

EVERY SCHOOL DESERVES AN EDSTART



PESSPA Manual
2023 / 2024

EDSTART
SPORTS COACHING

At Edstart, we believe sport is a great way to kick-start wellbeing and build firm foundations for later life. Most importantly - it's lots of fun! We work to nurture and develop fitness, social skills and positivity in every child, encouraging them every step of the way.

**EVERY
CHILD
DESERVES
AN**

EDSTART

**Updated: 01/09/2023
Review Date: 31/08/2024**

Physical Education, School Sport and Physical Activity (PESSPA)

PHYSICAL EDUCATION

Edstart Physical Education Curriculum is the planned, progressive learning that takes place in school curriculum timetabled time and which is delivered to all pupils. This involves both becoming more physically competent and learning through movement, a range of skills and understandings beyond physical activity, such as co-operating with others. The context for the learning is for the children to experience a broad range of activities, including sport and dance.

SCHOOL SPORT

School sport is the structured learning that takes place beyond the curriculum (i.e. in the extended curriculum) within school settings; this is sometimes referred to as out-of-school-hours learning. The **Edstart** 'school sport' programme has the potential to develop and broaden the foundation learning that takes place in physical education. It also forms a vital link with 'community sport and activity'.

PHYSICAL ACTIVITY

Physical activity is a broad term referring to all bodily movement that uses energy. It includes all forms of physical education, sports and dance activities. However, it is wider than this, as it also includes indoor and outdoor play, work-related activity, outdoor and adventurous activities, active travel (e.g. walking, cycling, rollerblading, scooting) and routine, habitual activities such as using the stairs, doing housework and gardening.

Intent, Implementation and Impact

INTENT

To build children's knowledge through rich, motivational and inspiring learning experiences that provide them with real life skills that enable them to move into the world with integrity and confidence. We will provide knowledge in all subjects that builds sequentially through their time with Edstart. They will develop transferrable skills through their growing knowledge of the curriculum.

We will develop life-long learners who are knowledgeable and aware of their own well-being, social, emotional, physical and spiritual needs.

- To help children become physically active and to help them understand the importance of physical activity in promoting a healthy, active life.
- To help children develop appropriate skills as they participate in a broad range of physical activities.
- To give children the opportunities to enjoy and engage in competitive sports, games and other co-operative physical activities, in a range of increasingly challenging situations.
- To help children 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.

IMPLEMENTATION

Through a high-quality Physical Education programme, pupils develop physical competence and confidence and are given opportunities to become physically literate.

We provide opportunities for all our pupils to engage in extra-curricular activities before, during and after school, in addition to competitive sporting events.

- We will use the national curriculum for physical education to underpin our teaching and learning.
- We will teach children how to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination and begin to apply these in a range of activities.
- We will provide opportunities for children to participate in team games and competitive games which will be modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis) and apply basic principles suitable for attacking and defending.
- We will provide opportunities for children to enjoy and perform dances using simple movement patterns.
- Pupils will be taught to develop and apply a broad range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- Appropriate physical activities will be used to develop flexibility, strength, technique, control and balance through athletics and gymnastics.
- Children will take part in appropriate outdoor and adventurous activity challenges both individually and within a team.
- Pupils will be encouraged to compare their performances with previous ones and demonstrate improvement to achieve their personal best.
- We will provide links and pathways into the community for children to continue their sporting education outside of school.

IMPACT

Through our offer, each pupil's wellbeing and fitness will be improved, not only through the sporting skills taught, but through the values and disciplines it promotes.

Within our lessons, children are taught about self-discipline and that to be successful they need to take ownership and responsibility for their own health and fitness. Our impact is therefore to motivate children to utilise taught skills in an independent and effective way in order to live happy and healthy lives.

Through using **Edstart Sports Coaching** each child will have full access and achieve in the four main areas of the Physical Education National Curriculum.

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

PE Provision

Learning the FUNdamentals

PE provision is delivered by skilled and specialist sports coaches from **Edstart**. In partnership with the Association for Physical Education and Sports Leaders UK all our coaches have access to completing the nationally recognised certificates as well as being qualified at degree level in a Sports Coaching or PE related field and all hold a range of National Governing Body Coaching qualifications across a range of sports.

We offer a broad and varied curriculum and supply schools with ongoing evidence of teaching and learning by providing them with schemes of work, knowledge organisers and pupil assessments.

Our PE provision has been sequenced so that children build on their prior learning and knowledge. This is seen throughout our **Edstart** statement of MOVING **EDSTART**, PLAYING **EDSTART**, COMPETING **EDSTART** and QUALITY **EDSTART** and our Curriculum Handbook and Yearly Endpoints.

EYFS

Physical Development and Fundamental Movements are vital in young children. In EYFS their gross and fine motor experiences are developed through sensory explorations, focussing on strength, co-ordination and positional awareness. We provide opportunities for all children to build core strength, stability, balance, spatial awareness, co-ordination and agility through our MOVING **EDSTART** and PLAYING **EDSTART** units of work.

Key Stage 1

It is essential that all children are given an opportunity to develop a positive approach to PE at this early stage in their school lives. We deliver sessions in a fun and engaging environment where children have the opportunity to develop their co-ordination, control, manipulation and movement. Our balanced programme of activities is provided, using games, movement and gymnastics. Using the National Curriculum as a framework, we can teach children the knowledge, skills and understanding necessary in Key Stage 1. Progression through our MOVING **EDSTART**, PLAYING **EDSTART** and COMPETING **EDSTART** units of work.

Key Stage 2

During this stage, children will develop a positive approach to PE following their achievements and development in Key Stage 1. They will explore and develop their knowledge and techniques from a wide range of sports and PE activities. Throughout the academic year, our balanced programme of activities will include: MOVING **EDSTART**, PLAYING **EDSTART** and COMPETING **EDSTART** in invasion games, striking and fielding, net and wall, gymnastics, dance, outdoor adventures and athletics. The programme places a firm emphasis on enjoyment, development of health and fitness and for all children to establish a long lasting interest in maintaining healthy lifestyles. Children will benefit from a PE curriculum which will motivate them to succeed and participate in sport, games and exercise, offering them a QUALITY **EDSTART**.

National Curriculum: Purpose of Study

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities.

It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness.

Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Edstart Curriculum: Purpose of Study

All pupils will benefit from a QUALITY EDSTART through a Physical Education curriculum which motivates them to succeed and participate in sport, games, exercise and other physically-demanding activities.

It offers good and appropriate opportunities for pupils to develop a wide range of physical skills, knowledge and understanding to promote their health and fitness.

Through Physical Education, School Sport and Physical Activity they will have opportunities to compete in sports, games and other activities which build their character and help to embed values and qualities such as determination, endurance, perseverance, fairness and respect.

Aims of the National Curriculum

The National Curriculum for physical education aims to ensure that all pupils ...

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

Aims of the Edstart Curriculum

- MOVING EDSTART: experience a broad range of activities.
- PLAYING EDSTART: develop fundamental movement skills
- COMPETING EDSTART: applying skills in complex situations.
- QUALITY EDSTART: Be fully prepared for high school and beyond.

Edstart Curriculum Statement

At Edstart, all pupils will benefit from a physical education curriculum which motivates them to succeed and participate in sport, games, exercise and other physically-demanding activities.

Through our broad and balanced curriculum children will receive a

MOVING

EDSTART

PLAYING

EDSTART

COMPETING

EDSTART

QUALITY

EDSTART

MOVING **EDSTART**

Children will start their journey to becoming physically competent as they develop their fundamental movement skills through experiencing a broad range of activities. Children will learn the benefits of physical activity and leading healthy, active lives.

PLAYING **EDSTART**

Children will start to develop their fundamental movement skills further as they become increasingly competent and confident in a broad range of activities to extend their agility, balance and co-ordination, individually and with others.

COMPETING **EDSTART**

Children will be given plenty of time to practice and refine their fundamental movement skills before they progress to applying them in more complex situations. Here, children will engage in competitive sports and activities.

QUALITY **EDSTART**

As children come to the end of their **Edstart** journey, they will have benefited from a PE curriculum which has motivated them to succeed and participate in sport, games and exercise. Through this, they will be fully prepared for high school and beyond.

Physical Literacy

“Physical Literacy can be described as the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life.”

(IPLA, 2017)

Why Physical Literacy matters.

When a person has a positive relationship with movement and physical activity, they are more likely to be physically active for life. Physical Literacy in children lays the foundation for lifelong participation.

What does Physical Literacy mean to **EDSTART**

Through our broad and balanced Physical Education curriculum and PESSPA provision, children progress through our **MOVING EDSTART**, **PLAYING EDSTART**, **COMPETING EDSTART** and **QUALITY EDSTART** statements.

At each stage of the child's journey, our provision provides the confidence, competence, knowledge and understanding to gain skills for lifelong participation in physical activity.

Our curriculum will give each child a positive feeling about themselves and their abilities where they are able to play and compete in a range of sporting activities. Children will gain the knowledge & understanding of movement and importance of engaging in an active lifestyle.

