



PE Curriculum Map

INTENT

Our aim is to deliver high-quality Physical Education that develops children’s fundamental movement skills alongside their cognitive, social and emotional understanding of physical activity. We want all children to enjoy PE, build confidence, and understand how these skills support an active, healthy lifestyle now and in the future.

A broad and balanced range of activities allows all pupils to engage, achieve their personal best and develop into confident, respectful and responsible role models. Pupils take on a variety of roles and responsibilities, supporting the development of the whole child — physically, socially and emotionally.

“You can’t put a limit on anything. The more you dream, the further you get.”
Jessica Ennis

IMPLEMENTATION

At Hoyle Court, we have developed a bespoke, well-sequenced PE curriculum, designed by leaders to meet the needs of our pupils and community. It focuses on developing and refining physical literacy and fundamental movement skills from the Early Years through to Year 6, ensuring every child leaves Hoyle Court with the skills and confidence to lead an active life. We also provide enriching opportunities beyond the PE lesson, including extra-curricular clubs and competitive events, helping pupils to develop teamwork, resilience and a lifelong appreciation of physical activity.

	Essential knowledge and skills	Vocabulary	Local context / Enrichment
Early Years	<p>Hedgehogs</p> <p><u>Physical Development</u></p> <ul style="list-style-type: none"> • Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. • Fit themselves into spaces like tunnels, dens and large boxes. • Enjoy starting to kick, throw and catch balls. • Walk, run jump and climb – and start to use the stairs independently. • Spin, roll, and independently use ropes and swings (for example, tyre swings) 	move, balance, roll, crawl, throw, catch, space, jump	Sports Day, playground climbing equipment, trikes and scooters, woodland movement trails, soft-play style apparatus indoors, forest school, team games in the playground

<p>Squirrels</p> <p><u>Physical Development</u></p> <ul style="list-style-type: none"> • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Go up steps and stairs or climb apparatus, using alternative feet. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Use large muscle movements to wave flags and streamers, paint and make marks. • Start taking part in some group activities which they make up for themselves, or in teams. • Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. 	<p>balance, hop, skip, climb, control, sequence, rhythm, teamwork</p>				
<p>Owls</p> <p><u>Physical Development</u></p> <ul style="list-style-type: none"> • Revise and refine the fundamental movement skills they have already acquired. • 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 PE sessions and other physical disciplines including dance, gymnastics, sport and swimming. • 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. • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. 	<p>control, fluency, agility, coordination, strength, sequence, accuracy, teamwork</p>				
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Key Stage 1</p>	<p style="text-align: center;">Dance (Year 1)</p> <ul style="list-style-type: none"> • Confident to explore space within their dances and movements • Identify similarities between gymnastics and dance/other physical activity • Recognise that dances can have themes and stories • Perform basic body actions along with music • Use different parts of the body, combine arm and leg actions • Perform with an awareness of body shape required • Remember and repeat simple movement patterns • Move with control and show spatial awareness • With help, compose a basic movement phrase • Work with a partner • Make some suggestions of how others can improve their work • Engage with the class to perform marching sequence and canon 	<p style="text-align: center;">Dance (Year 2)</p> <ul style="list-style-type: none"> • Select movements that show a clear understanding of the theme/story/idea of the dance. • Volunteer and show leadership in group dances • Show confidence to perform in front of others • Show some sense of dynamic, expressive and rhythmic qualities in their own dance • Use different parts of the body in isolation and combination • Perform with control and balance and demonstrating coordination. • Explore and use basic choreography including levels, speed changes, unison and canon. • Move with imagination responding the music • Perform with expression • Attempt to work as part of a group to perform a dance • Show engagement in task to perform with freedom e.g. freestyling. • Able to comment on ideas and emotions and how they can be portrayed through dance 	<p style="text-align: center;">Year 1</p> <p>Canon, improvise, mirroring, motif, travel, unison gallop, statue, near, far, in and out, on the spot, own, beginning, middle, end fast, strong, gentle</p>	<p style="text-align: center;">Year 2</p> <p>Travel, turn, jump, gesture, stillness, mood, feelings, freeze, colours- black, blue, anger, mysterious, scary, stamp, punch, push, kick, pounce, curl, leap, stretch, body parts, action, motif, levels, speed, direction, shape, observe, perform, sink spread</p>	<p>Sports Day Forest School</p>
	<p style="text-align: center;">Gymnastics (Year 1)</p> <ul style="list-style-type: none"> • Use words such as rolling, travelling, balancing, climbing • Can identify risks of working on and around apparatus • Decide which supporting concepts and actions to add to their sequence • Safely move and carry basic gym equipment such as mats and benches • Recognise like actions and link them together • Perform simple gymnastic actions and shapes • Remember and perform a simple sequence using rolling, travelling, climbing, balancing and jumping • Show spinning and rocking in isolation and in short sequence • Make their body tense, relaxed, stretched and curled 	<p style="text-align: center;">Gymnastics (Year 2)</p> <ul style="list-style-type: none"> • Independently show creative flare, refining and developing during task. • Perform with control and consistency basic actions at different speeds and on different levels. • Create and perform a simple sequence • Show contrasts in gymnastics shapes and actions • Work to improve flexibility and strength • Attempt to use rhythm whilst performing a sequence • Use core strength to link gymnastic elements e.g. back support and half twist • Remember and repeat sequences • Develop character and maturity to work in proximity with others 	<p>Muscles, tension, tight, linking, repeat, demonstrate, observe, apparatus.</p>	<p>walk, jog, skip, gallop, side step, jump, mobility, stretch, tall, long, narrow, straight, small, tuck, squat, curl, wide, star, back, tummy, bottom, knees, feet, shoulders, hands, muscles, tight, tension, linking, repeat, demonstrate, observe, evaluate</p>	

