

Substantive and disciplinary knowledge PE Springfield Academy

Invasion games

EYFS	KS1 Cycle A	KS1 Cycle B	LKS2 Cycle A	LKS2 Cycle B	UKS2 Cycle A	UKS2 Cycle B
<p>N1 Attempts to kick a large ball. Enjoys starting to throw, kick and catch balls.</p> <p>N2 Stops confidently when moving around the environment. Understands how to adjust speed/direction during games. Can run skilfully, negotiating space, adjusting speed or direction to avoid obstacles.</p> <p>F2 Shows improved spatial awareness. Is aware and follows safety rules. Negotiates obstacles when running in a large space.</p>	<p>I can travel with a ball in different ways. I can travel with a ball in different directions (side-to-side, forwards, backwards). I can change speed and direction whilst running. I know how to pass the ball in different ways. I know how to intercept a ball. I know what 'attacking' & 'defending' mean. I know why rules are important in games.</p>	<p>I can throw underarm. I can bounce a ball. I can catch a ball. I can kick/stop a ball using a confident foot whilst static. I can run straight, run on a curve and move using a side step. I can follow simple rules. I can perform dribbling skills with hands and feet. I can use my hands to pass a ball accurately to a team mate (over longer distances). I can use my feet to pass a ball accurately to a teammate (over longer distances).</p>	<p>Hockey I know how to hold a hockey stick and which side to use. I can use a push pass to pass to a teammate. I can begin to use a slap pass. I can dribble the ball keeping it close to me using the correct side of the stick. I can change my direction of travel, rotating my stick. I can use speed to dribble the ball into space. I can approach a player to tackle and cause pressure. I can attempt to score a goal from anywhere. I know the importance of finding space during a game. I can apply and follow rules fairly.</p>	<p>Tag rugby I can move holding a rugby ball. I know where to score a try and how to position the ball to score a try. I can move into spaces to avoid defenders. I can make a backwards pass to teammates. I can pass backwards whilst moving. I can mark a player who doesn't have the ball. I can tag the person who has the ball.</p>	<p>Dodgeball I know the aim of dodgeball is to hit opponents with the ball and avoid being hit. I know the dodgeball ready position (head up watching, legs bent ready to move, arms in front of body ready to catch, on the balls of feet). I can choose when it's best to run, dodge, jump or duck to avoid the ball. I know how to prepare my body to catch balls at different heights. I can hit a moving target. I can block by holding the ball in a tight grip with two hands.</p>	<p>Hand ball I can demonstrate control, balance and co-ordination in agility drills. I can demonstrate quick feet and acceleration in speed drills. I can use the correct grip when throwing. I can use an overhead pass when throwing. I can combine the skills of moving and passing with continuity. I know how to mark a player. I can shoot with accuracy and power at a target. I know the rules of handball. I can explain how tactics can be used to win games</p>

Substantive and disciplinary knowledge PE Springfield Academy

Striking and fielding						
EYFS	KS1 Cycle A	KS1 Cycle B	LKS2 Cycle A	LKS2 Cycle B	UKS2 Cycle A	UKS2 Cycle B
<p>F2 Shows some hand-eye coordination with larger objects e.g. throwing/kicking a large ball. Can throw a ball to a friend. Can hold a small ball on a spoon.</p>	<p>Kick rounders I can use hitting/striking skills in a game using appropriate objects (bean bags, balloons, shuttlecocks, sponge balls, air flow balls). I can strike or hit a ball with increasing control. I can use throwing and catching skills in a game. I can practise basic striking, sending and receiving skills. I know how to position my body to strike a ball. I can use rolling skills in a game.</p>	<p>Cricket I can hit a ball or bean bag and move quickly to score points. I know different ways of throwing and striking a ball. I can play as a fielder and get the ball back to a stop zone. I can send a ball off a tee using a bat or a racket. I know I need to stop when the 'bowler' has the ball. I can follow simple rules (e.g. carrying the bat, not over taking someone</p>	<p>Kick rounders I can strike a ball with accuracy and control, considering the onward direction of travel. I can bowl underarm with increasing accuracy. I know and can use the correct technique for catching a ball in a game. I can throw a ball in different ways when fielding. I know and can use the correct kicking technique in a game.</p>	<p>Quik Cricket I can strike a ball that has been bowled. I can intercept a moving ball from the floor with 2 hands whilst moving in different directions towards the ball. I can perform a moving pick up to an underarm throw. I know how to run to score points for my team.</p>	<p>Rounders I can use different techniques to hit a ball. I can consolidate ways of throwing and catching and know which to use. I can develop a safe, effective bowling technique. I can use good hand-eye coordination to direct a ball when striking or hitting. I can throw and catch accurately and successfully under pressure. I can hit a bowled ball over longer distances. I can make the best pass in a game, linking skills fluently.</p>	<p>Quik Cricket I can select the appropriate method of returning the ball (overarm/underarm/rolling) I can strike a ball that has been bowled in different directions. I can over arm bowl a ball with a short approach with accuracy. I can intercept an aerial ball with 2 hands whilst stationary. I can follow the rules of a game consistently and apply them fairly. I can work with my team to identify and apply tactics to help them win.</p>