Edstart Curriculum

The **Edstart** Curriculum will address 3 key areas following Ofsted's 3 Pillars of Progression:

- Fundamental Movement Skills (Motor Competence)
- Rules, Strategies, Competition and Tactics
- Healthy Participation.

Fundamental Movement Skills (Motor Competence)

Pupils need to develop a good level of fundamental movement skills in the early years. The **Edstart** Curriculum is planned to introduce and develop the fundamental movement skills between 3 and 8 years old.

Movement Skills are the 'basic, learned motor patterns that do not occur naturally'. They can be categorised as – **MOVING EDSTART** (running and jumping, stability skills, twisting and balancing, etc) and **PLAYING EDSTART** (throwing, catching, dribbling, striking, fielding, etc).

There are many benefits of establishing proficiency within the early years as they support learning and proficiency with more complex activities moving through the **Edstart** Curriculum.

Our curriculum shows that all pupils are taught to develop their skills from EYFS up to Year 6. Content is sequenced so that knowledge builds over time and progresses from the simple to the complex. This follows our **MOVING EDSTART**, **PLAYING EDSTART**, **COMPETING EDSTART** and **QUALITY EDSTART** statement

Throughout the Edstart curriculum, children are given plenty of time for practice to refine their fundamentals (**MOVING EDSTART** & **PLAYING EDSTART**), before progressing to applying them in more complex situations (**COMPETING EDSTART** & **QUALITY EDSTART**).

Rules, Strategies, Competition and Tactics

Pupils will be taught the rules, strategies and tactics involved with different types of activities in upper Key Stage 2. During competitions, pupils draw on their previous knowledge and apply it to the context they are in.

Edstart Coaches will use competition strategically to provide different levels of challenge. It will be introduced at an appropriate time. Through our curriculum pupils will be given ample time to develop the required knowledge before applying it in the context of a competition.

Competition can be an important way of developing fair-play between pupils and to illustrate aspects of sporting etiquette – such as how to win or lose gracefully.

Healthy Participation

PE has a role to play to challenge and correct some misconceptions and knowledge that children have established outside of school.

It is important for pupils to make connections between their knowledge of health and how it applies to physical activity.

Pupils' interest can be increased by teaching how the body works, so that they can understand the relationships between activity and its effect on the body.

Developing knowledge of the broader aspects of physical activity allows pupils to be able to make informed choices about their own participation outside of school.

WHAT

Declarative

Declarative knowledge is the understanding of the 3 Pillars of progression and be able to talk about what they need to do in different sporting / physical contexts.

HOW

Procedural

Procedural knowledge is where children can demonstrate their declarative knowledge and know how they can use it in different sporting / physical contexts.

WHEN

Conditional

Conditional knowledge is where children know when to use both declarative and procedural knowledge and apply them into different sporting / physical contexts.

FUNDAMENTAL MOVEMENT SKILLS

(MOTOR COMPETANCE)

WHAT: Through our MOVING EDSTART & PLAYING EDSTART statements, children know what movements skills look like in different sporting / physical contexts.

HOW: Through our COMPETING EDSTART, children know how to use their fundamental movement skills whilst performing.

WHEN: Through our QUALITY EDSTART, children will understand when and why they need the Fundamental Movement skills.

RULES STRATEGIES, COMPETITION & TACTICS

WHAT: Children will know the rules and strategies for a range of different sports using the PLAYING EDSTART & COMPETING EDSTART.

HOW: To use the rules and strategies for a range of different sports using the COMPETING EDSTART statement.

WHEN: Children know when and why they are using specific rules and strategies in a range of different sports using the QUALITY EDSTART statement.

HEALTHY PARTICIPATION

WHAT: Children know what being healthy involves and choosing to participate in PE for the physical and mental health benefit.

HOW: Children can make connections between their declarative knowledge of health and how it applies to Physical Education physical activity.

WHEN: Children will be able to make informed choices about their participation in physical activity outside of school.

Curriculum Offer

By using the **Edstart** Curriculum, you have the option to choose from any of our Units of Work and make the curriculum work for your pupils. By doing so, your PE provision will follow the 3 key areas and also meet the National Curriculum for providing a broad and balanced offer.

Long Term Plan

Key Stage Focus – Children are taught ...

EYFS

We encourage the physical development of children in the Foundation Stage as an integral part of their schoolwork. We relate the physical development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five years. We encourage the children to develop confidence and control of the way they move and the way they handle tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills.

Key Stage 1

The children will:

- Be taught basic skills and team games.
- Develop fundamental movement skills.
- Engage in competitive and co-operative activities in a range of increasingly challenging situations.

Key Stage 2

The children will:

- Develop and apply a broader range of skills, using them in different ways and linking them to make actions and sequences of movement.
- Use discrete skills in team games and competition.

Overall Primary focus to 'improve personal best' - recognising a child's own success and understanding of how to improve in different activities.

Our PE curriculum will inspire all pupils to engage, succeed and excel in competitive sport and other physically demanding activities.

PE lessons will give opportunities to compete in sport and other physical activities, which will build the character of every child and will consistently encourage and embed values such as fairness and respect. Children in each key stage will also have further opportunities to take part in sport and other physical activities through a high quality extra-curriculum programme; this will further support their health and fitness and help them to lead healthy, active lives.

Through a wide and varied curriculum, children will leave Primary School with the skills needed to be ready for High School Physical Education.

Year	Pupils will be taught ...
EYFS	<p>MOVING EDSTART - Gymnastics (1. Body Movements and 2. Balance & Rolls): Pupils will learn basic skills in travelling, being still, finding a space and using it safely. They develop the range of their skills and actions, for example balancing, taking off and landing, turning and rolling.</p> <p>MOVING EDSTART - Movement to Music: Pupils will use movement to perform basic skills such as travelling, being still, making a shape, jumping, turning and gesturing.</p> <p>MOVING EDSTART & PLAYING EDSTART - Physical Literacy 1 & 2 (Throw, Catch, Send, Receive) & 3 : This area is covered in all aspects of EYFS PE. Pupils begin with basic moves and develop better co-ordination of movements. They will practice running movements, hand-eye co-ordination and basic motor skills. Pupils will develop a range of skills including agility, balance, co-ordination, skipping, hopping, kicking and many more. Pupils will be introduced to sending and receiving of various equipment in different ways and develop these skills for simple games and activities.</p> <p>MOVING EDSTART - Fitness: Pupils will learn about being active and the effects of exercise on their bodies.</p> <p>MOVING EDSTART - Animal Boogie Yoga: Pupils will be able to complete a full Yoga circuit and be able control their bodies when doing so.</p> <p>MOVING EDSTART - Story Book Sports: Pupils will learn basic skills in travelling, being still, finding a space and using it safely through popular story books.</p> <p>PLAYING EDSTART - Intro to Games 1 & 2 : Pupils will be introduced to modified small sided games using the skills they have learnt. Pupils will use their Fundamental Movement Skills and apply them into sports specific games.</p> <p>PLAYING EDSTART - Intro to Racket Skills: Pupils will be introduced to racket skills and develop skill of ball manipulation.</p> <p>COMPETING EDSTART - Sports Day Activities: Pupils will take part in races and relays and learn how to win and lose gracefully.</p>
1	<p>MOVING EDSTART - Gymnastics - Balances & Rolls and Body Movements: Pupils perform basic skills in travelling, being still, finding a space and using it safely. They develop the range of their skills and actions, for example balancing, taking off and landing, turning and rolling. Pupils choose and link skills and actions in short movement phases and create and perform short sequences that show a clear beginning, middle and end and have contrasts in direction, level and speed.</p> <p>MOVING EDSTART - Dance: Pupils are taught to use movement imaginatively, responding to stimuli, including music and performing basic skills, for example, travelling, being still, making a shape, jumping, turning and gesturing.</p> <p>MOVING EDSTART & PLAYING EDSTART - Physical Literacy 1 & 2 (Throw, Catch, Send, Receive) & 3: This area is covered in all aspects of Key Stage 1 PE. Pupils begin with basic moves to improve knowledge of personal space and general space and develop better co-ordination of movements. They practice running movements, hand-eye co-ordination and basic motor skills. Pupils will develop a range of skills including agility, balance, co-ordination, skipping, hopping, kicking and many more. Multi skills improve physical literacy to ready pupils for sports. Pupils travel with, send and receive a ball and other equipment in different ways and develop these skills for simple, competitive net & wall, striking & fielding and invasion type games that they and others have made, using simple tactics for attacking and defending.</p> <p>MOVING EDSTART - Fun Fitness: Pupils be introduced to fun fitness activities, which aim to make children out of breath.</p> <p>MOVING EDSTART - Jungle Yoga: Pupils will be able to complete a full Yoga circuit and be able understand the benefits of yoga.</p> <p>PLAYING EDSTART - Intro to Games 1 & 2: Pupils will learn how to move in game situations, and apply a range of different FMS.</p> <p>PLAYING EDSTART - Intro to Striking and Fielding: Pupils will be introduced to the basics of games involving striking and fielding.</p> <p>PLAYING EDSTART - Intro to Racket Skills: Pupils will be introduced to racket skills and develop skill of ball manipulation.</p> <p>COMPETING EDSTART - Sports Day Activities: Pupils will take part in Sports Day Activities that work on speed, power and stamina. They will also take part in races and relays and learn how to win and lose gracefully.</p>
2	<p>MOVING EDSTART - Gymnastics - Balances & Rolls and Body Movements: Pupils perform basic skills in travelling, being still, finding a space and using it safely. They develop the range of their skills and actions, for example, balancing, taking off and landing, turning and rolling. Pupils choose and link skills and actions in short movement phases and create and perform short sequences that show a clear beginning, middle and end and have contrasts in direction, level and speed.</p> <p>MOVING EDSTART - Dance: Pupils are taught to use movement imaginatively, responding to stimuli, including music and performing basic skills, for example travelling, being still, making a shape, jumping, turning and gesturing.</p> <p>PLAYING EDSTART - Physical Literacy 2 (Throw, Catch, Send, Receive) & 3: This area is covered in all aspects of Key Stage 1 PE. Pupils will develop their practice of running movements, hand-eye co-ordination and basic motor skills. Pupils will, with increasing confidence be able to show a range of skills including agility, balance, co-ordination, skipping, hopping, kicking and many more. Multi skills improve physical literacy to ready pupils for sports. Pupils will be able to dribble/move with various pieces of equipment. They should be able to start dodging and avoiding a defender using the basic moves and multi skills. Pupils travel with, send and receive a ball and other equipment in different ways and develop these skills for simple, competitive net & wall, striking & fielding and invasion type games that they and others have made, using simple tactics for attacking and defending.</p> <p>MOVING EDSTART - Fun Fitness: Pupils be introduced to fun fitness activities, which aim to make children out of breath.</p> <p>MOVING EDSTART - Jungle Yoga: Pupils will be able to complete a full Yoga circuit, and be able understand the benefits of yoga.</p> <p>PLAYING EDSTART - Intro to Games 1 & 2 (Football, Basketball, Handball, Hockey, Tag Rugby & Dodgeball): Pupils will start to apply their increasing range of FMS into different games.</p> <p>PLAYING EDSTART - Intro to Striking and Fielding: Pupils will consolidate and develop the range and consistency of their skills in a variety of striking and fielding games and activities.</p> <p>PLAYING EDSTART - Intro to Racket Skills: Pupils will consolidate and develop the range and consistency of their skills in a variety of racket skills.</p> <p>PLAYING EDSTART - Jag Tag for Beginners: Pupils will be introduced to the Jag Tag program and learn about American Football.</p> <p>COMPETING EDSTART - Intro to Games 3 (Attacking and Defending): Pupils will look to use their FMS in a range of attacking and defending games.</p> <p>COMPETING EDSTART - Sports Day Activities: Pupils will take part in Sports Day Activities that work on speed, power and stamina. They will also take part in races and relays and learn how to win and lose gracefully.</p>

