

Ashbourne Primary School's Physical Education Scheme of Work with skills and knowledge progression

Intent:

Physical Education at Ashbourne Primary School equips pupils with transferable skills that enable them to live long, active and healthy lives. Through a broad and balanced programme, pupils develop physical competence, confidence and a positive attitude towards physical activity, supporting their wellbeing both now and in the future.

Our curriculum is built upon our Golden Threads of Language and Literacy, Resilience and Regulation, and Belonging and Becoming, which underpin all teaching, learning and relationships across our school and ensure pupils develop secure knowledge alongside confidence, aspiration and readiness for life beyond school.

Our PRAISE aims bring these expectations to life in daily practice by teaching pupils to take pride in their work, show respect for all, act with kindness, become independent achievers, stay resilient and demonstrate excellent behaviour. These shared expectations shape how pupils approach learning, relationships and challenges, helping them develop confidence, responsibility and positive attitudes that support success across the curriculum and beyond.

Our high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It provides opportunities for pupils to become physically literate through the key themes of *think, feel, move and connect*, reflected in the Real PE approach. These themes promote a lifelong love of physical activity, build character and support values such as fairness and respect.

The national curriculum for physical education covers a broad range of aims, and at Ashbourne Primary School pupils develop competence across a wide range of physical activities through a rich curriculum and extensive extra-curricular offer. All classes receive two hours of physical education each week, enabling pupils to remain physically active for sustained periods of time.

Through our partnership with the Rural Derbyshire School Sport Partnership and Queen Elizabeth's Grammar School, pupils across all year groups have opportunities to participate in competitive events at both friendly festival level and qualification-based competitions. Our extensive extra-curricular programme, strengthened through long-established links with local sports clubs such as Ashbourne Golf Club, Peak Performance Triathlon Club, Ashbourne Aztecs Junior Football Club and the Derbyshire Cricket Board, further enriches provision and supports progression into lifelong participation in sport.

Continual professional development is an important element of Physical Education at Ashbourne Primary School, and staff are provided with regular opportunities to develop their subject knowledge and teaching expertise.

This carefully structured approach ensures pupils develop secure skills progressively over time and gain confidence applying them across a range of physical activities and contexts. High expectations for all pupils are central to our curriculum. Teaching is adapted to remove barriers and ensure that every learner can access, participate in and succeed. By the time pupils leave our school, they are equipped with the knowledge, skills and confidence to continue learning successfully at the next stage of their education and beyond.

National Curriculum Aims

The national curriculum for physical education aims to ensure that all pupils:

- Develop competence to excel in a broad range of physical activities
- Are physically active for sustained periods of time
- Engage in competitive sports and activities
- Lead healthy, active lives

KS1 Content

KS2 Content

• Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. • Perform dances using simple movement patterns. • Participate in team games, developing simple tactics for attacking and defending.	• Play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis and apply basic principles suitable for attacking and defending. • Use running, jumping, throwing and catching in isolation and in combination. • Develop flexibility, strength, technique, control and balance. • Perform dances using a range of movement patterns. • Take part in outdoor and adventurous activity challenges both individually and within a team. • Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
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Swimming and water safety: take swimming instruction either in Key Stage 1 or Key Stage 2.

P.E. in EYFS

Three and Four-Year-Olds	Personal, Social and Emotional Development	• Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. • Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them.
	Physical Development	• Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Go up steps and stairs, or climb up apparatus, using alternate feet. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Start taking part in some group activities which they make up for themselves, or in teams. • Increasingly able to use and remember sequences and patterns of music that are related to music and rhythm. • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. • Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. • Show a preference for a dominant hand. • Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.
	Expressive Arts and Design	• Respond to what they have heard, expressing their thoughts and feelings.
Reception	Personal, Social and Emotional Development	• Manage their own needs. -personal hygiene • Know and talk about the different factors that support overall health and wellbeing: -regular physical activity
	Physical Development	• Revise and refine the fundamental movement skills they have already acquired: - rolling - running - crawling - hopping - walking - skipping - jumping - climbing • Progress towards a more fluent style of moving, with developing control and grace.

		• Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Combine different movements with ease and fluency. • Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group. • Develop overall body strength, balance, coordination and agility.	
ELG	Personal, Social and Emotional Development	Managing Self	• Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge.
		Building Relationships	• Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing.
	Physical Development	Gross Motor Skills	• Work and play cooperatively and take turns with others.
	Expressive Arts and Design	Being Imaginative and Expressive	• Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Whole-school P.E. Curriculum Map												
	Wellbeing		Communication		Diversity				Creativity		Aspirations	
	Autumn 1 (7 weeks)		Autumn 2 (7 weeks)		Spring 1 (6 weeks)		Spring 2 (5 weeks)		Summer 1 (6 weeks)		Summer 2 (7 weeks) Sports Day	
	Real PE	APS	Real PE	APS	Real PE	APS	Real PE	APS	Real PE	APS	Real PE	APS
Reception	Personal	Yoga Lotus Flow	Social	Gymnastics	Cognitive	Gymnastics	Creative	Dance	Applying Physical	Athletics	Health & Fitness	Ball Skills
Year 1 1T	Personal	Yoga Lotus Flow	Social	Gymnastics	Cognitive	Invasion Games	Creative	Dance	Applying Physical	OAA	Health & Fitness	Fundamentals (Sports Day focus)
Year 2 2TH	Personal	Yoga Lotus Flow	Social	Gymnastics	Cognitive	Striking/ Fielding games	Creative	Dance	Applying Physical	OAA	Health & Fitness	Fundamentals (Sports Day focus)
Year 3 3G	Personal	Swimming	Social	Swimming	Dance	Swimming	Creative	Swimming	Applying Physical	Swimming	Health & Fitness	Swimming
Year 4 4EA	Personal	Invasion games (throwing and catching)	Social	Gymnastics	Cognitive	Cricket	Creative	Dance	Applying Physical	Handball	Health & Fitness	OAA
Year 5 5B	Basketball	Netball	Tag Rugby	Gymnastics	Football	Cricket	Fitness	Dance	Applying Physical	Tennis	Badminton	OAA
Year 6 6A	Fitness	Netball	Football	Gymnastics	Invasion Games – Catching and throwing	Dance	NFL Flag	Sitting Volleyball	Rounders	Hockey	Athletics	OAA (Residential and Peak District Walk)
Afterschool provision KS1	Mega Sports (FUNdamentals) Primary Stars Wednesday 3:20–4:20pm KS1 Circuits Miss Beresford Thursday 3:15 – 4:20		Gymnastics/Parkour Primary Stars Wednesday 3:20-4:20pm		Dodgeball Primary Stars Wednesday 3:20–4:20pm KS1 and Y3 Dance Club Miss Beresford Thursday 3:15 – 4:20		Football Primary Stars Wednesday 3:20-4:20pm		Basketball Primary Stars Wednesday 3:20-4:20pm KS1 Multi-sports Club Miss Beresford Thursday 3:15 – 4:20		Mega Sports (FUNdamentals) Primary Stars Wednesday 3:20-4:20pm	

Afterschool provision KS2	Year 5/6 Multi-sports Club – Football, Basketball, Hockey. Mr Murphy Tuesday 3:10-4:25pm	Y3/4 Multi-sports Club – Sportshall athletics, Tag rugby, Basketball. Mr Murphy Tuesday 3:10-4:25pm	Y5/6 Multi-sports Club – Sportshall athletics, Netball, Hockey. Mr Murphy Tuesday 3:10-4:25pm Y3/4 Cricket Elizabeth Page from DCFC Cricket Club Wednesday 15:10-16:30pm	Y3/4 Multi-sports Club – Cricket, Athletics, Hockey. Mr Murphy Tuesday 3:10-4:25pm	Y5/6 Multi-sports Club – Cricket, Athletics, Rounders. Mr Murphy Tuesday 3:10-4:25pm	Y3/4 Multi-sports Club – Athletics, Rounders, FUNdamentals. Mr Murphy Tuesday 3:10-4:25pm
Lunchtime	Year 5/6 Tag Rugby Mr Murphy Tuesday 12:30-1pm	Y5/6 Basketball Mr Murphy Tuesday 12:30-1pm	Y5/6 Athletics Mr Murphy Tuesday 12:30-1pm Y5/6 Cricket Elizabeth Page from DCFC Cricket Club Wednesday 12:30-1pm	Y3/4 Basketball Mr Murphy Tuesday 12:30-1pm	Y3/4 Athletics Mr Murphy Tuesday 12:30-1pm	Y3/4 Basketball Mr Murphy Tuesday 12:30-1pm
Before-school provision	Running Club Mr Clark and Miss Lambert 7:45 – 8:15am	Running Club Mr Clark and Miss Lambert 7:45 – 8:15am	Running Club Miss Beresford and Miss Lambert 7:45 – 8:15am	Running Club Miss Beresford and Miss Lambert 7:45 – 8:15am	Running Club Miss Beresford and Miss Lambert 7:45 – 8:15am	Running Club Miss Beresford and Miss Lambert 7:45 – 8:15am