<ul style="list-style-type: none"> • Perform in unison and canon • Move on, off and over object with confidence • Value other's efforts when they perform; watch and listen. • Communicate with a partner to create short sequence 	<ul style="list-style-type: none"> • Reflect on own performance and use scoring system to judge performance 			
<p style="text-align: center;">Net and Wall (Year 1)</p> <ul style="list-style-type: none"> • Identify space to send a ball into • Identify tactics to outwit an opponent such as hitting to space • Can describe how they worked with their partner to send and receive • Able to send an object with increased confidence using hand or bat • Move towards a moving ball to return with hand or bat • Score points against opposition over a line/net • Select and apply skills to win points • Chase, stop and control balls and other objects such as beanbags and hoops • Track balls and other equipment sent to them, moving in line with the ball to collect or return • Work with a partner to send and return an object and play in a simple rally • Play cooperatively in a game situation 	<p style="text-align: center;">Net and Wall (Year 2)</p> <ul style="list-style-type: none"> • Decide on and play with dominant hand • Develop tactics to outwit your opponent so they cannot return the ball • Demonstrate basic sending skills in isolation and small games • Show agility to track the path of ball over a line/net and move towards it • Hit a ball using both hand and racquet with some consistency • Return a ball coming towards them using hand or racquet • Play in a modified game send and returning the ball over a line/net • Has developed hitting skills with a variety of bats • Start a game using basic serving skills • Develop collaborative teams skills 	hit, send, collect, stop, net, throw, roll, strike, catch, bowl, feed, pick up, batter, hitter, forehand, backhand, court	serve, bounce, drop, badminton, tennis, volleyball, squash, shuttlecock, racquet	
<p style="text-align: center;">Striking and Fielding (Year 1)</p> <ul style="list-style-type: none"> • Able to identify when a point has been scored • Can choose where to send the ball to maximise chance to score • Can make choices where to stand in the field to restrict runs scored • Catch a medium sized ball thrown over a short distance • Intercept, retrieve and stop a beanbag and a medium-sized ball with some consistency • Track balls and other equipment sent to them, moving in line with the ball to collect it • Run between bases to score points • Retrieve and return a ball to a base • Use a range of sending skills to put ball into space • Able to self-feed ball to hit off hand and strike ball off cone • Work collaboratively to score runs showing encouragement and support • Decide as a team the best positioning to intercept balls ·Show awareness of team-mates fielding positions to restrict runs in a simple game scenario. 	<p style="text-align: center;">Striking and Fielding (Year 2)</p> <ul style="list-style-type: none"> • Make choices about where to hit the ball • Judge and change pace in a variety of running activities • Make tactical decisions about where to position themselves in the field • Has developed hitting skills with a variety of bats • Practised bowling/feeding a ball to other players • Run in a game to score points • Attempted to play the role of wicket keeper or backstop • Use skills as a team to prevent runs • Makes attempts to catch balls coming towards player in games • Can work in small groups to field and bat • Display sportsmanship when competing against other 	strike, field, distance, fielder, throw, carry, Space, Safe, Stopping, Awareness, Control, Direction, Tracking, Aiming, underarm, Sending, Receiving	Awareness, Control, Balance, Space, Scanning, Awareness, Rolling, Tracking, Sending, Receiving, Aiming, Underarm throwing, Overarm throwing	