Year	Pupils will be taught ...
3	<p>MOVING EDSTART - Intro to Gymnastics: Pupils create and perform fluent sequences on the floor and using apparatus, and include variations in level, speed and direction in their sequences. Pupils will be able to show that they can manage their bodies in a variety of different positions whilst being under control.</p> <p>MOVING EDSTART - Intro to Dance: Pupils create and perform dances using a range of movement patterns, including those from different times, places and cultures. They respond to a range of stimuli and accompaniment.</p> <p>MOVING EDSTART - Intro to Yoga: Pupils create and perform yoga routines using a range of FMS.</p> <p>PLAYING EDSTART - Intro to Invasion Games 1, 2 & 3 (Netball, Basketball, Hockey, Football, Tag Rugby, Handball & Lacrosse): Pupils will learn the skills needed to play small sided versions of the game.</p> <p>PLAYING EDSTART - Intro to Net & Wall Games 1 & 2 (Tennis, Badminton, Dodgeball & Volleyball): Pupils will be introduced to matches in Short Tennis, Volleyball, Badminton and Dodgeball. They perform actions and skills with consistency, quality and control and begin to use basic skills.</p> <p>PLAYING EDSTART - Intro to Striking and Fielding (Rounders and Cricket): Pupils will be introduced to striking and fielding games, using a range of FMS.</p> <p>PLAYING EDSTART - Intro to Target Games (Tri Golf, Frisbee & Archery): Pupils will be introduced to the basics of target games.</p> <p>PLAYING EDSTART - Intro to Jag Tag: Pupils will be introduced to Jag Tag and the skills needed to play small sided games.</p> <p>COMPETING EDSTART - Intro to Invasion Games 1, 2 & 3 (Netball, Basketball, Hockey, Football, Tag Rugby, Handball & Lacrosse): Pupils will use the skills and tactics taught and apply basic principles for attacking and defending.</p> <p>COMPETING EDSTART - Intro to Athletics: Pupils take part in and design challenges and competitions that call for precision, speed, power or stamina. They use running, jumping and throwing skills both singly and in combination and pace themselves in these competitions.</p> <p>COMPETING EDSTART - Intro to Net & Wall Games 1 & 2 (Tennis, Badminton, Dodgeball & Volleyball): Pupils will be introduced to matches in Short Tennis, Volleyball, Badminton and Dodgeball. They will perform actions and skills with more consistency. quality and control and begin to use skills and tactics to apply basic principles for improving a match.</p> <p>COMPETING EDSTART - Intro to Striking and Fielding (Rounders and Cricket): Pupils will be introduced to striking and fielding games, learning the skills and rules needed to play matches.</p>
4	<p>MOVING EDSTART - Development of Gymnastics: Pupils create and perform fluent sequences on the floor and using apparatus, and include variations in level, speed and direction in their sequences. Pupils will be able to show that they can manage their bodies in a variety of different positions whilst being under control.</p> <p>MOVING EDSTART - Development of Dance: Pupils create and perform dances using a range of movement patterns, including those from different times, places and cultures. They respond to a range of stimuli and accompaniment.</p> <p>MOVING EDSTART - Development of Yoga: Pupils create and perform yoga routines using a range of FMS.</p> <p>PLAYING EDSTART - Development of Invasion Games 1, 2 & 3 (Netball, Basketball, Hockey, Football, Tag Rugby, Handball & Lacrosse): Pupils will learn the skills needed to play small sided versions of the game.</p> <p>PLAYING EDSTART - Development of Net & Wall Games 1 & 2 (Tennis, Badminton, Dodgeball & Volleyball): Pupils will develop the skills needed to play Short Tennis, Volleyball, Badminton and Dodgeball. They will develop the actions and skills with more consistency, quality and control.</p> <p>PLAYING EDSTART - Development of Striking and Fielding (Rounders and Cricket): Pupils will develop the skills of striking and fielding games.</p> <p>PLAYING EDSTART - Development of Target Games (Tri Golf, Frisbee & Archery): Pupils will develop the basics of target games.</p> <p>PLAYING EDSTART - Development of Jag Tag: Pupils will develop the skills needed to play Jag Tag further, learning tactics and strategies to play the game.</p> <p>COMPETING EDSTART - Development of Invasion Games 1, 2 & 3 (Netball, Basketball, Hockey, Football, Tag Rugby, Handball & Lacrosse): Pupils will use the skills and tactics learnt and apply basic principles for attacking and defending.</p> <p>COMPETING EDSTART - Development of Athletics: Pupils take part in and design challenges and competitions that call for precision, speed, power or stamina. They use running, jumping and throwing skills both singly and in combination and pace themselves in these competitions.</p> <p>COMPETING EDSTART - Development of Net & Wall Games 1 & 2 (Tennis, Badminton, Dodgeball & Volleyball): Pupils will develop the skills needed to play matches in Short Tennis, Volleyball, Badminton and Dodgeball. They will develop actions and skills with more consistency, quality and control and begin to use skills and tactics to apply basic principles for improving a match.</p> <p>COMPETING EDSTART - Development of Striking and Fielding (Rounders and Cricket): Pupils will develop the skills of striking and fielding games, learning the skills and rules needed to play matches.</p>

5

MOVING EDSTART - Gymnastics: Pupils create and perform fluent sequences on the floor and include variations in level, speed and direction. Pupils will be able to work with a partner showing unison and canon in their routine. All gymnastic moves will be performed with good body tension and under control.

MOVING EDSTART - Dance: Pupils create and perform dances using a range of movement patterns, including those from different times, places and cultures. They respond to a range of stimuli and accompaniment.

MOVING EDSTART - Yoga: Pupils will understand the benefits of Yoga and be able to perform a range of Yoga poses with control.

COMPETING EDSTART - Athletics: Pupils take part in Track and Field events designed for precision, speed, power and stamina. They use running, jumping and throwing skills both singly and in combination and pace themselves in these competitions.

COMPETING EDSTART - Invasion Games: (Netball, Basketball, Hockey, Football, Tag Rugby, Handball & Lacrosse): Pupils play and make up small sided and modified competitive invasion games, learning the rules of Netball, Basketball, Hockey, Football and Tag Rugby. They use the skills and tactics learnt and will apply basic principles suitable for attacking and defending.