APS EYFS scheme of work

Gymnastics (moving and balancing)	• I can experiment with different ways of moving. • I can create my own ways of moving • I can confidently climb on a range of different equipment. • I can coordinate my movements. • I can create my own short sequence of movements. • I can confidently move around, under, over, and through different objects and equipment.
Dance	• I can change the speed of my dance moves. • I can change the style of my dance moves. • I can share my ideas about a dance performance. • I can confidently join a wide range of different movements. • I can build a repertoire of dances. • I can adapt and change my dance to suit a different style. • I can create a short dance that shows my own ideas and thoughts.

	• I can confidently join a wide range of different movements. • I can think about how to make a dance even better.
Gymnastics (jumping and rolling)	• I can jump and hop from one space to another. • I can confidently jump over a range of small equipment. • I can confidently climb on a range of different equipment. • I can confidently jump off a range of equipment and land safely. • I can balance on one leg and can confidently balance on a range of different equipment. • I can make my body roll in different ways and can perform a range of different rolls. • I can confidently join a range of movements to create a short sequence. • I can control my body when performing my sequence of movements.
Mini Olympics (athletics)	• To develop the ability to throw an object. • To develop the ability to move at speed. • To adapt the body when moving at speed. • To learn how to jump safely. • To develop the ability to jump in different ways.
Ball Skills	• To develop the ability to control a ball in a range of ways. • To develop the ability to throw accurately at a target. • To use throwing skills in a small sided game. • To be able to use a bat or racket to move and control an object. • To develop the ability to catch and bounce a ball. • To develop the ability to kick a ball.

Real PE	EYFS – embedded in CP	Year 1	Year 2
Autumn 1 Personal	- I can follow instructions, practise safely and work on simple tasks by myself - I enjoy working on simple tasks with help	- I try several times if at first I don't succeed and I ask for help when appropriate - I can follow instructions, practise safely and work on simple tasks by myself - I enjoy working on simple tasks with help	- I know where I am with my learning and I have begun to challenge myself - I try several times if at first I don't succeed and I ask for help when appropriate - I can follow instructions, practise safely and work on simple tasks by myself
Autumn 2 Social	- I can work sensibly with others, taking turns and sharing - I can play with others and take turns and share with help	- I can help praise and encourage others in their learning - I can work sensibly with others, taking turns and sharing - I can play with others and take turns and share with help	- I show patience and support others, listening well to them about our work. I am happy to show and tell them about my ideas - I can help praise and encourage others in their learning - I can work sensibly with others, taking turns and sharing
Spring 1 Cognitive	- I can understand and follow simple rules and can name some things I am good at	- I can begin to order instructions, movements and skills. With help I can recognise similarities and differences in	- I can understand the simple tactics of attacking and defending. I can explain what I am doing well and I have begun to identify areas for improvement

	- I can follow simple instructions	- performance and I can explain why someone is working or performing well - I can understand and follow simple rules and can name some things I am good at - I can follow simple instructions	- I can begin to order instructions, movements and skills. With help I can recognise similarities and differences in performance and I can explain why someone is working or performing well - I can understand and follow simple rules and can name some things I am good at
Spring 2 Creative	- I can explore and describe different movements - I can observe and copy others	- I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme - I can explore and describe different movements - I can observe and copy others	- I can make up my own rules and versions of activities. I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression - I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme - I can explore and describe different movements
Summer 1 Applying Physical	- I can perform a single skill or movement with some control - I can perform a small range of skills and link two movements together - I can move confidently in different ways	- I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed - I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together - I can move confidently in different ways	- I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency - I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed - I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together
Summer 2 Health & Fitness	- I am aware of why exercise is important for good health - I am aware of the changes to the way I feel when I exercise	- I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely - I am aware of why exercise is important for good health - I am aware of the changes to the way I feel when I exercise	- I can describe how and why my body feels during and after exercise. I can explain why we need to warm up and cool down - I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely - I am aware of why exercise is important for good health

Real PE	Year 3	Year 4
Autumn 1 Personal	- I cope well and react positively when things become difficult. I can persevere with a task and I can improve my performance through regular practice - I know where I am with my learning and I have begun to challenge myself n l I try several times if at first I don't succeed and I ask for help when appropriate s	- I cope well and react positively when things become difficult. I can persevere with a task and I can improve my performance through regular practice - I know where I am with my learning and I have begun to challenge myself - I try several times if at first I don't succeed and I ask for help when appropriate
Autumn 2 Social	- I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group through a task - I show patience and support others, listening well to them about our work. I am happy to show and tell them about my ideas - I can help praise and encourage others in their learning s	- I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group through a task - I show patience and support others, listening well to them about our work. I am happy to show and tell them about my ideas - I can help praise and encourage others in their learning s
Spring 1 Cognitive	- I can understand ways (criteria) to judge performance and I can identify specific parts to continue to work upon. I can use my awareness of space and others to make good decisions	- I can understand ways (criteria) to judge performance and I can identify specific parts to continue to work upon. I can use my awareness of space and others to make good decisions

	- I can understand the simple tactics of attacking and defending. I can explain what I am doing well and I have begun to identify areas for improvement - I can begin to order instructions, movements and skills. With help I can recognise similarities and differences in performance and I can explain why someone is working or performing well	- I can understand the simple tactics of attacking and defending. I can explain what I am doing well and I have begun to identify areas for improvement - I can begin to order instructions, movements and skills. With help I can recognise similarities and differences in performance and I can explain why someone is working or performing well
Spring 2 Creative	- I can link actions and develop sequences of movements that express my own ideas. I can change tactics, rules or tasks to make activities more fun or challenging - I can make up my own rules and versions of activities. I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression - I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme	- I can link actions and develop sequences of movements that express my own ideas. I can change tactics, rules or tasks to make activities more fun or challenging - I can make up my own rules and versions of activities. I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression - I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme
Summer 1 Applying Physical	- I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow in running, jumping and throwing activities - I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency - I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed	- I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow in running, jumping and throwing activities - I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency - I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed
Summer 2 Health & Fitness	- I can describe the basic fitness components and explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working - I can describe how and why my body feels during and after exercise. I can explain why we need to warm up and cool down - I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely	- I can describe the basic fitness components and explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working - I can describe how and why my body feels during and after exercise. I can explain why we need to warm up and cool down - I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely

Real PE aims	Half term covered	Sport the aims are embedded within	Year 5 & 6
Cognitive	Year 5 Spring 1 Year 6 Autumn 2 Spring 2	Year 5 Football Year 6 Football Sitting Volleyball	• I can review, analyse and evaluate my own and other's strengths and weaknesses. • I can read and react to different game situations as they develop • I have a clear idea of how to develop my own and others' work. • I can recognise and suggest patterns of play which will increase chances of success and I can develop methods to outwit opponents. • I can understand ways (criteria) to judge performance. • I can identify specific parts to continue to work upon. • I can use my awareness of space and others to make good decisions.