	<p style="text-align: center;">Invasion Games (Year 1)</p> <ul style="list-style-type: none"> Recognise rules and apply them in competitive games Make decisions about how to defend a target •Begin to engage in competitive activities Roll, slide or throw a beanbag or ball with accuracy Bounce a medium sized ball to self and attempt to bounce to others Judge when and where to move to get in a defensive position Attempt to intercept and catch a thrown ball Work in collaboration with others to attack and score points 	<p style="text-align: center;">Invasion Games (Year 2)</p> <ul style="list-style-type: none"> Select and apply a small range of simple tactics Begin to look for space to pass into or run to in order to receive Select the more appropriate skill to move forwards to shoot Can send a ball using feet Can receive a ball using feet Link combinations of skills e.g. dribbling and passing with hands in isolation and combination Can send a ball using hands Can receive a ball using hands Perform basic stopping and interception skills Can play in a variety of positions in both defence and attack Show awareness of teammates and opponents in games Work with a partner and in small groups to develop skill 	Run, throw, catch, speed, jump, stop, start, footwork, distance	Run, throw, catch, speed, jump, stop, start, footwork, distance, agility, technique, obstacle, hurdle,	
Lower Key stage 2	<p style="text-align: center;">Dance Year 3</p> <ul style="list-style-type: none"> Contribute ideas to the structure of the dance Create basic actions as an individual and working with a partner Describe using appropriate language the features of dances performed by others Attempt to perform with a sense of dynamics Competently include props and other ideas in their dance Attempt short pieces of improvised dance responding to the structure/theme of the dance Share and create short dance phrases with a partner and in small groups Perform a range of recognised dance actions with some confidence e.g. do see do Perform movements with increased control Express moods and feelings throughout the dance piece Can decide with others which floor patterns/pathways to follow 	<p style="text-align: center;">Dance Year 4</p> <ul style="list-style-type: none"> Use peer assessment to identify strength and weaknesses in performance Respond sensitively to professional work Refine, repeat and remember short dance phrases Perform with increasing musicality with control and confidence Perform dances with consistency Show rhythm and style when performing as an individual and with others Use devices to change actions individually and as a group e.g. facing, levels etc. Dance using a variety of formations confidently Show sensitivity to a dance idea/theme or story Showing self-control and maturity to perform a partner/ group contact work 	<p style="text-align: center;">Year 3</p> <p>Link, motif, flow, dynamics, rhythm, expression, spatial pattern, timing, unison canon, repetition, push, pull, lift, turn, screw, press, rotate, jerk, swing, circle, shake</p>	<p style="text-align: center;">Year 4</p> <p>Travel, jump, gesture, stillness, movement, action, character, describe, analyse, interpret, evaluate, communicate, unison, canon, mirror, match, repetition, mood, level, speed, direction, pathway, pose, dynamic, pivot, rotate, direction, speed, control, timing, rhythm.</p>	
	<p style="text-align: center;">Gymnastics Year 3</p> <ul style="list-style-type: none"> Modify actions independently using different pathways, directions and shapes. Identify similarities and differences in sequences Perform sequences with contrasting actions Perform a range of increasingly challenging action Show strength and flexibility to shapes and actions being performed Remember and repeat sequences Begin to show fluency in sequences and movement patterns Adapt basic sequences to include some apparatus Develop body management over a range of floor exercises Comment on other gymnastics sequences describing what they did well Can suggest how developing strength and flexibility helps in maintaining a healthy active lifestyle 	<p style="text-align: center;">Gymnastics Year 4</p> <ul style="list-style-type: none"> Decide on ways to improve a piece of work using compositional elements and implement changes Apply a broader range of more challenging skills executed with precision Perform actions such as balance, body shapes and flight with control Develop an increased range of body actions and shapes to use in longer, more complex sequences Identify 'core muscles' and use them to improve quality of shapes and actions Challenge self to more complex versions of a skill/ action Show smooth transitions and flow in sequences Adapt actions and sequences to work with partners and small groups At key points, compare their performances to previous ones 	straight, tuck, star, pike, straddle, levels, high, medium, low, right-angle tension, sequence, routine, repeat, transition, flow	straight, tuck, star, pike, straddle, levels, high, medium, low, right-angle tension, extension, inverted, contrasting link, sequence, routine, repeat, transition, flow, demonstrate, observe, evaluate	