COMPETING EDSTART - Jag Tag: Pupils will begin to understand tactics and strategies involved in Jag Tag.

COMPETING EDSTART - Target Games: (Frisbee, Tri Golf & Archery): Pupils will be able to use a range of different skills to perform actions needed in each target game.

COMPETING EDSTART - Net and Wall Games: (Tennis, Badminton, Dodgeball & Volleyball): Pupils refine and develop their Short Tennis and Volleyball game. They perform actions and skills with more consistent quality and control and begin to use skills and tactics to apply basic principles for improving a match.

COMPETING EDSTART - Striking and Fielding: (Rounders and Cricket): Pupils play small sided and modified striking and fielding games, learning the rules of Rounders and Cricket. They use the skills and tactics learnt and apply basic principles suitable for striking and fielding games.

6

QUALITY EDSTART - Gymnastics: Pupils create and perform fluent sequences on the floor and include variations in level, speed and direction. Pupils will be able to work with a partner showing unison and canon in their routine. All gymnastic moves will be performed with good body tension and under control.

QUALITY EDSTART - Dance: Pupils create and perform dances using a range of movement patterns, including those from different times, places and cultures. They respond to a range of stimuli and accompaniment.

QUALITY EDSTART - Yoga: Pupils will understand the benefits of Yoga and be able to perform a range of Yoga poses with control.

QUALITY EDSTART - Athletics: Pupils take part in Track and Field events designed for precision, speed, power and stamina. They use running, jumping and throwing skills both singly and in combination and pace themselves in these competitions.

QUALITY EDSTART - Invasion Games: (Netball, Basketball, Hockey, Football, Tag Rugby, Handball & Lacrosse): Pupils play and make up small sided and modified competitive invasion games, learning the rules of each invasion game. They use the skills and tactics learnt and will apply basic principles suitable for attacking and defending.

QUALITY EDSTART - Jag Tag: Pupils will begin to understand tactics and strategies involved in Jag Tag.

QUALITY EDSTART - Target Games: (Frisbee, Tri Golf & Archery): Pupils will be able to use a range of different skills to perform actions needed in each target game.

QUALITY EDSTART - Net and Wall Games: (Tennis, Badminton, Dodgeball & Volleyball): Pupils refine and develop their Short Tennis and Volleyball game. They perform actions and skills with more consistent quality and control and begin to use skills and tactics to apply basic principles for improving a match.

QUALITY EDSTART - Striking and Fielding: (Rounders and Cricket): Pupils play small sided and modified striking and fielding games, learning the rules of Rounders and Cricket. They use the skills and tactics learnt and apply basic principles suitable for striking and fielding games.

In Key Stage Two pupils will also participate in ...

- **MOVING EDSTART / PLAYING EDSTART / COMPETING EDSTART / QUALITY EDSTART** - OAA: Pupils will look into other areas of PE such as developing motor skills, confidence and competence in the outdoor environment as well as both mental and physical challenges.
- **MOVING EDSTART / PLAYING EDSTART / COMPETING EDSTART / QUALITY EDSTART** Fitness: Pupils will complete a series of fitness circuits and be able to talk about how they can improve their fitness levels.
- **PLAYING EDSTART / COMPETING EDSTART** Alternative Sports: Pupils will start to learn a variety of different inclusive sports.

Endpoints and Vocabulary

EYFS

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Early Years Framework:

Children at the expected level of development will:

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Development Matters

Children in Reception will be learning to

- Revise and refine the fundamental movement skills they have already acquired (rolling, crawling, walking, jumping, running, hopping, skipping & climbing).
- Progress towards a more fluent style of moving, with developing control and grace.
- Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Combine different movements with ease and fluency.
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
- Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting and aiming.
- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.

END POINT	NC OBJECTIVES
MOVING EDSTART - MOVEMENT TO MUSIC	
<ul style="list-style-type: none"> • Children can revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing 	<ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. • Revise and refine the fundamental movement skills they have already acquired (rolling, crawling, walking, jumping, running, hopping, skipping & climbing) • Progress towards a more fluent style of moving, with developing control and grace. • Combine different movements with ease and fluency.
VOCABULARY	Slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding, hopping, turning, shapes, moving, movement, patterns
MOVING EDSTART - GYMNASTICS (BODY MOVEMENTS AND BALANCES & ROLLS)	
<ul style="list-style-type: none"> • Children can demonstrate different ways of travelling using small and large body parts. • Children can demonstrate wide, thin, tall, and curled body shapes when travelling. 	<ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. • Revise and refine the fundamental movement skills they have already acquired (rolling, crawling, walking, jumping, running, hopping, skipping & climbing) • Progress towards a more fluent style of moving, with developing control and grace. • Combine different movements with ease and fluency.
VOCABULARY	Walk, forward, backward, run, hop, skip, roll, jump, land, over, under, along, balance, between, stretch

END POINT	NC OBJECTIVES
MOVING EDSTART - PHYSICAL LITERACY 1	
<ul style="list-style-type: none"> Children know how to safely find space and move around avoiding obstacles. Children can change speed and direction safely and under control. Children can move energetically, such as running, jumping, dancing, hopping, skipping, and climbing, whilst safely negotiating space. 	<ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
VOCABULARY	stop, start, control, walk, move, rolling, bouncing, space
MOVING EDSTART - YOGA	
<ul style="list-style-type: none"> Children are able to balance when performing each Yoga pose. Children are able to relax their body when performing the basic poses. Children are able to follow the story and understand what part comes next. 	<ul style="list-style-type: none"> Demonstrate strength, balance and coordination when playing. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency.
VOCABULARY	poses, control, tall, small, movement, breathe, strong
MOVING EDSTART - FITNESS	
<ul style="list-style-type: none"> Children can use and combine basic movements that involves getting them out of breath. Children can perform a range of movements with control and accuracy. Children can perform different types of movements. 	<ul style="list-style-type: none"> Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.
VOCABULARY	run, jump, exercise, heart, body, tired,
MOVING EDSTART - STORY BOOK SPORTS	
<ul style="list-style-type: none"> Children are able to be able to travel using fundamentals – run, hop, skip, jump, sidestep. Children can use imaginative ways of moving using animals. Children can travel at different heights – tall, small, wide, thin. Children can take negotiate space when moving with a ball. 	<ul style="list-style-type: none"> Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Develop overall body strength, balance, co-ordination and agility.
VOCABULARY	stop, start, control, walk, move, rolling, bouncing, space, balance, jump, leap, hop
PLAYING EDSTART - PHYSICAL LITERACY 2 (THROW, CATCH, SEND & RECEIVE)	
<ul style="list-style-type: none"> Children start to show a preference for a dominant hand. Children can roll, throw and catch a ball using a variety of different techniques. Children can show different methods of sending an object towards a partner. 	<ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others. Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
VOCABULARY	throw, catch, send, receive, hands, left, right, ball.

END POINT	NC OBJECTIVES
PLAYING EDSTART - PHYSICAL LITERACY 3	
<ul style="list-style-type: none"> Children develop and refine a range of ball skills including throwing, catching, kicking, passing, batting and aiming. Children will be able to dribble the ball with their feet, keeping it under control. Children can negotiate space and obstacles safely, with consideration for themselves and others. 	<ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Revise and refine the fundamental movement skills they have already acquired (rolling, crawling, walking, jumping, running, hopping, skipping & climbing). Combine different movements with ease and fluency.
VOCABULARY	hands, feet, close control, avoid, run,
PLAYING EDSTART - INTRO TO GAMES	
<ul style="list-style-type: none"> Children understand the difference between rolling, bouncing and throwing and develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Children can watch the flight / path of an object and know what equipment can be used for to further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. 	<ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting and aiming. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
VOCABULARY	roll, throw, catch, underarm, overarm
PLAYING EDSTART - INTRO TO RACKET SKILLS	
<ul style="list-style-type: none"> Children can judge the flight / bounce of the ball and meet it with their racket. Children can make contact / strike a ball that has been thrown towards them. 	<ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
VOCABULARY	racket, ball, bounce, net, shot
COMPETING EDSTART - SPORTS DAY EVENTS	
<ul style="list-style-type: none"> Children can move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Children can change speed and direction safely and under control. 	<ul style="list-style-type: none"> Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Combine different movements with ease and fluency.
VOCABULARY	run, jump, throw, race, hurdles

Key Stage One

National Curriculum Content

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.

By the end of Key Stage 1, pupils will:

- Master basic movements including running, jumping, throwing and catching as well as developing balance, agility and co-ordination and begin to apply these in a range of activities.
- Participate in team games, developing simple tactics for attacking and defending.
- Be able to perform dances using simple movement patterns.

