



# The Riverview Academy

## Curriculum Progression : Physical Education

*EXCELLENCE AND AMBITION FOR ALL*

Respect

Excellence

Resilience

Teamwork

Kindness

Responsibility

### **Whole School: Riverview Curriculum Intent**

At The Riverview Academy, our values are at the heart of everything we do. We are a kind, inclusive community that embraces individuality and creates opportunities for all, irrespective of gender, race, disability or background. Through excellent education in a safe and nurturing environment, we empower every child to become the very best version of themselves. Guided by kindness, excellence, respect, resilience and teamwork, our children grow into confident, creative learners who make a positive difference to our school, our community, and the wider world.

### **Physical Education: Riverview Curriculum Intent**

At The Riverview Academy, our Physical Education curriculum is designed to develop confident, active and resilient pupils who understand the importance of physical activity for their health, wellbeing and wider development. We aim to give every child the knowledge, skills and motivation to participate successfully in a broad range of physical activities and to develop positive attitudes towards leading an active lifestyle.

From the Early Years, children develop fundamental movement skills through active play, games and purposeful physical experiences. They learn to move with increasing control and coordination, use space safely, handle equipment and begin to understand how physical activity affects their bodies. These foundations are built upon in Key Stage 1, where pupils develop greater competence in running, jumping, throwing, catching, balancing, travelling and working with others.

As pupils move through Key Stage 2, they apply and refine these skills across a broader range of activities, including games, gymnastics, dance, athletics, swimming and outdoor and adventurous activity. Pupils develop increasing accuracy, control, tactical awareness and physical confidence, while learning to evaluate performance, respond to feedback and make improvements.

Across all stages, our curriculum develops physical competence, teamwork, resilience and healthy participation. Pupils learn to cooperate, compete appropriately and show respect for others, while understanding the importance of physical activity for health and wellbeing. By the time pupils leave Riverview, they will have the confidence and skills to take part successfully and lead active, healthy lives.

# Our Five Pedagogical Pillars

At Riverview, our approach to teaching and learning is grounded in five key pedagogical pillars, all underpinned by a well-planned curriculum that is sequential and progressive. These pillars work together to ensure that every child is supported to access the curriculum, make progress, and thrive. Where needed, bespoke adaptations and provision are made to ensure every child can succeed. This framework ensures we are consistent, inclusive, and ambitious in our approach to teaching and learning across the school. The 5 pillars are:

**Effective Questioning:**

*We use strategies such as Think-Pair-Share and ABC (Agree, Build, Challenge) to promote deep thinking, discussion, and engagement.*

**Modelling:**

*Lessons are built around the I do, we do, you do approach to provide clear scaffolding and build independence.*

**Retrieval Practice:**

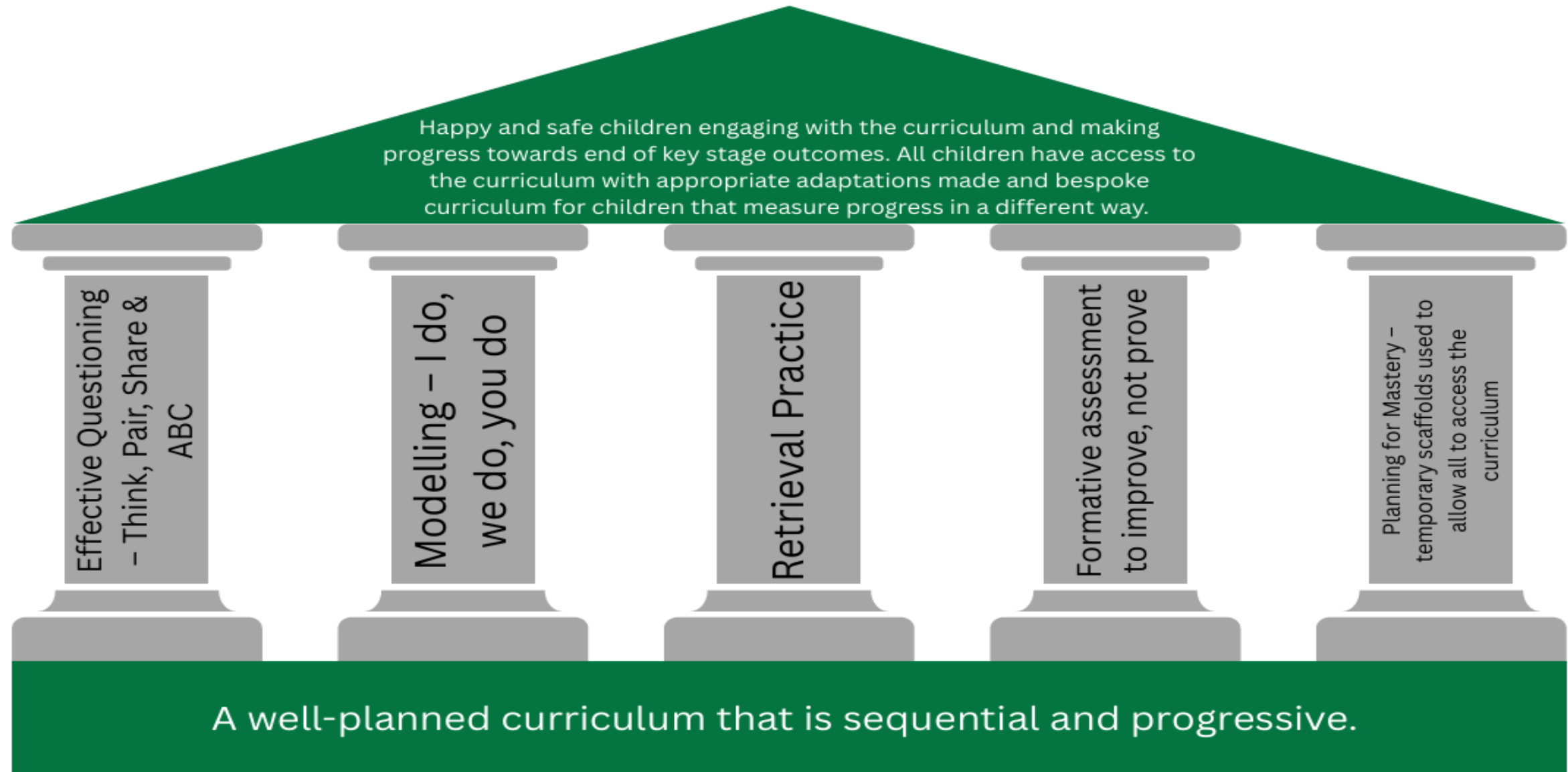
*Children regularly recall prior learning to strengthen memory, make connections, and deepen understanding.*

**Formative Assessment:**

*Assessment is used to improve, not prove learning. Teachers adapt teaching responsively based on what children know and need next.*

**Planning for Mastery:**

*We use temporary scaffolds and supports to enable all learners to access the curriculum and achieve success.*



Happy and safe children engaging with the curriculum and making progress towards end of key stage outcomes. All children have access to the curriculum with appropriate adaptations made and bespoke curriculum for children that measure progress in a different way.

Effective Questioning  
– Think, Pair, Share &  
ABC

Modelling – I do,  
we do, you do

Retrieval Practice

Formative assessment  
to improve, not prove

Planning for Mastery –  
temporary scaffolds used to  
allow all to access the  
curriculum

A well-planned curriculum that is sequential and progressive.

# Substantive and Disciplinary Concepts

## Substantive Concepts:



### **Motor Competence**



### **Rules, Strategies, and Tactics**



### **Healthy Participation**

## Disciplinary Concepts:

| Perform & Apply                                                             | Decide & Adapt                                                                      | Observe & Analyse                                                              | Evaluate & Refine                                                                                |
|-----------------------------------------------------------------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
| Execute techniques and use them in an appropriate context.                  | Select movements, tactics or strategies and change them when the situation changes. | Notice relevant features of performance and explain why actions are effective. | Compare against criteria or a personal best, use feedback and make improvements.                 |
| Communicate & Collaborate                                                   | Compete & Officiate                                                                 | Lead & Coach                                                                   | Reflect & Self-Regulate                                                                          |
| Work safely with others, share ideas, support team play and solve problems. | Apply rules fairly, score, take roles and respect opponents/officials.              | Organise activity, model success, give useful feedback and support others.     | Recognise effort, confidence and response to challenge; persist and manage participation safely. |

# Substantive and Disciplinary Knowledge

## Substantive Knowledge – Knowing P.E.

Substantive knowledge refers to the content of PE – the knowledge pupils need to understand movement, participate effectively in physical activity and make informed decisions about their performance. It is organised through three core concepts:

- **Motor Competence** – knowledge of movement, actions and techniques, including how to run, jump, throw, catch, strike, travel, balance and coordinate movements with increasing control, accuracy and fluency
- **Rules, Strategies and Tactics** – knowledge of how different activities and games work, including rules, scoring, positioning, use of space, roles, tactics and the decisions that can improve individual and team performance
- **Healthy Participation** – knowledge of how to participate safely and effectively in physical activity, including the effects of exercise on the body, fitness, warming up, physical and mental wellbeing, safe use of equipment, fair play and responsible participation

This is the '*know what*' of PE – the knowledge that allows pupils to understand how and why they move, how physical activities and games operate, and how to participate safely, successfully and healthily.

