


PESSPA Manual

2025 / 2026



EDSTART
PE CURRICULUM

The background is a solid orange color. In the lower right quadrant, there is a large, dark blue geometric shape that resembles a stylized arrow or a corner of a building, pointing towards the bottom right. The text is white and positioned on the orange background, to the left of the blue shape.

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 ensure all children benefit from a well-taught curriculum and have key interests in enrichment activities, which supports 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)

PESSPA — Physical Education, School Sport, and Physical Activity — all involve physical movement, but each plays a distinct and important role in a child's development.

PHYSICAL EDUCATION

The **EDSTART** Physical Education Curriculum is the planned and progressive programme of learning delivered during timetabled curriculum time and accessible to all pupils. It aims to develop physical competence while also using movement as a vehicle for wider learning. Through engaging in a broad range of activities—including sport, movement to music, and other physical pursuits—children not only enhance their physical skills but also develop key personal and social attributes, such as cooperation, communication, and resilience.

SCHOOL SPORT

School Sport refers to structured learning opportunities outside the formal PE curriculum, often as part of the extended school day. This is commonly known as out-of-school-hours learning. The **EDSTART** School Sport programme is designed to enhance and expand upon the core learning delivered through Physical Education. It plays a crucial role in strengthening the connection between school-based activity and wider community sport and physical activity, supporting children in developing lifelong engagement in active lifestyles.

PHYSICAL ACTIVITY

Physical Activity encompasses all forms of bodily movement that require energy expenditure. While it includes structured activities such as Physical Education, sport, and movement to music, the term also covers a much broader range of movement. This includes indoor and outdoor play, active travel (such as walking, cycling, scooting, or rollerblading), work-related tasks, outdoor and adventurous pursuits, as well as everyday habitual activities like climbing stairs, doing housework, and gardening.

INTENT, IMPLEMENTATION AND IMPACT

At **EDSTART**, we believe that every child deserves the opportunity to grow into a confident, knowledgeable, and well-rounded individual. Through a rich and engaging curriculum, we provide children with the skills and experiences they need to thrive—both in school and in life.

INTENT

- To promote physical activity and help children understand the role it plays in a healthy, active lifestyle.
- To develop key physical skills through a broad range of activities
- To provide opportunities for enjoyment, competition, and cooperation in varied and challenging physical contexts.
- To build fundamental movement skills, confidence, and competence in agility, balance, and coordination—individually and with others.

IMPLEMENTATION

- Teaching is underpinned by the national curriculum for PE.
- Children will develop mastery of basic movements (e.g. running, jumping, throwing, catching) and develop balance, agility, and coordination across a range of activities.
- Pupils will take part in team and competitive games (e.g. football, netball, cricket), with modified rules where appropriate, applying principles of attack and defence.
- Movement to music sessions will focus on simple movement patterns for expression and enjoyment.
- Pupils will learn to combine and apply a broad range of physical skills in sequences and varied contexts.
- Athletics and gymnastics will be used to develop flexibility, strength, control, technique, and balance.
- Outdoor and adventurous activities will build teamwork, resilience, and individual challenge.
- Pupils will be supported to evaluate and improve their performances, striving for personal bests.

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 apply the skills they've been taught in an independent and effective way to live happy and healthy lives.

Through using the **EDSTART** Physical Education 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.

QUALITY ASSURANCE

At **EDSTART**, Quality Assurance (QA) plays a central role in maintaining the integrity, consistency, and impact of our Physical Education, School Sport, and Physical Activity (PESSPA) offer. A key focus of our QA process is the continual development and refinement of our curriculum, ensuring that what we teach is purposeful, progressive, and aligned with national expectations.

Curriculum Design – A Collaborative, Evidence-Informed Approach.

Our curriculum is designed in-house by a team of experienced educators, including former Head Teachers, national curriculum specialists, and PE subject leaders. This collaborative team ensures that every unit, lesson, and activity is:

- Aligned with the National Curriculum for Physical Education
- Structured to offer progressive learning from EYFS through to Key Stage 2
- Inclusive and accessible to all learners, regardless of background or ability
- Embedded with opportunities for skill development, personal growth, and cross-curricular links

We regularly review current research, Ofsted reports, and sector guidance to ensure our curriculum is evidence-informed and reflective of best practice in primary Physical Education.

Quality Control in Curriculum Content.

To uphold consistency and quality across all **EDSTART** sessions, we implement:

- A centralised scheme of work that maps out learning objectives, outcomes, and assessment opportunities
- Detailed lesson plans with clear teaching points, differentiation strategies, and resources
- Integration of fundamental movement skills, sport-specific skills, and health-related fitness
- Coverage of wider learning areas such as teamwork, resilience, leadership, and self-evaluation

This ensures that the curriculum is not just a teaching tool but a strategic framework for long-term development and impact.

Monitoring and Reviewing the Curriculum.

Our QA team undertakes regular curriculum reviews that include:

- Feedback from schools and PE leads on relevance, effectiveness, and progression
- Coach insight and practitioner feedback from delivery experience
- Pupil voice and outcome data to ensure engagement and progression

Through this ongoing review cycle, we adapt and enhance curriculum content to ensure it remains fresh, purposeful, and tailored to the schools we serve.

In summary, the **EDSTART** QA process is deeply rooted in the strength of our curriculum writing and review. By investing in the ongoing development of high-quality, evidence-based content, we ensure that every session delivered by our coaches is meaningful, inclusive, and capable of transforming children's attitudes and abilities through Physical Education.

MEET THE TEAM

Tom is the General Manager at **EDSTART SPORTS COACHING**, bringing over 20 years of experience in teaching and coaching across various sports and countries. As a qualified teacher, he has spent a decade leading PE and sports programs, demonstrating a deep commitment to Physical Education.

His academic credentials include a degree in Sports Management, the AfPE Level 6 PE Specialism Award, and the AfPE Level 4 Supporting Pupils' Well-being Award. He also holds a Master's Degree in Physical Education, Sport and Physical Literacy.