Substantive and disciplinary knowledge PE Springfield Academy

Athletics

EYFS	KS1 Cycle A	KS1 Cycle B	LKS2 Cycle A	LKS2 Cycle B	UKS2 Cycle A	UKS2 Cycle B
<p>N1 Gains control of their own body through practising large movements. Walks, runs, jumps and climbs independently. Starts to run safely.</p> <p>N2 Shows control, flexibility and awareness of own body, for example, runs and jumps confidently landing safely on two feet.</p> <p>F2 Can run in a straight line.</p>	<p>Throwing and catching I can throw using an underarm technique. I can throw a ball accurately over longer distances to a teammate.</p> <p>I can throw an object at a target accurately. I can throw a ball against a wall and catch it. I can use hand-eye coordination to return a ball.</p> <p>I can catch equipment using two hands. I can bounce and catch a ball by myself and with a partner. I can use throwing and catching skills in a game.</p>	<p>Throwing and catching I can throw using an underarm technique. I can throw a ball accurately over longer distances to a teammate.</p> <p>I can throw an object at a target accurately. I can throw a ball against a wall and catch it. I can use hand-eye coordination to return a ball.</p> <p>I can catch equipment using two hands. I can bounce and catch a ball by myself and with a partner. I can use throwing and catching skills in a game.</p>	<p>I can focus on my arm and leg action to improve my sprinting technique. I can adjust my pace to suit the distance being run. I can perform a sprint finish.</p> <p>I can use one and two feet to take off, landing safely, with control. I can develop the phases of a standing long jump. I can measure the distance jumped or thrown. I can show increasing control in my overarm throw.</p> <p>I can perform a push throw. I can develop techniques to throw longer distances with greater control and accuracy.</p>	<p>I can choose and use appropriate running techniques for the distance.</p> <p>I can combine running & hurdling. I can bend my knees and swing my arms to help improve my long jump technique.</p> <p>I understand how to pass a baton during a relay. I can identify and show how different techniques affect my performance.</p> <p>I can combine a hop, step and jump to perform the standing triple jump.</p>	<p>I can identify my reaction times in a sprint start.</p> <p>I can select the best pace for the distance and my fitness to maintain a sustained run. I can speed up for a sprint finish or to pass others. I know what 'stamina' is and why it is important to runners.</p> <p>I can run over hurdles fluently. I can work as a team in a relay. I can perform an effective standing triple jump.</p> <p>I can perform a fling throw. I can measure and record my throws and jumps. I can say how my peers and I could improve our personal best.</p>	<p>I can throw with accuracy and power.</p> <p>I can use an effective long jump technique. I can land from a jump safely and with control. I can accelerate from a variety of starting positions, selecting my preferred position. I can compete against myself and others. I can evaluate my own and others' performance. I can describe how my performance has improved over time.</p> <p>I can compete effectively in a relay team.</p>

Substantive and disciplinary knowledge PE Springfield Academy

Net/wall games

EYFS	KS1 Cycle A	KS1 Cycle B	LKS2 Cycle A	LKS2 Cycle B	UKS2 Cycle A	UKS2 Cycle B
	<p>I can throw underarm. I can bounce a ball. I can use rolling skills in a game. I can practise accurate throwing. I can practise consistent catching. I can throw different types of equipment in different ways, for accuracy and distance. I can throw, catch and bounce a ball with a partner. I can use hand-eye co-ordination to control a ball.</p>	<p>I can roll a ball at a target in different ways. I can throw using an overarm technique. I can throw an object at a target accurately. I can throw a ball against a wall and catch it. I can use hand-eye coordination to return a ball. I can catch equipment using two hands.</p>	<p>Tennis I can give examples of net/ wall games and what these games involve. I can develop effective footwork, moving and changing direction, explaining why it is important. I can throw a ball underarm into a target area with control and accuracy. I can hit a ball using a forehand technique. I can hit a ball into a target area. I can build a rally with a partner. I can serve underarm.</p>		<p>Tennis I can tap the ball using a forehand or backhand motion. I can demonstrate the correct technique to hit a ball over a net. I can aim to score when serving a ball. I can use the 'move-hit-recover' approach in a game, showing facing forward on recovery. I can show a range of backhand grips I know the basic rules of tennis.</p>	

