

At Europa we aim for all children to:

- develop competence to excel in a broad range of physical activities.
- be physically active for sustained periods of time.
- engage in competitive sports and activities.
- lead healthy, active lives.

The national curriculum states that:

- Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.
- Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

The areas of PE learning that we focus on are:

Page	KS1	LKS2	UKS2	Could be taught through:
Athletics	✓	✓	✓	
Dance	✓	✓	✓	
Gymnastics	✓	✓	✓	
Fundamental movement skills	✓			
Invasion Games		✓	✓	Football, Hockey, Tag rugby, Handball
Striking and Fielding Games		✓	✓	Rounders, Cricket
Net and Wall Games		✓	✓	Basketball, Netball, Badminton, Tennis, Volleyball

Athletics: objectives and progression

Reception and Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Overall objectives: Develop fundamental movement skills, becoming increasingly competent and confident, and access a broad range of activities to extend their agility, balance and coordination;		Overall objectives: Become increasingly competent and confident, and access a broad range of opportunities to extend their agility, balance and coordination		Overall objectives: Develop an understanding of how to improve in different physical activities and sports, and learn how to evaluate and recognise their own success	
- Be able to evaluate their performance using time; - Know and understand quicker and slower ways of travelling; - Develop fundamental movement skills (E.g. hopping, skipping...); - Engage in competitive and cooperative physical activities in a range of increasingly challenging situations;	- Be able to attempt a variety of throwing techniques in order to improve accuracy; - Know and understand how the position of the body affects throwing performance; - Develop fundamental movement skills, becoming increasingly competent and confident, and access a broad range of activities to extend their agility, balance and coordination; - Engage in competitive and cooperative physical activities in a range of increasingly challenging situations; - Be able to perform 1:2, 2:2, 2:1 and 1:1 jumps; - Know and understand how different jumping techniques affect distance travelled;	- Run at fast, medium, and slow speeds, changing speed and direction. - Be able to run, jump and throw using a variety of techniques. - Know and understand how altering the movement of any parts of the body during performance affects end results - Learn to use skills in different ways and link them to make actions - Develop an understanding of how to improve in different physical activities.	- Link running and jumping activities with some fluency, control, and consistency. - Make up and repeat a short sequence of linked jumps. - Take part in a relay activity, remembering when to run and what to do. - Throw a variety of objects, changing their action for accuracy and distance. - Recognize when their heart rates, temperature and breathing rate have changed.	- Understand and demonstrate the difference between sprinting and running for sustained periods. - Know and demonstrate a range of throwing techniques; - Throw with some accuracy and power into a target area. - Perform a range of jumps, showing consistent technique and sometimes using a short run-up. - Play different roles in small groups. - Relate different types of activity to different heart rates and body temperatures and use some of these activities when warming up.	- Choose the best pace for a running event, so that they can sustain their running and improve on a personal target. - Show control at take-off in jumping activities; - Show accuracy and good technique when throwing for distance. - Organise and manage an athletic event well; - Understand how stamina and power help people to perform well in different athletic activities. - Identify good athletic performance and explain why it is good, using agreed criteria.

