


# QUALITY EDSTART



**PESSPA MANUAL**  
**2024 / 2025**



**The electricity of your first match. The joy of your first dance. The thrill of winning, losing, celebrating with your teammates. That's something every child deserves.**

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**EDSTART SPORTS COACHING** has been supporting schools in PE since 2007 – and our aim is to create positive attitudes towards physical activity for everyone.

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.

Physical Education is an important part of life, and it starts from an early age. At **EDSTART**, we want to make sure that all children benefit from a well taught curriculum and have key interests in enrichment activities, which will lend itself towards a happier, healthier life.

We believe sport can help children grow, have fun, and learn valuable life skills.

**EVERY  
CHILD  
DESERVES  
AN**

**EDSTART**

# 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' program 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 to live happy and healthy lives.

Through using **EDSTART SPORTS COACHING** and the **QUALITY EDSTART** curriculum 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.

# PHYSICAL EDUCATION 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 **QUALITY EDSTART** curriculum of **MOVING EDSTART**, **PLAYING EDSTART**, **COMPETING EDSTART** and **COMPLETE EDSTART** and our Curriculum Handbook and Yearly Endpoints.

## EARLY YEARS FOUNDATION STAGE

Physical Development and Fundamental Movements are vital in young children. In EYFS their gross and fine motor experiences are developed through sensory explorations, focusing 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 can 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 **COMPLETE EDSTART**.

## 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.

## AIMS

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.

## ATTAINMENT TARGETS

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Schools are not required by law to teach the example content in [square brackets].

## QUALITY EDSTART: 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 QUALITY EDSTART CURRICULUM

- **MOVING EDSTART:** Experience a broad range of activities.
- **PLAYING EDSTART:** Develop fundamental movement skills.
- **COMPETING EDSTART:** Applying skills in complex situations.
- **COMPLETE EDSTART:** Be fully prepared for high school and beyond.

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

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, co-ordination, individually and with others.

## COMPETING EDSTART

Children are 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.

## COMPLETE 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.

The QUALITY 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

Pupils need to develop a good level of fundamental movement skills in the early years. QUALITY EDSTART 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 QUALITY 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 COMPLETE 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 & COMPLETE 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.**

## TYPES OF KNOWLEDGE

### WHAT?

Declarative

Declarative knowledge is the understanding of the 3 Pillars of progression and that children can 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.

## HOW THE 3 PILLARS OF PROGRESSION MATCH WITH THE EDSTART CURRICULUM.

<b>FUNDAMENTAL MOVEMENT SKILLS</b>	<b>WHAT:</b> Through our <b>MOVING EDSTART</b> & <b>PLAYING EDSTART</b> statements, children know what movements skills look like in different sporting / physical contexts.
	<b>HOW:</b> Through our <b>COMPETING EDSTART</b> , children know how to use their fundamental movement skills whilst performing.
	<b>WHEN:</b> Through our <b>COMPLETE EDSTART</b> , children will understand when and why they need the Fundamental Movement skills.
<b>RULES, STRATEGIES, COMPETITION &amp; TACTICS</b>	<b>WHAT:</b> Children will know the rules and strategies for a range of different sports using the <b>PLAYING EDSTART</b> & <b>COMPETING EDSTART</b> .
	<b>HOW:</b> To use the rules and strategies for a range of different sports using the <b>COMPETING EDSTART</b> statement.
	<b>WHEN:</b> Children know when and why they are using specific rules and strategies in a range of different sports using the <b>COMPLETE EDSTART</b> statement.
<b>HEALTHY PARTICIPATION</b>	<b>WHAT:</b> Children know what being healthy involves and choose to participate in PE for the physical and mental health benefit.
	<b>HOW:</b> Children can make connections between their declarative knowledge of health and how it applies to Physical Education physical activity.
	<b>WHEN:</b> Children will be able to make informed choices about their participation in physical activity outside of school.

# CURRICULUM OFFER

By using the QUALITY **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

## EARLY YEARS

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 ONE

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 TWO

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.  
Improve personal best' - recognising a child's 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.

# EARLY YEARS

## MOVING EDSTART - ANIMAL BOOGIE YOGA

Pupils will be able to complete a full Yoga circuit and be able control their bodies when doing so.

## MOVING EDSTART - FUN FITNESS

Pupils will learn about being active and the effects of exercise on their bodies.

## MOVING EDSTART - FUNDAMENTAL MOVEMENT SKILLS - BODY CONTROL

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.

## MOVING EDSTART - FUNDAMENTAL MOVEMENT SKILLS - LOCOMOTOR SKILLS

Pupils will develop a range of skills including agility, balance, co- ordination, skipping, hopping, kicking and many more.

## MOVING EDSTART - GYMNASTICS

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.

## 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.

## 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.

## PLAYING EDSTART - FUNDAMENTAL MOVEMENT SKILLS - OBJECT CONTROL

Pupils will be introduced to sending and receiving of various equipment in different ways and develop these skills through the Unit of Work

## PLAYING EDSTART - INTRO TO GAMES

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.

## PLAYING EDSTART - INTRO TO RACKET SKILLS

Pupils will be introduced to racket skills and develop skill of ball manipulation.

## COMPETING EDSTART - FUNDAMENTAL MOVEMENT SKILLS - OBJECT CONTROL

Pupils will develop their sending and receiving skills in different ways and develop these skills in simple games and activities.

## COMPETING EDSTART - INTRO TO GAMES

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.

## COMPETING EDSTART - SPORTS DAY ACTIVITIES

Pupils will take part in races and relays and learn how to win and lose gracefully.

# YEAR ONE

## MOVING EDSTART - MOVEMENT TO MUSIC

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.

## MOVING EDSTART - FUN FITNESS

Pupils be introduced to fun fitness activities, which aim to make children out of breath.

## MOVING EDSTART - FUNDAMENTAL MOVEMENT SKILLS - BODY CONTROL

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.

## MOVING EDSTART - FUNDAMENTAL MOVEMENT SKILLS - LOCOMOTOR 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.

## MOVING EDSTART - GYMNASTICS

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.

<b>MOVING EDSTART - JUNGLE YOGA</b>	Pupils will be able to complete a full Yoga circuit and be able understand the benefits of yoga.
<b>PLAYING EDSTART – FUNDAMENTAL MOVEMENT SKILLS – OBJECT CONTROL</b>	Pupils travel with, send and receive a ball and other equipment in different ways and develop these skills for simple,
<b>PLAYING EDSTART -INTRO TO GAMES</b>	Pupils will learn how to move in game situations and apply a range of different FMS.
<b>PLAYING EDSTART -INTRO TO RACKET SKILLS</b>	Pupils will be introduced to racket skills and develop skill of ball manipulation.
<b>PLAYING EDSTART -INTRO TO STRIKING AND FIELDING</b>	Pupils will be introduced to the basics of games involving striking and fielding.
<b>COMPETING EDSTART – FUNDAMENTAL MOVEMENT SKILLS – OBJECT CONTROL</b>	Pupils will use competitive net & wall, striking & fielding and invasion type games that involve a variety of different equipment pieces.
<b>COMPETING EDSTART -INTRO TO GAMES</b>	Pupils will learn how to move in game situations and apply a range of different FMS.
<b>COMPETING EDSTART - SPORTS DAY ACTIVITIES</b>	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.

## YEAR TWO

<b>MOVING EDSTART - FUN FITNESS</b>	Pupils be introduced to fun fitness activities, which aim to make children out of breath.
<b>MOVING EDSTART - GYMNASTICS</b>	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.
<b>MOVING EDSTART – FUNDAMENTAL MOVEMENT SKILLS – BODY CONTROL</b>	Pupils will develop their practice of running movements, hand-eye co-ordination and basic motor skills. Pupils will also, with increasing confidence be able to show a range of skills including agility, balance, co-ordination, skipping, hopping and many more.
<b>MOVING EDSTART - JUNGLE YOGA</b>	Pupils will be able to complete a full Yoga circuit and be able understand the benefits of yoga.
<b>MOVING EDSTART – MOVEMENT TO MUSIC</b>	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.
<b>PLAYING EDSTART - FUNDAMENTAL MOVEMENT SKILLS - OBJECT CONTROL</b>	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.
<b>PLAYING EDSTART -INTRO TO GAMES (FOOTBALL, BASKETBALL, HANDBALL,</b>	Pupils will start to apply their increasing range of FMS into different games.
<b>PLAYING EDSTART -INTRO TO GAMES (HOCKEY, TAG RUGBY &amp; DODGEBALL)</b>	Pupils will start to apply their increasing range of FMS into different games.
<b>PLAYING EDSTART -INTRO TO RACKET SKILLS</b>	Pupils will consolidate and develop the range and consistency of their skills in a variety of racket skills.
<b>PLAYING EDSTART -INTRO TO STRIKING AND FIELDING</b>	Pupils will consolidate and develop the range and consistency of their skills in a variety of striking and fielding games and activities
<b>PLAYING EDSTART -JAG TAG FOR BEGINNERS</b>	Pupils will be introduced to the Jag Tag program and learn about American Football.
<b>PLAYING EDSTART – INTRO TO NET&amp; WALL GAMES</b>	Pupils will use their Fundamental Movement Skills to apply them in simple net & wall games.

COMPETING **EDSTART** - FUNDAMENTAL MOVEMENT SKILLS - OBJECT CONTROL

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.

COMPETING **EDSTART** - INTRO TO GAMES (ATTACKING AND DEFENDING)

Pupils will look to use their FMS in a range of attacking and defending games.

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.

## YEAR THREE

MOVING **EDSTART** - 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.

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.

MOVING **EDSTART** - INTRO TO YOGA

Pupils create and perform yoga routines using a range of FMS.