Substantive and disciplinary knowledge PE Springfield Academy

Gymnastics

EYFS	KS1 Cycle A	KS1 Cycle B	LKS2 Cycle A	LKS2 Cycle B	UKS2 Cycle A	UKS2 Cycle B
<p>N1 Can squat steadily to play with an object. Can rise from a squat without using hands. I can go up or down steps using a rail – 2 feet to a step.</p> <p>N2 Understands how to jump up and down and move in different ways. Can start to walk over obstacles. Squats and holds it to play a game. Climbs steps using alternate feet. Can balance on low equipment.</p> <p>F2 Develop balance by safely using equipment in the playground. Shows some core strength by standing in one place.</p>	<p>I can travel in a variety of ways, including rolling. I can recognise and copy contrasting actions (small/tall, narrow/wide). I can hold still shapes and simple balances on different points of the body. I can carry out a range of simple jumps, landing safely and with increasing control and balance. I can copy actions and sequences with a beginning, middle and end.</p>	<p>I can hold still shapes and balances on different points of the body. I can carry out simple stretches. I can link three actions to make a sequence. I can move around, under, over, and through different objects and equipment. I can move with control and care. I can climb onto and jump off the equipment safely.</p>	<p>I can create a sequence that fits a theme using an increasing range of actions, direction and level. I can improve the quality of my actions, shapes and balances. I can move with coordination, control and expression. I can use turns whilst travelling in a variety of ways. I can travel in different ways, including using flight. I can use a range of jumps in my sequences. I can show flexibility in movements.</p>	<p>I can use a good technique when travelling, balancing and using equipment. I can create interesting body shapes, holding balances with control and confidence. I can develop strength, technique and flexibility throughout performances. I can improve the placement of body parts recognising how my centre of gravity affects my balance.</p>	<p>I can select ideas to compose a sequence of movements, shapes and balance adapting my sequence to fit new criteria or suggestions. I can combine equipment and movement to create sequences. I can develop the placement of my body parts in balances, knowing their centre of gravity and where it should be in relation to the base of the balance. I can perform jumps, shapes and balances fluently and with control.</p>	<p>I can create complex sequences that include: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching. When working with others, I can confidently use the placement of my body parts in balances, knowing their centre of gravity and where it should be in relation to the base of the balance.</p>

Substantive and disciplinary knowledge PE Springfield Academy

Outdoor and adventurous activities

EYFS	KS1 Cycle A	KS1 Cycle B	LKS2 Cycle A	LKS2 Cycle B	UKS2 Cycle A	UKS2 Cycle B
			<p>I can recognise features of an orienteering course. I can use effective communication to work as a team.</p> <p>I can orientate myself accurately around a short trail. I know the key skills required to succeed as a team.</p>	<p>I can identify symbols on a key. I can use a map to complete an orienteering course.</p> <p>I can create a short trail for others to follow. I can complete a course more than once and identify ways to improve completion time. I can take on different roles within a team. I know the skills needed to succeed as a team. I can choose the best equipment for an activity. I can complete activities in a set period of time. I can evaluate both personal performances and activities.</p>	<p>I can use a key on a map in activities. I can complete orienteering activities as a team and independently.</p> <p>I can use navigation equipment to orientate around a trail. I can complete an orienteering course multiple times, reducing my time as my technique improves. I can design an orienteering course for others to follow.</p> <p>I can communicate effectively with others.</p>	<p>I can compete in orienteering activities, in a team, or independently. I can identify the quickest route to navigate a course.</p> <p>I can design and manage a course that is clear but challenging. I can listen to, and act on, feedback to improve a course.</p> <p>I can communicate effectively when under pressure. I can make an informed decision on the best equipment to use.</p> <p>I can direct a team, demonstrating leadership skills. I can evaluate my performance, aiming to improve it.</p>

Substantive and disciplinary knowledge PE Springfield Academy

Swimming						
EYFS	KS1 Cycle A	KS1 Cycle B	LKS2 Cycle A	LKS2 Cycle B	UKS2 Cycle A	UKS2 Cycle B
			<p>I understand basic pool safety.</p> <p>I can enter and exit water using the safe technique demonstrated.</p> <p>I can float (e.g. on back, mushroom) and submerge.</p> <p>I can use a range of strokes effectively (e.g. front crawl, breaststroke and backstroke)</p> <p>I can swim at least 25m using a stroke of my choice.</p> <p>I can perform safe self-rescue in different water-based situations.</p>		<p>I understand basic pool safety.</p> <p>I can enter and exit water using the safe technique demonstrated.</p> <p>I can float (e.g. on back, mushroom) and submerge.</p> <p>I can use a range of strokes effectively (e.g. front crawl, breaststroke and backstroke)</p> <p>I can swim at least 25m using a stroke of my choice.</p> <p>I can perform safe self-rescue in different water-based situations.</p>	<p>I understand basic pool safety.</p> <p>I can enter and exit water using the safe technique demonstrated.</p> <p>I can float (e.g. on back, mushroom) and submerge.</p> <p>I can use a range of strokes effectively (e.g. front crawl, breaststroke and backstroke)</p> <p>I can swim at least 25m using a stroke of my choice.</p> <p>I can perform safe self-rescue in different water-based situations.</p>