<p style="text-align: center;">Net and Wall Year 3</p> <ul style="list-style-type: none"> • Keep count/score of a game • Can discuss the different type of shots that may be used in a variety of situations • Serve to begin a game • Play a continuous game using throwing and catching or some simple hitting • Can play within boundaries • Use a small range of basic racquet skills • Move towards a ball/shuttle to return over a line/net • Play over a net • Show engagement in rallying activities to improve and progress • Work with a partner to play in a doubles game 	<p style="text-align: center;">Net and Wall Year 4</p> <ul style="list-style-type: none"> • Choose ways to send the ball to make it difficult for opponent to return • Play the role of umpire to keep score • Explore shots on both sides of the body and attempt with confidence • Use a small range of racquet/hand skills • Explore a range of recognised shots e.g. overhead, forehand • Able to return ball/shuttle to different areas of oppositions court • Use basic defensive tactics to defend the court i.e. moving to different positions on the court • Work with a partner / small groups to return a served ball/shuttle • Play competitively with others and against others in modified games 	<p>forehand, backhand, volley, overhead, rally, singles, doubles</p>	<p>court, target, net striking, hitting, defending, tactics, points</p>	
<p style="text-align: center;">Striking and Fielding Year 3</p> <ul style="list-style-type: none"> • Adhere to some basic rules of recognised games such as rounders or cricket • Explain how fielders work together to restrict batter's runs • Apply simple tactics to choose where to hit the ball • Strike a ball with some consistency • Develop skills to use in isolation and in competitive play e.g. throwing, catching and bowling • Play in simplified games • Bowl accurately • Show ready position to catch a ball • Strike a stationary ball (off tee) with some consistency • Strike a bowled ball with some consistency • Field as a team to return the ball to the bowler/base effectively 	<p style="text-align: center;">Striking and Fielding Year 4</p> <ul style="list-style-type: none"> • With some consistency, choose where to direct a hit from a bowled ball • Use and apply the basic rules of the game • Apply speed and decision making to run safely between scoring markers e.g. stumps, posts • Play confidently in a variety of roles such as fielder, bowler, backward e.g. wicket keeper/backstop • Track and intercept the ball along the ground sometimes collecting with one hand • Show more consistency in throwing and catching over a variety of distances • Bowling a recognised action with some consistency • Show fair play such as accepting when run out 	<p>strike, catch, throw, space, fielder, score</p>	<p>accuracy, power, retrieve, position, decision, evaluate, batting, bowling</p>	
<p style="text-align: center;">Invasion Games Year 3</p> <ul style="list-style-type: none"> • Recognise when you need to defend • Employ tactics to put opponents under pressure • Being aware and able to undertake the demands different positions to support both attack defence • Send and receive a ball with some consistency to keep possession • Sometimes move into space to receive the ball • Use recognised passes in isolation e.g. chest pass for netball or kicking with the inside of the foot for football • Can recall and show at least two key teaching points of a learned skill • Play using basic rules of recognised game e.g. hockey or football • Shoot at a goal using appropriate skills e.g. slap shot in hockey • Show support, encouragement and good sportsmanship • Work as part of a team to attack towards a goal 	<p style="text-align: center;">Invasion Games Year 4</p> <ul style="list-style-type: none"> • Working with team mates to make it difficult for the opposition • Use tactics to perform defensively both as a team and as an individual • Play using recognised marking techniques of specific game e.g. hockey, tag rugby • Send and receive the ball, controlling to score points/goals • Keep possession of the ball as an individual using skills such as dribbling and running with the ball • Show speed and endurance in a game situation • Move in to space to help others and the ball over longer distances • Work as part of a team to attack and score in defined area • In netball, play within positional restrictions • Recognise how playing as a team can improve your communication skills • Use and apply the basic rules of the game 	<p>Pivot/pivoting, possession, man-to-man marking, mark/marketing, overhead, attack, defend, bounce pass, chest pass, intercept</p>	<p>Pivot/pivoting, possession, man-to-man marking, mark/marketing, overhead, attack, defend, bounce pass, chest pass, intercept, feigning, invasion, sidestepping, strategy</p>	<p>Road to Wembley Boys and girls football</p> <p>Engage and Inspire girls football</p>