YEAR	END POINT	NC OBJECTIVE
MOVING EDSTART - MOVEMENT TO MUSIC		
1	<ul style="list-style-type: none"> • Children can perform basic body actions and movements. • Children can choose some of the movements they have already explored and use them to make their own movement patterns. 	<ul style="list-style-type: none"> • Be able to perform dances using simple movement patterns.
2	<ul style="list-style-type: none"> • Children can move confidently and safely in their own and general space, using changes of speed, level and direction. • Children are creative in how they move around. 	
VOCABULARY	step, movement, link, rhythm, travelling, sequence, pattern, balance, coordination	
MOVING EDSTART - GYMNASTICS (BODY MOVEMENTS AND BALANCES & ROLLS)		
1	<ul style="list-style-type: none"> • Children can change the way they are travelling in a controlled manner. • Children can confidently travel on their feet in different ways and recognise directions. • Children can hold a balance on small parts of their bodies (Feet / Hands). 	<ul style="list-style-type: none"> • Master basic movements including running, jumping, throwing and catching as well as developing balance, agility and co-ordination and begin to apply these in a range of activities.
2	<ul style="list-style-type: none"> • Children can hop, bounce and skip in different directions i.e. forwards, backwards and sideways. • Children can talk about what they are doing and use the correct vocabulary. • Children can balance upon large body parts and know how to vary the shape of the balances. • Children can show different types of rolls in stretched and curled shapes. 	
VOCABULARY	direction, straight, barrel, tuck, pike, straddle, sequence, thin, tall, curled, stretched, wide, apparatus	
MOVING EDSTART - PHYSICAL LITERACY 1		
1	<ul style="list-style-type: none"> • Children can safely and under control, stop and start whilst running / moving. • Children can dodge, avoid and find space when running. • Children can move around using jumps and leaps. 	<ul style="list-style-type: none"> • Master basic movements including running, jumping, throwing and catching as well as developing balance, agility and co-ordination and begin to apply these in a range of activities.
VOCABULARY	under, over, through, direction, climbing, speed, jump, leap.	

YEAR	END POINT	NC OBJECTIVES
MOVING EDSTART - YOGA		
1	<ul style="list-style-type: none"> Children are able to lie down and rest their body when listening to music. Children are able to control their breathing when performing each pose. 	<ul style="list-style-type: none"> Master basic movements including running, jumping, throwing and catching as well as developing balance, agility and co-ordination and begin to apply these in a range of activities.
2	<ul style="list-style-type: none"> Children are able to talk about the effects of activity on their bodies. Children are able to keep their tummy strong when performing the Yoga poses. Children are able to remember and perform the majority of the Yoga poses. 	
VOCABULARY	Strength, balance, performing, relaxing	
MOVING EDSTART - FITNESS		
1	<ul style="list-style-type: none"> Children can talk about the effects of exercise, before and after taking part. Children can combine skills within an activity. Children can talk about how fitness activities effect their bodies. 	<ul style="list-style-type: none"> Master basic movements including running, jumping, throwing and catching as well as developing balance, agility and co-ordination and begin to apply these in a range of activities.
2	<ul style="list-style-type: none"> Children can support a partner to record their scores at each station. Children can complete an 6 station Fitness Circuit 	
VOCABULARY	circuit, fitness, body, muscles	
PLAYING EDSTART - PHYSICAL LITERACY 2 (THROW, CATCH, SEND & RECEIVE)		
1	<ul style="list-style-type: none"> Children can understand that games can be different and know whether they need to throw, catch or kick the ball. Children can work well with partners and in small groups to improve skills. Children can use basic throwing techniques to hit large targets. 	<ul style="list-style-type: none"> Master basic movements including running, jumping, throwing and catching as well as developing balance, agility and co-ordination and begin to apply these in a range of activities
2	<ul style="list-style-type: none"> Children can perform basic skills of rolling, striking, kicking, catching and gathering skills with more confidence. Children can make choices about appropriate targets, space and equipment. Children can use a variety of simple tactics. 	
VOCABULARY	flight, technique, kicking, control, target, accuracy	
PLAYING EDSTART - PHYSICAL LITERACY 3		
1	<ul style="list-style-type: none"> Children can dodge a defender using a variety of different techniques. Children will be able to dribble the ball with their feet, keeping it under control. Children can dribble a ball with their hands in a stationary position. 	<ul style="list-style-type: none"> Master basic movements including running, jumping, throwing and catching as well as developing balance, agility and co-ordination and begin to apply these in a range of activities Participate in team games, developing simple tactics for attacking and defending.
2	<ul style="list-style-type: none"> Children understand basic rules of games and can follow them. Children can dodge a defender using a variety of different techniques. Children can dodge and avoid players on the opposite teams. Children understand the difference between rolling, bouncing and throwing. 	
VOCABULARY	dodge, agility, speed, direction, dribble, track, avoid, sharp turns	

YEAR	END POINT	NC OBJECTIVES
PLAYING EDSTART - INTRO TO RACKET SKILLS		
1	<ul style="list-style-type: none"> Children are able to hold a tennis racket correctly with one and two hands. Children are able to keep control of a ball when on a racket by balancing and bouncing. 	<ul style="list-style-type: none"> Master basic movements including running, jumping, throwing and catching as well as developing balance, agility and co-ordination and begin to apply these in a range of activities.
2	<ul style="list-style-type: none"> Children are able to judge the flight / bounce of the ball and meet it with their racket. Children are able to play a simple forearm pass to a partner. 	
VOCABULARY	forearm, backhand, catch, serve, court, direction, control	
PLAYING EDSTART - INTRO TO GAMES		
1	<ul style="list-style-type: none"> Children understand the difference between rolling, bouncing and throwing. Children will be able to dribble the ball with their feet, keeping it under control. 	<ul style="list-style-type: none"> Master basic movements including running, jumping, throwing and catching as well as developing balance, agility and co-ordination and begin to apply these in a range of activities. Participate in team games, developing simple tactics for attacking and defending.
2	<ul style="list-style-type: none"> Children can dodge a defender using a variety of different techniques. Children know what technique is needed depending on the game and / or ball. 	
VOCABULARY	dribble, tagging, passing, receiving, throwing, turning	
PLAYING EDSTART - INTRO TO STRIKING & FIELDING		
1	<ul style="list-style-type: none"> Children can bounce a ball and catch it on its way up. Children can show when the ball is at the top of its flight. 	<ul style="list-style-type: none"> Master basic movements including running, jumping, throwing and catching as well as developing balance, agility and co-ordination and begin to apply these in a range of activities.
2	<ul style="list-style-type: none"> Children can judge the path of a ball that it is bouncing towards them. Children can get their body in line with the ball early and stop the traveling ball from going past them. 	
VOCABULARY	flight, highest, strike, retrieve, gather, bouncing, towards, path, travel	
PLAYING EDSTART - INTRO TO NET & WALL GAMES		
2	<ul style="list-style-type: none"> Children can stand in the ready position and move towards the ball. Children can throw the ball with accuracy. 	<ul style="list-style-type: none"> Master basic movements including running, jumping, throwing and catching as well as developing balance, agility and co-ordination and begin to apply these in a range of activities.
VOCABULARY	forearm, backhand, catch, serve, court, direction, control	
PLAYING EDSTART - JAG TAG BEGINNERS		
2	<ul style="list-style-type: none"> Children can throw the ball using an overarm technique. Children can watch the flight of the ball and attempt to catch. Children are able to run without dropping the ball. 	<ul style="list-style-type: none"> Master basic movements including running, jumping, throwing and catching as well as developing balance, agility and co-ordination and begin to apply these in a range of activities.
VOCABULARY	throw, receiver, quarter back, down, hike.	

YEAR	END POINT	NC OBJECTIVES
PLAYING EDSTART - ATTACKING & DEFENDING		
2	<ul style="list-style-type: none"> Children can use their bodies to protect the ball against the defender. Children can dodge a defender using a variety of different techniques. 	<ul style="list-style-type: none"> Master basic movements including running, jumping, throwing and catching as well as developing balance, agility and co-ordination and begin to apply these in a range of activities. Participate in team games, developing simple tactics for attacking and defending.
VOCABULARY	space, marking, passing, dodge, attack, defend	
COMPETING EDSTART - SPORTS DAY EVENTS		
1	<ul style="list-style-type: none"> Children can run efficiently using the correct technique. Children can accurately throw a small piece of athletic equipment for distance 	<ul style="list-style-type: none"> To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.
2	<ul style="list-style-type: none"> Children can accurately throw a small piece of athletic equipment for distance. Children understand the basics of jumping and landing. Children can follow set rules for races and be able to put together all their basic movement skills. 	
VOCABULARY	running, jumping, throwing, races, direction, obstacles	

Key Stage Two

National Curriculum Content

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.