Substantive knowledge is carefully sequenced so that pupils revisit these three concepts across different areas of PE, building increasingly sophisticated knowledge from Reception to Year 6.

## Disciplinary Knowledge – Thinking Like a Physical Performer

Disciplinary knowledge teaches pupils how to use, apply and improve their knowledge in PE. It focuses on how pupils make decisions, respond to different situations, evaluate performance and work with others across physical activities.

Through disciplinary knowledge, pupils learn to:

- **Perform and Apply** – select and use appropriate skills and techniques with increasing control, accuracy and fluency
- **Decide and Adapt** – make decisions during activity and adapt movements, strategies and tactics in response to changing situations
- **Observe and Analyse** – watch their own and others' performances closely, identifying what is effective and why
- **Evaluate and Refine** – reflect on performance, identify improvements and make purposeful changes to skills, techniques and tactics
- **Communicate and Collaborate** – work effectively with others, sharing ideas, solving problems and contributing positively to a team
- **Compete and Officiate** – apply rules fairly, compete appropriately and increasingly take responsibility for scoring, judging and officiating
- **Lead and Coach** – organise, support and guide others, using knowledge of performance to help individuals and teams improve
- **Reflect and Self-Regulate** – recognise effort, respond to challenge, manage emotions and take increasing responsibility for personal improvement

This is the '*know how*' of PE – the behaviours and processes that enable pupils to apply their physical knowledge intelligently, make effective decisions, improve performance and participate confidently and responsibly in a range of physical activities.

# Cultural Capital and Enrichment

## Where did the term cultural capital come from?

In the 1970s, Pierre Bourdieu, a French sociologist, developed the idea of cultural capital as a way to explain how power in society was transferred and social classes maintained. Bourdieu believed that cultural capital played an important, and subtle role. For Bourdieu, the more capital you have the more powerful you are.

Bourdieu saw families passing on cultural capital to their children by introducing them to dance and music, taking them to theatres, galleries and historic sites, and by talking about literature and art over the dinner table. The Riverview Academy is committed to ensuring all our pupils are equipped with the knowledge and cultural capital they need to succeed in life. Our curriculum and provision ensure that all our pupils acquire the essential knowledge they need to be educated citizens. We want all our pupils to leave Riverview, by the end of KS2, with aspirational goals for their future, without any limitations. We have carefully considered four domains for promoting and improving each child's level of cultural capital, based on research by Bourdieu. We believe that the more cultural capital a child has, the more likely they are to succeed in life and reach their potential.

| Year group       | Progression in disciplinary knowledge                                                                                                                                                                                                                                                                           | Key disciplinary concepts                                           |
|------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|
| <b>Reception</b> | <ul style="list-style-type: none"> <li>• Copy and explore movements; choose ways to travel, balance and use equipment.</li> <li>• Describe what they did using simple movement language.</li> <li>• Follow simple rules and work safely alongside others.</li> </ul>                                            | Perform & apply; Communicate & collaborate; Reflect & self-regulate |
| <b>Year 1</b>    | <ul style="list-style-type: none"> <li>• Repeat a modelled action with increasing control.</li> <li>• Identify one thing that was successful and one simple way to improve.</li> <li>• Make a simple choice in a game, route or movement task.</li> </ul>                                                       | Perform & apply; Decide & adapt; Evaluate & refine                  |
| <b>Year 2</b>    | <ul style="list-style-type: none"> <li>• Compare two attempts and recognise improvement.</li> <li>• Give simple, kind feedback linked to a success criterion.</li> <li>• Choose between simple tactics or techniques and explain the choice.</li> </ul>                                                         | Observe & analyse; Evaluate & refine; Decide & adapt                |
| <b>Year 3</b>    | <ul style="list-style-type: none"> <li>• Use clear success criteria to improve technique.</li> <li>• Explain a simple tactical or compositional choice.</li> <li>• Respond to feedback and make a visible adjustment in the next attempt.</li> </ul>                                                            | Observe & analyse; Decide & adapt; Evaluate & refine                |
| <b>Year 4</b>    | <ul style="list-style-type: none"> <li>• Identify a specific technical feature that affects success.</li> <li>• Adapt positioning, pacing, route or sequence in response to the task.</li> <li>• Apply rules consistently and begin to take responsibility for scoring/officiating.</li> </ul>                  | Observe & analyse; Decide & adapt; Compete & officiate              |
| <b>Year 5</b>    | <ul style="list-style-type: none"> <li>• Explain cause and effect in performance: what changed and why it improved.</li> <li>• Give focused peer feedback and support a partner to refine a skill.</li> <li>• Adapt tactics or composition during performance rather than only afterwards.</li> </ul>           | Evaluate & refine; Lead & coach; Decide & adapt                     |
| <b>Year 6</b>    | <ul style="list-style-type: none"> <li>• Independently analyse performance using agreed criteria and personal-best information.</li> <li>• Justify tactical, technical or compositional decisions and refine them.</li> <li>• Lead, coach or officiate safely and fairly, helping others to improve.</li> </ul> | Observe & analyse; Evaluate & refine; Lead & coach                  |

## Fundamental Movement & Object Control

| Year             | Skills / procedural knowledge (know how)                                                                                                                                                                                                                                                                                      | Knowledge / declarative knowledge (know what)                                                                                                                                                                                                                | Substantive concepts                                                                                                                                          | Disciplinary concepts                                                                                                               |
|------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| <b>Reception</b> | <ul style="list-style-type: none"> <li>Travel in different ways and at different speeds; stop and start safely.</li> <li>Balance, jump, hop, skip, climb and change direction with increasing control.</li> <li>Roll, throw, kick, strike and receive large/light objects in simple partner and target activities.</li> </ul> | <ul style="list-style-type: none"> <li>Know how to use space safely and avoid others.</li> <li>Know that balance requires body control and a stable base.</li> <li>Know simple movement words: fast/slow, high/low, near/far, forwards/backwards.</li> </ul> | <ul style="list-style-type: none"> <li>Motor competence: locomotion, stability, manipulation</li> <li>Healthy participation: safe space</li> </ul>            | <ul style="list-style-type: none"> <li>Perform &amp; apply</li> <li>Reflect &amp; self-regulate</li> </ul>                          |
| <b>Year 1</b>    | <ul style="list-style-type: none"> <li>Run, jump and land with control; change direction in response to a signal.</li> <li>Throw underarm towards a target and catch a suitably sized ball with two hands.</li> <li>Roll and kick accurately; hold simple static and moving balances.</li> </ul>                              | <ul style="list-style-type: none"> <li>Know the difference between sending and receiving.</li> <li>Know a ready position helps with catching and receiving.</li> <li>Know that bending knees and controlling the body supports safe landing.</li> </ul>      | <ul style="list-style-type: none"> <li>Motor competence: agility, balance, coordination, object control</li> </ul>                                            | <ul style="list-style-type: none"> <li>Perform &amp; apply</li> <li>Observe &amp; analyse</li> </ul>                                |
| <b>Year 2</b>    | <ul style="list-style-type: none"> <li>Combine running, jumping, throwing and catching in short sequences and games.</li> <li>Change speed and direction while maintaining control.</li> <li>Send and receive while moving; begin to use different force for different distances.</li> </ul>                                  | <ul style="list-style-type: none"> <li>Know when more/less force is needed.</li> <li>Know that looking, moving into line and preparing hands/body improves receiving.</li> <li>Know that movement skills can be combined to solve a task.</li> </ul>         | <ul style="list-style-type: none"> <li>Motor competence: combined movement, control, coordination</li> <li>Rules/strategies/tactics: simple choice</li> </ul> | <ul style="list-style-type: none"> <li>Perform &amp; apply</li> <li>Decide &amp; adapt</li> <li>Evaluate &amp; refine</li> </ul>    |
| <b>Year 3</b>    | <ul style="list-style-type: none"> <li>Apply running, dodging, passing, catching and object control within game and athletics contexts.</li> <li>Maintain control while changing direction and moving into space.</li> <li>Link movement skills smoothly rather than treating each action separately.</li> </ul>              | <ul style="list-style-type: none"> <li>Know that technique changes depending on the task, equipment and intended outcome.</li> <li>Know that effective movement combines control with awareness of space and others.</li> </ul>                              | <ul style="list-style-type: none"> <li>Motor competence: activity-specific technique</li> <li>Rules/strategies/tactics: space</li> </ul>                      | <ul style="list-style-type: none"> <li>Perform &amp; apply</li> <li>Decide &amp; adapt</li> </ul>                                   |
| <b>Year 4</b>    | <ul style="list-style-type: none"> <li>Combine skills at greater speed and under moderate pressure.</li> <li>Receive, control and release an object efficiently while moving.</li> <li>Use body position and footwork to prepare for the next action.</li> </ul>                                                              | <ul style="list-style-type: none"> <li>Know that preparation and recovery positions improve fluency.</li> <li>Know that control is more important than speed when learning a new or more complex movement.</li> </ul>                                        | <ul style="list-style-type: none"> <li>Motor competence: fluency, control, coordination</li> </ul>                                                            | <ul style="list-style-type: none"> <li>Perform &amp; apply</li> <li>Observe &amp; analyse</li> <li>Evaluate &amp; refine</li> </ul> |
| <b>Year 5</b>    | <ul style="list-style-type: none"> <li>Execute familiar movement patterns accurately under increased pressure.</li> <li>Select and combine movements that best suit the activity.</li> <li>Maintain technique as speed, distance or opposition increases.</li> </ul>                                                          | <ul style="list-style-type: none"> <li>Know how speed, force, balance and body position affect movement success.</li> <li>Know that efficient movement reduces unnecessary effort and supports performance.</li> </ul>                                       | <ul style="list-style-type: none"> <li>Motor competence: efficiency, accuracy, control</li> <li>Healthy participation: effective effort</li> </ul>            | <ul style="list-style-type: none"> <li>Decide &amp; adapt</li> <li>Observe &amp; analyse</li> <li>Evaluate &amp; refine</li> </ul>  |
| <b>Year 6</b>    | <ul style="list-style-type: none"> <li>Apply a broad movement repertoire fluently and adapt it to unfamiliar or changing situations.</li> <li>Demonstrate control, accuracy and efficiency while competing or performing.</li> <li>Model key movements for others and identify a useful technical improvement.</li> </ul>     | <ul style="list-style-type: none"> <li>Know how to break a complex skill into parts for practice and then recombine it.</li> <li>Know that successful performance depends on technique, decision-making and context.</li> </ul>                              | <ul style="list-style-type: none"> <li>Motor competence: fluent, adaptable movement</li> <li>Rules/strategies/tactics: context</li> </ul>                     | <ul style="list-style-type: none"> <li>Perform &amp; apply</li> <li>Lead &amp; coach</li> <li>Evaluate &amp; refine</li> </ul>      |

## Health, Fitness & Physical Literacy

| Year             | Skills / procedural knowledge (know how)                                                                                                                                                                                                                                      | Knowledge / declarative knowledge (know what)                                                                                                                                                                                                              | Substantive concepts                                                                                                   | Disciplinary concepts                                                                                                                  |
|------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| <b>Reception</b> | <ul style="list-style-type: none"> <li>Take part in sustained energetic play and recover safely.</li> <li>Use a range of movements that develop strength, balance and coordination.</li> </ul>                                                                                | <ul style="list-style-type: none"> <li>Know that movement can make the body feel warmer and breathing become faster.</li> <li>Know that being active helps the body to be healthy and strong.</li> <li>Know when to stop, rest or ask for help.</li> </ul> | <ul style="list-style-type: none"> <li>Healthy participation: activity, body response, safety</li> </ul>               | <ul style="list-style-type: none"> <li>Reflect &amp; self-regulate</li> <li>Perform &amp; apply</li> </ul>                             |
| <b>Year 1</b>    | <ul style="list-style-type: none"> <li>Complete short bursts of activity and repeat simple movements with control.</li> <li>Recognise and describe changes in breathing, temperature and heartbeat after exercise.</li> </ul>                                                 | <ul style="list-style-type: none"> <li>Know at least one benefit of regular physical activity.</li> <li>Know why space, footwear, equipment and listening to instructions matter for safety.</li> </ul>                                                    | <ul style="list-style-type: none"> <li>Healthy participation: effort, body response, safety</li> </ul>                 | <ul style="list-style-type: none"> <li>Observe &amp; analyse</li> <li>Reflect &amp; self-regulate</li> </ul>                           |
| <b>Year 2</b>    | <ul style="list-style-type: none"> <li>Sustain activity for longer and repeat tasks to improve quality or score.</li> <li>Use simple warm-up movements and identify when the body is ready to work.</li> </ul>                                                                | <ul style="list-style-type: none"> <li>Know the meaning of stamina, strength and flexibility in simple terms.</li> <li>Know that warming up prepares the body for activity and that rest supports recovery.</li> </ul>                                     | <ul style="list-style-type: none"> <li>Healthy participation: stamina, strength, flexibility, warm-up</li> </ul>       | <ul style="list-style-type: none"> <li>Perform &amp; apply</li> <li>Evaluate &amp; refine</li> </ul>                                   |
| <b>Year 3</b>    | <ul style="list-style-type: none"> <li>Complete simple circuits that develop stamina, coordination and movement quality.</li> <li>Use a steady pace for sustained work and record a simple personal result.</li> </ul>                                                        | <ul style="list-style-type: none"> <li>Know that pacing helps maintain activity.</li> <li>Know that fitness can be improved through repeated, appropriately challenging practice.</li> </ul>                                                               | <ul style="list-style-type: none"> <li>Healthy participation: stamina, coordination, pacing</li> </ul>                 | <ul style="list-style-type: none"> <li>Perform &amp; apply</li> <li>Evaluate &amp; refine</li> </ul>                                   |
| <b>Year 4</b>    | <ul style="list-style-type: none"> <li>Perform activities that develop speed and strength safely.</li> <li>Use simple fitness tests or timed tasks to measure performance and improvement.</li> </ul>                                                                         | <ul style="list-style-type: none"> <li>Know that speed, strength, stamina and flexibility are different components of fitness.</li> <li>Know the purpose of a warm-up and cool-down and how these should relate to the activity.</li> </ul>                | <ul style="list-style-type: none"> <li>Healthy participation: fitness components, safe testing</li> </ul>              | <ul style="list-style-type: none"> <li>Observe &amp; analyse</li> <li>Evaluate &amp; refine</li> </ul>                                 |
| <b>Year 5</b>    | <ul style="list-style-type: none"> <li>Use conditioning and reaction activities for a clear purpose.</li> <li>Select exercises that target a named fitness component and adapt intensity appropriately.</li> </ul>                                                            | <ul style="list-style-type: none"> <li>Know how intensity affects breathing, temperature and pulse.</li> <li>Know that different sports and activities require different combinations of fitness.</li> </ul>                                               | <ul style="list-style-type: none"> <li>Healthy participation: intensity, conditioning, fitness for purpose</li> </ul>  | <ul style="list-style-type: none"> <li>Decide &amp; adapt</li> <li>Observe &amp; analyse</li> </ul>                                    |
| <b>Year 6</b>    | <ul style="list-style-type: none"> <li>Plan, perform and review a balanced fitness circuit.</li> <li>Use performance information to adjust work/rest, repetitions or exercise choice.</li> <li>Relate fitness work to the demands of a sport or physical activity.</li> </ul> | <ul style="list-style-type: none"> <li>Know how to make fitness activity safe, progressive and purposeful.</li> <li>Know how regular physical activity contributes to long-term physical and mental wellbeing.</li> </ul>                                  | <ul style="list-style-type: none"> <li>Healthy participation: programme design, recovery, lifelong activity</li> </ul> | <ul style="list-style-type: none"> <li>Lead &amp; coach</li> <li>Evaluate &amp; refine</li> <li>Reflect &amp; self-regulate</li> </ul> |

## Invasion Games

| Year             | Skills / procedural knowledge (know how)                                                                                                                                                                                                                           | Knowledge / declarative knowledge (know what)                                                                                                                                                                        | Substantive concepts                                                                                                                              | Disciplinary concepts                                                                                                                |
|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| <b>Reception</b> | <ul style="list-style-type: none"> <li>Move into and out of spaces in simple chase and target games.</li> <li>Send and receive objects with a partner; move after sending.</li> <li>Take turns and work towards a shared target.</li> </ul>                        | <ul style="list-style-type: none"> <li>Know that space is an area where they can move safely.</li> <li>Know simple game boundaries and start/stop signals.</li> </ul>                                                | <ul style="list-style-type: none"> <li>Motor competence: travel, send/receive</li> <li>Rules/strategies/tactics: space, simple rules</li> </ul>   | <ul style="list-style-type: none"> <li>Perform &amp; apply</li> <li>Communicate &amp; collaborate</li> </ul>                         |
| <b>Year 1</b>    | <ul style="list-style-type: none"> <li>Pass/send to a partner with increasing control and move into a new space.</li> <li>Change direction to avoid others in simple team games.</li> <li>Attack a target and begin to recover when possession changes.</li> </ul> | <ul style="list-style-type: none"> <li>Know that spreading out creates more space.</li> <li>Know the purpose of a simple attacking target and how a game is scored.</li> </ul>                                       | <ul style="list-style-type: none"> <li>Rules/strategies/tactics: space, scoring, attack</li> </ul>                                                | <ul style="list-style-type: none"> <li>Decide &amp; adapt</li> <li>Communicate &amp; collaborate</li> </ul>                          |
| <b>Year 2</b>    | <ul style="list-style-type: none"> <li>Send and receive while moving; support a teammate with the ball.</li> <li>Mark an opponent or protect a space in simple attack/defend games.</li> <li>Use a simple team tactic agreed before play.</li> </ul>               | <ul style="list-style-type: none"> <li>Know the difference between attacking and defending.</li> <li>Know that moving after a pass can create a new passing option.</li> </ul>                                       | <ul style="list-style-type: none"> <li>Rules/strategies/tactics: attack, defend, support, marking</li> </ul>                                      | <ul style="list-style-type: none"> <li>Decide &amp; adapt</li> <li>Compete &amp; officiate</li> </ul>                                |
| <b>Year 3</b>    | <ul style="list-style-type: none"> <li>Use controlled passing, receiving, dodging and movement into space in small-sided games.</li> <li>Apply a simple attacking or defending tactic and work cooperatively in a team.</li> </ul>                                 | <ul style="list-style-type: none"> <li>Know how width, support and simple marking affect play.</li> <li>Know core rules and how play restarts in the activity being taught.</li> </ul>                               | <ul style="list-style-type: none"> <li>Motor competence: pass/receive/dodge</li> <li>Rules/strategies/tactics: space, support, marking</li> </ul> | <ul style="list-style-type: none"> <li>Perform &amp; apply</li> <li>Decide &amp; adapt</li> </ul>                                    |
| <b>Year 4</b>    | <ul style="list-style-type: none"> <li>Maintain control under greater pressure and use purposeful footwork/positioning.</li> <li>Take a defined role in attack and defence; intercept or deny space where appropriate.</li> </ul>                                  | <ul style="list-style-type: none"> <li>Know how simple formations/roles organise a team.</li> <li>Know the difference between marking a player and defending space.</li> </ul>                                       | <ul style="list-style-type: none"> <li>Rules/strategies/tactics: roles, formations, interception</li> </ul>                                       | <ul style="list-style-type: none"> <li>Observe &amp; analyse</li> <li>Decide &amp; adapt</li> <li>Compete &amp; officiate</li> </ul> |
| <b>Year 5</b>    | <ul style="list-style-type: none"> <li>Choose passing, movement and defensive actions in response to changing play.</li> <li>Switch effectively between attack and defence and apply a planned team strategy.</li> </ul>                                           | <ul style="list-style-type: none"> <li>Know how transition, overloads and support options can create an advantage.</li> <li>Know when to keep possession and when to play forward/directly.</li> </ul>               | <ul style="list-style-type: none"> <li>Rules/strategies/tactics: transition, possession, tactical choice</li> </ul>                               | <ul style="list-style-type: none"> <li>Decide &amp; adapt</li> <li>Observe &amp; analyse</li> </ul>                                  |
| <b>Year 6</b>    | <ul style="list-style-type: none"> <li>Play with fluency, adapting position and tactics during competition.</li> <li>Lead a team, communicate tactical information and officiate modified games.</li> </ul>                                                        | <ul style="list-style-type: none"> <li>Know how to analyse patterns of play and identify why a tactic succeeds or fails.</li> <li>Know key rules sufficiently well to apply them fairly and consistently.</li> </ul> | <ul style="list-style-type: none"> <li>Rules/strategies/tactics: strategy, game management, officiating</li> </ul>                                | <ul style="list-style-type: none"> <li>Lead &amp; coach</li> <li>Compete &amp; officiate</li> <li>Evaluate &amp; refine</li> </ul>   |

## Net & Wall Games

| Year             | Skills / procedural knowledge (know how)                                                                                                                                                                                   | Knowledge / declarative knowledge (know what)                                                                                                                                                        | Substantive concepts                                                                                                                                       | Disciplinary concepts                                                                                                              |
|------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
| <b>Reception</b> | <ul style="list-style-type: none"> <li>Track a slowly moving object and attempt to return it using hands or simple equipment.</li> <li>Send an object over/through a line or towards a target.</li> </ul>                  | <ul style="list-style-type: none"> <li>Know to watch the object and move body position to meet it.</li> <li>Know a boundary/line can divide playing areas.</li> </ul>                                | <ul style="list-style-type: none"> <li>Motor competence: tracking, striking/sending</li> </ul>                                                             | <ul style="list-style-type: none"> <li>Perform &amp; apply</li> </ul>                                                              |
| <b>Year 1</b>    | <ul style="list-style-type: none"> <li>Send an object to a partner or target with control; receive/return after one bounce where appropriate.</li> <li>Adopt a simple ready position and recover after sending.</li> </ul> | <ul style="list-style-type: none"> <li>Know that direction and force affect where an object travels.</li> <li>Know simple scoring such as winning a point when an opponent cannot return.</li> </ul> | <ul style="list-style-type: none"> <li>Motor competence: send/return</li> <li>Rules/strategies/tactics: scoring, ready position</li> </ul>                 | <ul style="list-style-type: none"> <li>Perform &amp; apply</li> <li>Observe &amp; analyse</li> </ul>                               |
| <b>Year 2</b>    | <ul style="list-style-type: none"> <li>Maintain a short cooperative rally using throw/catch, hand or racket as appropriate.</li> <li>Move to receive and send into a chosen space.</li> </ul>                              | <ul style="list-style-type: none"> <li>Know that control and consistency help sustain a rally.</li> <li>Know that sending away from an opponent can make a return harder.</li> </ul>                 | <ul style="list-style-type: none"> <li>Rules/strategies/tactics: rally, space, simple placement</li> </ul>                                                 | <ul style="list-style-type: none"> <li>Decide &amp; adapt</li> <li>Evaluate &amp; refine</li> </ul>                                |
| <b>Year 3</b>    | <ul style="list-style-type: none"> <li>Use a controlled forehand/appropriate striking action and recover to a useful court position.</li> <li>Sustain a simple rally and score a modified game.</li> </ul>                 | <ul style="list-style-type: none"> <li>Know basic court areas, scoring and restart rules for the activity.</li> <li>Know that balanced body position supports accurate striking.</li> </ul>          | <ul style="list-style-type: none"> <li>Motor competence: forehand/striking, footwork</li> <li>Rules/strategies/tactics: court position, scoring</li> </ul> | <ul style="list-style-type: none"> <li>Perform &amp; apply</li> <li>Compete &amp; officiate</li> </ul>                             |
| <b>Year 4</b>    | <ul style="list-style-type: none"> <li>Use more than one shot/return and begin to serve with control.</li> <li>Move efficiently to the object and recover after a shot.</li> </ul>                                         | <ul style="list-style-type: none"> <li>Know why shot height, direction and depth affect the opponent.</li> <li>Know the sequence of serve, return and rally in the activity taught.</li> </ul>       | <ul style="list-style-type: none"> <li>Motor competence: serve, varied return, recovery</li> <li>Rules/strategies/tactics: depth, direction</li> </ul>     | <ul style="list-style-type: none"> <li>Observe &amp; analyse</li> <li>Decide &amp; adapt</li> </ul>                                |
| <b>Year 5</b>    | <ul style="list-style-type: none"> <li>Serve and return with greater consistency; select shots to move an opponent.</li> <li>Use placement rather than only power in modified games.</li> </ul>                            | <ul style="list-style-type: none"> <li>Know how to create and exploit space.</li> <li>Know when a safer rallying shot or more attacking shot is appropriate.</li> </ul>                              | <ul style="list-style-type: none"> <li>Rules/strategies/tactics: placement, shot selection, creating space</li> </ul>                                      | <ul style="list-style-type: none"> <li>Decide &amp; adapt</li> <li>Evaluate &amp; refine</li> </ul>                                |
| <b>Year 6</b>    | <ul style="list-style-type: none"> <li>Apply tactical shot selection and court positioning in fluent match play.</li> <li>Officiate, score and manage a modified game independently.</li> </ul>                            | <ul style="list-style-type: none"> <li>Know how patterns of play can be used to build a point.</li> <li>Know rules and scoring well enough to resolve common situations fairly.</li> </ul>           | <ul style="list-style-type: none"> <li>Rules/strategies/tactics: match strategy, officiating</li> </ul>                                                    | <ul style="list-style-type: none"> <li>Compete &amp; officiate</li> <li>Observe &amp; analyse</li> <li>Lead &amp; coach</li> </ul> |

## Striking & Fielding Games

| Year             | Skills / procedural knowledge (know how)                                                                                                                                                                                            | Knowledge / declarative knowledge (know what)                                                                                                                                                         | Substantive concepts                                                                                                                                       | Disciplinary concepts                                                                                                              |
|------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
| <b>Reception</b> | <ul style="list-style-type: none"> <li>Strike a stationary or slowly moving object with hand or simple bat.</li> <li>Roll, throw and catch objects; run to and stop at a marker.</li> </ul>                                         | <ul style="list-style-type: none"> <li>Know to watch the object when striking or catching.</li> <li>Know that some games involve striking then moving to a safe place/marker.</li> </ul>              | <ul style="list-style-type: none"> <li>Motor competence: strike, throw, catch, run</li> </ul>                                                              | <ul style="list-style-type: none"> <li>Perform &amp; apply</li> </ul>                                                              |
| <b>Year 1</b>    | <ul style="list-style-type: none"> <li>Strike or hit with control, then run in a simple Hit-Catch-Run game.</li> <li>Field by moving to stop an object and return it towards a target.</li> </ul>                                   | <ul style="list-style-type: none"> <li>Know simple roles such as batter/striker and fielder.</li> <li>Know how a simple run/point is scored.</li> </ul>                                               | <ul style="list-style-type: none"> <li>Rules/strategies/tactics: roles, scoring</li> </ul>                                                                 | <ul style="list-style-type: none"> <li>Communicate &amp; collaborate</li> <li>Compete &amp; officiate</li> </ul>                   |
| <b>Year 2</b>    | <ul style="list-style-type: none"> <li>Use greater control to strike into space and catch/return with accuracy.</li> <li>Work in a fielding team to stop the object and make a simple decision about where to return it.</li> </ul> | <ul style="list-style-type: none"> <li>Know that placing a strike away from fielders can create time to score.</li> <li>Know that fielders need to spread out and communicate.</li> </ul>             | <ul style="list-style-type: none"> <li>Rules/strategies/tactics: placement, fielding space, teamwork</li> </ul>                                            | <ul style="list-style-type: none"> <li>Decide &amp; adapt</li> <li>Communicate &amp; collaborate</li> </ul>                        |
| <b>Year 3</b>    | <ul style="list-style-type: none"> <li>Use basic batting/striking, throwing and catching technique in small-sided games.</li> <li>Retrieve and return efficiently and understand basic fielding roles.</li> </ul>                   | <ul style="list-style-type: none"> <li>Know core rules, scoring and safe striking/fielding conventions.</li> <li>Know the difference between throwing for speed, accuracy and distance.</li> </ul>    | <ul style="list-style-type: none"> <li>Motor competence: batting/striking, throw, catch</li> <li>Rules/strategies/tactics: roles, scoring</li> </ul>       | <ul style="list-style-type: none"> <li>Perform &amp; apply</li> <li>Compete &amp; officiate</li> </ul>                             |
| <b>Year 4</b>    | <ul style="list-style-type: none"> <li>Apply fielding positions and make appropriate returns in small games.</li> <li>Choose where to strike based on field placement.</li> </ul>                                                   | <ul style="list-style-type: none"> <li>Know why fielders use different positions.</li> <li>Know how communication and backing-up support effective fielding.</li> </ul>                               | <ul style="list-style-type: none"> <li>Rules/strategies/tactics: position, backing-up, placement</li> </ul>                                                | <ul style="list-style-type: none"> <li>Decide &amp; adapt</li> <li>Observe &amp; analyse</li> </ul>                                |
| <b>Year 5</b>    | <ul style="list-style-type: none"> <li>Strike into space with increasing control and field effectively under pressure.</li> <li>Select an appropriate throw/return and support team play.</li> </ul>                                | <ul style="list-style-type: none"> <li>Know how angle, timing and force influence a strike.</li> <li>Know how field settings can respond to a batter's strengths or previous shots.</li> </ul>        | <ul style="list-style-type: none"> <li>Motor competence: refined strike/field</li> <li>Rules/strategies/tactics: field setting, tactical return</li> </ul> | <ul style="list-style-type: none"> <li>Decide &amp; adapt</li> <li>Evaluate &amp; refine</li> </ul>                                |
| <b>Year 6</b>    | <ul style="list-style-type: none"> <li>Apply batting/striking and fielding tactics in competitive play.</li> <li>Lead roles, organise fielding positions and officiate modified games.</li> </ul>                                   | <ul style="list-style-type: none"> <li>Know how to analyse risk/reward in scoring decisions.</li> <li>Know rules and tactics sufficiently well to explain decisions and support teammates.</li> </ul> | <ul style="list-style-type: none"> <li>Rules/strategies/tactics: tactical play, leadership, officiating</li> </ul>                                         | <ul style="list-style-type: none"> <li>Lead &amp; coach</li> <li>Compete &amp; officiate</li> <li>Observe &amp; analyse</li> </ul> |

## Athletics

| Year             | Skills / procedural knowledge (know how)                                                                                                                                                                                        | Knowledge / declarative knowledge (know what)                                                                                                                                                                              | Substantive concepts                                                                                                                                                    | Disciplinary concepts                                                                                                                         |
|------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Reception</b> | <ul style="list-style-type: none"> <li>Run at different speeds, jump from two feet and land safely, and throw a range of objects.</li> <li>Explore how far/high/fast they can move or send an object safely.</li> </ul>         | <ul style="list-style-type: none"> <li>Know simple words for distance and speed.</li> <li>Know to look ahead, use space safely and land with control.</li> </ul>                                                           | <ul style="list-style-type: none"> <li>Motor competence: run, jump, throw</li> <li>Healthy participation: safe movement</li> </ul>                                      | <ul style="list-style-type: none"> <li>Perform &amp; apply</li> <li>Reflect &amp; self-regulate</li> </ul>                                    |
| <b>Year 1</b>    | <ul style="list-style-type: none"> <li>Run, jump and throw with increasing control in simple athletic tasks.</li> <li>Record or recognise a personal best and try again to improve it.</li> </ul>                               | <ul style="list-style-type: none"> <li>Know that technique and effort can affect distance/time.</li> <li>Know basic safe rules for throwing and taking turns.</li> </ul>                                                   | <ul style="list-style-type: none"> <li>Motor competence: basic athletic actions</li> <li>Rules: safety and measurement</li> </ul>                                       | <ul style="list-style-type: none"> <li>Evaluate &amp; refine</li> <li>Compete &amp; officiate</li> </ul>                                      |
| <b>Year 2</b>    | <ul style="list-style-type: none"> <li>Use speed, distance and coordination in running, jumping and throwing challenges.</li> <li>Compare attempts and identify one change that improves performance.</li> </ul>                | <ul style="list-style-type: none"> <li>Know that different running tasks need different speeds.</li> <li>Know that take-off, landing and release affect success.</li> </ul>                                                | <ul style="list-style-type: none"> <li>Motor competence: combined athletics</li> <li>Healthy participation: pacing</li> </ul>                                           | <ul style="list-style-type: none"> <li>Observe &amp; analyse</li> <li>Evaluate &amp; refine</li> </ul>                                        |
| <b>Year 3</b>    | <ul style="list-style-type: none"> <li>Use an effective sprint start, controlled jumping technique and a safe overarm/athletics throw.</li> <li>Set a personal goal and record results.</li> </ul>                              | <ul style="list-style-type: none"> <li>Know key teaching points for sprinting, jumping and throwing.</li> <li>Know that fair measurement makes comparison meaningful.</li> </ul>                                           | <ul style="list-style-type: none"> <li>Motor competence: technique</li> <li>Rules: measurement, personal best</li> </ul>                                                | <ul style="list-style-type: none"> <li>Perform &amp; apply</li> <li>Evaluate &amp; refine</li> </ul>                                          |
| <b>Year 4</b>    | <ul style="list-style-type: none"> <li>Adjust pace over different distances and use controlled hurdle rhythm.</li> <li>Refine running/jumping/throwing form to improve times or distances.</li> </ul>                           | <ul style="list-style-type: none"> <li>Know the difference between sprinting and sustained pacing.</li> <li>Know how rhythm and body position affect hurdling and running efficiency.</li> </ul>                           | <ul style="list-style-type: none"> <li>Motor competence: pacing, rhythm, technique</li> </ul>                                                                           | <ul style="list-style-type: none"> <li>Observe &amp; analyse</li> <li>Evaluate &amp; refine</li> </ul>                                        |
| <b>Year 5</b>    | <ul style="list-style-type: none"> <li>Compare results and refine technique using feedback or observation.</li> <li>Use relay changeovers safely and effectively where appropriate.</li> </ul>                                  | <ul style="list-style-type: none"> <li>Know how specific technical changes can influence performance.</li> <li>Know that teamwork and timing are essential in relay performance.</li> </ul>                                | <ul style="list-style-type: none"> <li>Motor competence: refinement</li> <li>Rules/strategies: relay teamwork, personal best</li> </ul>                                 | <ul style="list-style-type: none"> <li>Observe &amp; analyse</li> <li>Communicate &amp; collaborate</li> <li>Evaluate &amp; refine</li> </ul> |
| <b>Year 6</b>    | <ul style="list-style-type: none"> <li>Perform consistently in a range of track and field tasks and under competition conditions.</li> <li>Analyse technique, coach a peer and help organise/lead athletic activity.</li> </ul> | <ul style="list-style-type: none"> <li>Know how to select a performance strategy, including pace and warm-up, for a given event.</li> <li>Know how competition rules and accurate measurement support fairness.</li> </ul> | <ul style="list-style-type: none"> <li>Motor competence: consistent performance</li> <li>Healthy participation: preparation</li> <li>Rules: fair competition</li> </ul> | <ul style="list-style-type: none"> <li>Lead &amp; coach</li> <li>Compete &amp; officiate</li> <li>Evaluate &amp; refine</li> </ul>            |

## Dance

| Year             | Skills / procedural knowledge (know how)                                                                                                                                                                                                                    | Knowledge / declarative knowledge (know what)                                                                                                                                                                         | Substantive concepts                                                                                                                                              | Disciplinary concepts                                                                                                                            |
|------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Reception</b> | <ul style="list-style-type: none"> <li>• Move energetically to music, rhythm, story or other stimuli.</li> <li>• Copy and repeat simple actions and create a short movement pattern.</li> <li>• Use levels, direction and space safely.</li> </ul>          | <ul style="list-style-type: none"> <li>• Know that movements can be repeated to make a pattern.</li> <li>• Know simple contrasts such as fast/slow, strong/gentle, high/low.</li> </ul>                               | <ul style="list-style-type: none"> <li>• Motor competence: movement pattern, rhythm, space</li> <li>• Healthy participation: confidence and safe space</li> </ul> | <ul style="list-style-type: none"> <li>• Perform &amp; apply</li> <li>• Reflect &amp; self-regulate</li> </ul>                                   |
| <b>Year 1</b>    | <ul style="list-style-type: none"> <li>• Copy, remember and perform a short dance pattern.</li> <li>• Link simple movements using changes of direction, level and speed.</li> </ul>                                                                         | <ul style="list-style-type: none"> <li>• Know that a dance phrase is a linked group of movements.</li> <li>• Know that timing with music/others helps a performance look coordinated.</li> </ul>                      | <ul style="list-style-type: none"> <li>• Motor competence: phrase, timing, levels</li> </ul>                                                                      | <ul style="list-style-type: none"> <li>• Perform &amp; apply</li> <li>• Communicate &amp; collaborate</li> </ul>                                 |
| <b>Year 2</b>    | <ul style="list-style-type: none"> <li>• Create and perform a simple phrase with a clear start and finish.</li> <li>• Use a repeated motif and perform in unison with a partner/group.</li> </ul>                                                           | <ul style="list-style-type: none"> <li>• Know the meaning of motif and unison in simple terms.</li> <li>• Know how dynamics can communicate an idea or mood.</li> </ul>                                               | <ul style="list-style-type: none"> <li>• Motor competence: motif, unison, dynamics</li> </ul>                                                                     | <ul style="list-style-type: none"> <li>• Decide &amp; adapt</li> <li>• Evaluate &amp; refine</li> </ul>                                          |
| <b>Year 3</b>    | <ul style="list-style-type: none"> <li>• Respond to a stimulus and compose short expressive phrases.</li> <li>• Use actions, dynamics, space and relationships deliberately.</li> </ul>                                                                     | <ul style="list-style-type: none"> <li>• Know that choreography combines action, space, dynamics and relationships.</li> <li>• Know how facial/body expression can support the intended theme.</li> </ul>             | <ul style="list-style-type: none"> <li>• Motor competence: composition and expressive movement</li> </ul>                                                         | <ul style="list-style-type: none"> <li>• Perform &amp; apply</li> <li>• Decide &amp; adapt</li> <li>• Observe &amp; analyse</li> </ul>           |
| <b>Year 4</b>    | <ul style="list-style-type: none"> <li>• Retrieve and refine dance vocabulary through partner/group sequence work.</li> <li>• Improve timing, transitions and use of formation when performing.</li> </ul>                                                  | <ul style="list-style-type: none"> <li>• Know how transitions and formations affect fluency and visual impact.</li> <li>• Know how constructive feedback can improve synchronisation.</li> </ul>                      | <ul style="list-style-type: none"> <li>• Motor competence: timing, transition, formation</li> </ul>                                                               | <ul style="list-style-type: none"> <li>• Observe &amp; analyse</li> <li>• Evaluate &amp; refine</li> </ul>                                       |
| <b>Year 5</b>    | <ul style="list-style-type: none"> <li>• Compose and perform a longer thematic routine with clear structure.</li> <li>• Use unison, canon, formation, level and dynamics to develop the theme.</li> </ul>                                                   | <ul style="list-style-type: none"> <li>• Know how choreographic devices can create contrast and emphasis.</li> <li>• Know how to rehearse sections deliberately to improve timing and performance quality.</li> </ul> | <ul style="list-style-type: none"> <li>• Motor competence: choreography, devices, performance quality</li> </ul>                                                  | <ul style="list-style-type: none"> <li>• Decide &amp; adapt</li> <li>• Evaluate &amp; refine</li> <li>• Communicate &amp; collaborate</li> </ul> |
| <b>Year 6</b>    | <ul style="list-style-type: none"> <li>• Retrieve and extend prior dance learning to create polished group performance where opportunities arise.</li> <li>• Analyse and refine performance using agreed choreographic and performance criteria.</li> </ul> | <ul style="list-style-type: none"> <li>• Know how to justify choreographic choices in relation to theme and audience.</li> <li>• Know how to lead rehearsal respectfully and improve group consistency.</li> </ul>    | <ul style="list-style-type: none"> <li>• Motor competence: refined composition</li> <li>• Healthy participation: confidence and collaboration</li> </ul>          | <ul style="list-style-type: none"> <li>• Lead &amp; coach</li> <li>• Observe &amp; analyse</li> <li>• Evaluate &amp; refine</li> </ul>           |

| Gymnastics |                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                     |                                                                                                                                                            |                                                                                                                                               |
|------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| Year       | Skills / procedural knowledge (know how)                                                                                                                                                                                                                    | Knowledge / declarative knowledge (know what)                                                                                                                                                                                                       | Substantive concepts                                                                                                                                       | Disciplinary concepts                                                                                                                         |
| Reception  | <ul style="list-style-type: none"> <li>Explore shapes, balances, travelling, rolling, jumping and safe landing.</li> <li>Move over, under, around and through apparatus with control.</li> <li>Link two or three movements in a simple sequence.</li> </ul> | <ul style="list-style-type: none"> <li>Know simple body shapes and what makes a balance stable.</li> <li>Know how to use apparatus and space safely.</li> </ul>                                                                                     | <ul style="list-style-type: none"> <li>Motor competence: balance, travel, roll, jump, sequence</li> <li>Healthy participation: apparatus safety</li> </ul> | <ul style="list-style-type: none"> <li>Perform &amp; apply</li> <li>Reflect &amp; self-regulate</li> </ul>                                    |
| Year 1     | <ul style="list-style-type: none"> <li>Hold balances, use different travelling actions and perform simple rolls/jumps safely.</li> <li>Link 3-4 actions with a clear start and finish.</li> </ul>                                                           | <ul style="list-style-type: none"> <li>Know that control means being able to start, stop and hold a position deliberately.</li> <li>Know that sequences can vary level, direction and speed.</li> </ul>                                             | <ul style="list-style-type: none"> <li>Motor competence: control, balance, sequence</li> </ul>                                                             | <ul style="list-style-type: none"> <li>Perform &amp; apply</li> <li>Observe &amp; analyse</li> </ul>                                          |
| Year 2     | <ul style="list-style-type: none"> <li>Create a longer sequence using travel, balance, jump/roll and changes of level.</li> <li>Work with a partner to mirror, match or perform simple linked actions.</li> </ul>                                           | <ul style="list-style-type: none"> <li>Know how body tension supports balance and shape.</li> <li>Know that smooth transitions improve fluency.</li> </ul>                                                                                          | <ul style="list-style-type: none"> <li>Motor competence: sequence, transition, partner work</li> </ul>                                                     | <ul style="list-style-type: none"> <li>Communicate &amp; collaborate</li> <li>Evaluate &amp; refine</li> </ul>                                |
| Year 3     | <ul style="list-style-type: none"> <li>Retrieve core balance, shape, travel and sequencing skills in warm-ups and movement tasks.</li> <li>Perform known actions with increased body control and precision.</li> </ul>                                      | <ul style="list-style-type: none"> <li>Know that secure fundamental shapes, balances and landings underpin more complex gymnastics.</li> </ul>                                                                                                      | <ul style="list-style-type: none"> <li>Motor competence: retrieval, body control</li> </ul>                                                                | <ul style="list-style-type: none"> <li>Perform &amp; apply</li> <li>Evaluate &amp; refine</li> </ul>                                          |
| Year 4     | <ul style="list-style-type: none"> <li>Link balances, travel, jumps/rolls and apparatus work into controlled sequences.</li> <li>Vary direction, level and pathway and perform with a partner/group where appropriate.</li> </ul>                           | <ul style="list-style-type: none"> <li>Know how preparation, body tension and landing position affect safety and quality.</li> <li>Know how a sequence can be structured for fluency and contrast.</li> </ul>                                       | <ul style="list-style-type: none"> <li>Motor competence: sequence development, apparatus, control</li> </ul>                                               | <ul style="list-style-type: none"> <li>Observe &amp; analyse</li> <li>Communicate &amp; collaborate</li> <li>Evaluate &amp; refine</li> </ul> |
| Year 5     | <ul style="list-style-type: none"> <li>Retrieve and refine gymnastics control through fitness, dance and movement tasks.</li> <li>Apply balance, strength and controlled transitions in increasingly demanding movement contexts.</li> </ul>                | <ul style="list-style-type: none"> <li>Know how strength, flexibility and control contribute to gymnastic performance.</li> </ul>                                                                                                                   | <ul style="list-style-type: none"> <li>Motor competence: strength, flexibility, control</li> </ul>                                                         | <ul style="list-style-type: none"> <li>Observe &amp; analyse</li> <li>Evaluate &amp; refine</li> </ul>                                        |
| Year 6     | <ul style="list-style-type: none"> <li>Create and perform a complex sequence with fluent transitions and precise control.</li> <li>Use apparatus/partner/group elements safely where appropriate and refine performance from feedback.</li> </ul>           | <ul style="list-style-type: none"> <li>Know how to evaluate sequence quality using control, fluency, balance, tension, transition and composition.</li> <li>Know how to adapt a sequence safely to suit equipment, space and performers.</li> </ul> | <ul style="list-style-type: none"> <li>Motor competence: advanced sequence, fluency</li> <li>Healthy participation: safe adaptation</li> </ul>             | <ul style="list-style-type: none"> <li>Lead &amp; coach</li> <li>Observe &amp; analyse</li> <li>Evaluate &amp; refine</li> </ul>              |

## Outdoor & Adventurous Activities (OAA)

| Year             | Skills / procedural knowledge (know how)                                                                                                                                                                                              | Knowledge / declarative knowledge (know what)                                                                                                                                                                 | Substantive concepts                                                                                                                             | Disciplinary concepts                                                                                                                         |
|------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Reception</b> | <ul style="list-style-type: none"> <li>Follow simple one- and two-step movement instructions.</li> <li>Explore a familiar space, follow a simple route and solve a physical problem with a partner.</li> </ul>                        | <ul style="list-style-type: none"> <li>Know positional language such as over/under, next to, forwards/backwards.</li> <li>Know that listening and taking turns help a team solve a problem safely.</li> </ul> | <ul style="list-style-type: none"> <li>Rules/strategies/tactics: route, instructions, teamwork</li> <li>Healthy participation: safety</li> </ul> | <ul style="list-style-type: none"> <li>Communicate &amp; collaborate</li> <li>Decide &amp; adapt</li> </ul>                                   |
| <b>Year 1</b>    | <ul style="list-style-type: none"> <li>Navigate a simple course or trail using visual clues.</li> <li>Work with a partner to complete a challenge and share ideas.</li> </ul>                                                         | <ul style="list-style-type: none"> <li>Know that a route has a start, sequence and finish.</li> <li>Know that simple rules keep a team safe and successful.</li> </ul>                                        | <ul style="list-style-type: none"> <li>Rules/strategies/tactics: navigation, problem solving</li> </ul>                                          | <ul style="list-style-type: none"> <li>Communicate &amp; collaborate</li> <li>Reflect &amp; self-regulate</li> </ul>                          |
| <b>Year 2</b>    | <ul style="list-style-type: none"> <li>Plan and follow a simple route using a basic map/diagram.</li> <li>Make simple group decisions and change an idea if it is not working.</li> </ul>                                             | <ul style="list-style-type: none"> <li>Know how basic map symbols/landmarks represent real places.</li> <li>Know that teams can divide simple roles to complete a challenge.</li> </ul>                       | <ul style="list-style-type: none"> <li>Rules/strategies/tactics: map, route, roles</li> </ul>                                                    | <ul style="list-style-type: none"> <li>Decide &amp; adapt</li> <li>Evaluate &amp; refine</li> </ul>                                           |
| <b>Year 3</b>    | <ul style="list-style-type: none"> <li>Use and orientate a simple map in a familiar environment.</li> <li>Follow a trail, identify control points and contribute to a team plan.</li> </ul>                                           | <ul style="list-style-type: none"> <li>Know that orientating a map means matching it to the environment.</li> <li>Know simple risk-control behaviours for outdoor tasks.</li> </ul>                           | <ul style="list-style-type: none"> <li>Rules/strategies/tactics: map orientation, controls, safety</li> </ul>                                    | <ul style="list-style-type: none"> <li>Communicate &amp; collaborate</li> <li>Decide &amp; adapt</li> </ul>                                   |
| <b>Year 4</b>    | <ul style="list-style-type: none"> <li>Navigate between control points and choose between simple route options.</li> <li>Take responsibility for a role and work cooperatively under time/task constraints.</li> </ul>                | <ul style="list-style-type: none"> <li>Know that route choice depends on distance, obstacles and confidence.</li> <li>Know how to identify and reduce obvious risks before starting.</li> </ul>               | <ul style="list-style-type: none"> <li>Rules/strategies/tactics: route choice, role, risk</li> </ul>                                             | <ul style="list-style-type: none"> <li>Decide &amp; adapt</li> <li>Reflect &amp; self-regulate</li> </ul>                                     |
| <b>Year 5</b>    | <ul style="list-style-type: none"> <li>Plan a route or strategy before starting and adapt it when conditions change.</li> <li>Select appropriate equipment/roles and solve increasingly complex team challenges.</li> </ul>           | <ul style="list-style-type: none"> <li>Know how to compare route/strategy options and justify a choice.</li> <li>Know that effective teams use strengths, communication and review.</li> </ul>                | <ul style="list-style-type: none"> <li>Rules/strategies/tactics: planning, strategy, adaptation</li> </ul>                                       | <ul style="list-style-type: none"> <li>Observe &amp; analyse</li> <li>Communicate &amp; collaborate</li> <li>Evaluate &amp; refine</li> </ul> |
| <b>Year 6</b>    | <ul style="list-style-type: none"> <li>Use compass directions/advanced map features where appropriate and lead a team through a challenge.</li> <li>Implement, review and refine a strategy; evaluate what worked and why.</li> </ul> | <ul style="list-style-type: none"> <li>Know how to balance speed, accuracy and safety in route planning.</li> <li>Know how to lead inclusively, allocate roles and keep the group safe.</li> </ul>            | <ul style="list-style-type: none"> <li>Rules/strategies/tactics: navigation, leadership, risk management</li> </ul>                              | <ul style="list-style-type: none"> <li>Lead &amp; coach</li> <li>Evaluate &amp; refine</li> <li>Reflect &amp; self-regulate</li> </ul>        |

## Swimming & Water Safety

| Year             | Skills / procedural knowledge (know how)                                                                                                                                                                                                                                                                                                                    | Knowledge / declarative knowledge (know what)                                                                                                                                                                                         | Substantive concepts                                                                                                                              | Disciplinary concepts                                                                                                                     |
|------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Reception</b> | <ul style="list-style-type: none"> <li>No formal swimming instruction required in the current plan.</li> </ul>                                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>Know that water can be dangerous and adults' safety instructions around water must be followed.</li> </ul>                                                                                     | <ul style="list-style-type: none"> <li>Healthy participation: water safety awareness</li> </ul>                                                   | <ul style="list-style-type: none"> <li>Reflect &amp; self-regulate</li> </ul>                                                             |
| <b>Year 1</b>    | <ul style="list-style-type: none"> <li>No formal swimming instruction required in the current plan.</li> </ul>                                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>Know simple safe behaviours around pools and open water: stay with an adult, do not enter unsupervised, listen to instructions.</li> </ul>                                                     | <ul style="list-style-type: none"> <li>Healthy participation: safe behaviour</li> </ul>                                                           | <ul style="list-style-type: none"> <li>Reflect &amp; self-regulate</li> </ul>                                                             |
| <b>Year 2</b>    | <ul style="list-style-type: none"> <li>No formal swimming instruction required in the current plan.</li> </ul>                                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>Know to call for adult/emergency help rather than enter the water to rescue someone.</li> <li>Know that flotation aids/support are used only as instructed.</li> </ul>                         | <ul style="list-style-type: none"> <li>Healthy participation: water safety</li> </ul>                                                             | <ul style="list-style-type: none"> <li>Decide &amp; adapt</li> </ul>                                                                      |
| <b>Year 3</b>    | <ul style="list-style-type: none"> <li>No formal swimming instruction required in the current plan.</li> </ul>                                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>Know key pool rules and safe entry/exit expectations in preparation for later lessons.</li> <li>Know that calm breathing and body position are important for floating and travel.</li> </ul>   | <ul style="list-style-type: none"> <li>Healthy participation: pool safety</li> <li>Motor competence: body position concepts</li> </ul>            | <ul style="list-style-type: none"> <li>Observe &amp; analyse</li> </ul>                                                                   |
| <b>Year 4</b>    | <ul style="list-style-type: none"> <li>Enter and exit safely; submerge, float and regain standing.</li> <li>Push and glide on front/back and begin to travel using recognisable strokes.</li> <li>Develop confidence with breathing and short-distance travel.</li> </ul>                                                                                   | <ul style="list-style-type: none"> <li>Know how body position affects floating and streamlining.</li> <li>Know key pool rules and safe use of depth/space.</li> </ul>                                                                 | <ul style="list-style-type: none"> <li>Motor competence: flotation, glide, basic strokes</li> <li>Healthy participation: pool safety</li> </ul>   | <ul style="list-style-type: none"> <li>Perform &amp; apply</li> <li>Reflect &amp; self-regulate</li> </ul>                                |
| <b>Year 5</b>    | <ul style="list-style-type: none"> <li>Improve stroke efficiency and breathing; build distance towards/through 25m.</li> <li>Tread water and practise age-appropriate self-rescue responses.</li> <li>Use more than one stroke effectively.</li> </ul>                                                                                                      | <ul style="list-style-type: none"> <li>Know when one stroke may be more efficient or suitable than another.</li> <li>Know the principles of floating, conserving energy and attracting help.</li> </ul>                               | <ul style="list-style-type: none"> <li>Motor competence: stroke efficiency, distance</li> <li>Healthy participation: self-rescue</li> </ul>       | <ul style="list-style-type: none"> <li>Observe &amp; analyse</li> <li>Evaluate &amp; refine</li> </ul>                                    |
| <b>Year 6</b>    | <ul style="list-style-type: none"> <li>Demonstrate the statutory standard: swim at least 25m competently, confidently and proficiently.</li> <li>Use a range of strokes effectively and perform safe self-rescue in different water-based situations.</li> <li>Improve distance, efficiency and confidence beyond the minimum where appropriate.</li> </ul> | <ul style="list-style-type: none"> <li>Know the key principles of safe self-rescue and how to respond if someone else is in difficulty.</li> <li>Know how breathing, rhythm and body position influence stroke efficiency.</li> </ul> | <ul style="list-style-type: none"> <li>Motor competence: proficient swimming</li> <li>Healthy participation: self-rescue, water safety</li> </ul> | <ul style="list-style-type: none"> <li>Perform &amp; apply</li> <li>Evaluate &amp; refine</li> <li>Reflect &amp; self-regulate</li> </ul> |

| Statutory expectation                                     | What pupils learn                                                                                                                                               | Where it is secured                                                               |
|-----------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>EYFS Gross Motor Skills</b>                            | Safe navigation of space/obstacles; strength, balance and coordination; energetic movement including running, jumping, dancing, hopping, skipping and climbing. | Fundamental Movement; Dance; Gymnastics; OAA; Fitness                             |
| <b>KS1 basic movements</b>                                | Running, jumping, throwing, catching, balance, agility and coordination.                                                                                        | Fundamental Movement; Athletics; Games; Gymnastics                                |
| <b>KS1 team games and simple tactics</b>                  | Attack/defend, space, support, marking, scoring and team roles.                                                                                                 | Invasion; Net & Wall; Striking & Fielding; OAA                                    |
| <b>KS1 dance</b>                                          | Simple movement patterns, phrases, motif, timing and performance.                                                                                               | Dance (explicitly taught through existing linking movement/performance provision) |
| <b>KS2 running/jumping/throwing/catching</b>              | Applied in isolation and combination.                                                                                                                           | Athletics; Fundamental Movement; Invasion; Striking & Fielding                    |
| <b>KS2 competitive games</b>                              | Modified competitive games and basic attacking/defending principles.                                                                                            | Invasion; Net & Wall; Striking & Fielding                                         |
| <b>KS2 flexibility/strength/technique/control/balance</b> | Progressive technique and body control.                                                                                                                         | Fitness; Athletics; Gymnastics                                                    |
| <b>KS2 dance</b>                                          | Range of movement patterns and increasingly deliberate choreography/performance.                                                                                | Dance                                                                             |
| <b>KS2 OAA</b>                                            | Individual and team outdoor/adventurous challenges.                                                                                                             | OAA - must be guaranteed for all pupils in the long-term curriculum               |
| <b>KS2 compare/improve/personal best</b>                  | Performance comparison, feedback, refinement and improvement.                                                                                                   | Disciplinary progression; Athletics; Fitness; all activity areas                  |
| <b>Swimming &amp; water safety</b>                        | 25m competent/confident/proficient; range of strokes; safe self-rescue.                                                                                         | Swimming Y4-Y6 plus need-based catch-up                                           |