**Following NLCS direction during sessions.**
	Suggested questions to measure impact:	**How can you make sure you stay safe in and around water?** *(Assesses understanding of water safety rules and self-rescue techniques.)* **What techniques help you swim efficiently over a longer distance?** *(Encourages reflection on stroke technique, breathing, and endurance.)* **Why is it important to learn different swimming strokes?** *(Checks understanding of how strokes serve different purposes in swimming.)* **What should you do if you or someone else gets into difficulty in the water?** *(Evaluates knowledge of self-rescue strategies and helping others safely.)*
	Possible enrichment opportunities:	Swimming gala
Summer 1 **Returning (Tennis & volleyball)**	**Aylward's Intent:**	This unit introduces pupils to the fundamental skills of net games, focusing on tennis and volleyball. Pupils will learn how to strike a ball with control using forehand and backhand techniques, aiming to develop consistency in rallying. They will explore attacking and defending strategies, understanding how to exploit space and gain an advantage in competitive play. Through teamwork and effective communication, pupils will build their ability to play cooperatively, while also enhancing their coordination, movement, and decision-making. The unit will also emphasize sportsmanship, resilience, and the importance of fair play.
	Suggestions for implementation:	**See planned PE overview/ iPep plans for unit**
	Suggested questions to measure impact:	**How do you decide whether to attack or defend during a game?** *(Assesses understanding of strategy and decision-making in net games.)*

		What techniques do you use to strike the ball with control? *(Evaluates forehand, backhand, and overall striking technique.)* **How can you use space effectively to gain an advantage in a game?** *(Checks understanding of positioning and movement in attack and defense.)* **What makes a good rally, and how can you keep one going?** *(Encourages reflection on consistency, accuracy, and control in gameplay.)*
	Possible enrichment opportunities:	KS2 badminton club, Intra school competitions.
Summer 2 **Decisions - Outdoor Adventure – Maps and Symbols**	**Aylward's Intent:**	In this unit, pupils will develop essential orienteering skills, including map reading, route planning, and problem-solving. They will learn to navigate using simple maps and symbols, applying strategies to find their way around a course. Pupils will also have the opportunity to design their own orienteering courses for a partner to follow, reinforcing their understanding of the techniques involved. Through activities that require coordination and maneuvering through different routes, pupils will build teamwork, resilience, and decision-making skills, while gaining confidence in navigating unfamiliar environments.
	Suggestions for implementation:	**See planned PE overview/ iPep plans for unit**
	Suggested questions to measure impact:	**How do you decide on the best route to take when using a map?** *(Assesses decision-making and understanding of how to read and interpret maps.)* **What strategies did you use to solve problems when navigating your course?** *(Evaluates the ability to apply strategies in problem-solving situations.)* **Can you explain how you used map symbols to help you during the activity?** *(Checks knowledge of common map symbols and how they guide navigation.)* **How did you work with your partner to create and follow the orienteering course?** *(Assesses teamwork, communication, and collaborative planning in orienteering.)*
	Possible enrichment opportunities:	Orienteering on Activity Passport, create a map/course around the school in a group and navigate around the school using other groups maps.

P.E. Skills and Knowledge Progression

P.E. Skills and Knowledge Progression

	Year 5					
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Knowledge	**Olympic Training**	**Accuracy and Rallies (Net Games – volleyball and tennis)**	**Dribbling, movement and teamwork (hockey and football)**	**Exploring, Striking and Fielding**	**Swimming**	**Swimming**
	Key vocab: Jump, throw, accuracy, isolation communicate, accelerate, compete, technique **Learning Outcomes:** • To develop knowledge of the triple jump technique. • To begin a sprint in the crouching position. • To throw a discus with developing technique. • Develop the basic skills for acceleration. • To develop knowledge	**Key vocab:** Backhand, forehand, acceleration, strike, position, overarm, lob, serve **Learning Outcomes:** ▪ To develop acceleration & speed. ▪ To consolidate backhand and forehand strokes. ▪ To explore the 'smash' in badminton. ▪ To explore the 'lobbing' technique in tennis. ▪ To explore 'overarm serve' in volleyball.	Key Vocab: Teammate, pass, receive, cross, sweep, defend, attack, cover, **Learning Outcomes:** • To play games competitively • To develop teamwork and team play through communication • To develop attacking and defending skills, including use of tactics and strategy • To consolidate dribbling using a football and/or hockey stick	**Key vocab:** Fielding, retrieve, catch, strike, pitch. **Learning Outcomes:** • To explore the use of space during games. ▪ Choose appropriate positioning when fielding. ▪ To strike a ball/object using both hands and feet. ▪ To retrieve, intercept and stop a ball when fielding.	**Key vocab:** Children will focus on some of the following vocab within this unit: Strokes, breathing technique, self-rescue, treading water, streamline, water safety, distance, confidence **Learning outcomes:** To work towards the national curriculum Swimming and Water Safety goals: • swim competently, confidently and proficiently over a distance of at least 25 metres • use a range of strokes	**Key vocab:** Children will focus on some of the following vocab within this unit: Strokes, breathing technique, self-rescue, treading water, streamline, water safety, distance, confidence **Learning outcomes:** To work towards the national curriculum Swimming and Water Safety goals: • swim competently, confidently and proficiently over a distance of at least 25 metres • use a range of strokes effectively [for

	of how to gain & maintain fitness.	•	To develop skills in finding and using space	▪ To develop the range and consistency of their skills.	effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations	example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations
Skills and Fieldwork	Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate e.g. 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 e.g. through athletics Use a range of swimming strokes effectively e.g. front crawl, backstroke and breaststroke Perform safe self-rescue in different water-based situations Perform dances. using a range of movement patterns **Suggestions for the development of greater depth:**					
Autumn 1 **Olympic Training**	**Aylward's Intent:**	In this unit, Year 5 pupils will develop key athletic skills across a range of disciplines, including the triple jump, sprinting, and discus throwing. Pupils will focus on improving technique, accuracy, and their understanding of physical fitness. They will explore the proper stance for starting a sprint, refine their jumping technique, and enhance their throwing skills with the discus. Additionally, pupils will gain a deeper understanding of how to accelerate effectively and apply these skills in competitive scenarios. Throughout, pupils will learn to communicate effectively, refine their movement techniques, and develop a solid foundation for maintaining fitness in athletics.				
	Suggestions for implementation:	**See planned PE overview/ iPep plans for unit**				
	Suggested questions to measure impact:	**Can you explain the technique you used for the triple jump and why it's important for accuracy?** *(Assesses understanding and application of triple jump technique.)*				

		How do you feel the crouching position helps you when starting a sprint? *(Checks understanding of sprinting technique and the importance of body position.)* **What adjustments can you make to improve your discus throw?** *(Evaluates knowledge of discus technique and self-reflection on improving performance.)* **What strategies do you use to accelerate effectively, and how do you know when you're gaining speed?** *(Assesses understanding of acceleration and how pupils monitor their own progress in running.)*
	Possible enrichment opportunities:	KS2 Athletics Club, Athletics competition (quadkids) Archery club
Autumn 2 **Accuracy and Rallies (Net Games)**	**Aylward's Intent:**	In Year 5, students will develop key skills in net games, specifically focusing on tennis and volleyball. They will enhance their understanding and application of acceleration and speed, which are critical for success in these sports. Pupils will consolidate techniques such as the backhand and forehand strokes, exploring advanced skills such as the overarm serve in volleyball, lobbing in tennis, and the smash in badminton. The unit emphasizes refining striking techniques, learning how to move efficiently on the court, and exploring new skills to further develop their proficiency in these exciting net games. Throughout this unit, students will learn how to apply their skills in game situations, understanding the importance of position, timing, and technique in competitive play.
	Suggestions for implementation:	**See planned PE overview/ iPep plans for unit**
	Suggested questions to measure impact:	**How does your position on the court affect your ability to strike the ball effectively?** *Assesses understanding of court positioning and its impact on gameplay.* **Can you describe the difference between a forehand and a backhand stroke? When would you use each in a game?** *Checks understanding of the two strokes and their appropriate application during gameplay.* **What is the importance of acceleration when serving or receiving the ball in tennis or volleyball?** *Evaluates understanding of how speed and movement can affect performance.* **How can you use the lobbing or smashing technique to outplay your opponent?** *Assesses knowledge and application of advanced techniques for competitive advantage.*
	Possible enrichment opportunities:	Badminton club for KS2.
Spring 1:	**Aylward's Intent:**	This unit aims to develop key football and hockey skills, including dribbling, passing, receiving, and shooting, while enhancing teamwork and communication. Through competitive gameplay, pupils will work on offensive