By the end of Key Stage 2: pupils will:

- Use running, jumping, throwing and catching in isolation and in combination.
- Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis] and apply basic principles suitable for attacking and defending.
- Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- Perform dances using a range of movement patterns.
- Take part in outdoor and adventurous activity challenges both individually and within a team.
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

YEAR	END POINT	NC OBJECTIVES
MOVING EDSTART - INTRO TO GYMNASTICS		
3	<ul style="list-style-type: none"> • Children know which small parts of the body can take weight. • Children can show balance using large body parts. • Children can link a jump with landings and rolling actions showing different shapes. 	<ul style="list-style-type: none"> • Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].
VOCABULARY	level, large body parts, small body parts, balance, curl, sequence, flight,	
MOVING EDSTART - DEVELOPMENT OF GYMNASTICS		
4	<ul style="list-style-type: none"> • Children can use appropriate vocabulary to describe what they and others are doing. • Children know and understand the safety implications involved in various types of rolling. 	<ul style="list-style-type: none"> • Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].
VOCABULARY	landing, extension, body tension, momentum, rotate, beam.	
MOVING EDSTART - GYMNASTICS		
5	<ul style="list-style-type: none"> • Children can create and perform a fluent sequence which combines 8 or more balances with travelling movements, jumps or rolls. • Children can use appropriate vocabulary to describe what they and others are doing. 	<ul style="list-style-type: none"> • Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. • Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
VOCABULARY	core, inversion, symmetrical, asymmetrical, partner, synchronisation, point, patch, canon, bridge, cartwheel, headstand,	
QUALITY EDSTART - GYMNASTICS		
6	<ul style="list-style-type: none"> • Children can demonstrate a variety of balance positions, including ones with feet high and understand body tension and quality of performance. • Children can understand, identify and use the terms synchronisation and canon. • Children can analyse skills and techniques to modify and improve performance. 	<ul style="list-style-type: none"> • Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. • Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
VOCABULARY	counterbalance, perform, evaluate, vault, springboard, choreography	

YEAR	END POINT	NC OBJECTIVE
MOVING EDSTART - INTRO TO DANCE		
3	<ul style="list-style-type: none"> Children can work creatively and imaginatively, independently and in groups/pairs. Children can repeat, remember and perform phrases in a dance. Children can work with a partner and in small groups to explore different relationships e.g. pushing and pulling actions, going over, under and around each other and circling actions. 	<ul style="list-style-type: none"> Perform dances using a range of movement patterns.
MOVING EDSTART - DEVELOPMENT OF DANCE		
4	<ul style="list-style-type: none"> Children can perform dances fluently and with control. Children can use and structure simple movement phrases individually, in pairs and in groups. Children can respond to a range of stimuli, improvising freely using a range of controlled movements and patterns. 	<ul style="list-style-type: none"> Perform dances using a range of movement patterns.
VOCABULARY	canon, unison, flexible, flow, sequence, pathway, direction, perform, gestures	
MOVING EDSTART - DANCE		
5	<ul style="list-style-type: none"> Children can perform dances fluently and with control in front of others. Children can choreograph a small group dance and show different, creative ideas each week. Children can create and perform fluent dance routines (5-6 elements). 	<ul style="list-style-type: none"> Perform dances using a range of movement patterns. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
QUALITY EDSTART - DANCE		
6	<ul style="list-style-type: none"> Children can evaluate and refine their own and other's work. Children can dance to the rhythm in the style of the music. Children can analyse the strengths and areas of improvement of dance routines, using key terminology. 	<ul style="list-style-type: none"> Perform dances using a range of movement patterns. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
VOCABULARY	relationships, choreograph, contrasting, perform, evaluate, stimulus, dynamics, formations, expression	

YEAR	END POINT	NC OBJECTIVE
PLAYING EDSTART - INTRO TO FITNESS		
3	<ul style="list-style-type: none"> Children can perform a range of movements with control and accuracy. Children can tell a partner what they are doing well in their performance. Children can perform different types of movements. 	<ul style="list-style-type: none"> Develop flexibility, strength, technique, control and balance
PLAYING EDSTART - DEVELOPMENT OF FITNESS		
4	<ul style="list-style-type: none"> Children can support a partner to record their scores at each station. Children can complete an 8 station Fitness Circuit. Children can use and combine basic movements that involves getting them out of breath. 	<ul style="list-style-type: none"> Develop flexibility, strength, technique, control and balance
VOCABULARY	speed, agility, control, techniques, fitness levels, recording	
COMPETING EDSTART - FITNESS		
5	<ul style="list-style-type: none"> Children can combine skills within an activity and move between them with control and fluency. Children can explain how skills are used within an activity and identify which activities require more than one skill. Children can assist their peers to complete exercises and record scores correctly. 	<ul style="list-style-type: none"> Develop flexibility, strength, technique, control and balance Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
QUALITY EDSTART - FITNESS		
6	<ul style="list-style-type: none"> Children can evaluate their performance and talk about how they can improve their scores. Children can explain how they have used feedback from a partner to improve their performance. Children can talk about their improvements in their performance and give reasons why. 	<ul style="list-style-type: none"> Develop flexibility, strength, technique, control and balance Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
VOCABULARY	core, stamina, cardiovascular, biceps, triceps, quadriceps, hamstrings, evaluation, performance	

YEAR	END POINT	NC OBJECTIVE
PLAYING EDSTART - INTRO TO INVASION GAMES 1, 2 & 3		
3	<ul style="list-style-type: none"> Children will be able to dribble the ball with their feet, keeping it under control. Children can dribble a ball with their hands whilst moving. Children can pass the ball over a short distance using a variety of techniques. Children can hold the hockey stick correctly with and without the ball. 	<ul style="list-style-type: none"> Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis] and apply basic principles suitable for attacking and defending.
PLAYING EDSTART - DEVELOPMENT OF INVASION GAMES 1, 2 & 3		
4	<ul style="list-style-type: none"> Children can dodge a defender using a variety of different techniques. Children know what technique is needed depending on the game and / or ball. Children can chest pass the ball to a partner over a variety of distances 	<ul style="list-style-type: none"> Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis] and apply basic principles suitable for attacking and defending.
VOCABULARY	pivot, angle, balance, contact, chest pass,	
COMPETING EDSTART - INTRO TO INVASION GAMES 1,2 & 3		
3	<ul style="list-style-type: none"> Children can judge the path of a ball that is bouncing towards them. Children can get their body in line with the ball early and stop the travelling ball from going past them. 	<ul style="list-style-type: none"> Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis] and apply basic principles suitable for attacking and defending.
COMPETING EDSTART - DEVELOPMENT OF INVASION GAMES 1,2 & 3		
4	<ul style="list-style-type: none"> Children can use a range of skills e.g. throwing, catching and bowling with some degree of control. Children can throw over a variety of distances using the underarm and overarm techniques. Children can judge the flight of the ball and be ready to catch the ball using the appropriate technique. 	<ul style="list-style-type: none"> Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis] and apply basic principles suitable for attacking and defending.
VOCABULARY	space, marking, passing, dodge, attack, defend	
COMPETING EDSTART - INVASION GAMES		
5	<ul style="list-style-type: none"> Children will be able to dribble the ball with their feet, keeping it under control against a defender. Children can change direction with the ball whilst moving against a defender. Children start to develop a broader range of techniques and skills for attacking and defending. 	<ul style="list-style-type: none"> Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis] and apply basic principles suitable for attacking and defending.
QUALITY EDSTART - INVASION GAMES		
6	<ul style="list-style-type: none"> Children can play small sided games following the rules provided. Children can put into practice the techniques shown. Children can play effectively as part of a team. Children can pick out parts of performance that could be improved and suggest ideas and practices to make them better. 	<ul style="list-style-type: none"> Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis] and apply basic principles suitable for attacking and defending.
VOCABULARY	footwork. decisions, space, warm up, stretches, positions, rules, attack, defend	

YEAR	END POINT	NC OBJECTIVE
PLAYING EDSTART - DEVELOPMENT OF NET & WALL GAMES 1 & 2		
3	<ul style="list-style-type: none"> Children know how to grip the racket. Children can control the ball whilst hitting it with their racket. 	<ul style="list-style-type: none"> Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis] and apply basic principles suitable for attacking and defending.
PLAYING EDSTART - DEVELOPMENT OF NET & WALL GAMES 1 & 2		
4	<ul style="list-style-type: none"> Children can stand in the ready position and move towards the ball. Children can play a variety of shots depending on the sport. 	<ul style="list-style-type: none"> Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis] and apply basic principles suitable for attacking and defending.
VOCABULARY	Forearm, backhand, catch, serve, court, volley, dig	
COMPETING EDSTART - INTRO TO NET & WALL GAMES 1 & 2		
3	<ul style="list-style-type: none"> Children can play a modified version of the game using the techniques shown. Children understand where they need to stand to be in the best position to play the shots needed. 	<ul style="list-style-type: none"> Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis] and apply basic principles suitable for attacking and defending.
COMPETING EDSTART - DEVELOPMENT OF NET & WALL GAMES 1 & 2		
4	<ul style="list-style-type: none"> Children understand that they need to play a pass on their side of the court before it is sent back to the other team. Children can pass the ball towards their partner so that they have time to play the next shot. 	<ul style="list-style-type: none"> Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis] and apply basic principles suitable for attacking and defending.
VOCABULARY	Forearm, backhand, catch, serve, court, volley, dig, ready position, balanced, distance, rallies	
COMPETING EDSTART - NET & WALL GAMES		
5	<ul style="list-style-type: none"> Children can develop a range of techniques for ground strokes and volleys. Children can develop a backhand technique and use it in a game. Children can serve overar 	<ul style="list-style-type: none"> Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis] and apply basic principles suitable for attacking and defending.
QUALITY EDSTART - NET & WALL GAMES		
6	<ul style="list-style-type: none"> Children know where a shot should be aimed and show increasing accuracy. Children use good hand/eye co-ordination when playing and serving. Children use different shots in a game situation to outwit an opponent. 	<ul style="list-style-type: none"> Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis] and apply basic principles suitable for attacking and defending.
VOCABULARY	follow through, coordination, overarm, position, love, deuce, perform, evaluate,	