PLAYING **EDSTART** - INTRO TO FITNESS

Pupils will be introduced to fitness activities, which aim to make children out of breath whilst performing different movements.

PLAYING **EDSTART** - INTRO TO INVASION GAMES (BASKETBALL & FOOTBALL) (HOCKEY & TAG RUGBY (HANDBALL & LACROSSE)

Pupils will learn the skills needed to play small-sided versions of the game.

PLAYING **EDSTART** - INTRO TO JAG TAG

Pupils will be introduced to Jag Tag and the skills needed to play small sided games

PLAYING **EDSTART** - INTRO TO NET & WALL GAMES (TENNIS & BADMINTON) (VOLLEYBALL & DODGEBALL)

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

PLAYING **EDSTART** - INTRO TO OAA

Pupils will be introduced to simple map skills and working together as a team.

PLAYING **EDSTART** - INTRO TO STRIKING AND FIELDING (ROUNDERS AND CRICKET)

Pupils will be introduced to striking and fielding games, using a range of FMS.

PLAYING **EDSTART** - INTRO TO TARGET GAMES (TRI GOLF, FRISBEE & ARCHERY)

Pupils will be introduced to the basics of target games.

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.

COMPETING **EDSTART** - INTRO TO ATTACKING AND DEFENDING

Pupils will be introduced to look at the tactics for attacking and defending in small sided games.

COMPETING **EDSTART** - INTRO TO INVASION GAMES (BASKETBALL & FOOTBALL) (HOCKEY & TAG RUGBY (HANDBALL & LACROSSE)

Pupils will use the skills and tactics taught and apply basic principles for attacking and defending.

COMPETING **EDSTART** - INTRO TO NET & WALL GAMES (TENNIS & BADMINTON) (VOLLEYBALL & DODGEBALL)

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.

**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.

## YEAR FOUR

**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

**MOVING EDSTART - DEVELOPMENT OF YOGA**

Pupils create and perform yoga routines using a range of FMS.

**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.

**PLAYING EDSTART - DEVELOPMENT OF FITNESS**

Pupils will develop a range of fitness activities, which aim to make children out of breath whilst performing different movements.

**PLAYING EDSTART - DEVELOPMENT OF INVASION GAMES (BASKETBALL&FOOTBALL) (HOCKEY & TAG RUGBY (HANDBALL & LACROSSE)**

Pupils will learn the skills needed to play small sided versions of the game.

**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.

**PLAYING EDSTART - DEVELOPMENT OF NET & WALL GAMES (TENNIS & BADMINTON) (VOLLEYBALL & DODGEBALL)**

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

**PLAYING EDSTART - DEVELOPMENT OF OAA**

Pupils will develop simple map skills and working together as a team.

**PLAYING EDSTART - DEVELOPMENT OF STRIKING AND FIELDING (ROUNDERS AND CRICKET)**

Pupils will develop the skills of striking and fielding games.

**PLAYING EDSTART - DEVELOPMENT OF TARGET GAMES (TRI GOLF, FRISBEE & ARCHERY)**

Pupils will develop the basics of target games and can judge the flight of an object using the appropriate technique.

**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.

**COMPETING EDSTART - DEVELOPMENT OF ATTACKING AND DEFENDING**

Pupils will start to develop the tactics for attacking and defending in small sided games.

**COMPETING EDSTART - DEVELOPMENT OF INVASION GAMES (BASKETBALL&FOOTBALL) (HOCKEY & TAG RUGBY (HANDBALL & LACROSSE)**

Pupils will use the skills and tactics learnt and apply basic principles for attacking and defending

**COMPETING EDSTART - DEVELOPMENT OF NET & WALL GAMES (TENNIS & BADMINTON) (VOLLEYBALL & DODGEBALL)**

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.

**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

# YEAR FIVE

<b>MOVING EDSTART - DANCE</b>	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.
<b>MOVING EDSTART - GYMNASTICS</b>	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.
<b>MOVING EDSTART - YOGA</b>	Pupils will understand the benefits of Yoga and be able to perform a range of Yoga poses with control
<b>COMPETING EDSTART - ATHLETICS</b>	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
<b>COMPETING EDSTART - ATTACKING AND DEFENDING PRINCIPLES</b>	Pupils will look at the principles for attacking and defending in small sided games.
<b>COMPETING EDSTART - FITNESS</b>	Pupils will combine skills with more control and fluency. They will also be able to complete an 8-station fitness circuit.
<b>COMPETING EDSTART - INVASION GAMES: (NETBALL, BASKETBALL, HOCKEY, FOOTBALL, TAG RUGBY, HANDBALL &amp; LACROSSE)</b>	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
<b>COMPETING EDSTART - JAG TAG</b>	Pupils will begin to understand tactics and strategies involved in Jag Tag.
<b>COMPETING EDSTART - NET AND WALL GAMES: (TENNIS, BADMINTON, DODGEBALL &amp; VOLLEYBALL)</b>	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.
<b>COMPETING EDSTART - OAA</b>	Pupils will start to use clues and compasses to navigate a route. They will also be able to plan a route and create clues for others.
<b>COMPETING EDSTART - STRIKING AND FIELDING: (ROUNDERS AND CRICKET):</b>	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.
<b>COMPETING EDSTART - TARGET GAMES: (FRISBEE, TRI GOLF &amp; ARCHERY):</b>	Pupils will be able to use a range of different skills to perform actions needed in each target game.

# YEAR SIX

<b>COMPLETE EDSTART - ATHLETICS</b>	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
<b>COMPLETE EDSTART - ATTACKING AND DEFENDING PRINCIPLES</b>	Pupils will look at the principles for attacking and defending in small sided games.
<b>COMPLETE EDSTART - DANCE</b>	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
<b>COMPLETE EDSTART - FITNESS</b>	Pupils will combine skills with more control and fluency. They will also be able to complete an 10-station fitness circuit.

**COMPLETE 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.

**COMPLETE 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

**COMPLETE EDSTART - JAG TAG**

Pupils will begin to understand tactics and strategies involved in Jag Tag.

**COMPLETE 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

**COMPLETE EDSTART - OAA**

Pupils will be able to take part in OAA challenging both individually and in a team.

**COMPLETE 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.

**COMPLETE 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.

**COMPLETE EDSTART - YOGA**

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

**All schools must provide swimming instruction either in key stage 1 or key stage 2.**

**SWIMMING AND WATER SAFETY**

**Pupils should be taught to:**

- **swim competently, confidently and proficiently over a distance of at least 25 metres.**
- **use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].**
- **perform safe self-rescue in different water-based situations.**

# CURRICULUM COVERAGE

## EARLY YEARS FOUNDATION STAGE

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

### EARLY YEARS

#### 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.

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.

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.

#### DEVELOPMENT MATTERS

Children in Reception will be learning to

MOVING EDSTART - ANIMAL BOOGIE YOGA



MOVING EDSTART - FUN FITNESS



MOVING EDSTART - FUNDAMENTAL MOVEMENT SKILLS - BODY CONTROL



MOVING EDSTART - FUNDAMENTAL MOVEMENT SKILLS - LOCOMOTOR SKILLS



MOVING EDSTART - GYMNASTICS



MOVING EDSTART - MOVEMENT TO MUSIC



MOVING EDSTART - STORY BOOK SPORTS:



PLAYING EDSTART - FUNDAMENTAL MOVEMENT SKILLS - OBJECT CONTROL



PLAYING EDSTART - INTRO TO GAMES



PLAYING EDSTART - INTRO TO RACKET SKILLS:



COMPETING EDSTART - FUNDAMENTAL MOVEMENT SKILLS - OBJECT CONTROL



COMPETING EDSTART - INTRO TO GAMES



COMPETING EDSTART - SPORTS DAY ACTIVITIES



# CURRICULUM COVERAGE

## KEY STAGE ONE

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

## YEAR ONE

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

perform dances using simple movement patterns.

MOVING EDSTART – FUN FITNESS



MOVING EDSTART – FUNDAMENTAL MOVEMENT SKILLS (BODY CONTROL)



MOVING EDSTART – FUNDAMENTAL MOVEMENT SKILLS (LOCOMOTOR SKILLS)



MOVING EDSTART – GYMNASTICS



MOVING EDSTART – INTRO TO YOGA



MOVING EDSTART – MOVEMENT TO MUSIC



PLAYING EDSTART – FUNDAMENTAL MOVEMENT SKILLS (OBJECT CONTROL)



PLAYING EDSTART – INTRO TO GAMES



PLAYING EDSTART – INTRO TO RACKET SKILLS



PLAYING EDSTART – INTRO TO STRIKING & FIELDING



COMPETING EDSTART – FUNDAMENTAL MOVEMENT SKILLS (OBJECT CONTROL)



COMPETING EDSTART – INTRO TO GAMES



COMPETING EDSTART – SPORTS DAY EVENTS



# YEAR TWO

Pupils should be taught 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

participate in team games, developing simple tactics for attacking and defending

perform dances using simple movement patterns.

**MOVING** EDSTART – FUN FITNESS



**MOVING** EDSTART – FUNDAMENTAL MOVEMENT SKILLS (BODY CONTROL)



**MOVING** EDSTART – GYMNASTICS



**MOVING** EDSTART – JUNGLE YOGA



**MOVING** EDSTART – MOVEMENT TO MUSIC



**PLAYING** EDSTART – FUNDAMENTAL MOVEMENT SKILLS (OBJECT CONTROL)



**PLAYING** EDSTART – INTRO TO GAMES (FOOTBALL, BASKETBALL & HANDBALL)



**PLAYING** EDSTART – INTRO TO GAMES (HOCKEY, TAG RUGBY & DODGEBALL)



**PLAYING** EDSTART – INTRO TO NET & WALL



**PLAYING** EDSTART – INTRO TO RACKET SKILLS



**PLAYING** EDSTART – INTRO TO STRIKING & FIELDING



**PLAYING** EDSTART – JAG TAG FOR BEGINNERS



**COMPETING** EDSTART – FUNDAMENTAL MOVEMENT SKILLS (OBJECT CONTROL)



**COMPETING** EDSTART – INTRO TO GAMES (ATTACKING & DEFENDING)



**COMPETING** EDSTART – SPORTS DAY EVENTS



# CURRICULUM COVERAGE

## KEY STAGE TWO

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.

Pupils should be taught to

### YEAR THREE

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.

MOVING EDSTART – INTRO TO DANCE



MOVING EDSTART – INTRO TO FITNESS



MOVING EDSTART – INTRO TO GYMNASTICS



MOVING EDSTART – INTRO TO YOGA



PLAYING EDSTART – INTRO TO INVASION GAMES  
(BASKETBALL & FOOTBALL)



PLAYING EDSTART – INTRO TO INVASION GAMES  
(HANDBALL & LACROSSE)



PLAYING EDSTART – INTRO TO INVASION GAMES  
(HOCKEY & TAG RUGBY)



PLAYING EDSTART – INTRO TO JAG TAG



PLAYING EDSTART – INTRO TO NET & WALL GAMES  
(DODGEBALL & VOLLEYBALL)



PLAYING EDSTART – INTRO TO NET & WALL GAMES  
(TENNIS & BADMINTON)



PLAYING EDSTART – INTRO TO OAA



PLAYING EDSTART – INTRO TO STRIKING & FIELDING  
(ROUNDERS & CRICKET)



PLAYING EDSTART – INTRO TO TARGET GAMES



COMPETING EDSTART – INTRO TO ATHLETICS



COMPETING EDSTART – INTRO TO ATTACKING &  
DEFENDING



COMPETING EDSTART – INTRO TO INVASION GAMES  
(BASKETBALL & FOOTBALL)



COMPETING EDSTART – INTRO TO INVASION GAMES  
(HANDBALL & LACROSSE)



COMPETING EDSTART – INTRO TO INVASION GAMES  
(HOCKEY & TAG RUGBY)



COMPETING EDSTART – INTRO TO NET & WALL GAMES  
(DODGEBALL & VOLLEYBALL)



COMPETING EDSTART – INTRO TO NET & WALL GAMES  
(TENNIS & BADMINTON)



COMPETING EDSTART – INTRO TO STRIKING & FIELDING  
(ROUNDERS & CRICKET)



# YEAR FOUR

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

## Pupils should be taught to

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.

MOVING EDSTART – DEVELOPMENT OF DANCE



MOVING EDSTART – DEVELOPMENT OF GYMNASTICS



MOVING EDSTART – DEVELOPMENT OF YOGA



PLAYING EDSTART – DEVELOPMENT OF FITNESS



PLAYING EDSTART – DEVELOPMENT OF INVASION GAMES (BASKETBALL & FOOTBALL)



PLAYING EDSTART – DEVELOPMENT OF INVASION GAMES (HANDBALL & LACROSSE)



PLAYING EDSTART – DEVELOPMENT OF INVASION GAMES (HOCKEY & TAG RUGBY)



PLAYING EDSTART – DEVELOPMENT OF JAG TAG



PLAYING EDSTART – DEVELOPMENT OF NET & WALL GAMES (DODGEBALL & VOLLEYBALL)



PLAYING EDSTART – DEVELOPMENT OF NET & WALL GAMES (TENNIS & BADMINTON)



PLAYING EDSTART – DEVELOPMENT OF OAA



PLAYING EDSTART – DEVELOPMENT OF STRIKING & FIELDING (ROUNDERS & CRICKET)



PLAYING EDSTART – DEVELOPMENT OF TARGET GAMES



COMPETING EDSTART – DEVELOPMENT OF ATHLETICS



COMPETING EDSTART – DEVELOPMENT OF ATTACKING & DEFENDING



COMPETING EDSTART – DEVELOPMENT OF INVASION GAMES (BASKETBALL & FOOTBALL)



COMPETING EDSTART – DEVELOPMENT OF INVASION GAMES (HANDBALL & LACROSSE)



COMPETING EDSTART – DEVELOPMENT OF INVASION GAMES (HOCKEY & TAG RUGBY)



COMPETING EDSTART – DEVELOPMENT OF NET & WALL GAMES (DODGEBALL & VOLLEYBALL)



COMPETING EDSTART – DEVELOPMENT OF NET & WALL GAMES (TENNIS & BADMINTON)



COMPETING EDSTART – DEVELOPMENT OF STRIKING & FIELDING (ROUNDERS & CRICKET)



# YEAR FIVE

## Pupils should be taught to

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.

MOVING EDSTART – DANCE



MOVING EDSTART – GYMNASTICS



MOVING EDSTART – YOGA



COMPETING EDSTART – ATHLETICS



COMPETING EDSTART – ATTACKING AND DEFENDING



COMPETING EDSTART – BADMINTON



COMPETING EDSTART – BASKETBALL



COMPETING EDSTART – CRICKET



COMPETING EDSTART – DODGEBALL



COMPETING EDSTART – FITNESS



COMPETING EDSTART – FOOTBALL



COMPETING EDSTART – HANDBALL



COMPETING EDSTART – HOCKEY



COMPETING EDSTART – JAG TAG



COMPETING EDSTART – LACROSSE



COMPETING EDSTART – NETBALL



COMPETING EDSTART – OAA



COMPETING EDSTART – ROUNDERS



COMPETING EDSTART – TAG RUGBY



COMPETING EDSTART – TARGET GAMES



COMPETING EDSTART – TENNIS



COMPETING EDSTART – VOLLEYBALL



# YEAR SIX

## Pupils should be taught to

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.

COMPLETE EDSTART – ATHLETICS



COMPLETE EDSTART – ATTACKING AND DEFENDING



COMPLETE EDSTART – BADMINTON



COMPLETE EDSTART – BASKETBALL



COMPLETE EDSTART – CRICKET



COMPLETE EDSTART – DANCE



COMPLETE EDSTART – DODGEBALL



COMPLETE EDSTART – FITNESS



COMPLETE EDSTART – FOOTBALL



COMPLETE EDSTART – GYMNASTICS



COMPLETE EDSTART – HANDBALL



COMPLETE EDSTART – HOCKEY



COMPLETE EDSTART – JAG TAG



COMPLETE EDSTART – LACROSSE



COMPLETE EDSTART – NETBALL



COMPLETE EDSTART – OAA



COMPLETE EDSTART – ROUNDERS



COMPLETE EDSTART – TAG RUGBY



COMPLETE EDSTART – TARGET GAMES



COMPLETE EDSTART – TENNIS



COMPLETE EDSTART – VOLLEYBALL



COMPLETE EDSTART – YOGA



# ENDPOINTS AND VOCABULARY

## EARLY YEARS FOUNDATION STAGE

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.

### MOVING EDSTART – ANIMAL BOOGIE YOGA

END POINT	NC OBJECTIVES
<ul style="list-style-type: none"> <li>• Children are able to balance when performing each Yoga pose.</li> <li>• Children are able to relax their body when performing the basic poses.</li> <li>• Children are able to follow the story and understand what part comes next.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate strength, balance and coordination when playing.</li> <li>• 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.</li> <li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>• Combine different movements with ease and fluency.</li> </ul>
<b>VOCABULARY</b>	poses, control, tall, small, movement, breathe, strong

### MOVING EDSTART – FUN FITNESS

END POINT	NC OBJECTIVES
<ul style="list-style-type: none"> <li>• 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.</li> <li>• Children can perform different types of movements.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> <li>• Progress towards a more fluent style of moving, with developing control and grace.</li> <li>• 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.</li> </ul>
<b>VOCABULARY</b>	run, jump, exercise, heart, body, tired,

### MOVING EDSTART – FUNDAMENTAL MOVEMENT SKILLS – BODY CONTROL & LOCOMOTOR SKILLS

END POINT	NC OBJECTIVES
<ul style="list-style-type: none"> <li>• Children know how to safely find space and move around avoiding obstacles. Children can change speed and direction safely and under control.</li> <li>• Children can move energetically, such as running, jumping, dancing, hopping, skipping, and climbing, whilst safely negotiating space.</li> </ul>	<ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> <li>• Revise and refine the fundamental movement skills they have already acquired (rolling, crawling, walking, jumping, running, hopping, skipping &amp; climbing).</li> <li>• 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.</li> <li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>• Combine different movements with ease and fluency</li> </ul>
<b>VOCABULARY</b>	stop, start, control, walk, move, rolling, bouncing, space

## MOVING EDSTART - GYMNASTICS

END POINT	NC OBJECTIVES
<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> <li>Revise and refine the fundamental movement skills they have already acquired (rolling, crawling, walking, jumping, running, hopping, skipping &amp; climbing)</li> <li>Progress towards a more fluent style of moving, with developing control and grace.</li> <li>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.</li> <li>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>Combine different movements with ease and fluency</li> <li>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> </ul>
<b>VOCABULARY</b>	Walk, forward, backward, run, hop, skip, roll, jump, land, over, under, along, balance, between, stretch

## MOVING EDSTART – MOVEMENT TO MUSIC

END POINT	NC OBJECTIVES
<ul style="list-style-type: none"> <li>Children can revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing</li> </ul>	<ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> <li>Revise and refine the fundamental movement skills they have already acquired (rolling, crawling, walking, jumping, running, hopping, skipping &amp; climbing)</li> <li>Progress towards a more fluent style of moving, with developing control and grace.</li> <li>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.</li> <li>Combine different movements with ease and fluency.</li> <li>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> </ul>
<b>VOCABULARY</b>	Slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding, hopping, turning, shapes, moving, movement, patterns

## MOVING EDSTART – STORY BOOK SPORTS

END POINT	NC OBJECTIVES
<ul style="list-style-type: none"> <li>Children are able to be able to travel using fundamentals – run, hop, skip, jump, sidestep. Children can use imaginative ways of moving using animals.</li> <li>Children can travel at different heights – tall, small, wide, thin.</li> <li>Children can take negotiate space when moving with a ball.</li> </ul>	<ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> <li>Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> <li>Revise and refine the fundamental movement skills they have already acquired (rolling, crawling, walking, jumping, running, hopping, skipping &amp; climbing)</li> <li>Progress towards a more fluent style of moving, with developing control and grace.</li> <li>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.</li> <li>Combine different movements with ease and fluency.</li> <li>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> </ul>
<b>VOCABULARY</b>	stop, start, control, walk, move, rolling, bouncing, space, balance, jump, leap, hop

## PLAYING EDSTART – FUNDAMENTAL MOVEMENT SKILLS – OBJECT CONTROL

END POINT	NC OBJECTIVES
<ul style="list-style-type: none"> <li>Children start to show a preference for a dominant hand.</li> <li>Children can roll, throw and catch a ball using a variety of different techniques.</li> <li>Children can show different methods of sending an object towards a partner.</li> </ul>	<ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> <li>Revise and refine the fundamental movement skills they have already acquired (rolling, crawling, walking, jumping, running, hopping, skipping &amp; climbing).</li> <li>Progress towards a more fluent style of moving, with developing control and grace.</li> <li>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> <li>Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting and aiming.</li> <li>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</li> </ul>
<b>VOCABULARY</b>	hands, feet, close control, avoid, run, throw, catch, send, receive, hands, left, right, ball.

## PLAYING EDSTART – INTRO TO GAMES

END POINT	NC OBJECTIVES
<ul style="list-style-type: none"> <li>Children understand the difference between rolling, bouncing, and throwing and develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</li> <li>Children can watch the flight / path of an object and know what equipment can be used for to further.</li> </ul>	<ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> <li>Revise and refine the fundamental movement skills they have already acquired (rolling, crawling, walking, jumping, running, hopping, skipping &amp; climbing).</li> <li>Progress towards a more fluent style of moving, with developing control and grace.</li> <li>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.</li> <li>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> </ul>

	<ul style="list-style-type: none"> <li>Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting and aiming.</li> <li>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</li> </ul>
<b>VOCABULARY</b>	roll, throw, catch, underarm, overarm

### PLAYING EDSTART – INTRO TO RACKET SKILLS

END POINT	NC OBJECTIVES
<ul style="list-style-type: none"> <li>Children can judge the flight / bounce of the ball and meet it with their racket.</li> <li>Children can make contact / strike a ball that has been thrown towards them.</li> </ul>	<ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> <li>Revise and refine the fundamental movement skills they have already acquired (rolling, crawling, walking, jumping, running, hopping, skipping &amp; climbing).</li> <li>Progress towards a more fluent style of moving, with developing control and grace.</li> <li>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.</li> <li>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> <li>Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting and aiming.</li> <li>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</li> </ul>
<b>VOCABULARY</b>	racket, ball, bounce, net, shot

### COMPETING EDSTART – FUNDAMENTAL MOVEMENT SKILLS – OBJECT CONTROL

END POINT	NC OBJECTIVES
<ul style="list-style-type: none"> <li>Children develop and refine a range of ball skills including throwing, catching, kicking, passing, batting and aiming.</li> <li>Children will be able to dribble the ball with their feet, keeping it under control</li> </ul>	<ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> <li>Revise and refine the fundamental movement skills they have already acquired (rolling, crawling, walking, jumping, running, hopping, skipping &amp; climbing).</li> <li>Combine different movements with ease and fluency.</li> <li>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> <li>Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting and aiming.</li> <li>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</li> </ul>
<b>VOCABULARY</b>	hands, feet, close control, avoid, run, throw, catch, send, receive, hands, left, right, ball.

### COMPETING EDSTART – INTRO TO GAMES

END POINT	NC OBJECTIVES
<ul style="list-style-type: none"> <li>Children can dribble with a ball with their feet, keeping it under control.</li> <li>Children can dodge a defender using a variety of different techniques.</li> </ul>	<ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> <li>Revise and refine the fundamental movement skills they have already acquired (rolling, crawling, walking, jumping, running, hopping, skipping &amp; climbing).</li> <li>Progress towards a more fluent style of moving, with developing control and grace.</li> <li>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.</li> <li>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> <li>Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting and aiming.</li> <li>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</li> </ul>
<b>VOCABULARY</b>	

### COMPETING EDSTART – SPORTS DAY EVENTS

END POINT	NC OBJECTIVES
<ul style="list-style-type: none"> <li>Children can move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> <li>Children can change speed and direction safely and under control.</li> </ul>	<ul style="list-style-type: none"> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> <li>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>Combine different movements with ease and fluency.</li> <li>Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting and aiming.</li> <li>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</li> </ul>
<b>VOCABULARY</b>	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.

MOVING EDSTART – FUN FITNESS		
YEAR	END POINT	NC OBJECTIVES
1	<ul style="list-style-type: none"> <li>• Children can talk about the effects of exercise, before and after taking part.</li> <li>• Children can combine skills within an activity.</li> <li>• Children can talk about how fitness activities effect their bodies.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
2	<ul style="list-style-type: none"> <li>• Children can support a partner to record their scores at each station.</li> <li>• Children can complete a 6 station Fitness Circuit</li> </ul>	
VOCABULARY	circuit, fitness, body, muscles	

MOVING EDSTART – FUNDAMENTAL MOVEMENT SKILLS – BODY CONTROL		
YEAR	END POINT	NC OBJECTIVES
1	<ul style="list-style-type: none"> <li>• Children can change the way they are travelling in a controlled manner.</li> <li>• Children can confidently travel on their feet in different ways and recognise directions.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Be able to perform dances using simple movement patterns.</li> </ul>
2	<ul style="list-style-type: none"> <li>• Children can hop, bounce and skip in different directions i.e. forwards, backwards and sideways.</li> <li>• Children can talk about what they are doing and use the correct vocabulary.</li> </ul>	
VOCABULARY	run, skip, hop, jump, slide	

MOVING EDSTART – FUNDAMENTAL MOVEMENT SKILLS – LOCOMOTOR SKILLS		
YEAR	END POINT	NC OBJECTIVES
1	<ul style="list-style-type: none"> <li>• Children can safely and under control, stop and start whilst running / moving.</li> <li>• Children can dodge, avoid and find space when running.</li> <li>• Children can move around using jumps and leaps.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
VOCABULARY	under, over, through, direction, climbing, speed, jump, leap.	

MOVING EDSTART – GYMNASTICS		
YEAR	END POINT	NC OBJECTIVES
1	<ul style="list-style-type: none"> <li>• Children can hold a balance on small parts of their bodies (Feet / Hands).</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Be able to perform dances using simple movement patterns.</li> </ul>
2	<ul style="list-style-type: none"> <li>• Children can balance upon large body parts and know how to vary the shape of the balances.</li> <li>• Children can show different types of rolls in stretched and curled shapes.</li> </ul>	
VOCABULARY	direction, straight, barrel, tuck, pike, straddle, sequence, thin, tall, curled, stretched, wide, apparatus	

## MOVING EDSTART – YOGA

YEAR	END POINT	NC OBJECTIVES
1	<ul style="list-style-type: none"> <li>Children are able to lie down and rest their body when listening to music.</li> <li>Children are able to control their breathing when performing each pose.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>
2	<ul style="list-style-type: none"> <li>Children are able to talk about the effects of activity on their bodies.</li> <li>Children are able to keep their tummy strong when performing the Yoga poses.</li> <li>Children are able to remember and perform the majority of the Yoga</li> </ul>	
VOCABULARY	Strength, balance, performing, relaxing	

## MOVING EDSTART – MOVEMENT TO MUSIC

YEAR	END POINT	NC OBJECTIVES
1	<ul style="list-style-type: none"> <li>Children can perform basic body actions and movements.</li> <li>Children can choose some of the movements they have already explored and use them to make their own movement patterns.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Be able to perform dances using simple movement patterns.</li> </ul>
2	<ul style="list-style-type: none"> <li>Children can move confidently and safely in their own and general space, using changes of speed, level and direction.</li> <li>Children are creative in how they move around.</li> </ul>	
VOCABULARY	step, movement, link, rhythm, travelling, sequence, pattern, balance, coordination	

## PLAYING EDSTART – FUNDAMENTAL MOVEMENT SKILLS – OBJECT CONTROL

YEAR	END POINT	NC OBJECTIVES
1	<ul style="list-style-type: none"> <li>Children can understand that games can be different and know whether they need to throw, catch or kick the ball.</li> <li>Children can work well with partners and in small groups to improve skills.</li> <li>Children can use basic throwing techniques to hit large targets.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>
2	<ul style="list-style-type: none"> <li>Children can perform basic skills of rolling, striking, kicking, catching and gathering skills with more confidence.</li> <li>Children can make choices about appropriate targets, space and equipment.</li> <li>Children understand the difference between rolling, bouncing and throwing.</li> </ul>	
VOCABULARY	flight, technique, kicking, control, target, accuracy, dodge, agility, speed, direction, dribble, track, avoid, sharp turns	

## PLAYING EDSTART – INTRO TO GAMES

YEAR	END POINT	NC OBJECTIVES
1	<ul style="list-style-type: none"> <li>Children understand the difference between rolling, bouncing and throwing.</li> <li>Children will be able to dribble the ball with their feet, keeping it under control.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Participate in team games, developing simple tactics for attacking and defending</li> </ul>
2	<ul style="list-style-type: none"> <li>Children can dodge a defender using a variety of different techniques.</li> <li>Children know what technique is needed depending on the game and / or ball.</li> </ul>	
VOCABULARY	dribble, tagging, passing, receiving, throwing, turning	

## PLAYING EDSTART – INTRO TO RACKET SKILLS

YEAR	END POINT	NC OBJECTIVES
1	<ul style="list-style-type: none"> <li>Children are able to hold a tennis racket correctly with one and two hands.</li> <li>Children are able to keep control of a ball when on a racket by balancing and bouncing.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>
2	<ul style="list-style-type: none"> <li>Children are able to judge the flight / bounce of the ball and meet it with their racket.</li> <li>Children are able to play a simple forearm pass to a partner.</li> </ul>	
VOCABULARY	forearm, backhand, catch, serve, court, direction, control	

### PLAYING EDSTART – INTRO TO STRIKING & FIELDING

YEAR	END POINT	NC OBJECTIVES
1	<ul style="list-style-type: none"> <li>Children can bounce a ball and catch it on its way up.</li> <li>Children can show when the ball is at the top of its flight.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>
2	<ul style="list-style-type: none"> <li>Children can judge the path of a ball that it is bouncing towards them.</li> <li>Children can get their body in line with the ball early and stop the traveling ball from going past them.</li> </ul>	
VOCABULARY	flight, highest, strike, retrieve, gather, bouncing, towards, path, travel	

### PLAYING EDSTART – INTRO TO NET & WALL GAMES

YEAR	END POINT	NC OBJECTIVES
2	<ul style="list-style-type: none"> <li>Children can stand in the ready position and move towards the ball.</li> <li>Children can throw the ball with accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>
VOCABULARY	forearm, backhand, catch, serve, court, direction, control	

### PLAYING EDSTART – JAG TAG FOR BEGINNERS

YEAR	END POINT	NC OBJECTIVES
2	<ul style="list-style-type: none"> <li>Children can throw the ball using an overarm technique.</li> <li>Children can watch the flight of the ball and attempt to catch.</li> <li>Children are able to run without dropping the ball.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Participate in team games, developing simple tactics for attacking and defending</li> </ul>
VOCABULARY	throw, receiver, quarter back, down, hike.	

### COMPETING EDSTART – FUNDAMENTAL MOVEMENT SKILLS – OBJECT CONTROL

YEAR	END POINT	NC OBJECTIVES
1	<ul style="list-style-type: none"> <li>Children can dodge a defender using a variety of different techniques.</li> <li>Children will be able to dribble the ball with their feet, keeping it under control.</li> <li>Children can dribble a ball with their hands in a stationary position.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Participate in team games, developing simple tactics for attacking and defending</li> </ul>
2	<ul style="list-style-type: none"> <li>Children can use a variety of simple tactics.</li> <li>Children understand basic rules of games and can follow them.</li> <li>Children can dodge a defender using a variety of different techniques.</li> <li>Children can dodge and avoid players on the opposite teams.</li> </ul>	
VOCABULARY	flight, technique, kicking, control, target, accuracy, dodge, agility, speed, direction, dribble, track, avoid, sharp turns	

### COMPETING EDSTART – INTRO TO GAMES (ATTACKING & DEFENDING)

YEAR	END POINT	NC OBJECTIVES
2	<ul style="list-style-type: none"> <li>Children can use their bodies to protect the ball against the defender.</li> <li>Children can dodge a defender using a variety of different techniques.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Participate in team games, developing simple tactics for attacking and defending</li> </ul>
VOCABULARY	space, marking, passing, dodge, attack, defend	

### COMPETING EDSTART – SPORTS DAY EVENTS

YEAR	END POINT	NC OBJECTIVES
1	<ul style="list-style-type: none"> <li>Children can run efficiently using the correct technique.</li> <li>Children can accurately throw a small piece of athletic equipment for distance</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>
2	<ul style="list-style-type: none"> <li>Children can accurately throw a small piece of athletic equipment for distance.</li> <li>Children understand the basics of jumping and landing.</li> <li>Children can follow set rules for races and be able to put together all their basic movement skills.</li> </ul>	
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.

MOVING EDSTART – INTRO TO DANCE		
YEAR	END POINT	NC OBJECTIVES
3	<ul style="list-style-type: none"> <li>• Children can work creatively and imaginatively, independently and in groups/pairs.</li> <li>• Children can repeat, remember and perform phrases in a dance.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>• Perform dances using a range of movement patterns.</li> </ul>
MOVING EDSTART – DEVELOPMENT OF DANCE		
4	<ul style="list-style-type: none"> <li>• Children can perform dances fluently and with control. Children can use and structure simple movement phrases individually, in pairs and in groups.</li> <li>• Children can respond to a range of stimuli, improvising freely using a range of controlled movements and patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>• Perform dances using a range of movement patterns.</li> </ul>
VOCABULARY	canon, unison, flexible, flow, sequence, pathway, direction, perform, gestures	
MOVING EDSTART – DANCE		
5	<ul style="list-style-type: none"> <li>• Children can perform dances fluently and with control in front of others.</li> <li>• Children can choreograph a small group dance and show different, creative ideas each week.</li> <li>• Children can create and perform fluent dance routines (5-6 elements).</li> </ul>	<ul style="list-style-type: none"> <li>• Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>• Perform dances using a range of movement patterns.</li> <li>• Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>
COMPLETE EDSTART – DANCE		
6	<ul style="list-style-type: none"> <li>• Children can evaluate and refine their own and other's work.</li> <li>• Children can dance to the rhythm in the style of the music.</li> <li>• Children can analyse the strengths and areas of improvement of dance routines, using key terminology.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>• Perform dances using a range of movement patterns.</li> <li>• Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>
VOCABULARY	relationships, choreograph, contrasting, perform, evaluate, stimulus, dynamics, formations, expression	

MOVING EDSTART – INTRO TO GYMNASTICS		
YEAR	END POINT	NC OBJECTIVES
3	<ul style="list-style-type: none"> <li>• Children know which small parts of the body can take weight.</li> <li>• Children can show balance using large body parts.</li> <li>• Children can link a jump with landings and rolling actions showing different shapes.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>• Perform dances using a range of movement patterns.</li> </ul>
MOVING EDSTART – DEVELOPMENT OF GYMNASTICS		
4	<ul style="list-style-type: none"> <li>• Children can use appropriate vocabulary to describe what they and others are doing.</li> <li>• Children know and understand the safety implications involved in various types of rolling.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>• Perform dances using a range of movement patterns.</li> </ul>

<b>VOCABULARY</b>	level, large body parts, small body parts, balance, curl, sequence, flight, landing, extension, body tension, momentum, rotate, beam.	
<b>MOVING EDSTART – GYMNASTICS</b>		
5	<ul style="list-style-type: none"> <li>Children can create and perform a fluent sequence which combines 8 or more balances with travelling movements, jumps or rolls.</li> <li>Children can use appropriate vocabulary to describe what they and others are doing.</li> </ul>	<ul style="list-style-type: none"> <li>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].</li> <li>Perform dances using a range of movement patterns.</li> <li>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>
<b>COMPLETE EDSTART – GYMNASTICS</b>		
6	<ul style="list-style-type: none"> <li>Children can demonstrate a variety of balance positions, including ones with feet high and understand body tension and quality of performance.</li> <li>Children can understand, identify and use the terms synchronisation and canon.</li> <li>Children can analyse skills and techniques to modify and improve performance</li> </ul>	<ul style="list-style-type: none"> <li>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].</li> <li>Perform dances using a range of movement patterns.</li> <li>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>
<b>VOCABULARY</b>	core, inversion, symmetrical, asymmetrical, partner, synchronization, point, patch, canon, bridge, cartwheel, headstand, counterbalance, perform, evaluate, vault, springboard, choreography.	

<b>MOVING EDSTART – INTRO TO YOGA</b>		
<b>YEAR</b>	<b>END POINT</b>	<b>NC OBJECTIVES</b>
3	<ul style="list-style-type: none"> <li>Children are able to perform the Yoga poses.</li> <li>Children are able to perform the Yoga poses showing signs of flexibility and control</li> </ul>	<ul style="list-style-type: none"> <li>Develop flexibility, strength, technique, control and balance</li> </ul>
<b>MOVING EDSTART – DEVELOPMENT OF YOGA</b>		
4	<ul style="list-style-type: none"> <li>Children are able to show good balance in all poses.</li> <li>Children are able perform the Yoga poses with confidence</li> </ul>	<ul style="list-style-type: none"> <li>Develop flexibility, strength, technique, control and balance</li> </ul>
<b>VOCABULARY</b>	breathing, flexibility, control, confidence,	
<b>MOVING EDSTART – YOGA</b>		
5	<ul style="list-style-type: none"> <li>Children are able to breathe in through their nose and out through the mouth whilst maintaining control of their bodies.</li> <li>Children are able to remember each Yoga pose and describe and perform them.</li> </ul>	<ul style="list-style-type: none"> <li>Develop flexibility, strength, technique, control and balance</li> <li>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>
<b>COMPLETE EDSTART – YOGA</b>		
6	<ul style="list-style-type: none"> <li>Children are able to demonstrate, teach and lead a small group.</li> <li>Children are able to give useful and supportive feedback to improve poses.</li> <li>Children are able to show respect during poses and relaxation.</li> </ul>	<ul style="list-style-type: none"> <li>Develop flexibility, strength, technique, control and balance</li> <li>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>
<b>VOCABULARY</b>	breathing techniques, describe, demonstrate, lead, relaxation, respect, supportive	

<b>MOVING EDSTART – INTRO TO FITNESS</b>		
<b>YEAR</b>	<b>END POINT</b>	<b>NC OBJECTIVES</b>
3	<ul style="list-style-type: none"> <li>Children can perform a range of movements with control and accuracy.</li> <li>Children can tell a partner what they are doing well in their performance.</li> <li>Children can perform different types of movements.</li> </ul>	<ul style="list-style-type: none"> <li>Develop flexibility, strength, technique, control and balance.</li> </ul>
<b>PLAYING EDSTART – DEVELOPMENT OF FITNESS</b>		
4	<ul style="list-style-type: none"> <li>Children can support a partner to record their scores at each station.</li> <li>Children can complete an 8 station Fitness Circuit.</li> <li>Children can use and combine basic movements that involves getting them out of breath.</li> </ul>	<ul style="list-style-type: none"> <li>Develop flexibility, strength, technique, control and balance.</li> </ul>
<b>VOCABULARY</b>	speed, agility, control, techniques, fitness levels, recording	

## COMPETING EDSTART – FITNESS

5	<ul style="list-style-type: none"> <li>Children can combine skills within an activity and move between them with control and fluency.</li> <li>Children can explain how skills are used within an activity and identify which activities require more than one skill.</li> <li>Children can assist their peers to complete exercises and record scores correctly.</li> </ul>	<ul style="list-style-type: none"> <li>Develop flexibility, strength, technique, control and balance.</li> <li>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>
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## COMPLETE EDSTART – FITNESS

6	<ul style="list-style-type: none"> <li>Children can evaluate their performance and talk about how they can improve their scores.</li> <li>Children can explain how they have used feedback from a partner to improve their performance.</li> <li>Children can talk about their improvements in their performance and give reasons why.</li> </ul>	<ul style="list-style-type: none"> <li>Develop flexibility, strength, technique, control and balance.</li> <li>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>
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### VOCABULARY

core, stamina, cardiovascular, biceps, triceps, quadriceps, hamstrings, evaluation, performance

## PLAYING EDSTART – INTRO TO INVASION GAMES

(BASKETBALL&FOOTBALL) (HOCKEY & TAG RUGBY) (HANDBALL&LACROSSE)

YEAR	END POINT	NC OBJECTIVES
3	<ul style="list-style-type: none"> <li>Children will be able to dribble the ball with their feet, keeping it under control.</li> <li>Children can dribble a ball with their hands whilst moving. Children can pass the ball over a short distance using a variety of techniques.</li> <li>Children can hold the hockey stick correctly with and without the ball.</li> </ul>	<ul style="list-style-type: none"> <li>Use running, jumping, throwing and catching in isolation and in combination.</li> <li>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.</li> </ul>

## PLAYING EDSTART – DEVELOPMENT OF INVASION GAMES

(BASKETBALL&FOOTBALL) (HOCKEY & TAG RUGBY) (HANDBALL&LACROSSE)

4	<ul style="list-style-type: none"> <li>Children can dodge a defender using a variety of different techniques.</li> <li>Children know what technique is needed depending on the game and / or ball.</li> <li>Children can chest pass the ball to a partner over a variety of distances</li> </ul>	<ul style="list-style-type: none"> <li>Use running, jumping, throwing and catching in isolation and in combination.</li> <li>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</li> </ul>
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### VOCABULARY

pivot, angle, balance, contact, chest pass,

## COMPETING EDSTART – INTRO TO INVASION GAMES

(BASKETBALL&FOOTBALL, HOCKEY & TAG RUGBY AND HANDBALL&LACROSSE)

3	<ul style="list-style-type: none"> <li>Children can judge the path of a ball that is bouncing towards them.</li> <li>Children can get their body in line with the ball early and stop the travelling ball from going past them.</li> </ul>	<ul style="list-style-type: none"> <li>Use running, jumping, throwing and catching in isolation and in combination.</li> <li>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.</li> <li>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>
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## COMPETING EDSTART – DEVELOPMENT OF INVASION GAMES

(BASKETBALL&FOOTBALL) (HOCKEY & TAG RUGBY) (HANDBALL&LACROSSE)

4	<ul style="list-style-type: none"> <li>Children can use a range of skills e.g. throwing, catching and bowling with some degree of control.</li> <li>Children can throw over a variety of distances using the underarm and overarm techniques.</li> <li>Children can judge the flight of the ball and be ready to catch the ball using the appropriate technique.</li> </ul>	<ul style="list-style-type: none"> <li>Use running, jumping, throwing and catching in isolation and in combination.</li> <li>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.</li> <li>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>
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### VOCABULARY

space, marking, passing, dodge, attack, defend

## COMPETING EDSTART – INVASION GAMES

(BASKETBALL, FOOTBALL, HOCKEY, TAG RUGBY, HANDBALL, LACROSSE)

5	<ul style="list-style-type: none"> <li>Children can combine skills within an activity and move between them with control and fluency.</li> <li>Children can explain how skills are used within an activity and identify which activities require more than one skill.</li> <li>Children can assist their peers to complete exercises and record scores correctly.</li> </ul>	<ul style="list-style-type: none"> <li>Use running, jumping, throwing and catching in isolation and in combination.</li> <li>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.</li> <li>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>
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## COMPLETE EDSTART – INVASION GAMES

(BASKETBALL, FOOTBALL, HOCKEY, TAG RUGBY, HANDBALL, LACROSSE)

6	<ul style="list-style-type: none"> <li>Children can evaluate their performance and talk about how they can improve their scores.</li> <li>Children can explain how they have used feedback from a partner to improve their performance.</li> <li>Children can talk about their improvements in their performance and give reasons why.</li> </ul>	<ul style="list-style-type: none"> <li>Use running, jumping, throwing and catching in isolation and in combination.</li> <li>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.</li> <li>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>
VOCABULARY	footwork, decisions, space, warm up, stretches, positions, rules, attack, defend.	

### PLAYING EDSTART – INTRO TO JAG TAG

YEAR	END POINT	NC OBJECTIVES
3	<ul style="list-style-type: none"> <li>Children have their throwing arm up and with ball behind head, elbow above shoulder.</li> <li>Children know when to use the low catching technique.</li> </ul>	<ul style="list-style-type: none"> <li>Use running, jumping, throwing and catching in isolation and in combination.</li> <li>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.</li> </ul>

### PLAYING EDSTART – DEVELOPMENT OF JAG TAG

4	<ul style="list-style-type: none"> <li>Children know when to use the low medium or high catching technique.</li> <li>Children can watch the ball in – all the way looking at the tip of the ball.</li> <li>Children know how to secure the football using the 5 Points of Contact.</li> </ul>	<ul style="list-style-type: none"> <li>Use running, jumping, throwing and catching in isolation and in combination.</li> <li>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.</li> </ul>
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"> <li>Children know they need to stand side on and to step towards target as they rotate their hips.</li> <li>Children are able to vary the distance / height of their throw. Children know when they are allowed to start the route.</li> <li>Children can run different types of routes.</li> </ul>	<ul style="list-style-type: none"> <li>Use running, jumping, throwing and catching in isolation and in combination.</li> <li>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.</li> <li>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>
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### COMPLETE EDSTART – JAG TAG

6	<ul style="list-style-type: none"> <li>Children understand that they start on the 'line of scrimmage'.</li> <li>Children come up with a variety of offensive plays to score a touchdown.</li> <li>Children can organise their team and call plays to set up an attack.</li> <li>Children can play small games following the rules provided</li> </ul>	<ul style="list-style-type: none"> <li>Use running, jumping, throwing and catching in isolation and in combination.</li> <li>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.</li> <li>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>
VOCABULARY	center, handoff, receiving, running back, flags, snap, line of scrimmage, strategies, man to man, zone, game situations	

### PLAYING EDSTART – INTRO TO NET&WALL GAMES

(TENNIS&BADMINTON) (VOLLEYBALL&DODGEBALL)

YEAR	END POINT	NC OBJECTIVES
3	<ul style="list-style-type: none"> <li>Children know how to grip the racket.</li> <li>Children can control the ball whilst hitting it with their racket.</li> </ul>	<ul style="list-style-type: none"> <li>Use running, jumping, throwing and catching in isolation and in combination.</li> <li>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.</li> </ul>

### PLAYING EDSTART – DEVELOPMENT OF NET&WALL GAMES

(TENNIS&BADMINTON) (VOLLEYBALL&DODGEBALL)

4	<ul style="list-style-type: none"> <li>Children can stand in the ready position and move towards the ball.</li> <li>Children can play a variety of shots depending on the sport.</li> </ul>	<ul style="list-style-type: none"> <li>Use running, jumping, throwing and catching in isolation and in combination.</li> <li>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.</li> </ul>
VOCABULARY	Forearm, backhand, catch, serve, court, volley, dig	

## COMPETING EDSTART – INTRO TO NET&WALL GAMES

(TENNIS&ADMINTON) (VOLLEYBALL&DODGEBALL)

3	<ul style="list-style-type: none"> <li>Children can play a modified version of the game using the techniques shown.</li> <li>Children understand where they need to stand to be in the best position to play the shots needed.</li> </ul>	<ul style="list-style-type: none"> <li>Use running, jumping, throwing and catching in isolation and in combination.</li> <li>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.</li> <li>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>
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## COMPETING EDSTART – DEVELOPMENT OF NET&WALL GAMES

(TENNIS&ADMINTON) (VOLLEYBALL&DODGEBALL)

4	<ul style="list-style-type: none"> <li>Children understand that they need to play a pass on their side of the court before it is sent back to the other team.</li> <li>Children can pass the ball towards their partner so that they have time to play the next shot.</li> </ul>	<ul style="list-style-type: none"> <li>Use running, jumping, throwing and catching in isolation and in combination.</li> <li>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.</li> <li>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>
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### VOCABULARY

Forearm, backhand, catch, serve, court, volley, dig, ready position, balanced, distance, rallies.

## COMPETING EDSTART – NET&WALL GAMES

(TENNIS, BADMINTON, VOLLEYBALL & DODGEBALL)

5	<ul style="list-style-type: none"> <li>Children can develop a range of techniques for ground strokes and volleys.</li> <li>Children can develop a backhand technique and use it in a game.</li> <li>Children can serve overarm.</li> </ul>	<ul style="list-style-type: none"> <li>Use running, jumping, throwing and catching in isolation and in combination.</li> <li>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.</li> <li>Compare their performances with previous ones and demonstrate improvement to achieve their personal best..</li> </ul>
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## COMPLETE EDSTART – NET&WALL GAMES

(TENNIS, BADMINTON, VOLLEYBALL & DODGEBALL)

6	<ul style="list-style-type: none"> <li>Children know where a shot should be aimed and show increasing accuracy.</li> <li>Children use good hand/eye co-ordination when playing and serving.</li> <li>Children use different shots in a game situation to outwit an opponent.</li> </ul>	<ul style="list-style-type: none"> <li>Use running, jumping, throwing and catching in isolation and in combination.</li> <li>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.</li> <li>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>
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### VOCABULARY

follow through, coordination, overarm, position, love, deuce, perform, evaluate,

## MOVING EDSTART – OUTDOOR AND ADVENTUROUS ACTIVITIES (OAA)

YEAR	END POINT	NC OBJECTIVES
3	<ul style="list-style-type: none"> <li>Children are able to follow a map in a familiar context. Children are able to use clues to follow a route safely.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Take part in outdoor and adventurous activity challenges both individually and within a team</li> </ul>

## PLAYING EDSTART – OUTDOOR AND ADVENTUROUS ACTIVITIES (OAA)

4	<ul style="list-style-type: none"> <li>Children are able to follow a route within a time limit.</li> <li>Children can confidently solve problems in unfamiliar environments.</li> <li>Children are able to follow a map into an unknown location.</li> </ul>	<ul style="list-style-type: none"> <li>Take part in outdoor and adventurous activity challenges both individually and within a team</li> </ul>
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### VOCABULARY

breathing, flexibility, control, confidence,

## COMPETING EDSTART – OUTDOOR AND ADVENTUROUS ACTIVITIES (OAA)

5	<ul style="list-style-type: none"> <li>Children are able to use clues and a compass to navigate a route.</li> <li>Children are able to follow a map into an unknown location.</li> <li>Children are able to use clues and a compass to navigate a route.</li> </ul>	<ul style="list-style-type: none"> <li>Take part in outdoor and adventurous activity challenges both individually and within a team</li> </ul>
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## COMPLETE EDSTART – OUTDOOR AND ADVENTUROUS ACTIVITIES (OAA)

6	<ul style="list-style-type: none"> <li>Children can plan a route and a series of clues for someone else.</li> <li>Children are able to take part in outdoor and adventurous activity challenges both individually and in a team.</li> </ul>	<ul style="list-style-type: none"> <li>Take part in outdoor and adventurous activity challenges both individually and within a team</li> </ul>
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### VOCABULARY

map, communication, teamwork, compass, direction

## PLAYING EDSTART – INTRO TO STRIKING & FIELDING

(ROUNDERS&CRICKET)

YEAR	END POINT	NC OBJECTIVES
3	<ul style="list-style-type: none"> <li>Children can use a range of skills e.g. throwing, catching and bowling with some degree of control.</li> <li>Children can throw over a variety of distances using the underarm and</li> </ul>	<ul style="list-style-type: none"> <li>Use running, jumping, throwing and catching in isolation and in combination.</li> <li>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply</li> </ul>

	<ul style="list-style-type: none"> <li>overarm techniques.</li> <li>Children can judge the flight of the ball and be ready to catch the ball using the appropriate technique.</li> </ul>	basic principles suitable for attacking and defending.
<b>PLAYING EDSTART – DEVELOPMENT OF STRIKING &amp; FIELDING</b> <small>(ROUNDERS&amp;CRICKET)</small>		
4	<ul style="list-style-type: none"> <li>Children can bowl the ball to a partner using the correct technique.</li> <li>Children can stand correctly when getting ready to hit a bowled ball.</li> <li>Children can contact a bowled ball.</li> </ul>	<ul style="list-style-type: none"> <li>Use running, jumping, throwing and catching in isolation and in combination.</li> <li>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.</li> </ul>
VOCABULARY	bowling, fielding, catching, back stop, wicket keeper, boundary, field, bases, crease, long barrier	
<b>COMPETING EDSTART – INTRO TO STRIKING &amp; FIELDING</b> <small>(ROUNDERS&amp;CRICKET)</small>		
3	<ul style="list-style-type: none"> <li>Children will be able to understand the basic rules of the game.</li> <li>Children can move the bat towards the ball being bowled towards them and contact it.</li> <li>Children can bowl and field to get the batter 'out'.</li> </ul>	<ul style="list-style-type: none"> <li>Use running, jumping, throwing and catching in isolation and in combination.</li> <li>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.</li> <li>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>
<b>COMPETING EDSTART – DEVELOPMENT OF STRIKING &amp; FIELDING</b> <small>(ROUNDERS&amp;CRICKET)</small>		
4	<ul style="list-style-type: none"> <li>Children know to stand sideways on, with the bat backwards ready to swing at the ball.</li> <li>Children know how they need to score and can run to the bases safely.</li> <li>Children can play the games using the techniques shown throughout the term.</li> </ul>	<ul style="list-style-type: none"> <li>Use running, jumping, throwing and catching in isolation and in combination.</li> <li>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.</li> <li>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>
VOCABULARY	bowling, fielding, catching, back stop, wicket keeper, boundary, field, bases, crease, long barrier.	
<b>COMPETING EDSTART – STRIKING &amp; FIELDING</b> <small>(ROUNDERS&amp;CRICKET)</small>		
5	<ul style="list-style-type: none"> <li>Children can field with increased accuracy.</li> <li>Children can hit, throw, bowl and catch accurately and with control.</li> <li>Children can explain rules to others.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>
<b>COMPLETE EDSTART – STRIKING &amp; FIELDING</b> <small>(ROUNDERS&amp;CRICKET)</small>		
6	<ul style="list-style-type: none"> <li>Children can play competitive games to agreed rules.</li> <li>Children can communicate a plan to a team.</li> <li>Children can use a range of techniques with confidence and skill in a game situation.</li> <li>Children can analyse skills and techniques to modify and improve performance.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>
VOCABULARY	technique, evaluate, accuracy, decision, tactics	
<b>PLAYING EDSTART – INTRO TO TARGET GAMES</b>		
YEAR	END POINT	NC OBJECTIVES
3	<ul style="list-style-type: none"> <li>Children can use a range of skills e.g. throwing, catching and hitting with some degree of control.</li> <li>Children can throw over a variety of distances using the underarm and overarm techniques.</li> <li>Children are able to adopt the correct stance when throwing the frisbee.</li> </ul>	<ul style="list-style-type: none"> <li>Use running, jumping, throwing and catching in isolation and in combination.</li> <li>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.</li> </ul>
<b>PLAYING EDSTART – DEVELOPMENT OF TARGET GAMES</b>		
4	<ul style="list-style-type: none"> <li>Children understand they need to stand forward with their least dominant foot over the shooting line.</li> <li>Children can judge the flight of an object and be ready to catch using the appropriate technique.</li> <li>Children should understand the correct stance when using a Tri Golf club.</li> </ul>	<ul style="list-style-type: none"> <li>Use running, jumping, throwing and catching in isolation and in combination.</li> <li>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.</li> </ul>
VOCABULARY	frisbee, tri golf, club, shot, throw, catch	

### COMPETING EDSTART – TARGET GAMES

5	<ul style="list-style-type: none"> <li>Children can control the direction of the ball using both a putter and a chipper.</li> <li>Children can demonstrate their understanding of aim, distance and control through taking part in a number of skills games</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>
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### COMPLETE EDSTART – TARGET GAMES

6	<ul style="list-style-type: none"> <li>Children can identify the correct throw, giving necessary feedback to peers to correct the positioning.</li> <li>Children can play effectively as part of a team.</li> <li>Children can pick out parts of performance that could be improved and suggest ideas and practices to make them better.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>
VOCABULARY	frisbee, tri golf, club, shot, throw, catch	

### COMPETING EDSTART – INTRO TO ATHLETICS

YEAR	END POINT	NC OBJECTIVES
3	<ul style="list-style-type: none"> <li>Children can run efficiently using the correct technique.</li> <li>Children can accurately throw a small piece of athletic equipment for distance.</li> <li>Children understand the basics of jumping and landing.</li> </ul>	<ul style="list-style-type: none"> <li>Use running, jumping, throwing and catching in isolation and in combination.</li> <li>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>

### COMPETING EDSTART – DEVELOPMENT OF ATHLETICS

4	<ul style="list-style-type: none"> <li>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.</li> <li>Children understand to transfer their body weight from back to front to generate more power when throwing</li> </ul>	<ul style="list-style-type: none"> <li>Use running, jumping, throwing and catching in isolation and in combination.</li> <li>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>
VOCABULARY	javelin, discus, shotput, long jump, triple jump, high jump, sit and reach test	

### COMPETING EDSTART – ATHLETICS

5	<ul style="list-style-type: none"> <li>Children show good reaction times and can identify an effective sprint start.</li> <li>Children show a developed running technique for sprinting, showing good co-ordination and control.</li> <li>Children can demonstrate good control &amp; co-ordination when performing jumping activities.</li> </ul>	<ul style="list-style-type: none"> <li>Use running, jumping, throwing and catching in isolation and in combination.</li> <li>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>
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### COMPLETE EDSTART – ATHLETICS