Dribbling, movement and teamwork (hockey and football)		and defensive strategies to improve their tactical understanding and ability to cover space effectively. The unit focuses on consolidating dribbling techniques, both with a hockey stick and a football, and fostering collaboration within teams to apply game strategies. Pupils will also develop spatial awareness, learning to position themselves effectively to support both offensive and defensive roles.
	Suggestions for implementation:	**See planned PE overview/ iPep plans for unit**
	Suggested questions to measure impact:	**How does communication with your teammates help improve your performance in both attacking and defending roles?** *Assesses understanding of teamwork and the importance of communication during play.* **When dribbling the ball, how do you decide when to pass or continue your run?** *Checks decision-making skills and awareness of when to utilize dribbling versus passing.* **What strategies can you use to defend effectively and regain possession of the ball?** *Evaluates understanding of defensive tactics and their application in a game setting.* **How can you use space to your advantage during both attack and defence?** *Assesses spatial awareness and the ability to find and utilize open space in gameplay.*
	Possible enrichment opportunities:	KS2 football club and girls football club Girls football festival
Spring 2 **Exploring, Striking and Fielding**	**Aylward's Intent:**	This unit focuses on enhancing the core skills of striking and fielding in both individual and team contexts. Students will explore the concept of space, both as a striker and as a fielder, developing their ability to position themselves effectively during games. They will refine their striking techniques, learning to use both hands and feet to hit a ball/object. Additionally, students will work on improving their fielding skills, such as retrieving, intercepting, and stopping the ball, while aiming to increase the consistency and accuracy of these techniques. Through continuous practice and application in games, pupils will improve their tactical awareness and contribute to the overall team strategy.
	Suggestions for implementation:	**See planned PE overview/ iPep plans for unit**
	Suggested questions to measure impact:	**How do you decide where to position yourself when you are fielding?** *Assesses understanding of fielding strategies and how to use space effectively.* **What technique do you use to strike the ball with both your hands and feet? How do you make sure your strikes are accurate?** *Evaluates striking technique and accuracy in both hand and foot-based strikes.*

P.E. Skills and Knowledge Progression

		What skills are important when retrieving or intercepting a ball in the field? *Assesses knowledge of fielding techniques and how to effectively stop or intercept the ball.* **How can you improve the consistency and accuracy of your striking skills during a game?** *Checks understanding of how to develop and refine striking techniques for better performance.*
	Possible enrichment opportunities:	Rounders, Cricket clubs. Cricket and rounders competitions in Summer term.
Summer 1 **Swimming**	**Aylward's Intent:**	Our swimming and water safety curriculum aims to equip all pupils with essential life skills, ensuring they develop confidence, competence, and proficiency in the water. Through structured lessons, pupils will work towards the National Curriculum expectations, focusing on swimming at least **25 metres** confidently, refining key strokes such as **front crawl, backstroke, and breaststroke**, and understanding fundamental **water safety principles**. In addition to technical swimming skills, pupils will learn how to **perform safe self-rescue** in various water-based situations, enabling them to make informed decisions and respond effectively in an emergency. Our curriculum promotes **resilience, perseverance, and water confidence**, preparing children for a lifetime of safe and enjoyable experiences in and around water.
	Suggestions for implementation:	**Following NLCS direction during sessions.**
	Suggested questions to measure impact:	**How can you make sure you stay safe in and around water?** *(Assesses understanding of water safety rules and self-rescue techniques.)* **What techniques help you swim efficiently over a longer distance?** *(Encourages reflection on stroke technique, breathing, and endurance.)* **Why is it important to learn different swimming strokes?** *(Checks understanding of how strokes serve different purposes in swimming.)* **What should you do if you or someone else gets into difficulty in the water?** *(Evaluates knowledge of self-rescue strategies and helping others safely.)*
	Possible enrichment opportunities:	Swimming gala
Summer 2 **Swimming**	**Aylward's Intent:**	Our swimming and water safety curriculum aims to equip all pupils with essential life skills, ensuring they develop confidence, competence, and proficiency in the water. Through structured lessons, pupils will work towards the National Curriculum expectations, focusing on swimming at least **25 metres** confidently, refining