YEAR	END POINT	NC OBJECTIVE
PLAYING EDSTART - INTRO TO STRIKING & FIELDING		
3	<ul style="list-style-type: none"> Children can use a range of skills e.g. throwing, catching and bowling with some degree of control. Children can throw over a variety of distances using the underarm and overarm techniques. Children can judge the flight of the ball and be ready to catch the ball using the appropriate technique. 	<ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.
PLAYING EDSTART - DEVELOPMENT OF STRIKING & FIELDING		
4	<ul style="list-style-type: none"> Children can bowl the ball to a partner using the correct technique. Children can stand correctly when getting ready to hit a bowled ball. Children can contact a bowled ball. 	<ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.
VOCABULARY	bowling, fielding, catching, back stop, wicket keeper, boundary, field, bases, crease, long barrier	
COMPETING EDSTART - INTRO TO STRIKING & FIELDING		
3	<ul style="list-style-type: none"> Children will be able to understand the basic rules of the game. Children can move the bat towards the ball being bowled towards them and contact it. Children can bowl and field to get the batter 'out'. 	<ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.
COMPETING EDSTART - DEVELOPEMENT OF STRIKING & FIELDING		
4	<ul style="list-style-type: none"> Children know to stand sideways on, with the bat backwards ready to swing at the ball. Children know how they need to score and can run to the bases safely. Children can play the games using the techniques shown throughout the term. 	<ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.
VOCABULARY	bowling, fielding, catching, back stop, wicket keeper, boundary, field, bases, crease, long barrier	
COMPETING EDSTART - STRIKING & FIELDING		
5	<ul style="list-style-type: none"> Children can field with increased accuracy. Children can hit, throw, bowl and catch accurately and with control. Children can explain rules to others. 	<ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.
QUALITY EDSTART - STRIKING & FIELDING		
6	<ul style="list-style-type: none"> Children can play competitive games to agreed rules. Children can communicate a plan to a team. Children can use a range of techniques with confidence and skill in a game situation. Children can analyse skills and techniques to modify and improve performance. 	<ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.
VOCABULARY	technique, evaluate, accuracy, decision, tactics	

YEAR	END POINT	NC OBJECTIVE
PLAYING EDSTART - INTRO TO JAG TAG		
3	<ul style="list-style-type: none"> Children have their throwing arm up and with ball behind head, elbow above shoulder. Children know when to use the low catching technique. 	<ul style="list-style-type: none"> Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.
PLAYING EDSTART - DEVELOPMENT OF JAG TAG		
4	<ul style="list-style-type: none"> Children know when to use the low medium or high catching technique. Children can watch the ball in – all the way looking at the tip of the ball. Children know how to secure the football using the 5 Points of Contact. 	<ul style="list-style-type: none"> Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.
VOCABULARY	quarter back, throw, low, high, catch, route, running, touchdown, down, defence, offense, play calling, wide receiver	
COMPETING EDSTART - JAG TAG		
5	<ul style="list-style-type: none"> Children know they need to stand side on and to step towards target as they rotate their hips. Children are able to vary the distance / height of their throw. Children know when they are allowed to start the route. Children can run different types of routes. 	<ul style="list-style-type: none"> Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
QUALITY EDSTART - JAG TAG		
6	<ul style="list-style-type: none"> Children understand that they start on the 'line of scrimmage'. Children come up with a variety of offensive plays to score a touchdown. Children can organise their team and call plays to set up an attack. Children can play small games following the rules provided. 	<ul style="list-style-type: none"> play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending. compare their performances with previous ones and demonstrate improvement to achieve their personal best.
VOCABULARY	centre, handoff, receiving, running back, flags, snap, line of scrimmage, strategies, man to man, zone, game situations	

YEAR	END POINT	NC OBJECTIVE
MOVING EDSTART - INTRO TO YOGA		
3	<ul style="list-style-type: none"> Children are able to perform the Yoga poses. Children are able to perform the Yoga poses showing signs of flexibility and control. 	<ul style="list-style-type: none"> Develop flexibility, strength, technique, control and balance
MOVING EDSTART - DEVELOPMENT OF YOGA		
4	<ul style="list-style-type: none"> Children are able to show good balance in all poses. Children are able perform the Yoga poses with confidence. 	<ul style="list-style-type: none"> Develop flexibility, strength, technique, control and balance
VOCABULARY	breathing, flexibility, control, confidence,	
MOVING EDSTART - YOGA		
5	<ul style="list-style-type: none"> Children are able to breathe in through their nose and out through the mouth whilst maintaining control of their bodies. Children are able to remember each Yoga pose and describe and perform them. 	<ul style="list-style-type: none"> Develop flexibility, strength, technique, control and balance
QUALITY EDSTART - YOGA		
6	<ul style="list-style-type: none"> Children are able to demonstrate, teach and lead a small group. Children are able to give useful and supportive feedback to improve poses. Children are able to show respect during poses and relaxation. 	<ul style="list-style-type: none"> Develop flexibility, strength, technique, control and balance
VOCABULARY	breathing techniques, describe, demonstrate, lead, relaxation, respect, supportive	
YEAR	END POINT	NC OBJECTIVE
MOVING EDSTART - OAA		
KEY STAGE 2	<ul style="list-style-type: none"> Children are able to follow a map in a familiar context. Children are able to use clues to follow a route safely. Children are able to work in a team and individually to use a map and solve problems with greater confidence and can identify risks whilst advising others. Children are able to follow a route within a time limit. Children can confidently solve problems in unfamiliar environments. Children are able to follow a map into an unknown location. Children are able to use clues and a compass to navigate a route. 	<ul style="list-style-type: none"> Take part in outdoor and adventurous activity challenges both individually and within a team.
COMPETING EDSTART - OAA		
KEY STAGE 2	<ul style="list-style-type: none"> Children are able to follow a map into an unknown location. Children are able to use clues and a compass to navigate a route. Children can plan a route and a series of clues for someone else. Children are able to take part in outdoor and adventurous activity challenges both individually and in a team. 	<ul style="list-style-type: none"> Take part in outdoor and adventurous activity challenges both individually and within a team.
VOCABULARY	map, communication, teamwork, compass, direction	

YEAR	END POINT	NC OBJECTIVE
PLAYING EDSTART - INCLUSIVE SPORTS		
KEY STAGE 2	<ul style="list-style-type: none"> Children can use a range of skills e.g. throwing, rolling, blocking with some control and accuracy. Children stop the ball with consistency. Children can defend with increased accuracy. 	<ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.
VOCABULARY	inclusive, boccia, goalball, partially sighted, Paralympics	
COMPETING EDSTART - INCLUSIVE SPORTS		
KEY STAGE 2	<ul style="list-style-type: none"> Children can play inclusive games, where at times they are visually impaired. Children can use all their senses, to play small modified versions of the game. 	<ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.
VOCABULARY	communication, teamwork, senses, hearing, tactics, rules	
COMPETING EDSTART - INTRO TO ATTACK VS DEFENCE		
3	<ul style="list-style-type: none"> Children are able to move into space to support their teammate who has the ball. Children are able to move away from a defender to receive the ball. Children can stay near to their opponent to stop them receiving the ball. 	<ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination. play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.
COMPETING EDSTART - DEVELOPMENT OF ATTACK VS DEFENCE		
4	<ul style="list-style-type: none"> Children can identify the skills they need to improve whilst playing small sided games. Children can move to a space away from an opponent so that their teammate can pass them the ball. Children can apply the skills into playing a variety of different games. 	<ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.
VOCABULARY	width, depth, support, possession, creativity, penetration, cover, delay, deny	
COMPETING EDSTART - PRINCIPLES OF ATTACK AND DEFENCE		
5	<ul style="list-style-type: none"> Children can support the player with the ball and make sure there are 2 passing options. Children understand they can pass backwards to draw the defence away from goal if they don't have the correct support. Children understand that support should be close to each other to force the ball wide. 	<ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.
QUALITY EDSTART - PRINCIPLES OF ATTACK AND DEFENCE		
6	<ul style="list-style-type: none"> Children understand they can pass backwards to draw the defence away from goal if they don't have the correct support. Children understand that passing backwards allows their team to keep possession if they haveN'T got an option of a forward pass. Children use the 'Man marking' principles and force the player with the ball away from goal. 	<ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending. compare their performances with previous ones and demonstrate improvement to achieve their personal best.
VOCABULARY	penetration, support, width, depth, narrow, deny, delay, possession, competing, matches, tournaments, scoring, rules, officiating.	