Creative	Year 5 Autumn 1 Spring 2	Year 5 Gymnastics Dance	• I can effectively disguise what I am about to do next. • I can use variety and creativity to engage an audience. • I can respond imaginatively to different situations, adapting and adjusting my skills, movement or tactics so they are different from or in contrast to others. • I can link my actions and develop sequences of movements that express my own ideas. • I can change tactics, rules or tasks to make activities more fun or challenging.
	Year 6 Autumn 2 Spring 1	Year 6 Gymnastics Dance	
Social	Year 5 Autumn 1 Summer 2	Year 5 Basketball OAA	• I can involve others and motivate those around me to perform better. • I can give and receive sensitive feedback to improve myself and others. • I can negotiate and collaborate appropriately. • I cooperate well with others and give helpful feedback. • I help organise roles and responsibilities and I can guide a small group through a task.
	Year 6 Spring 2 Summer 2	Year 6 NFL Flag OAA	
Applying Physical	Year 5 Autumn 2	Year 5 Real PE	• I can effectively transfer skills and movements across a range of activities and sports. • I can perform a variety of skills consistently and effectively in challenging or competitive situations. • I can use a combination of skills confidently in sport specific contexts. • I can perform a range of skills fluently and accurately in practice situations. • I can perform a variety of movements and skills with good body tension. • I can link actions together so that they flow in running, jumping and throwing activities.
	Year 6 Autumn 1 Summer 1 Summer 1	Year 6 Netball Hockey Rounders	
Health & Fitness	Year 5 Spring 2	Year 5 Fitness	• I can explain how individuals need different types and levels of fitness to be more effective in their activity/role/event. • I can plan and follow my own basis fitness programme. • I can self-select and perform appropriate warm up and cool down activities. • I can identify possible dangers when planning an activity. • I can describe the basic fitness components and explain how often and how long I should exercise to be healthy. • I can record and monitor how hard I am working.
	Year 6 Autumn 1	Year 6 Fitness	
Personal	Year 5 Autumn 1 Spring 2	Year 5 Gymnastics Fitness	• I can create my own learning plan and revise that plan when necessary. • I can accept critical feedback and make changes. • I see all new challenges as opportunities to learn and develop. • I recognise my strengths and weaknesses and can set myself appropriate targets. • I cope well and react positively when things become difficult. • I can persevere with a task and I can improve my performance through regular practice.
	Year 6 Autumn 1 Spring 2	Year 6 Fitness NFL Flag	

Gymnastics – Derby City SSP scheme of work

Year 1	Year 2	Year 3
Children should be able to: • know and perform a log and a tuck roll • travel along pathways on different levels (high and low), showing narrow and wide shapes • know and demonstrate how to use apparatus safely • show different balance and travel ideas using apparatus • demonstrate various different jumps using apparatus • demonstrate movements that hold weight on their hands • devise a sequence using a criteria	Children should be able to: • know and perform a log and a tuck roll • know and demonstrate how to use apparatus safely • understand and demonstrate pathways, dynamics and levels using apparatus • demonstrate various weight on hands movements using apparatus • demonstrate 2 footed jumps onto, on, off and over equipment • demonstrate balances on apparatus • devise a sequence using a criteria	Children should be able to: • know and perform different types of rolls (log, tuck, side and circle rolls) • understand and demonstrate balancing on different body parts and how to travel along different pathways • understand and demonstrate travelling using matching balances • demonstrate various different shapes and shape movements • know and demonstrate how to use apparatus safely • demonstrate numerous jumps onto, on, off and over apparatus • devise a sequence using a criteria • Evaluate own and peers' performance
Year 4	Year 5	Year 6
Children should be able to: • know and perform different types of rolls (log, tuck, side and circle rolls) – forward roll to be introduced if confident to teach • know and perform positions with good body tension • understand and demonstrate different ways of travelling, under, over or through a partner • know and demonstrate how to use apparatus safely • demonstrate different ways of going under, over, through a partner using apparatus • understand and demonstrate different turns on the spot and travelling • know and demonstrate the difference between matching and contrasting balance • demonstrate 'weight on hands' using apparatus and show actions that can be used to form a sequence • devise a sequence using a criteria	Children should be able to: • know and perform different rolls and explore twisted shapes • know and perform the tuck, pike, straddle and star shapes • understand and demonstrate balancing on different body parts and how to move into and out of balances • select actions to perform matching and mirroring positions • understand and demonstrate travelling using different pathways and dynamics • know and demonstrate how to use apparatus safely • demonstrate various swinging actions on apparatus • demonstrate 'flight off' using apparatus • devise a sequence using a criteria • evaluate own and peers' performance	Children should be able to: • know and perform different types of rolls • know and understand how to get into and out of rolls effectively • understand and demonstrate counter balances • selection actions to perform in unison and canon • know and demonstrate the term asymmetrical and symmetrical • demonstrate the use of asymmetrical/symmetrical positions/balances in a sequence • be able to transfer paired counter, symmetrical and asymmetrical balances onto apparatus • demonstrate 'flight onto', 'flight off' and 'flight from hands' using apparatus • devise a sequence using a criteria • evaluate own and peers' performance

•evaluate own and peers' performance		
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Dance – Derby City SSP scheme of work		
Year 1	Year 2	Year 3
Children should be able to: • explore different ways of moving • explore different pathways • create big and small shapes • work with a partner and in a group • move in time with music • move in a controlled way • be introduced to the dynamics of movement • mirror their partners movements • develop a short movement sequence • link sequences together to create a whole class dance • perform to an audience	Children should be able to: • explore a variety of movements • use changes in direction, speed and dynamics • explore various pathways • explore different shapes and movements • link different shapes with methods of travelling to produce a short sequence • explore the concept of mirroring and gesture using images • explore and develop precise movements • learn, remember and repeat a short sequence • perform to an audience • observe other pupils performing and begin to use dance vocabulary to explain what they can see	Children should be able to: • perform whole body shapes with control • create shapes with different body parts • know and understand how size is used in dance • demonstrate the use of size in dance • know and understand points of balance • demonstrate use of control and shape within a balance • know and understand the term dynamics • demonstrate a range of dynamics • perform with control and accuracy • evaluate own and peers' performance
Year 4	Year 5	Year 6
Children should be able to: • know and understand the terms: accuracy, control and timing • demonstrate accuracy, control and timing • understand the term repetition and apply it • demonstrate the use of varied pathways • know and understand the term dynamics • demonstrate the use of dynamics • know and understand the term levels • demonstrate the use of different levels • know and understand the term binary • demonstrate the use of binary • perform a structures dance with accuracy, fluidity and timing • evaluate own and peers' performance	Children should be able to: • know and understand how character is used in dance • select and apply actions with appropriate characteristics for the theme of the dance • demonstrate an understanding of timing and musicality • know and understand the term mirroring • demonstrate use of mirroring • know and understand the term re-ordering • link together sections of dance demonstrating movement memory • perform showing moment of accuracy of timing, musicality and a sense of character • evaluate own and peers' performance	Children should be able to: • know and understand the terms unison and cannon • demonstrate and apply unison and cannon • know and understand the terms counter balance and tension • demonstrate and apply safely counter balances and tension • select and apply appropriate dynamics • demonstrate re-ordering with fluidity • know and understand the term formation • demonstrate the used of formation • explore trust within partner work • perform lifts and supports safely • perform a structured dance with accuracy, control and extension • evaluate own and peers' performance • give valuable feedback to peers

Outdoor Adventurous Activities (OAA)
Derbyshire Scheme of work (KS1 – KS2)

Year 1	Children should be able to: • position themselves correctly using a map/plan • relate real features to drawn symbols on a map/plan
Year 2	Children should be able to: • position themselves correctly using a map/plan • relate real features to drawn symbols on a map/plan • choose the best route from start to finish
Year 3	Children should be able to: • position themselves correctly using a map/plan • relate real features to drawn symbols on a map/plan • choose the best route from start to finish • work together to relate real features to drawn symbols on a map/plan • stay on the correct route by using an easy to follow feature
Year 4	Children should be able to: • relate real features to drawn symbols on a map/plan • choose the best route from start to finish • work together to relate real features to drawn symbols on a map/plan • work cooperatively to plan their travel from one place to the next using the best route • know common Orienteering map symbols • stay on the correct route by using an easy to follow feature • choose the best and quickest route from a single start/finish point
Year 5/6	Children should be able to: • choose the best route from start to finish • work together to relate real features to drawn symbols on a map/plan • work cooperatively to plan their travel from one place to the next using the best route • know common Orienteering map symbols • work in pairs to plan the best route in a competitive environment • use team tactics to complete a course as quickly as possible • use a range of Orienteering skills to complete a course as quickly as possible • to plan (choose the best route, perform) as quickly as possible and review (compare routes with others)

Invasion Games/Netball - Derby City SSP scheme of work		
Year 1 (Invasion Games)	Year 2 (Striking/Fielding Games)	Year 3
• practice and improve fundamental movement skills • understand how to use space safely • explore skills that are used in defending	• practice and improve fundamental skills • roll and stop a ball with control • throw and catch a ball with control	N/A - Swimming

• understand the term attacking • understand how to throw underarm with control • understand how to catch with control • apply all fundamental skills learnt in a simple attacking and defending game • understand the importance of working as a team • develop simple tactics for attacking and defending	• send a ball into space • throw accurately at a range of targets over different distances • explore ways of stopping a ball • develop hand-eye coordination skills • use simple tactics • show awareness of space • develop their sending and receiving skills	
Year 4 (Invasion Games – Netball slant)	Year 5 (Netball)	Year 6 (Netball)
• identify and perform a range of fundamental movement skills • show accurate throwing and catching skills • develop passing skills • develop receiving skills • identify space when playing a game • demonstrate spatial awareness when moving • explore ways to keep possession of the ball • explore how to get free from an opponent • understand the importance of team work • show effective communication with team mates • explore different ways to defend • choose and use simple tactics • play in a tournament	• explore the areas of a netball court • be familiar with and use the basic netball passes • identify and develop fundamental movement skills used in netball • understand the footwork rule and begin to apply it • acquire and apply basic shooting techniques • know and apply different ways of dodging • understand the importance of being able to dodge effectively • apply attacking skills to keep possession of the ball • apply a range of tactics when defending • explore the positions in High 5 Netball • demonstrate and implement some basic rules of High 5 Netball	• know and apply the different types of passes in netball • demonstrate an understanding of the footwork by applying it • know the positions of High 5 Netball • understand the roles of different positions • use a range of tactics in attack and defence • begin to play effectively in different positions in both attack and defence • apply the positions to a game of High 5 Netball

Year 1 & 2 - Fundamental skills

- move around in a controlled and balanced way
- explore different ways of travelling
- travel in different directions and at different speeds
- show spatial awareness
- negotiate obstacles showing increased control of body and limbs
- explore a range of body part balances
- demonstrate various ways of using different equipment
- use equipment safely
- travel using different pathways
- develop throwing skills

- aim accurately at a target

Year 4 - Handball	Year 5 - Badminton	Year 6 - Sitting Volleyball
●be familiar with and use the basic handball passes ●demonstrate accurate catching and throwing technique ●demonstrate the basic skills of shooting ●apply basic attacking and defending techniques to game play ●understand the importance of communication when working as a team ●understand and apply the basic rules of handball	●demonstrate and use the two grips used in Badminton ●alternate between grips ●demonstrate the use of chasses steps over short distances ●lunge with stability and balance ●strike net shots using forehand and backhand ●apply learnt skills to a game situation	●move with pace in a seated position ●volley and dig with accuracy ●serve with accuracy ●set, spike and block correctly ●apply the rules of sitting volleyball to a game situation

Year 4 – Cricket – DCFC Cricket Provision	Year 5 – Cricket - DCFC Cricket Provision	Year 6 - Rounders
●develop basic batting, bowling, and fielding skills. ●strike a ball with increasing control and consistency. ●bowl using simple underarm and introductory overarm techniques. ●catch and stop a ball safely using correct positioning. ●understand and follow simple rules and roles in a cricket game. ●work cooperatively with a team and communicate clearly during play	●refine batting, bowling, and fielding techniques with greater accuracy. ●apply overarm bowling with improved control and consistency. ●hit a moving ball with purpose, placing it into space. ●field effectively using appropriate catches, throws, and positioning. ●apply a wider range of rules and make tactical decisions in small-sided games. ●work strategically with teammates, using communication to support gameplay.	●hit a ball successfully using differentiated equipment ●hit a ball in different directions ●develop a range of fielding skills ●demonstrate different ways of stopping the ball ●evaluate strengths and weaknesses when fielding ●understand simple rounders rules ●refine throwing and catching skills ●use a range of tactics when batting and fielding ●play in a tournament - work effectively as a team
Year 5 – Tag Rugby	Year 6 – NFL Flag Football	Year 5 - Football
●develop control when running with the ball, using correct two-hand carry. ●pass and catch the ball accurately using a sideways (lateral) pass. ●evade defenders using changes of speed and direction. ●tag opponents safely and fairly, returning the tag as required. ●understand and apply basic rules such as backward passing and restarting play. ●work effectively as a team to create space and support players in attack and defence.	●understand simple Flag Football rules ●describe and demonstrate how to grip and throw a football including snapping and performing a handoff ●use a range of basic passing routes ●evaluate strengths and weaknesses of different passing routes ●work as a team effectively to perform different plays ●develop defending skills in man and zone defence	●develop control when dribbling, passing, and receiving the ball. ●use short passes accurately to keep possession in small-sided games. ●apply basic defending skills, including staying goal-side and marking. ●shoot at goal with increasing accuracy and power. ●understand and follow key rules such as throw-ins, goal kicks, and fouls.

		•work effectively as part of a team, communicating and supporting others.
Year 6 - Football	Year 5 - Fitness	Year 6 - Fitness
•refine ball control and passing skills, using them under pressure. •use a range of passes (short, longer, through balls) to create attacking opportunities. •apply more advanced defensive skills, including intercepting and tackling safely. •shoot confidently using different techniques depending on distance and angle. •understand and apply more tactical concepts such as width, support play, and transition.	•develop understanding of the components of fitness (e.g., stamina, strength, agility). •improve cardiovascular endurance through sustained physical activity. •perform a range of body-weight exercises with safe technique. •take part in simple fitness challenges and record basic results. •understand how exercise affects the body, including heart rate and breathing. •work cooperatively in pairs or small groups to complete fitness tasks.	•apply understanding of fitness components to improve performance in varied activities. •develop greater endurance, strength, and agility through progressive challenges. •use correct technique consistently in a wider range of fitness exercises. •track, compare, and reflect on personal fitness data over time. •explain how to warm up, cool down, and exercise safely and responsibly. •show independence and leadership when completing or organising fitness tasks
Year 5 – Tennis – ATC Tennis Provision	Year 5 – Basketball	Year 6 - Hockey
•develop control when using a forehand to return a ball over a net. •begin using a basic backhand with correct grip and body position. •rally with a partner using controlled shots and appropriate power. •serve underarm consistently into a designated area. •move into space effectively to return the ball and sustain rallies. •apply simple rules and scoring when playing small-sided or modified tennis games.	•develop control when dribbling the ball using both hands and changing direction. •pass and receive the ball accurately using chest, bounce, and overhead passes. •use movement to get free from a defender and create space for teammates. •shoot with increasing accuracy using correct technique for a set shot. •understand and apply basic rules such as double dribble, travelling, and pivoting. •work effectively in small-sided games, showing teamwork and simple tactical awareness.	•demonstrate controlled dribbling using both open and reverse stick sides. •pass and receive the ball accurately while moving, using appropriate stick technique. •develop safe and effective tackling skills, including block tackle and jab tackle. •use positioning and movement to create attacking opportunities and maintain possession. •apply defensive principles such as marking, tracking, and delaying an opponent. •play small-sided games with understanding of key rules, teamwork, and tactical decision-making.
Year 6 - Athletics		
•run with speed and agility •demonstrate quick reactions and rapid acceleration •sustain pace over a long distance •jump for distance		

•use a variety of throwing styles/techniques •develop fluency and efficiency in running for speed as a team		
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Impact

We assess the impact of our curriculum by checking that our children know more and remember more. Teachers ensure pupils regularly revisit prior learning over time. This ensures learning is embedded into pupils' long-term memory. Teachers and leaders monitor the impact of the curriculum through:

- Key questioning
- Observations within lessons
- Outcomes from tasks/topics
- Flashback Friday
- Flashback 4
- Lesson quizzes
- Pupil voice
- Learning walks
- Curriculum monitoring
- Data analysis