Tom is a Director of **EDSTART CURRICULUM SOLUTIONS**, where he leads the writing and design of the **EDSTART** Physical Education Curriculum



TOM FEIGHAN

James is the Headteacher at St James' C of E Primary School in Ashton. He recently joined the Trust in September 2021 as a new Headteacher, after 8 years as a Deputy Headteacher. James has supported schools across Greater Manchester in raising standards in English and supported schools with developing their curriculums with a focus on pupils with English as an additional language. As an SLE, he has lead training for Early Career Teachers across a local authority with reading, writing and behaviour management.

James is a Director of **EDSTART CURRICULUM SOLUTIONS**, providing support and expert knowledge is how the **EDSTART** Physical Education Curriculum is written following with National Curriculum and Ofsted guidelines,



JAMES ROLT

Chrissy is an ILM Level 7 Executive Coach and Mentor specialising in supporting leadership, organisational, team and individual change and growth.

She offers over 25 years of leadership experience with a background spanning both industry and education. Chrissy has enjoyed several leadership roles, initially as a chartered buyer and then moving into primary teaching and senior leadership roles, resulting in a wonderfully fulfilling career as Primary Principal of a leading 3 – 18 Independent School. She is committed to supporting education on a voluntary basis serving two governing roles in both the State/Academy Trust and Independent sectors.



CHRISSY HOWARD

Kath brings a wealth of experience to the **EDSTART** Leadership Team, having spent over 37 years in education – including 22 years as a Head Teacher with Bury Local Authority. She joined **EDSTART** in September 2022, shortly after retiring from her long-standing role as Head Teacher at St. Margaret's Church of England Primary School in Prestwich (2004–2022).

At **EDSTART**, Kath oversees our Quality Assurance processes, ensuring all coaches are equipped to deliver high-quality, safe, and inclusive PE lessons that meet national curriculum and Ofsted standards. Her leadership ensures that the **EDSTART** experience is consistently excellent across all schools and communities we serve.



KATH PERRY

PHYSICAL EDUCATION PROVISION

LEARNING THE FUNDAMENTALS

The **EDSTART** Physical Education Curriculum is designed to develop physically literate pupils with the knowledge, skills, and motivation to lead active, healthy lives. Our approach is aligned with the national curriculum and shaped by educational guidance from the Association for Physical Education and Sports Leaders UK.

Our curriculum is sequenced to ensure progression, with each year building on prior learning. It is structured around four key strands: **MOVING EDSTART** (fundamental movement and coordination), **PLAYING EDSTART** (application through games and activities), **COMPETING EDSTART** (preparation for competitive environments), and **COMPLETE EDSTART** (holistic development including leadership, health, and wellbeing).

We provide schools with a complete teaching and learning package, including schemes of work, knowledge organisers, and pupil assessments. These tools support teacher delivery and provide clear evidence of progress over time.

All content is mapped against clearly defined yearly endpoints, ensuring coverage, consistency, and challenge for all learners. Our curriculum promotes inclusive, enjoyable, and high-quality PE that equips children with essential life skills and a positive attitude towards physical activity.

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 exploration, 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, **EDSTART** Physical Education Curriculum equips children in Key Stage 1 with the knowledge, skills, and understanding they need. Progression is built 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, movement to music, 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**.

PHYSICAL EDUCATION PROGRAMMES OF STUDY

KEY STAGES 1 AND 2 NATIONAL CURRICULUM IN ENGLAND (PUBLISHED SEPTEMBER 2013)

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].

EDSTART PE CURRICULUM: PURPOSE OF STUDY

All pupils will benefit from the **EDSTART** Physical Education curriculum which will inspire them to enjoy, achieve, and take part in sport, games, exercise, and other physically active experiences.

It provides meaningful opportunities to develop a broad range of physical skills, knowledge, and understanding to support their health, fitness, and wellbeing.

Through Physical Education, School Sport, and Physical Activity, pupils will engage in competitive and cooperative activities that help build character and promote values such as determination, perseverance, fairness, and respect.

AIMS OF THE EDSTART PE CURRICULUM

- **MOVING EDSTART:** Explore a wide variety of physical activities and movement experiences.
- **PLAYING EDSTART:** Strengthen fundamental movement skills through fun and engaging games.
- **COMPETING EDSTART:** Apply skills confidently in challenging and competitive situations.
- **COMPLETE EDSTART:** Be equipped with the knowledge, fitness, and confidence for high school and lifelong activity.

EDSTART **STATEMENT**

At **EDSTART**, all pupils will benefit from a Physical Education curriculum which motivates them to succeed and participate in sport, games, exercise, and other physically demanding activities.

Through our broad and balanced curriculum children will receive a:

MOVING **EDSTART**

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.

EDSTART PE CURRICULUM

The **EDSTART** Physical Education Curriculum: Aligned with Ofsted's Three Pillars of Progression

At **EDSTART**, we believe that high-quality Physical Education provides more than just the opportunity to be active. It is a vital part of every child's personal development—physically, mentally, socially and emotionally. Our PE curriculum is carefully designed around Ofsted's Three Pillars of Progression:

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

These pillars guide every lesson, sequence, and learning outcome in our curriculum. They ensure that all pupils build knowledge, apply skills with increasing fluency and independence, and develop the behaviours and attitudes to lead active, healthy lives.

FUNDAMENTAL MOVEMENT SKILLS (also see Page 43)

What it means:

Motor competence is the development of the physical building blocks for movement. These are the essential movement patterns that enable children to move confidently, efficiently and safely across a range of environments and activities.

How we develop it:

In EYFS and KS1, we focus on the ABC skills – Agility, Balance and Coordination – through fun, accessible and imaginative games. Pupils are taught locomotor skills (running, jumping, hopping), stability (balancing, twisting, landing) and object control (throwing, catching, striking, kicking).

In KS2, these skills are refined and combined in more challenging contexts like sport-specific activities, gymnastics sequences, athletics events, and movement to music choreography.

Why it matters:

Mastery of these skills is crucial for participation in sport and physical activity. Children with strong motor competence are more likely to enjoy PE, remain active as they grow older, and take part in a wider variety of activities with confidence.

RULES, STRATEGIES, COMPETITION AND TACTICS

What it means:

This pillar focuses on helping children understand the 'how' and 'why' behind activities—not just performing the skills but applying them effectively within the context of structured games and competitions.