6	<ul style="list-style-type: none"> <li>Children can combine a range of running, jumping, throwing and catching techniques with control.</li> <li>Children can analyse skills and techniques to modify and improve performance.</li> <li>Children show a knowledge of athletic events &amp; techniques, such as running style and throwing/jumping technique achieving high success.</li> <li>Children confidently apply existing fundamental movements in a variety of athletic activities.</li> </ul>	<ul style="list-style-type: none"> <li>Use running, jumping, throwing and catching in isolation and in combination.</li> <li>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>
VOCABULARY	technique, ability, stamina, footwork, pattern, distance, pace	

### COMPETING EDSTART – INTRO TO ATTACKING & DEFENDING

YEAR	END POINT	NC OBJECTIVES
3	<ul style="list-style-type: none"> <li>Children are able to move into space to support their teammate who has the ball.</li> <li>Children are able to move away from a defender to receive the ball.</li> <li>Children can stay near to their opponent to stop them receiving the ball.</li> </ul>	<ul style="list-style-type: none"> <li>use running, jumping, throwing and catching in isolation and in combination.</li> <li>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.</li> <li>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>

### COMPETING EDSTART – DEVELOPMENT OF ATTACKING & DEFENDING

4	<ul style="list-style-type: none"> <li>Children can identify the skills they need to improve whilst playing small sided games.</li> <li>Children can move to a space away from an opponent so that their teammate can pass them the ball.</li> <li>Children can apply the skills into playing a variety of different games.</li> </ul>	<ul style="list-style-type: none"> <li>use running, jumping, throwing and catching in isolation and in combination.</li> <li>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.</li> <li>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>
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<b>VOCABULARY</b>	width, depth, support, possession, creativity, penetration, cover, delay, deny
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**COMPETING EDSTART – ATTACKING & DEFENDING**

5	<ul style="list-style-type: none"> <li>• Children can support the player with the ball and make sure there are 2 passing options.</li> <li>• Children understand they can pass backwards to draw the defence away from goal if they don't have the correct support.</li> <li>• Children understand that support should be close to each other to force the ball wide.</li> </ul>	<ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in isolation and in combination.</li> <li>• 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.</li> <li>• Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>
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**COMPLETE EDSTART – ATTACKING & DEFENDING**

6	<ul style="list-style-type: none"> <li>• Children understand they can pass backwards to draw the defence away from goal if they don't have the correct support.</li> <li>• Children understand that passing backwards allows their team to keep possession if they haven't got an option of a forward pass.</li> <li>• Children use the 'Man Marking' principles and force the player with the ball away from goal.</li> </ul>	<ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in isolation and in combination.</li> <li>• 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.</li> </ul>
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<b>VOCABULARY</b>	penetration, support, width, depth, narrow, deny, delay, possession, competing, matches, tournaments, scoring, rules, officiating.
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# FUNDAMENTAL MOVEMENT SKILLS

## WHAT ARE FUNDAMENTAL MOVEMENT SKILLS?

Fundamental Movement Skills are viewed as the building blocks for more complex and specialised movement skills and the early years of school education (i.e., primary) have been recognised as a critical time for young children to acquire such skills. They are common movement activities (e.g., running, balancing, catching, jumping, throwing) with specific observable patterns and form the building blocks that underpin the learning and development of more complicated sport and movement skills. They are also one of the 3 key areas following Ofsted's 3 Pillars of Progression (Page 17)

## FMS ARE GENERALLY GROUPED INTO 3 CATEGORIES

1. Locomotor (movement)
2. Body Control (stability)
3. Object Control (manipulative).

LOCOMOTOR SKILLS	BODY CONTROL	OBJECT CONTROL
<p>Walking. Running. Jumping (for distance, for height, one leg to another). Hopping. Leaping. Skipping. Swinging. Side stepping. Dodging. Galloping. Climbing. Crawling.</p>	<p>Balancing on one foot. Walking on a line or a beam. Climbing. Rolling (forward roll, log roll) Twisting. Turning. Rotating. Landing. Stopping. Bending. Stretching.</p>	<p>Catching. Overhand throw. Underhand throw. Punt kicking (kicking ball from hands). Striking with an implement. Two handed striking. Hand dribbling (repeatedly bouncing a ball with one hand) Foot dribbling. Kicking. Chest passing.</p>

Primary Schools provide an environment for regular and structured movement experiences that afford the opportunity for children to acquire movement proficiency that is crucial to their continuation in physical activity. The National Curriculum for PE in primary schools articulates that pupils should develop competence and confidence in FMS in a range of challenging situations across different physical activities.

Following the **EDSTART** Curriculum allows children to build upon their Fundamental Movement Skills, taught through the **MOVING EDSTART** and **PLAYING EDSTART** Statements. When ready, children will put into practice the FMS's they have learnt through the **COMPETING EDSTART** and **COMPLETE EDSTART** Statements.

## WHAT IS PHYSICAL LITERACY?

**“Physical Literacy is our relationship with movement and physical activity throughout life.”**

This relationship can change throughout our lives, depending on circumstances, health and experiences. A positive relationship with commitment to being active increases the degree to being physically literate. Every child and young person have the right to be active, to benefit from being active in a safe, positive and trusted environment, and to have an equal chance to achieve their potential.

We must ensure children and young people have positive experiences of sport and physical activity that are fun, inclusive and help them develop.

**Sport England (2023)**

## 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.

Research shows that children with high levels of physical literacy are twice as likely to engage in sport and physical activity. 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 **COMPLETE 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.

# SEND AND ADAPTED LEARNING

**EDSTART SPORTS COACHING** will work with schools to gain an understanding of SEND pupils' individual needs.

We provide a wide range 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

## SEND NEEDS & STRATEGIES

Special Educational Needs and Disabilities (SEND) cover a broad spectrum of conditions, and strategies for facilitating the best sports sessions may vary based on individual needs.

It's important to note that these are general strategies, and individualized approaches based on the specific needs and preferences of each child are crucial.

Communication with the child, parents, and any support staff is essential for tailoring strategies to maximize the child's enjoyment and success in sports sessions.

	CHARACTERISTICS	STRATEGIES
<b>Autism Spectrum Disorder</b> (ASD)	<ul style="list-style-type: none"> <li>Challenges in social, communication, repetitive behaviours, sensory sensitivities.</li> </ul>	<ul style="list-style-type: none"> <li>Provide clear and structured instructions.</li> <li>Use visual schedules or charts to outline the session plan.</li> <li>Be mindful of sensory sensitivities and adapt the environment accordingly.</li> <li>Offer clear expectations for social interactions.</li> </ul>
<b>Attention Deficit Hyperactivity Disorder</b> (ADHD)	<ul style="list-style-type: none"> <li>Inattention, hyperactivity, impulsivity.</li> </ul>	<ul style="list-style-type: none"> <li>Break activities into short, focused segments.</li> <li>Incorporate movement breaks to release excess energy.</li> <li>Use visual cues and timers to manage transitions.</li> <li>Provide positive reinforcement for staying on task.</li> </ul>
<b>Physical Disabilities</b>	<ul style="list-style-type: none"> <li>Limitations in physical movement or coordination.</li> </ul>	<ul style="list-style-type: none"> <li>Adapt activities to accommodate mobility challenges.</li> <li>Provide accessible equipment or modify rules.</li> <li>Focus on developing skills within the child's physical abilities.</li> <li>Encourage participation at a comfortable pace.</li> </ul>
<b>Speech and Language Impairments</b>	<ul style="list-style-type: none"> <li>Difficulty with speech sounds, language development, or communication.</li> </ul>	<ul style="list-style-type: none"> <li>Use visual aids and gestures to support verbal instructions.</li> <li>Encourage alternative forms of communication (e.g., sign language).</li> <li>Be patient and allow time for the child to express themselves.</li> <li>Provide opportunities for communication in a comfortable setting.</li> </ul>

## Sensory Processing Disorders

- Over or under-sensitivity to sensory stimuli
- Create a sensory-friendly environment with minimal distractions.
- Offer sensory breaks if needed.
- Use sensory tools or equipment, like fidget toys.
- Allow the child to choose sensory preferences when possible.

## Learning Disabilities

- Challenges in acquiring and processing information.
- Use multiple mode of instruction (visual, auditory, tactile).
- Break down instructions into smaller, manageable steps.
- Provide additional time for understanding and completing tasks.
- Offer positive reinforcement for effort and progress.

## Behavioural and Emotional Difficulties

- Challenges in managing emotions or behaviour
- Establish clear expectations and rules.
- Use positive reinforcement to encourage desired behaviours.
- Implement a reward system for positive engagement.
- Provide opportunities for self-regulation strategies

## Visual or Hearing Impairments

- Impairments in vision or hearing.
- Use clear and concise verbal instructions.
- Provide information in alternative formats (e.g., tactile or written instructions).
- Use visual aids and gestures for individuals with hearing impairments.
- Ensure the environment is accessible and safe.

# STEP PRINCIPLES

**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

### 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 can get 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 **COMPLETE 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 CRITERIA

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 QUALITY **EDSTART** 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 pupil.
- 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.



# 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 **QUALITY 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 breadth 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 **QUALITY 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 SPORTS COACHING** offer a fully bespoke offer to your school; we can cater for any needs that each individual school has.

## EXTRA-CURRICULAR ACTIVITIES

We offer a variety of after school programs. Our qualified coaches deliver specialist dance and gymnastics clubs as well as sports specific programs 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.**
- **Wet Play Physical Activity Video.**
- **Yoga Cards.**
- **Holiday Clubs.**

# UPGRADE YOUR EDSTART

## Make us your sports provider

In addition to the Edstart Curriculum, why not have Edstart as your specialist sports provider to ensure that all children are being taught through every area of the curriculum correctly.

Contact us on [enquiries@edstart.org.uk](mailto:enquiries@edstart.org.uk) or call 0330 043 3542

# Partners

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



British  
Gymnastics





**EDSTART**  
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