PLAYING EDSTART - INTRO TO TARGET GAMES

3	<ul style="list-style-type: none"> Children can use a range of skills e.g. throwing, catching and hitting with some degree of control. Children can throw over a variety of distances using the underarm and overarm techniques. Children are able to adopt the correct stance when throwing the frisbee. 	<ul style="list-style-type: none"> Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.
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PLAYING EDSTART - DEVELOPMENT OF TARGET GAMES

4	<ul style="list-style-type: none"> Children understand they need to stand forward with their least dominant foot over the shooting line. Children can judge the flight of an object and be ready to catch using the appropriate technique. Children should understand the correct stance when using a Tri Golf club. 	<ul style="list-style-type: none"> Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.
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VOCABULARY

frisbee, tri golf, club, shot, throw, catch

COMPETING EDSTART - TARGET GAMES

5	<ul style="list-style-type: none"> Children can control the direction of the ball using both a putter and a chipper. Children can demonstrate their understanding of aim, distance and control through taking part in a number of skills games 	<ul style="list-style-type: none"> Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
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QUALITY EDSTART - TARGET GAMES

6	<ul style="list-style-type: none"> Children can identify the correct throw, giving necessary feedback to peers to correct the positioning. Children can play effectively as part of a team. Children can pick out parts of performance that could be improved and suggest ideas and practices to make them better. 	<ul style="list-style-type: none"> Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
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VOCABULARY

frisbee, tri golf, club, shot, throw, catch

YEAR	END POINT	NC OBJECTIVE
COMPETING EDSTART - INTRO TO ATHLETICS		
3	<ul style="list-style-type: none"> Children can run efficiently using the correct technique. Children can accurately throw a small piece of athletic equipment for distance. Children understand the basics of jumping and landing. 	<ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination. Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
COMPETING EDSTART - DEVELOPEMENT OF ATHLETICS		
4	<ul style="list-style-type: none"> Children can use the upper body to gain distance on the jump. Children understand that when running for distance they must pace themselves to complete the distance set. Children understand to transfer their body weight from back to front to generate more power when throwing. 	<ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination. Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
VOCABULARY	javelin, discus, shotput, long jump, triple jump, high jump, sit and reach test	
COMPETING EDSTART - ATHLETICS		
5	<ul style="list-style-type: none"> Children show good reaction times and can identify an effective sprint start. Children show a developed running technique for sprinting, showing good co-ordination and control. Children can demonstrate good control & co-ordination when performing jumping activities. 	<ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination. Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
QUALITY EDSTART - ATHLETICS		
6	<ul style="list-style-type: none"> Children can combine a range of running, jumping, throwing and catching techniques with control. Children can analyse skills and techniques to modify and improve performance. Children show a knowledge of athletic events & techniques, such as running style and throwing/jumping technique achieving high success. Children confidently apply existing fundamental movements in a variety of athletic activities. 	<ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination. Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
VOCABULARY	technique, ability, stamina, footwork, pattern, distance, pace	

SEND and Differentiation

Edstart Sports Coaching will work with schools to gain an understanding of SEND pupils' individual needs. We provide a wide ranges of resources for coaches to be able to differentiate activities accordingly. The **Edstart** curriculum is designed to be ambitious for all pupils and will not limit what SEND pupils can achieve. We believe Every Child Deserves and Edstart and our curriculum will achieve that goal.

Inclusive PE lessons are planned so that SEND pupils will always learn alongside their peers and lessons will be adapted to ensure that ALL pupils access the curriculum.

Edstart coaches will use the STEP principles of differentiation, where there are many types of adaptations that could be made, depending on the specific needs of the pupils, not just those with SEND needs

STEP Principles.

S - SPACE: - Reduce / Increase the area that the children are working in.

T = TASK: - Adapt the task to suit the child. Allow additional time to complete a movement or response.

E - EQUIPMENT: - Changing the colour, size or shape of a ball.

P - PEOPLE: - Change group sizes (Children could work alone or with adult support).

Pedagogy

Edstart Sports Coaching believe that all pupils are capable of getting better at PE – that they can know more and do more. Using our Curriculum, Success Criteria and following our MOVING **EDSTART**, PLAYING **EDSTART**, COMPETING **EDSTART** and QUALITY **EDSTART** statements, pupils will believe they are capable of making progress in our lessons.

Our quality physical education program focus on increasing physical competence, health-related fitness, self-responsibility and enjoyment of physical activity, so that all children can be physically active for their lifetime

Edstart coaches draw on their subject knowledge to teach effectively. This helps structure the learning in a way which enables substantial progress. Coaches will demonstrate what success looks like by providing concrete examples and check pupils' understanding throughout this process.

Children will need lots of repetition to learn the intended movements and coaches will change the context and differentiate the tasks to increase difficulty / achieve success, rather than move on to new skills.

Coaches will provide pupils with clear and precise feedback which focuses on what they are doing well and how to develop, limiting any negative comments.

Assessment

We use a range of assessments to enable all pupils to demonstrate their knowledge, understanding and skills.

Assessments are based on the specific content of what the pupils have been taught and the success criteria for each lesson is shared with pupils.

Demonstration of knowledge will be assessed through what pupils do physically, although non-physical means might be appropriate at times.

Throughout the **Edstart** learning journey, assessment should be used to identify and correct pupils' misconceptions before they move to more complex content.

Competitions can be useful for assessing pupils' applications of tactics.

Our Assessment practice is aligned with curricular goals and is linked to the specific content which is being taught and the contexts in which it is developed and applied.

Formative Assessment

Edstart Coaches will regularly provide feedback during their lesson. Feedback is used to help students improve.

Formative assessments are used to specifically:

- identify the strengths and weaknesses of pupils.
- address the areas of need for each pupils.
- help teachers identify gaps in learning.
- close those gaps in learning.

Summative Assessment

A summative assessment is performed at the end of a Unit of Work and outlines the extent of students' knowledge. The information gathered from summative assessments is used by our Coaches to show the next steps in the children's learning journey. Our summative assessment uses our Assessment Formula, which rewards effort and attainment to achieve an overall grade for each specific Unit of Work.

The graphic features the title 'Assessment Formula' in large blue and orange text. Below it, a dark blue banner contains the equation 'Effort x Attainment = Progress' in white, with 'Mark out of 4' under 'Effort', 'Mark out of 4' under 'Attainment', and 'Maximum Total 16' under 'Progress'. A large orange arrow points from the right towards the equation. Below the banner, a scale of 16 numbers is shown, grouped into four categories: 'Working towards' (1-4), 'On target' (5-8), 'Above target' (9-12), and 'Excelling' (13-16). The Edstart Sports Coaching logo and website are at the bottom.

Assessment Formula

Effort × **Attainment** = **Progress**

Mark out of 4 Mark out of 4 Maximum Total 16

1 2 3 4 | 5 6 7 8 | 9 10 11 12 | 13 14 15 16

Working towards | On target | Above target | Excelling

EDSTART
SPORTS COACHING

edstart.org.uk

Subject Leadership

Edstart Sports Coaching is here to support Subject Leaders to actively engage in important subject matters and offer a wide and varied curriculum.

It is important to consider what is meant when referring to external providers as experts or as providing expertise, as this can very specific and not fully reflect the body of knowledge that a broad and balanced curriculum would contain.

By using the **Edstart** Curriculum we can assure schools that the PE curriculum is not narrowed or being dictated by intra- and inter-school competitions. Our Long-Term and Medium-Term plans show the breath and depth of our curriculum.

Schools must monitor the quality of curriculum implementation in PE robustly – especially when using externally developed curriculums or when outsourcing teaching. The **Edstart** PE Curriculum is quality assured by our Quality Assurance Team (Qualified Teachers and Retired Head Teacher) and with this PESSPA Manual, we can insure that schools can monitor curriculum implementation and the links to the National Curriculum.

As a Professional Learning Centre, **Edstart** can offer a wide variety of CPD programmes that focus on content and pedagogical knowledge. During **Edstart** PE lessons, teachers and TAs should be active participants in the lesson and contribute to helping pupils achieve curriculum goals. **Edstart** offer Teacher Mentoring and school specific inset training days to upskill staff to support in lessons.

Edstart Sport Coaching offer a fully bespoke offer to your school; we can cater for any needs that each individual school has.

School Sport

Extra Curricular Activities

We offer a variety of after school programmes. Our qualified coaches deliver specialist dance and gymnastics clubs as well as sports specific programmes covering invasion games such as football, netball and rugby; net and wall games such as tennis, badminton and volleyball; striking and fielding games such as cricket and rounders; and athletics which covers an array of track and field events.

We also offer a multi-sport club for those wishing to experience a breadth of new sports. Our programmes can cater for all abilities and year groups ranging from early years to upper key stage 2 with a focus on participation and enjoyment as well as developing pupil knowledge and ability in whatever activity is being delivered.

Physical Activity

Edstart can help provide ideas to encourage Physical Activity throughout the school day. These are suggestions that can help children achieve the 60 minutes or more of moderate-to-vigorous intensity physical activity each day.

These include:

- Dinner Time Provision.
- Sports Leader Training.
- Breakfast Clubs.
- Facilitate the Daily Mile.
- Fitness Units of Work.
- Daily Fitness Video.
- Wet Play Physical Activity Video.
- Yoga Cards.
- Holiday Clubs.

Partners

We're proud to be part of an unbeatable network of sporting expertise and educational excellence.



**STRATEGIC
PARTNER**

British
Gymnastics



“A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect”