<table>
<tr><th colspan="3">What will a Morpeth Partnership Sports Person look like?</th></tr>
<tr><td></td><td>At the end of Year 2 they will have the following knowledge:</td><td>At the end of Year 6 they will have the following knowledge:</td></tr>
<tr><td>Being an Morpeth Sports person</td><td>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.</td><td>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.</td></tr>
<tr><td rowspan="2">Knowledge</td><td colspan="2">At Key Stage 1, pupils in the Morpeth Partnership are 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</td></tr>
<tr><td colspan="2">At Key Stage 2, pupils in the Morpeth Partnership are 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
<u>Swimming and water safety</u>
All schools must provide swimming instruction either in key stage 1 or key stage 2.
In particular, 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</td></tr>
<tr><td></td><td colspan="2">At Key Stage 3 Pupils in the Morpeth Partnership should be taught to:
Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]
Develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics]</td></tr>
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	• Perform dances using advanced dance techniques within a range of dance styles and forms • Take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group • Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best • Take part in competitive sports and activities and encouraged to consider furthering this through community links or sports clubs.

Progression of key skills from Y1 – Y6

	Games	**Gymnastics**	**Dance**	**Athletics**	**Outdoor and adventurous**
End of Year 1	To throw underarm. To hit a ball with appropriate equipment To move and stop safely. To throw and kick in different ways To catch a ball	To make my body curled, tense, stretched and relaxed. To control my body when travelling and balancing. To copy sequences and repeat them. To roll, curl, travel and balance in different ways. To travel moving safely in space	To move to music. To copy dance moves. To perform my own dance moves. To make up a short dance. To move safely in a space.	To run at different speeds To explore basic jumps and land safely To explore basic throws To stop effectively	
End of Year 2	To use hitting, kicking and/or rolling in a game. To decide the best space to be in during a game. To use a tactic in a game. To follow basic rules of a game. To catch differing balls with increased consistency	To plan and perform a sequence of movements. To improve my sequence based on feedback. To think of more than one way to create a sequence To work on my own and with a partner.	To change rhythm, speed, level and direction in my dance. To dance with control and coordination. To make a sequence by linking sections together. To use dance to show a mood or feeling.	To run with increased control at different speeds To jump with more control exploring different distances To throw with awareness of distance	
End of Year 3	To throw and catch with control.	To adapt sequences to suit different types of apparatus and	To improvise freely and translate ideas from a	To run at fast, medium and slow speeds; changing speed	To complete a treasure style

	To be aware of space and use it to support team-mates and to cause problems for the opposition. To know and use rules fairly understanding why they are necessary.	criteria. To work in a controlled and safe way. To compare and contrast gymnastic sequences. To perform a sequence with four or more movements	stimulus into movement. To share and create phrases with a partner and small group. To repeat, remember and perform phrases.	and direction. To take part in a relay, remembering when to run and what to do. To explore different throws using different techniques To practice a standing long jump	outdoor challenge To follow outdoor safety rules.
End of Year 4	To catch with one hand. To throw and catch accurately. To hit a ball accurately with control. To keep possession of the ball. To be aware of defending and attacking.	To work at different levels, speeds and directions in a controlled way. To include change of speed and direction. To include a range of shapes. To work with a partner to create, repeat and improve a sequence with 8 or more movements.	To take the lead when working with a partner or group. To use dance to communicate an idea. To create longer sequence	To run over a long distance. To sprint over a short distance, thinking about track relevance. To throw in different ways. To hit a target. To jump in different ways - exploring foot patterns.	To follow a very basic map in a familiar context. To follow a route within a time limit.
End of Year 5	To gain possession by working as a team. Introduce basic tactics To pass in different ways. To introduce different shots with a racket. To combine throwing and catching with movement. To understand the differences in passing, dribbling and shooting.	To make complex extended sequences with increased control and confidence To combine action, balance and shape. To peer assess and use peer assessment to improve performance	To compose my own dances in a creative way. To perform to different styles of music considering how that may alter our dance To be aware of counting in 8's	To perform controlled take off and landings in varied athletic jumps. To throw for distance using different equipment. To consider and introduce running technique thinking about short and long distances	To use a map to complete an outdoor challenge
End of Year 6	To play to agreed rules more independently To explain rules to others. To understand different roles and positions and try to adhere to them To recognise and use space in games more often	To combine my own work with that of others. To understand and attempt to apply tension To create and perform sequences to specific timings. To travel, balance and jump on and off apparatus safely To self assess as a way of improving performance	To develop sequences in a specific style. To perform with more control, precision and fluency To move more precisely to the count of 8	To consider the use of pace when running longer distance To perform controlled take off and landings in varied athletic jumps considering height and distance To begin to consider personal best To use specific equipment to develop different athletic throwing styles	To complete a range of outdoor team building challenges using problem solving To use greater time constraints

End of Year 7	To begin to use tactics as a way of outperforming the opposition To become more confident and fluent with combined movements To use more complex sport specific skills To follow rules consistently	To understand counter balance and counter tension To use more complex apparatus with increased control To name and recognise an increased amount of apparatus before use To safely move and set up apparatus To use peer assessment to improve our own performance and the performance of others	To work as a group to bring together a complex routine using peer assessment as a way of improving To understand the physical improvements required to become better at dance	To introduce formal athletics events and equipment focussing on technique and safety To consider different race techniques and strategies To follow good lane discipline To introduce running jumps and high jump	
End of Year 8	To understand and attempt complex sport specific systems and tactics To adapt previously learned tactics to improve performance To have increased control and consistency in various striking and fielding and net sports	To focus on flight using different shapes and control to land To use self assessment to improve own performance To work in a group creating a routine on various apparatus To perform showing tension, control and fluency between movements	To help choreograph a complex dance sequence with good timing and rhythm To understand and follow different rhythms Perform with confidence when asked	To develop throwing techniques with appropriate equipment considering use of build up To introduce measured run ups to jumps To understand rules and actively officiate in certain events To further develop running considering different phases of races	
End of Year 9					

Concepts in PE

At the end of Key Stage 1, the pupils will have developed an understanding of the following concepts in PE;	**At the end of Key Stage 2, the pupils will have developed an understanding of the following concepts in PE;**	**At the end of Key Stage 3, the pupils will have developed an understanding of the following concepts in PE;**

Balance, movement, agility, coordination, cooperation	Flexibility, strength, control, collaboration, competition, self - assessment, safety, attacking, defending, positions	Competence, self and peer assessment, tactics,application in gameplay, combine techniques, performing in different contexts, creativity, communication, problem solving, challenge, healthy and active lifestyles, safety, enjoyment, stamina, resilience.