	<p style="text-align: center;">Athletics Year 3</p> <ul style="list-style-type: none"> • Take part in basic scoring of different events • When questioned, show understanding of their individual role in team relay performance • Compete with others and record points • Link running and jumping activities with some fluency and consistency • Control movements and body actions in response to specific instructions • Jump for height and distance with control and balance • Run at different speeds according to event and instruction • Throw a variety of objects using different recognised throws • Throw more accurately and over greater distances • Run as part of a relay team • Identify how to improve own and others work and be tactful 	<p style="text-align: center;">Athletics Year 4</p> <ul style="list-style-type: none"> • Decide on ways to improve, run, jumps and throws • Demonstrate patience and determination • Show differences between sprinting and running speeds over a variety of distances • Throw a variety of objects demonstrating accuracy i.e. object landing in throwing zone • Perform a range of jumps with consistency, sometimes approaching jump with a run up • Compete in running, jumping and throwing activities and compare their own performance with previous • Work with others to score and record distance and times accurately • Develop control in baton exchange and analyse as a team how to improve handover 	<p>Field event, flight, hurdle, long jump, lead-leg, take-off, track</p>	<p>Field event, flight, hurdle, long jump, triple jump, lead-leg, take-off, track,</p>	<p>BSAA: Bradford Schools Athletic Association Cross Country begins in Year 3.</p>
Upper Key Stage 2	<p style="text-align: center;">Dance Year 5</p> <ul style="list-style-type: none"> • Confidently participate in dances from different cultures/parts of the world • Perform different styles of dance clearly and fluently • Refine & improve dances adapting them to include use of space rhythm & expression • Adapt their skills to meet the demands of a range of dance styles • Incorporate levels and flight into movement patterns and dances • Create and use compositional ideas confidently such as pathways, step patterns and unison • Recognise and comment on dances suggesting ways to improve • Work collaboratively in groups to compose short dances 	<p style="text-align: center;">Dance Year 6</p> <ul style="list-style-type: none"> • Interpret different stimuli with imagination and flair • Identify in others and self where good performance qualities are achieved • Warm up and cool down independently • Work creatively and imaginatively on their own, in pairs and in a group to create simple dances • Implement skills from other activity areas e.g. gym and games to perform tasks • Use recognised dance actions and adapt to create motifs and movement patterns • Communicate the artistic intention of a dance clearly, fluently, musically and with control • Practise and refine coordination skills through activities such as live aural setting / freeze frame • When working in groups/pairs take the lead suggesting ideas and refining actions of others • Use facial expression to communicate emotion and a further narrative Shows a clear change of pace and timing in their movements. • Dances with fluency, linking all movements and ensuring they flow. • Uses more complex dance vocabulary to compare and improve work. 	<p style="text-align: center;">Year 5</p> <p>Travel, turn, jump, gesture, stillness, balance, control, body posture, body tension, motif, phrase, accompaniment, timing, rhythm, crotchet, quaver, beat/count.</p>	<p style="text-align: center;">Year 6</p> <p>Travel, turn, jump, gesture, stillness, language of dance, character, expression, timing, space, dynamics, direction, evaluate, observe, stimuli, motif, dance phrase, structure, compositional elements, formations.</p>	<p>Dance and Drama Festival at Carlton Keighley</p>

<p style="text-align: center;">Gymnastics Year 5</p> <ul style="list-style-type: none"> • Selects a component for improvement and use guidance from others to do so • Explain the significance of a warmup and how it relates to gymnastics activity • Create longer and more complex sequences and adapt their performances • Follow, copy and repeat others actions • Make a dynamic sequence with contrasting shapes and actions and balances demonstrating smooth transitions • Develop strength and flexibility to hold more complex balances and shapes such as bridge with control • Attempt to perform more complex skills in isolation such as round-off • Remember and repeat longer sequences with more difficult actions such as cartwheels, shoulder rolls • Work responsibly in trust exercises and when counterbalancing • Perform symmetry and asymmetry individually, in pairs and as a group 	<p style="text-align: center;">Gymnastics Year 6</p> <ul style="list-style-type: none"> • Identify their strengths and weakness and compose a sequence which will achieve the highest score against criteria • Perform increasingly complex sequences • Perform showing awareness of the judging criteria • Compose and practice actions and relate to music • Experience flight on and off apparatus • Show clarity, fluency, accuracy and consistency in their movements • Lead group warm up demonstrating the importance of strength and flexibility • Work independently and in small groups to make up sequences to perform to an audience 	<p>symmetry, asymmetry, extension, control, balance, rotation, sequence</p>	<p>tension, fluency, transition, counterbalance, counter-tension, compositional intent, evaluate</p>	<p>In house Gymnastics Competitions</p>
<p style="text-align: center;">Net and Wall Year 5</p> <ul style="list-style-type: none"> • Cooperate and collaborate with others to play in a sportsman like way • Recognise where they should stand on the court when playing on their own and with others • Play a range of basic shots on both sides of the body, move feet to hit ball at most appropriate point • Play modified games with confidence sending and returning a ball/shuttle this may be with differentiated equipment • Select and apply a range of skills to move around the court e.g. lunge, shuffle etc. • Apply some control when returning the ball/shuttle including foot placement, shot selection and aim • Can apply with some success, a range of techniques to win point • Demonstrate a variety of service shots in isolation and some game play • Play with others with some flow to the game, keeping track of their own scores • Suggest and lead warm ups that prepare the body appropriately for net/wall activities 	<p style="text-align: center;">Net and Wall Year 6</p> <ul style="list-style-type: none"> • Make appropriate choices in games about the best shot to use • Explain some of the tactics used in net/wall games • Use forehand, backhand and overhead shots in isolation • Use forehand, backhand and overhead shots with more confidence in games • Start games with the appropriate serve • Attempt more technical shots such as smash, where able use in a game • Apply a range of defensive tactics in a game, individually and with a partner • Begin to use full scoring systems • Develop doubles play further implement basic positioning tactics (team play for volleyball) • Use speaking and listening skills to umpire and play with peers without dispute 	<p>forehand, backhand, volley, overhead, rally, singles, doubles, court, target, net striking, hitting, defending, tactics, points, using width, using depth,</p>	<p>using width, using depth, changing direction, changing speed, defending court, covering court and partner</p>	<p>Netball Competition at Myrtle Park.</p>