How we develop it:

From KS1 onwards, pupils learn how to follow rules, work with teammates, and respect opponents and officials.

As they move through KS2, we introduce more complex concepts such as spatial awareness, marking and defending, attacking principles, teamwork, and tactical thinking.

Children are encouraged to make decisions during gameplay, analyse their performance, and adapt strategies to improve outcomes.

Why it matters:

This element promotes critical thinking, fairness, leadership, and collaboration. It also creates a sense of enjoyment through meaningful competition and personal improvement. These life skills prepare pupils not just for success in sport, but in all social and collaborative settings.

HEALTHY PARTICIPATION

What it means:

Healthy participation is about developing the knowledge, motivation and confidence to engage in physical activity for life. It covers how physical activity supports physical and mental wellbeing and encourages healthy lifestyle choices.

How we develop it:

Pupils learn about the short- and long-term benefits of exercise, including improved fitness, concentration, mood, and resilience. We explore the effects of exercise on the body (heart rate, breathing, strength, flexibility) and link this to the science and health education curriculum.

Children are supported to find activities they enjoy and are given opportunities to lead, reflect and set goals for themselves. Through inclusive and varied opportunities, we promote regular participation in both structured and informal physical activity.

Why it matters:

This pillar ensures pupils are not just active in PE lessons but begin to value and seek out physical activity in their daily lives. It supports emotional regulation, social development and long-term health – vital for positive futures.

How the Three Pillars Work Together in the EDSTART PE Curriculum

Each of the Three Pillars is embedded into every unit, lesson and progression step. For example:

A basketball unit will develop motor competence (dribbling, shooting, agility), involve strategic play and teamwork, and promote healthy competition and active lifestyle messages.

A movement to music lesson will build coordination and strength, involve sequencing and interpretation, and include reflection on how movement supports mood and self-expression.

The **EDSTART** Physical Education Curriculum does not treat these areas in isolation – we integrate them meaningfully across the year to support physical literacy, social growth, emotional wellbeing and cognitive development.

Our End Goal: The COMPLETE EDSTART

By the end of primary school, every child should:

- Be physically confident and skilled in a wide range of movement patterns.
- Be able to understand, apply and adapt rules and strategies in games and performances.
- Be motivated to lead an active lifestyle, with a clear understanding of the health benefits of movement.

This is what we call the **COMPLETE EDSTART**. A young person who is ready to thrive in secondary school PE and engage in lifelong physical activity with enjoyment and purpose

CURRICULUM DESIGN

TYPES OF KNOWLEDGE

WHAT?

Declarative

Declarative knowledge involves understanding the 3 Pillars of progression and being able to talk about what to do in various 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.

FUNDAMENTAL MOVEMENT SKILLS

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

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

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

RULES, STRATEGIES, COMPETITION & TACTICS

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

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

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

HEALTHY PARTICIPATION

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

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

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

CURRICULUM OFFER

By using the **EDSTART** Physical Education 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 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 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.

MOVING EDSTART - JUNGLE YOGA	Pupils will be able to complete a full Yoga circuit and be able understand the benefits of yoga.
PLAYING 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,
PLAYING EDSTART - INTRO TO GAMES	Pupils will learn how to move in game situations and apply a range of different FMS.
PLAYING EDSTART - INTRO TO RACKET SKILLS	Pupils will be introduced to racket skills and develop skill of ball manipulation.
PLAYING EDSTART - INTRO TO STRIKING AND FIELDING	Pupils will be introduced to the basics of games involving striking and fielding.
COMPETING EDSTART - FUNDAMENTAL MOVEMENT SKILLS - OBJECT CONTROL	Pupils will use competitive net & wall, striking & fielding and invasion type games that involve a variety of different equipment pieces.
COMPETING EDSTART - INTRO TO GAMES	Pupils will learn how to move in game situations and apply a range of different FMS.
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 TWO

MOVING EDSTART - FUN FITNESS	Pupils be introduced to fun fitness activities, which aim to make children out of breath.
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.
MOVING EDSTART - FUNDAMENTAL MOVEMENT SKILLS - BODY CONTROL	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.
MOVING EDSTART - JUNGLE YOGA	Pupils will be able to complete a full Yoga circuit and be able understand the benefits of yoga.
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.
PLAYING EDSTART - FUNDAMENTAL MOVEMENT SKILLS - OBJECT CONTROL	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.
PLAYING EDSTART - INTRO TO GAMES (FOOTBALL, BASKETBALL, HANDBALL,	Pupils will start to apply their increasing range of FMS into different games.
PLAYING EDSTART - INTRO TO GAMES (HOCKEY, TAG RUGBY & DODGEBALL)	Pupils will start to apply their increasing range of FMS into different games.
PLAYING EDSTART - INTRO TO RACKET SKILLS	Pupils will consolidate and develop the range and consistency of their skills in a variety of racket skills.
PLAYING EDSTART - INTRO TO STRIKING AND FIELDING	Pupils will consolidate and develop the range and consistency of their skills in a variety of striking and fielding games and activities
PLAYING EDSTART - JAG TAG FOR BEGINNERS	Pupils will be introduced to the Jag Tag program and learn about American Football.
PLAYING EDSTART - INTRO TO NET& WALL GAMES	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 MOVEMENT TO MUSIC