		key strokes such as **front crawl, backstroke, and breaststroke**, and understanding fundamental **water safety principles**. In addition to technical swimming skills, pupils will learn how to **perform safe self-rescue** in various water-based situations, enabling them to make informed decisions and respond effectively in an emergency. Our curriculum promotes **resilience, perseverance, and water confidence**, preparing children for a lifetime of safe and enjoyable experiences in and around water.
	Suggestions for implementation:	**Following NLCS direction during sessions.**
	Suggested questions to measure impact:	**How can you make sure you stay safe in and around water?** *(Assesses understanding of water safety rules and self-rescue techniques.)* **What techniques help you swim efficiently over a longer distance?** *(Encourages reflection on stroke technique, breathing, and endurance.)* **Why is it important to learn different swimming strokes?** *(Checks understanding of how strokes serve different purposes in swimming.)* **What should you do if you or someone else gets into difficulty in the water?** *(Evaluates knowledge of self-rescue strategies and helping others safely.)*
	Possible enrichment opportunities:	Swimming gala

P.E. Skills and Knowledge Progression

	Year 6					
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Knowledge	**Rules and Concepts (Invasion netball)**	**Gym – Complex Sequences (Mountains)**	**Invasion to score (Hockey)**	**Going for Gold (Athletics)**	**Rounders**	**Finding Success (Outdoor Adventure)**
	Key vocab: Attacking, defending, space, exploit, warm up, cool down, teamwork, flow, communication, rules, pressure, heart rate **Learning Outcomes:** • To develop knowledge of attacking and defending. • To know how to 'mark' an opponent. • To further develop their understanding of space. • To recognise the importance of rules within games. • Understanding the need to	**Key Vocab:** Balance, Routine, Control, Counter Balance, Body Weight, Support, Extend, Elevate, Momentum, Levels **Learning outcomes:** • Move supporting body parts further away from each other • Hold and receive body weight • Stretch, extend and elevate unused body parts • To develop the use of counterbalance	**Key vocab:** Defending, attacking, space, create, pass, communicate, invade **Learning Outcomes:** • To develop teamwork. • To further develop knowledge of defending. • To dribble a ball with control and fluency using foot or hockey stick. • To further develop knowledge of attacking. • To strike a ball or object	**Key vocab:** Technique, walk, sprint, pace, sustain, endurance, accuracy, power, control **Learning Outcomes:** • To develop the technique in order to race walk. • Learn to measure & record performance. • To train the body to run for a longer duration. • To sustain pace over longer distances. • To choose appropriate	**Key vocab:** Backstop, no ball, stance, fielder, deep fielder, game plan, bowler, batter, strike, intercept **Learning Outcomes:** • To understand and identify correct techniques to send and receive with accuracy most of the time (even under pressure). • To understand how to fulfil a number of roles and responsibilities, including that of a coach, to contribute to the success of their team.	**Key vocab:** Navigation, cooperation, coordination, communication, guide, life skills. **Learning Outcomes:** ▪ Develop communication through speaking & listening. ▪ Work as a group to overcome a challenge. ▪ Learn some different ways of tying knots. ▪ Take part in competitive orienteering activities.

P.E. Skills and Knowledge Progression

	warm up and cool down.	• To use small points to create a spin	towards a target or goal with power and accuracy.	techniques for specific events.	• To identify and perform a range of movement skills, adapting under pressure to gain advantage. • To understand of the rules of the sport, and develop strategies to gain advantage. • To observe and analyse skills in order to improve own performance.	▪ Plan a short loop course for a partner or group.
Skills and Fieldwork	Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate e.g. 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 e.g. 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 **Suggestions for the development of greater depth:** Increase the number of moves to be included. Smaller Hoops, longer distance between hoop and tee off cone, put hoops and Tee offs on opposite sides of a net. Increase the space that the children work in and increase the time they work for.					
Autumn 1	**Aylward's Intent:**	In this Year 6 Netball unit, students will refine their understanding of attacking and defending strategies, focusing on how to effectively mark an opponent and exploit space. Emphasis will be placed on teamwork, communication, and understanding the flow of the game. Students will also deepen their knowledge of game rules, recognizing their importance in promoting fair play and safety. Furthermore, pupils will understand the				