Dance: objectives and progression

Reception and Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Overall objectives: Develop fundamental movement skills, becoming increasingly competent and confident; Access a broad range of opportunities to extend their agility, balance and coordination, individually and with others; Engage in competitive and cooperative physical activities in a range of increasingly challenging situations.		Overall objectives: Know and understand how to maximise personalities by making powerful face and body movement changes; Become increasingly competent and confident, and access a broad range of opportunities to extend agility, balance and coordination;		Overall objectives: Continue to apply and develop a broad range of skills, learning how to use them in different ways and link them to make actions and sequences of movement; Become more competent, confident and expert in techniques, and understand what makes a performance effective and how to apply these principles to their own and others work;	
- Perform basic body actions; - Use different parts of the body singly and in combination; - Show some sense of dynamic, expressive, and rhythmic qualities in their own dance; - Choose appropriate movements for different dance ideas; - Remember and repeat short dance phrases and simple dances; - Move with control; - Vary the way they use space; - Describe basic body actions and simple expressive and dynamic qualities of movement.	- Perform body actions with control and coordination; - Choose movements with different dynamic qualities to make a dance phrase that expresses an idea, mood or feeling; - Link actions; - Remember and repeat dance phrases; - Perform short dances, showing an understanding of expressive qualities; - Describe how dancing affects their body; - Know why it is important to be active; - Suggest ways they could improve their work; - Be able to link and perform a series of movements based on imaginary characters	- Improvise freely, translating ideas from stimulus to movement; - Create dance phrases that communicate ideas; - Share and create dance phrases with a partner and in a small group; - Repeat, remember and perform these phrases in a dance; - Use dynamic, rhythmic and expressive qualities clearly and with control; - Understand the importance of warming up and cooling down; - Recognise and talk about the movements used and the expressive qualities of dance; - Suggest improvements to their own and other people's dances	- Respond imaginatively to a range of stimuli related to character and narrative; - Use simple motifs and movement patterns to structure dance phrases on their own, with a partner and in a group; - Refine, repeat and remember dance phrases and dances; - Perform dances clearly and fluently; - Show sensitivity to the dance idea and the accompaniment; - Show a clear understanding of how to warm up and cool down safely - Describe, interpret and evaluate dance, using appropriate language	- Compose motifs and plan dances creatively and collaboratively in groups; - Adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of dance they use; - Perform different styles of dance clearly and fluently; - Organise their own warmup and cool down exercises; - Show an understanding of safe exercising; - Recognise and comment on dances, showing an understanding of style - Suggest ways to improve their own and other people's work	- Work creatively and imaginatively on their own, with a partner and in a group to compose motifs and structure simple dances; - Perform to an accompaniment expressively and sensitively; - Perform dances fluently and with control; - Warm up and cool down independently; - Understand how dance helps to keep them healthy; - Use appropriate criteria to evaluate and refine their own and others' work; - Talk about dance with understanding, using appropriate language and terminology

Gymnastics: objectives and progression

Reception and Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Overall objectives: Develop core movement, become increasingly competent and confident, and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.		Overall objectives: Continue to implement and develop a broader range of skills, learning how to use them in different ways and link them to make actions and sequences of movement		Overall objectives: Continue to implement and develop a broader range of skills, learning how to use them in different ways and link them to make actions and sequences of movements; enjoy communicating and collaborating;	
- Show basic control and coordination when travelling and when remaining still; - Choose and link 'like' actions; - Remember and repeat these actions accurately and consistently; - Find and use space safely, with an awareness of others; - Identify and copy the basic actions of gymnasts; - Use words such as rolling, travelling, balancing, climbing; - Make their body tense, relaxed, stretched and curled; - Describe what they do in their movement phrases	- Plan and repeat simple sequences of actions; show contrasts in shape; - Perform a sequence that shows clear change of speed; - Perform the basic gymnastic actions with coordination, control and variety; - Recognise and describe how they feel after exercise; - Describe what their bodies feel like during gymnastic activity; - Describe what they and others have done; - Say why they think gymnastic actions are being performed well - Be able to perform a sequence that flows;	- Use a greater number of their own ideas for movements in response to a task. - Choose and plan sequences of contrasting actions; - Adapt sequences to suit different types of apparatus and their partner's ability. - Explain how strength and suppleness affect performance. - Compare and contrast gymnastic sequences, commenting on similarities and differences. - With help, recognise how performances could be improved. - Be able to perform a sequence in time with a partner. - Know and understand how to teach a sequence to a partner. - Suggest warm-up activities.	- Perform actions, balances, body shapes and agility with control. - Plan, perform and repeat longer sequences along a pathway that include changes of speed and level, clear shapes, and quality of movement. - Adapt their own movements to include moving in time with a partner in a sequence. - Understand that strength and suppleness can be improved. - Recognise criteria that lead to improvement, watch, describe and suggest possible improvements to others' performances. - Suggest improvements to their own performance. - Know and understand how to sequence movements that move people together and apart - Lead a partner in short warm-up routines.	- Create, practise and refine longer, more complex sequences for a performance, including changes in level, direction and speed. - Choose actions, body shapes and balances from a wider range of themes and ideas. - Adapt their performance to the demands of a task, using their knowledge of composition. - Use basic set criteria to make simple judgements about performances and suggest ways they could be improved. - Be able to link and perform multiple (8) sequential elements - Understand the need for warming up and working on body strength, tone and flexibility. - Lead small groups in warmup activities.	- Make up longer, more complex sequences, including changes of direction, level and speed. - Combine and perform gymnastic actions, shapes, and balances; - Show clarity, fluency, accuracy and consistency in their movements. - Say, in simple terms, why activity is good for their health, fitness and wellbeing. - Show an awareness of factors influencing the quality of a performance and suggest aspects that need improving. - Know and understand how to perform at different levels; Be able to link at 3 different levels; - Be able to link and perform multiple (10) sequential elements - Be able to adapt an individual sequence to become a group sequence; - Understand the importance of warming up and cooling down.