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 MOVEMENT TO MUSIC

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

MOVING EDSTART - MOVEMENT TO MUSIC	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 - GYMNASTICS	Pupils create and perform fluent sequences on the floor and include variations in level, speed and direction. Pupils will be able to work with a partner showing unison and canon in their routine. All gymnastic moves will be performed with good body tension and under control.
MOVING EDSTART - YOGA	Pupils will understand the benefits of Yoga and be able to perform a range of Yoga poses with control
COMPETING EDSTART - ATHLETICS	Pupils take part in Track and Field events designed for precision, speed, power and stamina. They use running, jumping and throwing skills both singly and in combination and pace themselves in these competitions
COMPETING EDSTART - ATTACKING AND DEFENDING PRINCIPLES	Pupils will look at the principles for attacking and defending in small sided games.
COMPETING EDSTART - FITNESS	Pupils will combine skills with more control and fluency. They will also be able to complete an 8-station fitness circuit.
COMPETING EDSTART - INVASION GAMES: (NETBALL, BASKETBALL, HOCKEY, FOOTBALL, TAG RUGBY, HANDBALL & LACROSSE)	Pupils play and make up small sided and modified competitive invasion games, learning the rules of Netball, Basketball, Hockey, Football and Tag Rugby. They use the skills and tactics learnt and will apply basic principles suitable for attacking and defending
COMPETING EDSTART - JAG TAG	Pupils will begin to understand tactics and strategies involved in Jag Tag.
COMPETING EDSTART - NET AND WALL GAMES: (TENNIS, BADMINTON, DODGEBALL & VOLLEYBALL)	Pupils refine and develop their Short Tennis and Volleyball game. They perform actions and skills with more consistent quality and control and begin to use skills and tactics to apply basic principles for improving a match.
COMPETING EDSTART - OAA	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.
COMPETING EDSTART - STRIKING AND FIELDING: (ROUNDERS AND CRICKET):	Pupils play small sided and modified striking and fielding games, learning the rules of Rounders and Cricket. They use the skills and tactics learnt and apply basic principles suitable for striking and fielding games.
COMPETING EDSTART - TARGET GAMES: (FRISBEE, TRI GOLF & ARCHERY):	Pupils will be able to use a range of different skills to perform actions needed in each target game.

YEAR SIX

COMPLETE EDSTART - ATHLETICS	Pupils take part in Track and Field events designed for precision, speed, power and stamina. They use running, jumping and throwing skills both singly and in combination and pace themselves in these competitions
COMPLETE EDSTART - ATTACKING AND DEFENDING PRINCIPLES	Pupils will look at the principles for attacking and defending in small sided games.
COMPLETE EDSTART - MOVEMENT TO MUSIC	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
COMPLETE EDSTART - FITNESS	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.

As well as delivering the **EDSTART** Physical Education Curriculum, all schools must provide swimming instruction to pupils during either Key Stage 1 or Key Stage 2, ensuring statutory requirements are met and supporting pupils to develop essential water safety skills and confidence.

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.

Swimming data for pupils in Year 6 at the end of the Academic Year 2025-2026 must be included as part of the PE and Sports Premium report, ensuring transparency and accountability in the delivery of statutory swimming instruction.

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.

YEAR THREE

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** – INTRO TO MOVEMENT TO MUSIC



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

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** – DEVELOPMENT OF MOVEMENT TO MUSIC



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 – MOVEMENT TO MUSIC



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 – MOVEMENT TO MUSIC



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 movement to music, 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"> • Children are able to balance when performing each Yoga pose. • Children are able to relax their body when performing the basic poses. • Children are able to follow the story and understand what part comes next. 	<ul style="list-style-type: none"> • Demonstrate strength, balance and coordination when playing. • Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future Physical Education sessions and other physical disciplines including dance, gymnastics, sport and swimming. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Combine different movements with ease and fluency.
VOCABULARY	poses, control, tall, small, movement, breathe, strong

MOVING EDSTART – FUN FITNESS

END POINT	NC OBJECTIVES
<ul style="list-style-type: none"> • Children can use and combine basic movements that involves getting them out of breath. Children can perform a range of movements with control and accuracy. • Children can perform different types of movements. 	<ul style="list-style-type: none"> • Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. • Move energetically, such as running, jumping, dancing, hopping, skipping and 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.
VOCABULARY	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"> • Children know how to safely find space and move around avoiding obstacles. Children can change speed and direction safely and under control. • Children can move energetically, such as running, jumping, dancing, hopping, skipping, and climbing, whilst safely negotiating space. 	<ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. • Revise and refine the fundamental movement skills they have already acquired (rolling, crawling, walking, jumping, running, hopping, skipping & climbing). • Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future Physical Education sessions and other physical disciplines including dance, gymnastics, sport and swimming. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Combine different movements with ease and fluency
VOCABULARY	stop, start, control, walk, move, rolling, bouncing, space

MOVING EDSTART - GYMNASTICS

END POINT	NC OBJECTIVES
<ul style="list-style-type: none"> Children can demonstrate different ways of travelling using small and large body parts. Children can demonstrate wide, thin, tall, and curled body shapes when travelling. 	<ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Revise and refine the fundamental movement skills they have already acquired (rolling, crawling, walking, jumping, running, hopping, skipping & climbing) Progress towards a more fluent style of moving, with developing control and grace. 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.
VOCABULARY	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"> Children can revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing 	<ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Revise and refine the fundamental movement skills they have already acquired (rolling, crawling, walking, jumping, running, hopping, skipping & climbing) Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future Physical Education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
VOCABULARY	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"> Children are able to be able to travel using fundamentals – run, hop, skip, jump, sidestep. Children can use imaginative ways of moving using animals. Children can travel at different heights – tall, small, wide, thin. Children can take negotiate space when moving with a ball. 	<ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. 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. 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.
VOCABULARY	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"> Children start to show a preference for a dominant hand. Children can roll, throw and catch a ball using a variety of different techniques. Children can show different methods of sending an object towards a partner. 	<ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others. 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. 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.
VOCABULARY	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"> Children understand the difference between rolling, bouncing, and throwing and develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Children can watch the flight / path of an object and know what equipment can be used for to further. 	<ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Revise and refine the fundamental movement skills they have already acquired (rolling, crawling, walking, jumping, running, hopping, skipping & climbing). Progress towards a more fluent style of moving, with developing control and grace. 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. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.