Rules and Concepts (Invasion netball)		role of warm-ups and cool-downs in maintaining physical health and performance during netball. Through a combination of individual and team practice, students will develop the skills necessary to play netball in a more strategic, coordinated, and confident manner.
	Suggestions for implementation:	**See planned PE overview/ iPep plans for unit**
	Suggested questions to measure impact:	**What does it mean to 'mark' an opponent, and how does it help you when defending?** *Assesses understanding of defensive tactics and how marking works within the game.* **Can you explain how to use space effectively when attacking?** *Evaluates comprehension of spatial awareness and how to exploit open space during an attack.* **Why are rules important in netball, and what can happen if they are not followed?** *Checks understanding of the role of rules in ensuring fairness and safety during games.* **How does warming up and cooling down affect your performance and recovery during a game?** *Assesses understanding of the physical benefits of warm-ups and cool-downs in preventing injury and improving performance.*
	Possible enrichment opportunities:	Netball rally KS2 Netball club
Autumn 2 **Gym – Complex Sequences (Mountains)**	**Aylward's Intent:**	The Year 6 gymnastics unit focuses on refining balance, control, and coordination. Pupils will explore various body movements and positions to develop strength, flexibility, and technique. Through a series of progressively challenging activities, students will gain a deeper understanding of counterbalance, body weight management, and the importance of momentum in gymnastics. The unit will emphasize both individual and partnered work, allowing students to perform routines with fluidity and precision, while also encouraging creativity through the use of spins and dynamic movements. This unit will foster confidence in their ability to execute complex movements and routines with control and grace.
	Suggestions for implementation:	**See planned PE overview/ iPep plans for unit**
	Suggested questions to measure impact:	**How can you use your body weight to help you balance in different positions?** *Assesses understanding of body weight distribution and balance techniques.* **What happens when you stretch, extend, and elevate unused body parts in a routine?** *Checks the understanding of how extending and elevating limbs can affect control and balance.* **How does counterbalance work when you're performing with a partner? Can you give an example?** *Evaluates the ability to apply counterbalance effectively, both solo and with a partner.*

P.E. Skills and Knowledge Progression

		What techniques can you use to create momentum and perform a spin? *Assesses understanding of how to generate momentum and use it to execute a smooth spin.*
	Possible enrichment opportunities:	Gymnastic club
Spring 1 **Invasion to score (Hockey)**	**Aylward's Intent:**	The Year 6 hockey unit focuses on developing key skills such as dribbling, passing, and shooting, while refining tactics and teamwork strategies in both offensive and defensive play. Pupils will explore the fundamentals of hockey, including how to effectively use a stick to control and pass the ball, maintain possession under pressure, and communicate with teammates to execute successful attacks and defense. This unit will also emphasize the importance of spatial awareness, decision-making, and understanding the flow of the game. As students progress, they will gain confidence in applying these skills in competitive matches, while also learning how to assess their performance and improve through feedback.
	Suggestions for implementation:	**See planned PE overview/ iPep plans for unit**
	Suggested questions to measure impact:	**How can you control the ball when dribbling in tight spaces or under pressure?** *Assesses the student's understanding of stick control and ball handling techniques.* **What's the best way to pass the ball when your teammate is under pressure?** *Evaluates the ability to assess situations and apply appropriate passing techniques, including passing under pressure.* **How can you create space for yourself and your teammates during an attack?** *Assesses spatial awareness and understanding of offensive positioning to create opportunities.* **What role do you play in defense? How can you stop the attacking team from scoring?** *Checks understanding of defensive tactics, such as marking players, intercepting passes, and positioning.*
	Possible enrichment opportunities:	KS2 Football and girls football Club Girls football festival Outdoor gym equipment
Spring 2 **Going for Gold (Athletics)**	**Aylward's Intent:**	The Year 6 athletics unit is designed to develop students' understanding and proficiency in various track and field events, focusing on techniques such as race walking, sprinting, and endurance running. The unit will emphasize the importance of maintaining control, power, and accuracy in each event. Students will also learn how to measure and record their own performance, fostering a growth mindset through personal reflection and improvement. By developing their endurance and sustaining pace over longer distances, students will also be prepared to compete with confidence, using the right techniques for each event to achieve their personal best.
	Suggestions for implementation:	**See planned PE overview/ iPep plans for unit**