Fundamental movement skills: objectives and progression

Reception and Year 1	Year 2
Overall objectives: Develop fundamental movement skills, becoming increasingly competent and confident; Access a broad range of opportunities to extend their agility, balance and coordination, individually and with others; Engage in competitive and cooperative physical activities in a range of increasingly challenging situations.	
- Use basic underarm, rolling and hitting skills; - Sometimes use overarm skills e.g. throwing a bean bag; - Intercept, retrieve and stop a beanbag and a medium - sized ball with some consistency; - Sometimes catch a beanbag and a medium-sized ball; - Track balls and other equipment sent to them, moving in line with the ball to collect it; - Throw, hit and kick a ball in a variety of ways, depending on the needs of the game; - Choose different ways of hitting, throwing, striking or kicking the ball; - Decide where to stand to make it difficult for their opponent and to understand the term 'defend';	- Show awareness of opponents and team-mates when playing games; - Perform basic skills of rolling, striking and kicking with more confidence; - Apply these skills in a variety of simple games; - Be able to throw and catch a ball with a team member; - Know and understand the term 'intercept'; - Make choices about appropriate targets, space and equipment; - Use a variety of simple tactics; - Describe how their bodies work and feel when playing games; - Work well with a partner and in a small group to improve their skills; - Be able to catch a moving ball - Know and understand the term 'feed'

Invasion Games: objectives and progression

Year 3	Year 4	Year 5	Year 6
Overall objectives: Continue to develop fundamental movement skills and become increasingly confident and competent; Apply a broader range of skills, learning how to use them in different ways. Be able to engage in competitive and cooperative physical activities in a range of increasingly challenging situations, and enjoy communicating, collaborating, and competing with each other.		Overall objectives: Apply and develop a broader range of skills, using them in different ways and linking them to make actions and sequences of movement; Develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success; Further develop and understand resilience and fairness in sports.	
- Throw and catch with control to keep possession and score 'goals'. - Pass and dribble with control without opponent. - Be able to bounce the ball in the direction of a target. - Know and use rules fairly to keep games going. - Say when a player has moved to help others; - Apply this knowledge to their own play - Suggest warm-up activities.	- Play games with some fluency and accuracy, using a range of throwing and catching techniques. - Pass and dribble with control under pressure. - Find ways of attacking successfully when using other skills. - Use a variety of simple tactics for attacking well, keeping possession of the ball as a team, and getting into positions to score. - Know the rules of the games; - Understand that they need to defend as well as attack. - Understand how strength, stamina and speed can be improved by playing invasion games. - Watch and describe others' performances, as well as their own, and suggest practices that will help them and others to play better - Be able to move to the correct position to attempt to score. - Lead a partner through short warm-up routines;	- Pass, dribble and shoot with control in games. - Identify and use tactics to help their team keep the ball and take it towards the opposition's goal. - Identify tactics that present opportunities to score goals - Mark opponents and help each other in defence. - Pick out things that could be improved in performances and suggest ideas and practices to make them better - To develop their own game and to be able to agree and teach the rules of it. - Know how to make games safe. - Be able to attempt to intercept - Be able to participate in small, sided game e.g. 5 aside - Understand the need for warming up and working on body strength, tone and flexibility; - Lead small groups in warm-up activities;	- Use different techniques for passing, controlling, dribbling, and shooting the ball in games. - Apply basic principles of team play to keep possession of the ball; use marking, tackling and/or interception to improve their defence. - Play effectively as part of a team; - Know what position they are playing in and how to contribute when attacking and defending. - Recognise their own and others' strengths and weaknesses in games. - Suggest ideas that will improve performance - Be able to describe an attacking position and a defending position within a game situation. - Know and understand positions that help attacking and defending positions within a game. - Understand the importance of warming up and cooling down.