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

PLAYING EDSTART – INTRO TO RACKET SKILLS

END POINT	NC OBJECTIVES
<ul style="list-style-type: none"> Children can judge the flight / bounce of the ball and meet it with their racket. Children can make contact / strike a ball that has been thrown towards them. 	<ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. 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. 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.
VOCABULARY	racket, ball, bounce, net, shot

COMPETING EDSTART – FUNDAMENTAL MOVEMENT SKILLS – OBJECT CONTROL

END POINT	NC OBJECTIVES
<ul style="list-style-type: none"> Children develop and refine a range of ball skills including throwing, catching, kicking, passing, batting and aiming. Children will be able to dribble the ball with their feet, keeping it under control 	<ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Revise and refine the fundamental movement skills they have already acquired (rolling, crawling, walking, jumping, running, hopping, skipping & climbing). Combine different movements with ease and fluency. 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.
VOCABULARY	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"> Children can dribble with a ball with their feet, keeping it under control. Children can dodge a defender using a variety of different techniques. 	<ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Revise and refine the fundamental movement skills they have already acquired (rolling, crawling, walking, jumping, running, hopping, skipping & climbing). Progress towards a more fluent style of moving, with developing control and grace. 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. 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.
VOCABULARY	

COMPETING EDSTART – SPORTS DAY EVENTS

END POINT	NC OBJECTIVES
<ul style="list-style-type: none"> Children can move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Children can change speed and direction safely and under control. 	<ul style="list-style-type: none"> Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. 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. Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
VOCABULARY	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">Children can talk about the effects of exercise, before and after taking part.Children can combine skills within an activity.Children can talk about how fitness activities effect their bodies.	<ul style="list-style-type: none">Master basic movements including running, jumping, throwing and catching as well as developing balance, agility and co-ordination and begin to apply these in a range of activities.
2	<ul style="list-style-type: none">Children can support a partner to record their scores at each station.Children can complete a 6 station Fitness Circuit	
VOCABULARY	circuit, fitness, body, muscles	

MOVING EDSTART – FUNDAMENTAL MOVEMENT SKILLS – BODY CONTROL

YEAR	END POINT	NC OBJECTIVES
1	<ul style="list-style-type: none">Children can change the way they are travelling in a controlled manner.Children can confidently travel on their feet in different ways and recognise directions.	<ul style="list-style-type: none">Master basic movements including running, jumping, throwing and catching as well as developing balance, agility and co-ordination and begin to apply these in a range of activities.Be able to perform dances using simple movement patterns.
2	<ul style="list-style-type: none">Children can hop, bounce and skip in different directions i.e. forwards, backwards and sideways.Children can talk about what they are doing and use the correct vocabulary.	
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"> • Children can safely and under control, stop and start whilst running / moving. • Children can dodge, avoid and find space when running. • Children can move around using jumps and leaps. 	<ul style="list-style-type: none"> • Master basic movements including running, jumping, throwing and catching as well as developing balance, agility and co-ordination and begin to apply these in a range of activities.
VOCABULARY	under, over, through, direction, climbing, speed, jump, leap.	

MOVING EDSTART – GYMNASTICS

YEAR	END POINT	NC OBJECTIVES
1	<ul style="list-style-type: none">• Children can hold a balance on small parts of their bodies (Feet / Hands).	<ul style="list-style-type: none">• Master basic movements including running, jumping, throwing and catching as well as developing balance, agility and co-ordination and begin to apply these in a range of activities.• Be able to perform dances using simple movement patterns.
2	<ul style="list-style-type: none">• Children can balance upon large body parts and know how to vary the shape of the balances.• Children can show different types of rolls in stretched and curled shapes.	
VOCABULARY	direction, straight, barrel, tuck, pike, straddle, sequence, thin, tall, curled, stretched, wide, apparatus	

MOVING EDSTART – YOGA

YEAR	END POINT	NC OBJECTIVES
1	<ul style="list-style-type: none">Children are able to lie down and rest their body when listening to music.Children are able to control their breathing when performing each pose.	<ul style="list-style-type: none">Master basic movements including running, jumping, throwing and catching as well as developing balance, agility and co-ordination and begin to apply these in a range of activities.
2	<ul style="list-style-type: none">Children are able to talk about the effects of activity on their bodies.Children are able to keep their tummy strong when performing the Yoga poses.Children are able to remember and perform the majority of the Yoga	
VOCABULARY	Strength, balance, performing, relaxing	

MOVING EDSTART – MOVEMENT TO MUSIC

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

PLAYING EDSTART – FUNDAMENTAL MOVEMENT SKILLS – OBJECT CONTROL

YEAR	END POINT	NC OBJECTIVES
1	<ul style="list-style-type: none">Children can understand that games can be different and know whether they need to throw, catch or kick the ball.Children can work well with partners and in small groups to improve skills.Children can use basic throwing techniques to hit large targets.	<ul style="list-style-type: none">Master basic movements including running, jumping, throwing and catching as well as developing balance, agility and co-ordination and begin to apply these in a range of activities.
2	<ul style="list-style-type: none">Children can perform basic skills of rolling, striking, kicking, catching and gathering skills with more confidence.Children can make choices about appropriate targets, space and equipment.Children understand the difference between rolling, bouncing and throwing.	
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">Children understand the difference between rolling, bouncing and throwing.Children will be able to dribble the ball with their feet, keeping it under control.	<ul style="list-style-type: none">Master basic movements including running, jumping, throwing and catching as well as developing balance, agility and co-ordination and begin to apply these in a range of activities.Participate in team games, developing simple tactics for attacking and defending
2	<ul style="list-style-type: none">Children can dodge a defender using a variety of different techniques.Children know what technique is needed depending on the game and / or ball.	
VOCABULARY	dribble, tagging, passing, receiving, throwing, turning	

PLAYING EDSTART – INTRO TO RACKET SKILLS

YEAR	END POINT	NC OBJECTIVES
1	<ul style="list-style-type: none">Children are able to hold a tennis racket correctly with one and two hands.Children are able to keep control of a ball when on a racket by balancing and bouncing.	<ul style="list-style-type: none">Master basic movements including running, jumping, throwing and catching as well as developing balance, agility and co-ordination and begin to apply these in a range of activities.
2	<ul style="list-style-type: none">Children are able to judge the flight / bounce of the ball and meet it with their racket.Children are able to play a simple forearm pass to a partner.	
VOCABULARY	forearm, backhand, catch, serve, court, direction, control	