	Suggested questions to measure impact:	**How do you maintain your technique while race walking over a longer distance?** *Assesses the student's understanding of race walking form and technique, particularly over sustained distances.* **What strategies can you use to pace yourself during a long-distance run?** *Checks understanding of pacing and energy management, critical for sustaining endurance events.* **How can you track your progress and measure your performance in athletics?** *Evaluates the ability to use appropriate methods for self-assessment and performance tracking (e.g., timing, distance).* **What factors should you consider when choosing the appropriate technique for a sprint versus a long-distance run?** *Assesses understanding of event-specific techniques and when to apply them for optimal performance.*
	Possible enrichment opportunities:	Harrow festival KS2 – Athletics trip Athletics club KS2 Sports Day
Summer 1 **Rounders**	**Aylward's Intent:**	The Year 6 rounders unit aims to build students' knowledge and skills in the game of rounders, focusing on the key techniques required to perform as both a batter and a fielder, as well as developing tactical awareness and teamwork. Students will learn to execute accurate strikes and efficient fielding, even under pressure. This unit will also encourage students to understand and take on different roles within a team, such as coaching and decision-making. By observing and analysing their own and others' performances, students will have opportunities to reflect on their development and improve their skills through strategic thinking. This unit is designed to not only improve students' rounders skills but also enhance their understanding of teamwork, strategy, and tactical decision-making.
	Suggestions for implementation:	**See planned PE overview/ iPep plans for unit**
	Suggested questions to measure impact:	**What are the key techniques for striking the ball with accuracy, and how can you improve them under pressure?** *Assesses the understanding of correct striking techniques and the ability to apply them in challenging situations.* **How do you manage different roles within a rounders team, and why is teamwork important for success?** *Checks understanding of teamwork and various roles, including leadership and coaching, in contributing to team success.*

		When fielding, how can you position yourself to increase your chances of intercepting the ball? *Evaluates tactical awareness in fielding and the ability to read the game to intercept or stop the ball effectively.* **How do you apply the rules of the game to your strategies in rounders?** *Assesses understanding of the game's rules and how students use this knowledge to develop and execute strategies.*
	Possible enrichment opportunities:	Rounders inter and intra school competition.
Summer 2 **Finding Success (Outdoor Adventure)**	**Aylward's Intent:**	The Year 6 outdoor adventure orienteering unit encourages students to develop essential life skills such as communication, teamwork, and coordination through fun, hands-on activities. Students will build on their ability to navigate, plan, and solve problems together as a group while learning practical skills like tying knots. They will apply their knowledge in competitive orienteering challenges, developing both their physical and cognitive abilities. By the end of the unit, students will have honed their ability to work cooperatively, take initiative, and think strategically in outdoor adventure scenarios.
	Suggestions for implementation:	**See planned PE overview/ iPep plans for unit**
	Suggested questions to measure impact:	**How did you communicate with your team to navigate through the course, and what strategies helped you be successful?** *Assesses communication skills and how students coordinate with others to navigate the orienteering course.* **What challenges did you face as a group, and how did you overcome them?** *Evaluates problem-solving, teamwork, and the ability to collaborate under pressure.* **Why is it important to know how to tie different knots in orienteering and other outdoor activities?** *Checks understanding of practical life skills and the purpose of knots in outdoor adventure tasks.* **How did you plan your orienteering route for a partner or group, and what were the key decisions you made during the planning process?** *Assesses students' planning skills and their ability to think strategically when creating an orienteering route.*
	Possible enrichment opportunities:	Orienteering of our own or other grounds. Designing a map for other schools to use at our school for orienteering.