Substantive and disciplinary knowledge PE Springfield Academy

Dance

EYFS	KS1 Cycle A	KS1 Cycle B	LKS2 Cycle A	LKS2 Cycle B	UKS2 Cycle A	UKS2 Cycle B
<p>N1 Claps and stamps in time to music.</p> <p>N2 Moves in a variety of ways for example, skipping, slithering, shuffling. Can copy simple dance moves and gestures (like tip-toe around the room).</p> <p>F2 Can move body parts in response to music (stamping and clapping). Walks, jumps and hops to sounds. Can copy a simple dance. Can make up a simple dance.</p>	<p>I can copy, remember and repeat actions. I can demonstrate changes in speed, direction, shape, size and level. I can improvise with a partner to create a simple dance. I can use simple choreographic devices (unison and mirroring) I know that a motif is a few movements joined together. I can put a sequence of actions together to create a short motif. I can perform a dance with smooth transitions. I can watch and describe performances. I can say how I could improve.</p>	<p>I know Haka is a traditional Māori dance or challenge. I can watch a Haka dance and describe it. I can learn and repeat a series of movements. I can work in a group extend a series of movements. I can create a Haka dance which communicates meaning (strong and powerful) Begin to say how they could improve. I can copy, remember and repeat actions. I can imitate animal movements with clarity and creativity. I can show changes in speed, direction,</p>	<p>I can use a stimulus to create a dance. I can dance in unison with a partner or group. I can perform simple movement patterns with my partner or group. I can improve the timing of my actions. I can demonstrate precision and control in my movements. I can perform a variety of levels and pathways in a dance. I can evaluate my own performance and the performance of others. I can describe how my performance has improved over time.</p>	<p>I can use timing accurately when performing a canon. I can combine actions to communicate a narrative. I can compare and adapt movements and motifs to create a sequence. I can use different transitions within a dance motif. I can move in time to music. I can demonstrate rhythm and spatial awareness. I can use simple dance vocabulary to compare and improve work. I can evaluate others' performances, using what I see to improve my own performance.</p>	<p>I can identify and repeat movement patterns and actions of a chosen dance style. I can compose individual, partner and group dances reflecting a chosen dance style. I can demonstrate strong, confident, controlled movements that a change pace in a dance sequence. I can move appropriately, with the required style, in relation to the stimulus, e.g. using various levels, ways of travelling and motifs.</p>	<p>I can use transitions to link motifs smoothly together. I can improvise with confidence, still demonstrating fluency across the sequence. I can ensure my actions fit the rhythm of the music. I can use complex dance vocabulary to compare and improve work. I can modify a sequence after self and peer evaluation.</p>

Substantive and disciplinary knowledge

PE Springfield Academy

		<p>shape, size and level.</p> <p>I can improvise with a partner to create a simple dance.</p> <p>I can explore simple choreographic devices such as unison and mirroring.</p> <p>I know a motif is a few movements joined together.</p> <p>I can create a short motif of animal movements.</p> <p>I can express animal characteristics in a dance.</p> <p>I can watch and describe performances, saying how I could improve.</p>				
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Substantive and disciplinary knowledge PE Springfield Academy

Long term plan

EYFS	KS1 Cycle A	KS1 Cycle B	LKS2 Cycle A	LKS2 Cycle B	UKS2 Cycle A	UKS2 Cycle B
	Dance	Dance	Egyptian dance	Dance	Dance	Dance
	Throwing and catching x 2	Ball control skills	Athletics	Athletics x 2	Athletics	Athletics x2
	Striking and fielding kick rounders	Striking and fielding cricket	Kick rounders	Quik Cricket	Rounders	Quik Cricket
	Invasion games football skills	Invasion games skills	Hockey	Tag rugby x 2	Dodgeball	Handball x2
	Gymnastics	Fitness Should gymnastic be in both cycles?	Gymnastics	Fitness	Gymnastics	Fitness
	Net/wall skills	Net/wall skills	Tennis	Handball	Tennis	Handball
			OAA	OAA	OAA	OAA
			Swimming		Swimming Catch up	Swimming Catch up