PLAYING EDSTART – INTRO TO STRIKING & FIELDING

YEAR	END POINT	NC OBJECTIVES
1	<ul style="list-style-type: none">Children can bounce a ball and catch it on its way up.Children can show when the ball is at the top of its flight.	<ul style="list-style-type: none">Master basic movements including running, jumping, throwing and catching as well as developing balance, agility and co-ordination and begin to apply these in a range of activities.
2	<ul style="list-style-type: none">Children can judge the path of a ball that it is bouncing towards them.Children can get their body in line with the ball early and stop the traveling ball from going past them.	
VOCABULARY	flight, highest, strike, retrieve, gather, bouncing, towards, path, travel	

PLAYING EDSTART – INTRO TO NET & WALL GAMES

YEAR	END POINT	NC OBJECTIVES
2	<ul style="list-style-type: none"> Children can stand in the ready position and move towards the ball. Children can throw the ball with accuracy. 	<ul style="list-style-type: none"> Master basic movements including running, jumping, throwing and catching as well as developing balance, agility and co-ordination and begin to apply these in a range of activities.
VOCABULARY	forearm, backhand, catch, serve, court, direction, control	

PLAYING EDSTART – JAG TAG FOR BEGINNERS

YEAR	END POINT	NC OBJECTIVES
2	<ul style="list-style-type: none"> Children can throw the ball using an overarm technique. Children can watch the flight of the ball and attempt to catch. Children are able to run without dropping the ball. 	<ul style="list-style-type: none"> Master basic movements including running, jumping, throwing and catching as well as developing balance, agility and co-ordination and begin to apply these in a range of activities. Participate in team games, developing simple tactics for attacking and defending
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">Children can dodge a defender using a variety of different techniques.Children will be able to dribble the ball with their feet, keeping it under control.Children can dribble a ball with their hands in a stationary position.	<ul style="list-style-type: none">Master basic movements including running, jumping, throwing and catching as well as developing balance, agility and co-ordination and begin to apply these in a range of activities.Participate in team games, developing simple tactics for attacking and defending
2	<ul style="list-style-type: none">Children can use a variety of simple tactics.Children understand basic rules of games and can follow them.Children can dodge a defender using a variety of different techniques.Children can dodge and avoid players on the opposite teams.	
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"> Children can use their bodies to protect the ball against the defender. Children can dodge a defender using a variety of different techniques. 	<ul style="list-style-type: none"> Master basic movements including running, jumping, throwing and catching as well as developing balance, agility and co-ordination and begin to apply these in a range of activities. Participate in team games, developing simple tactics for attacking and defending
VOCABULARY	space, marking, passing, dodge, attack, defend	

COMPETING EDSTART – SPORTS DAY EVENTS

YEAR	END POINT	NC OBJECTIVES
1	<ul style="list-style-type: none">Children can run efficiently using the correct technique.Children can accurately throw a small piece of athletic equipment for distance	<ul style="list-style-type: none">Master basic movements including running, jumping, throwing and catching as well as developing balance, agility and co-ordination and begin to apply these in a range of activities.
2	<ul style="list-style-type: none">Children can accurately throw a small piece of athletic equipment for distance.Children understand the basics of jumping and landing.Children can follow set rules for races and be able to put together all their basic movement skills.	
VOCABULARY	running, jumping, throwing, races, direction, obstacles	

KEY STAGE TWO

NATIONAL CURRICULUM CONTENT:

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

By the end of Key Stage 2, pupils will:

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

MOVING EDSTART – INTRO TO MOVEMENT TO MUSIC

YEAR	END POINT	NC OBJECTIVES
3	<ul style="list-style-type: none"> • Children can work creatively and imaginatively, independently and in groups/pairs. • Children can repeat, remember and perform phrases in a movement to music. • Children can work with a partner and in small groups to explore different relationships e.g. pushing and pulling actions, going over, under and around each other and circling actions. 	<ul style="list-style-type: none"> • Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • Perform dances using a range of movement patterns.

MOVING EDSTART – DEVELOPMENT OF MOVEMENT TO MUSIC

4	<ul style="list-style-type: none"> • Children can perform dances fluently and with control. Children can use and structure simple movement phrases individually, in pairs and in groups. • Children can respond to a range of stimuli, improvising freely using a range of controlled movements and patterns. 	<ul style="list-style-type: none"> • Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • Perform dances using a range of movement patterns.
VOCABULARY	canon, unison, flexible, flow, sequence, pathway, direction, perform, gestures	

MOVING EDSTART – MOVEMENT TO MUSIC

5	<ul style="list-style-type: none"> • Children can perform dances fluently and with control in front of others. • Children can choreograph a small group dance and show different, creative ideas each week. • Children can create and perform fluent dance routines (5-6 elements). 	<ul style="list-style-type: none"> • Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • Perform dances using a range of movement patterns. • Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
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COMPLETE EDSTART – MOVEMENT TO MUSIC

6	<ul style="list-style-type: none"> • Children can evaluate and refine their own and other's work. • Children can dance to the rhythm in the style of the music. • Children can analyse the strengths and areas of improvement of dance routines, using key terminology. 	<ul style="list-style-type: none"> • Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • Perform dances using a range of movement patterns. • Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
VOCABULARY	relationships, choreograph, contrasting, perform, evaluate, stimulus, dynamics, formations, expression	

MOVING EDSTART – INTRO TO GYMNASTICS

YEAR	END POINT	NC OBJECTIVES
3	<ul style="list-style-type: none"> • Children know which small parts of the body can take weight. • Children can show balance using large body parts. • Children can link a jump with landings and rolling actions showing different shapes. 	<ul style="list-style-type: none"> • Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • Perform dances using a range of movement patterns.

MOVING EDSTART – DEVELOPMENT OF GYMNASTICS

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

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

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

COMPETING EDSTART – FITNESS

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

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

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"> Children will be able to dribble the ball with their feet, keeping it under control. Children can dribble a ball with their hands whilst moving. Children can pass the ball over a short distance using a variety of techniques. Children can hold the hockey stick correctly with and without the ball. 	<ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis] and apply basic principles suitable for attacking and defending.