<p style="text-align: center;">Striking and Fielding Year 5</p> <ul style="list-style-type: none"> Recognise where increased flexibility and power is an advantage in striking and fielding the ball In a game situation, play using a range of simple tactics such as getting players out to restrict the attack. Use and apply the basic rules of the game fairly and consistently Choose where to hit the ball to maximise likelihood of scoring runs Use a variety of shots in isolation and in a game situation Throw with accuracy and consistency over short distances Tracking flight of the ball to increase catching success Begin to employ specific bowling techniques such as overarm in cricket Show perseverance during the game and commitment to team Work collaboratively with others to both score runs and, in the field, to restrict runs 	<p style="text-align: center;">Striking and Fielding Year 6</p> <ul style="list-style-type: none"> Apply with consistency standard rules of (modified) games Use a range of tactics for attacking and defending in the role of bowler, batter and fielder In rounders, use correctly the rules for running round bases Strike a bowled ball and attempt a small range of shots Attempt to track and catch high balls in isolation and game play Increase accuracy using a range of bowling techniques e.g. overarm Demonstrate control and consistency in a range of fielding skills, e.g. throwing, catching, tracking, Play within small sided games using standard field/pitch layout e.g. boundaries, posts bowling areas Work collaboratively in teams to compete against themselves and others. 	<p>accuracy, power, placement, retrieve, teamwork, tactics</p>	<p>anticipation, strategy, backing up, consistency, pressure, evaluate</p>	<p>Cricket Tournaments at ARCA (Indoor Cricket)</p>
<p style="text-align: center;">Invasion Games Year 5</p> <ul style="list-style-type: none"> Play in formations and execute 'set plays' in game situations Explain the need for different tactics and attempt these in a game situation Know and apply the rules consistently in a game situation Able to combine basic skills such as dribbling and passing Select and apply skills in game situation with some consistency e.g. dodging, pivoting, dribbling and running with the ball Move balls over longer distances accurately Play in different positions with some success Learn how to mark Use specific learned skills to maintain possession during a game Use specific skills in a game to win a ball such as boxing out and rebounding Use appropriate language to explain their attacking and defensive play Covering a variety of specific skills or concepts, discuss how they can improve 	<p style="text-align: center;">Invasion Games Year 6</p> <ul style="list-style-type: none"> Make quicker decisions in games (on and off the ball) Suggest improvements to play in modified games Use a variety of techniques for passing, controlling, dribbling and shooting in games Play in a variety of positions (attacking and defensive) Consistently catch/stop and control a ball. Able to track and control a rebound from shot (penalty or open play) Work collaboratively in a team to play and keep possession of the ball. 	<p>Pivot/pivoting, possession, man-to-man marking, mark/marking, overhead, attack, defend, bounce pass, chest pass, intercept, feigning, invasion, sidestepping, strategy, tactics</p>	<p>Pivot/pivoting, possession, man-to-man marking, mark/marking, overhead, attack, defend, bounce pass, chest pass, intercept, feigning, invasion, sidestepping, strategy, and tactics, shadowing,</p>	<p>Legacy League for Boys and Girls Football</p> <p>Engage and Inspire Tag Rugby</p> <p>Tag Rugby organised by Titus Salt</p> <p>Road to Wembley boys' and girls' football.</p>
<p style="text-align: center;">Athletics Year 5</p> <ul style="list-style-type: none"> Identify how they can change an activity by using the STEP principle Distinguish between good and poor performances and suggest ways to improve self and others Sustain pace over shorter and longer distances such as running 100m and running for 2 minutes Explore a range of baton handling activities and attempt to receive in restricted area Perform a range of jumps in different activities Demonstrate a range of throwing actions using different equipment with some consistency and control Able to run as part of a team in relay style events and demonstrate max effort pace Compare own performance with previous ones and demonstrate improvement to achieve personal best 	<p style="text-align: center;">Athletics Year 6</p> <ul style="list-style-type: none"> Accurately and confidently judge across a range of athletics activities Record accurately scores given in variety events Demonstrate accuracy and good technique when throwing for distance Show good technique and control for jumping activities Use skill and knowledge of activity to confidently teach and lead others Choose appropriate run up distance as an individual for athletic jumps Use appropriate pace for different running distances Demonstrate improvement when working with self and others Use appropriate language to deliver a taught activity to their peers 	<p>Field event, flight, hurdle, long jump, triple jump, lead-leg, take-off, track, crouch start, landing, pull throw, push throw, standing start, standing vertical jump,</p>	<p>baton exchange, changeover zone, down sweep, relay, stride pattern, sprint, pacing, trail leg</p>	<p>Alistair Brownlee Triathlon Event at Bradford Grammar</p> <p>West Yorkshire Cross Country Finals at Temple Newsam</p>

Swimming	<ul style="list-style-type: none"> • Understands basic pool safety skills and confidence in water. • Understands how to travel in vertical or horizontal position and introduce floats. • Can push and glide, any kick action on front and back with or without support aids. • Starting to develop entry and exit, travel further, float and submerge. • Shows a confidence in deeper water • Can tread water • Can swim a distance of at least 25m using a range of strokes. • Can perform safe self-rescue in different water-based situations. 	stroke, aerobic, back crawl, backstroke, breaststroke, freestyle, dolphin, length,	Aqua splash Swimming Festival (Bradford Grammar)
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IMPACT

In PE we assess children's progress by:

- We allow all children to develop their FMS and understanding of Physical Literacy.
- We provide challenge and encourage children to be more self-aware, strong and able to use their bodies.
- We will assess children's progress in PE each half-term, using lesson observations and end points to identify strengths, gaps and next steps.
- Use these assessments to inform planning, ensure progression and celebrate children's achievements in PE.
- At Hoyle Court, our approach to assessment links closely to what we teach and how we teach it.
- We want to make sure every lesson helps children build on their skills and develop a deeper understanding of PE over time.
- Our assessment tools help us to check how well the curriculum is working and to see the progress children are making across all areas of PE — physical, cognitive, social and emotional.
- This information helps teachers plan next steps, give meaningful feedback and make sure every child is supported and challenged at the right level.