**EYFS**

In EYFS the children start their PE journey by focusing on basic skills. The children learn to experiment with different ways of moving and travel safely with confidence and skill. The children learn to balance and climb on equipment and how to jump off an object correctly. In EYFS the children are taught through play that when playing chasing games with other children they can adjust their speed or direction to avoid obstacles. The children also develop the skills for increasing control over an object when pushing it, throwing, catching or kicking it.

Our active uniform starts from EYFS where children are asked to arrive to school in active wear such as leggings, joggers, shorts, PE top and trainers so they are ready to be active at any point of the day. This stemmed from our daily run to and monthly marathon competitions we hold which also start at EYFS.

**Year 1**

In year 1 they further develop the basic skills learnt in EYFS. They build upon these further by learning how to land correctly when jumping, how to stop correctly when running, running at different speeds, and how to perform different jumps.

Children now start to learn particular skills needed for sports they will play further on in their school journey.

In Year 1 children begin to learn the basics of invasion games and net and wall games. In doing so they will know what ball passes to use, how to receive different passes, principles of attacking and defending, and, building on from EYFS, learning how to have further control over an object and how to stop safely in a space. Children now focus on accuracy and the importance of starting to work in a team by learning the importance of showing I am ready to pass a ball and I am ready to receive a pass.

In athletics, building on from jumping safely in EYFS, they now discover different styles of jumping and how to coordinate them together and increase the distance of jumps.

New to year 1 is the teaching of dance using the basic skills of movement from EYFS, the children begin to understand their movements and actions and how this can be turned in to a motif. The children create repeated movements to a rhythm to perform a simple sequence of dance. This links to pulse and rhythm work from their music sessions.

The children apply all these new skills through sports day, intra competitions, after school clubs and lunch time multi skills sessions. Throughout the day the children have the opportunity to embed their learning through wake up, shake up sessions, count and workout videos in maths and ‘run to’ sessions outside.

The children, alongside their science curriculum, learn to understand the importance of warm up and cool downs and how exercise can help make a healthy heart.

**Year 2**

Year 2 carry on fundamental movement skills.

Skipping, dribbling balls, travelling with balls, receiving a ball accurately, jumping for different reasons such as height and distance and catch consistently.

New to year 2 Striking and field games, bowl over arm, pick up a ball one handed and return under arm, show awareness of rules in games, strike a ball with a bat and now start to apply their knowledge in to games. (not done in year 1)

Net and wall build up year 1 by sending and receiving but now with accuracy. They have to make effective decisions about how to return a ball, start develop positions, grips and stances to play certain games and start to play games to others in competitive games.

New to year 2 target games and tri golf. They use all the skills from year 1 and start of year 2 and now start to throw a ball accurately at a target, kick a ball at a target. Tri golf, basic skills grip golf club, putt a ball, start to understand force for up hill or downhill and drive the ball for distance. Play around safely and keep a basic golf scoring system.

New to year 2 gymnastics basic skills, travel, balance, create sequences with transitions, and demonstrate agility and coordination’s, twists and rolls, balance using points of contact, work with a partner in synchronisation.

Sports day, intra sport, lunchtime, after school clubs.

**Year 3**

In Year 3 these fundamental movement skills are built on to improve their athletics knowledge. Jumping and throwing events such as shotput and javelin are introduced as well as sprint starts for running races. These skills are all called upon again for sports day which now becomes more competitive for key stage 2 including self-competition. These skills are now also used to introduce new sports such as Tennis, flag football, rounders, badminton and hockey. This is the first time sports are taught in PE rather than just the key skills.

In year 3 these particular sports are taught in a very basic way such as handling the equipment correctly, team work in the sport, which skills are needed for each particular sport and how to score in the game. Small, friendly competition begins to take place in these lessons.

Dance is seen again in year 3 building on from the basic motifs and repetition taught in year 1. In year 3 they start to work on agility, precision, co-ordination and balance to create a 32 count dance using motif. The children begin to use travelling, levels and more complicated repetition as well as using the rhythm and tempo to influence their movement.

New to year 3 is the teaching of OAA (outdoor adventurous activity). Children to map read, use ordnance survey and work as part of a team to navigate and find things. OAA also looks at building up trust between students.

OAA is also taught in our Summer after school club for years 3 and 4.

All of these skills from year 3 PE can also be re-covered at lunchtimes and breaktimes where active play is of high importance. PE equipment is available on the playground for all children and our sports coaches create active lunchtimes with games and competitions.

**Year 4**

Year 4 now start to look at these athletic skills in competitive environments, striving to improve personal best.

Gymnastics is also taught again in year 4 after being initially taught in year 2. This time the basic skills are improved and more challenging movement is introduced such as rolling, travelling and partner work such as pushing, pulling, partner balances and performing in unison and canon.

Tri golf, rounders and tennis are also built upon in year 4 after already initially being taught. Just like with the other games, these begin to get more competitive and add self-challenge into each lesson.
In tri golf different shots are taught and chosen for the correct time, as well as beginning to increase distance and difficulty of the shots being taken.
In rounders success in catching balls and throwing them accurately increases as well as the understanding and use of different positions in the game.
In tennis, consistently hitting forehand returns as well as getting into a good position afterwards becomes the main focus. Tactics also begin to play a part in the game in year 4 for a successful match.

New to year 4 is handball in which basic throwing skills from athletics are brought into a competitive environment. Children are taught the best throws to use in a game and how playing in different positions will call for different tactics/throws.

Again, these sports are constantly improved over the year in our lunchtime clubs, after school clubs and inter-sport activities.

New to year 4 is swimming. Children are assessed and split into 2 groups to cater for their specific needs and taught over a period of 2 school terms. The aim is to independently swim 25m. Living in a town surrounded by water encouraged us to introduce swimming earlier. Alongside geography, children learn all about water safety and the relevant water dangers for us in Northwich including from lakes, rivers and canals.

**Year 5**

Sports are now taught in a competitive manner where children need to decide on the best tactics and play needed in order to win. Team work, resilience and sportsmanship now become highlighted from players in upper KS2.

In athletics children learn to sustain pace, improve power and throw longer distances. Using all the skills learned from previous years they now start to improve their technique and become more competitive.

Dance is followed on from year 3. Children now start to create more complicated motifs including different pathways, static and travelling movements and changes in formation, dynamics, canon, unison, direction and level.

New to year 5 is Danish longball where children use the skills previously learned in rounders and striking and fielding games. Children also bring in their skills of different throws and catches and understand which throw may be best used for each situation. Skills from this game will be used in the learning of cricket in year 6.

Badminton is seen in year 5 for the final time where students are aiming to become match ready. In this year the sport becomes more competitive and accuracy and power become main skills.

**Year 6**

New to year 6 is football where children showcase all the throwing and kicking skills they have been learning in previous years. The rules and tactics of football are taught before they compete in 5 aside lesson tournaments.
Football is also an after-school club in year 6 which children try out for and are picked for our school team where they play against local clubs and in a trust wide tournament.

Returning from year 4 is gymnastics. In this year children are expected to understand technical language associated with PE and begin to challenge themselves physically and technically. Children begin to incorporate the apparatus into their movements and routines become more challenging. They now create movement in groups as well as partner work which needs better teamwork and leadership skills. Children work on flight in gymnastics and becoming stronger and more powerful to aid them. Children ensure that their work has a start and an ending and they adhere to correct timings along with their group.

In tennis, lacrosse and cricket they bring all their skills together to be able to compete in matches and certain children begin to show gifted and talented skills for their chosen sport. This also happens with athletics as children begin to show competitive elements between themselves and challenge themselves.

In year 6 swimming is used as a top up. Children have not been swimming since year 4 so this is a chance for children who do not swim outside of school to regain their skills. This is done over a half term where children have 12 sessions.

In year 6 the sports ambassadors help to plan and prepare sports day and help run it on the day with admin duties as well as partaking in races themselves.