Striking and Fielding Games: objectives and progression

Year 3	Year 4	Year 5	Year 6
Overall objectives: Apply and develop a broader range of skills, learning how to use them in different ways; Be able to engage in competitive and cooperative physical activities in a range of increasingly challenging situations, and enjoy communicating and collaborating and competing with each other. Start to develop and understand how to improve, and learn to evaluate and recognise their own success;		Overall objectives: Continue to develop fundamental movement skills and become increasingly competent and confident; To know and understand the tactics in a range of striking and fielding games. Apply and develop a broader range of skills, learning how to use them in different ways; Be able to engage in competitive and cooperative activities in a range of increasingly challenging situations, and enjoying communicating, collaborating, and competing with each other;	
- Throw and catch with control to keep possession and score 'goals'. - Pass and dribble with control without opponent. - Be able to bounce the ball in the direction of a target. - Know and use rules fairly to keep games going. - Say when a player has moved to help others; - Apply this knowledge to their own play Suggest warm-up activities.	- Play games with some fluency and accuracy, using a range of throwing and catching techniques. - Pass and dribble with control under pressure. - Find ways of attacking successfully when using other skills. - Use a variety of simple tactics for attacking well, keeping possession of the ball as a team, and getting into positions to score. - Know the rules of the games; - Understand that they need to defend as well as attack. - Understand how strength, stamina and speed can be improved by playing invasion games. - Watch and describe others' performances, as well as their own, and suggest practices that will help them and others to play better - Be able to move to the correct position to attempt to score. - Lead a partner through short warm-up routines;	- Pass, dribble and shoot with control in games. - Identify and use tactics to help their team keep the ball and take it towards the opposition's goal. - Identify tactics that present opportunities to score goals - Mark opponents and help each other in defence. - Pick out things that could be improved in performances and suggest ideas and practices to make them better - To develop their own game and to be able to agree and teach the rules of it. - Know how to make games safe. - Be able to attempt to intercept - Be able to participate in small, sided game e.g. 5 aside - Understand the need for warming up and working on body strength, tone and flexibility; - Lead small groups in warmup activities;	- Use different techniques for passing, controlling, dribbling, and shooting the ball in games. - Apply basic principles of team play to keep possession of the ball; - Use marking, tackling and/or interception to improve their defence. - Play effectively as part of a team; - Know what position they are playing in and how to contribute when attacking and defending. - Recognise their own and others' strengths and weaknesses in games. - Suggest ideas that will improve performance - Be able to describe an attacking position and a defending position within a game situation. - Know and understand positions that help attacking and defending positions within a game. - Understand the importance of warming up and cooling down.

Net and Wall Games: objectives and progression

Year 3	Year 4	Year 5	Year 6
Overall objectives: Know and understand how to position themselves to make defending an area easier; Continue to develop fundamental movement skills and become increasingly confident and competent; Apply and develop a broader range of skills, learning how to use them in different ways. Develop an understanding of how to improve in different physical activities and sports, and learn how to evaluate and recognise their own success;		Overall objectives: Continue to apply and develop a broader range of skills, learning how to use them in different ways; Enjoy communicating, collaborating and competing with each other. Develop an understanding of how to improve in different physical activities and sports, and learn how to evaluate and recognise their own success;	
- Be able to demonstrate sending skills in isolation and basic games. - Attempts to serve to begin a game (E.g. underarm); - Plays a continuous game using: throwing and catching or some simple hitting; - Keeps count/score of a game; - Can play within boundaries; - Uses a small range of basic racquet skills; - Tracks the path of a ball over a line/net and moves towards it; - Plays over a net; - Suggest warm-up activities.	- Explores shots on both sides of the body and attempt with confidence; - Introduction of forehand and backhand - Uses a small range of racquet/hand skills; - Works with a partner / small groups to return a served ball; - Plays competitively with others and against others in modified games; - Uses basic defensive tactics to defend the court i.e. moving to different positions on the court; - Chooses ways to send the ball to make it difficult for opponent to return; - Suggests and lead warm ups that prepare the body appropriately for net/wall activities; - Enjoy communicating, collaborating and competing with each other; - Lead a partner through short warm -up routines.	- Plays a range of basic shots on both sides of the body, move feet to hit ball; - Plays modified games sending and returning a ball; - Plays with others with some flow to the game, keeping track of their own scores; - Recognises where they should stand on the court when playing on their own and with others; - Applies some control when returning the ball including foot placement, shot selection and aim; - Be able to describe their scoring system; - Understand the need for warming up and working on body strength, tone and flexibility; - Lead small groups in warm-up activities.	- Uses forehand, backhand and overhead shots with more confidence in games; - Makes appropriate choices in games about the best shot to use; - Starts games with the appropriate serve; - Begins to use full scoring systems; - Develops doubles / team play; - Applies tactics in games effectively; - Understand the importance of warming up and cooling down.