PLAYING EDSTART – DEVELOPMENT OF INVASION GAMES

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

4	<ul style="list-style-type: none"> Children can dodge a defender using a variety of different techniques. Children know what technique is needed depending on the game and / or ball. Children can chest pass the ball to a partner over a variety of distances 	<ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis] and apply basic principles suitable for attacking and defending
VOCABULARY	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"> Children can judge the path of a ball that is bouncing towards them. Children can get their body in line with the ball early and stop the travelling ball from going past them. 	<ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis] and apply basic principles suitable for attacking and defending. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
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COMPETING EDSTART – DEVELOPMENT OF INVASION GAMES

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

4	<ul style="list-style-type: none"> Children can use a range of skills e.g. throwing, catching and bowling with some degree of control. Children can throw over a variety of distances using the underarm and overarm techniques. Children can judge the flight of the ball and be ready to catch the ball using the appropriate technique. 	<ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis] and apply basic principles suitable for attacking and defending. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
VOCABULARY	space, marking, passing, dodge, attack, defend	

COMPETING EDSTART – INVASION GAMES

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

5	<ul style="list-style-type: none"> Children can combine skills within an activity and move between them with control and fluency. Children can explain how skills are used within an activity and identify which activities require more than one skill. Children can assist their peers to complete exercises and record scores correctly. 	<ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis] and apply basic principles suitable for attacking and defending. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
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COMPLETE EDSTART – INVASION GAMES

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

6	<ul style="list-style-type: none"> Children can evaluate their performance and talk about how they can improve their scores. Children can explain how they have used feedback from a partner to improve their performance. Children can talk about their improvements in their performance and give reasons why. 	<ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis] and apply basic principles suitable for attacking and defending. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
VOCABULARY	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"> Children have their throwing arm up and with ball behind head, elbow above shoulder. Children know when to use the low catching technique. 	<ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.

PLAYING EDSTART – DEVELOPMENT OF JAG TAG

4	<ul style="list-style-type: none"> Children know when to use the low medium or high catching technique. Children can watch the ball in – all the way looking at the tip of the ball. Children know how to secure the football using the 5 Points of Contact. 	<ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.
VOCABULARY	quarter back, throw, low, high, catch, route, running, touchdown, down, defence, offense, play calling, wide receiver	

COMPETING EDSTART – JAG TAG

5	<ul style="list-style-type: none"> Children know they need to stand side on and to step towards target as they rotate their hips. Children are able to vary the distance / height of their throw. Children know when they are allowed to start the route. Children can run different types of routes. 	<ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
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COMPLETE EDSTART – JAG TAG

6	<ul style="list-style-type: none"> Children understand that they start on the 'line of scrimmage'. Children come up with a variety of offensive plays to score a touchdown. Children can organise their team and call plays to set up an attack. Children can play small games following the rules provided 	<ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
VOCABULARY	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"> Children know how to grip the racket. Children can control the ball whilst hitting it with their racket. 	<ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.

PLAYING EDSTART – DEVELOPMENT OF NET&WALL GAMES

(TENNIS&BADMINTON) (VOLLEYBALL&DODGEBALL)

4	<ul style="list-style-type: none"> Children can stand in the ready position and move towards the ball. Children can play a variety of shots depending on the sport. 	<ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.
VOCABULARY	Forearm, backhand, catch, serve, court, volley, dig	

COMPETING EDSTART – INTRO TO NET&WALL GAMES

(TENNIS&BADMINTON) (VOLLEYBALL&DODGEBALL)

3	<ul style="list-style-type: none"> Children can play a modified version of the game using the techniques shown. Children understand where they need to stand to be in the best position to play the shots needed. 	<ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
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COMPETING EDSTART – DEVELOPMENT OF NET&WALL GAMES

(TENNIS&BADMINTON) (VOLLEYBALL&DODGEBALL)

4	<ul style="list-style-type: none"> Children understand that they need to play a pass on their side of the court before it is sent back to the other team. Children can pass the ball towards their partner so that they have time to play the next shot. 	<ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
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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"> Children can develop a range of techniques for ground strokes and volleys. Children can develop a backhand technique and use it in a game. Children can serve overarm. 	<ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending. Compare their performances with previous ones and demonstrate improvement to achieve their personal best..
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COMPLETE EDSTART – NET&WALL GAMES

(TENNIS, BADMINTON, VOLLEYBALL & DODGEBALL)

6	<ul style="list-style-type: none"> Children know where a shot should be aimed and show increasing accuracy. Children use good hand/eye co-ordination when playing and serving. Children use different shots in a game situation to outwit an opponent. 	<ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
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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"> Children are able to follow a map in a familiar context. Children are able to use clues to follow a route safely. Children are able to work in a team and individually to use a map and solve problems with greater confidence and can identify risks whilst advising others. 	<ul style="list-style-type: none"> Take part in outdoor and adventurous activity challenges both individually and within a team

PLAYING EDSTART – OUTDOOR AND ADVENTUROUS ACTIVITIES (OAA)

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

breathing, flexibility, control, confidence,

COMPETING EDSTART – OUTDOOR AND ADVENTUROUS ACTIVITIES (OAA)

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

6	<ul style="list-style-type: none"> Children can plan a route and a series of clues for someone else. Children are able to take part in outdoor and adventurous activity challenges both individually and in a team. 	<ul style="list-style-type: none"> Take part in outdoor and adventurous activity challenges both individually and within a team
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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"> Children can use a range of skills e.g. throwing, catching and bowling with some degree of control. Children can throw over a variety of distances using the underarm and 	<ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply

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

COMPETING EDSTART – TARGET GAMES

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

6	<ul style="list-style-type: none"> Children can identify the correct throw, giving necessary feedback to peers to correct the positioning. Children can play effectively as part of a team. Children can pick out parts of performance that could be improved and suggest ideas and practices to make them better. 	<ul style="list-style-type: none"> Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
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"> Children can run efficiently using the correct technique. Children can accurately throw a small piece of athletic equipment for distance. Children understand the basics of jumping and landing. 	<ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination. Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

COMPETING EDSTART – DEVELOPMENT OF ATHLETICS

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

COMPETING EDSTART – ATHLETICS

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

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

COMPETING EDSTART – INTRO TO ATTACKING & DEFENDING

YEAR	END POINT	NC OBJECTIVES
3	<ul style="list-style-type: none"> Children are able to move into space to support their teammate who has the ball. Children are able to move away from a defender to receive the ball. Children can stay near to their opponent to stop them receiving the ball. 	<ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination. play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

COMPETING EDSTART – DEVELOPMENT OF ATTACKING & DEFENDING

4	<ul style="list-style-type: none"> Children can identify the skills they need to improve whilst playing small sided games. Children can move to a space away from an opponent so that their teammate can pass them the ball. Children can apply the skills into playing a variety of different games. 	<ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination. play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
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VOCABULARY	width, depth, support, possession, creativity, penetration, cover, delay, deny	
COMPETING EDSTART – ATTACKING & DEFENDING		
5	<ul style="list-style-type: none">Children can support the player with the ball and make sure there are 2 passing options.Children understand they can pass backwards to draw the defence away from goal if they don't have the correct support.Children understand that support should be close to each other to force the ball wide.	<ul style="list-style-type: none">use running, jumping, throwing and catching in isolation and in combination.play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
COMPLETE EDSTART – ATTACKING & DEFENDING		
6	<ul style="list-style-type: none">Children understand they can pass backwards to draw the defence away from goal if they don't have the correct support.Children understand that passing backwards allows their team to keep possession if they haven't got an option of a forward pass.Children use the 'Man Marking' principles and force the player with the ball away from goal.	<ul style="list-style-type: none">use running, jumping, throwing and catching in isolation and in combination.play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.
VOCABULARY	penetration, support, width, depth, narrow, deny, delay, possession, competing, matches, tournaments, scoring, rules, officiating.	

FUNDAMENTAL MOVEMENT SKILLS

WHAT ARE FUNDAMENTAL MOVEMENT SKILLS?

Fundamental Movement Skills (FMS) are the basic movement patterns that form the foundation for more advanced physical and sport-specific skills. These include locomotor skills like running and jumping, stability skills such as balancing and twisting, and object control skills like throwing and catching. Developing FMS during the primary years is crucial, as this period represents a key stage of physical and neurological growth.

Early acquisition of these skills builds confidence, coordination, and physical competence, all of which contribute to greater enjoyment and participation in physical activity. A strong foundation in FMS not only supports future success in Physical Education and sport but also plays a vital role in everyday tasks and overall physical literacy.

Without the early development of FMS, children may struggle with more complex movements later in life. Therefore, it is essential that schools provide regular, structured, and engaging opportunities for all children to develop these skills in a supportive environment.

FMS ARE GENERALLY GROUPED INTO 3 CATEGORIES

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

Primary schools play a vital role in providing regular, structured opportunities for children to engage in movement experiences that support the development of movement proficiency. These experiences are essential for laying the foundation for continued participation in physical activity throughout life. The National Curriculum for Physical Education highlights the importance of helping pupils develop both competence and confidence in Fundamental Movement Skills (FMS) through a range of physically demanding and varied activities.

At Edstart, our curriculum is designed to support this progression through a clear and structured pathway. Children begin by developing their FMS through the MOVING **EDSTART** and PLAYING **EDSTART** statements, where they build essential skills in a supportive and engaging environment. Once these foundational skills are secure, pupils are encouraged to apply them in more challenging contexts through the COMPETING **EDSTART** and COMPLETE **EDSTART** statements. This approach ensures that each child not only acquires the necessary movement skills but also learns how to apply them confidently across different physical activities, fostering a lifelong positive relationship with physical activity and sport.

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 commitment to being active strengthens one's 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, enjoyable and developmental.

Sport England (2023)

WHY PHYSICAL LITERACY MATTERS.

Developing a positive relationship with movement and physical activity increases the likelihood of staying active throughout life. Research shows that children who demonstrate high levels of physical literacy are twice as likely to take part in sport and regular physical activity. Building physical literacy in childhood creates the foundation for lifelong engagement in healthy, active living.

WHAT DOES PHYSICAL LITERACY MEAN TO EDSTART?

At Edstart, physical literacy is at the heart of everything we do. Through our broad and balanced Physical Education curriculum and wider PESSPA (Physical Education, School Sport and Physical Activity) provision, we guide children on a journey of lifelong engagement with physical activity.

Our framework is built around four progressive stages: **MOVING EDSTART**, **PLAYING EDSTART**, **COMPETING EDSTART**, and **COMPLETE EDSTART**. At each stage, children develop the confidence, competence, knowledge and understanding required to thrive in a range of physical contexts.

We aim to ensure that every child has positive experiences with physical activity, helping them to build self-belief, develop physical skills, and understand the importance of maintaining an active lifestyle. By embedding these values early on, we empower children to participate fully, enjoy movement, and carry these habits forward into adulthood.

SEND AND ADAPTED LEARNING

EDSTART SPORTS COACHING understand the individual needs of SEND pupils. Activities are carefully differentiated to ensure every child can participate meaningfully and make progress.

The **EDSTART** curriculum is ambitious for all learners and sets no limits on what SEND pupils can achieve. Guided by our belief that Every Child Deserves an **EDSTART**, we are committed to delivering an inclusive and empowering experience for every child.

PE lessons are designed so that SEND pupils learn alongside their peers, with adaptations made to ensure that all pupils can access and enjoy the curriculum fully.

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
Autism Spectrum Disorder (ASD)	<ul style="list-style-type: none">Challenges in social, communication, repetitive behaviours, sensory sensitivities.	<ul style="list-style-type: none">Provide clear and structured instructions.Use visual schedules or charts to outline the session plan.Be mindful of sensory sensitivities and adapt the environment accordingly.Offer clear expectations for social interactions.
Attention Deficit Hyperactivity Disorder (ADHD)	<ul style="list-style-type: none">Inattention, hyperactivity, impulsivity.	<ul style="list-style-type: none">Break activities into short, focused segments.Incorporate movement breaks to release excess energy.Use visual cues and timers to manage transitions.Provide positive reinforcement for staying on task.
Physical Disabilities	<ul style="list-style-type: none">Limitations in physical movement or coordination.	<ul style="list-style-type: none">Adapt activities to accommodate mobility challenges.Provide accessible equipment or modify rules.Focus on developing skills within the child's physical abilities.Encourage participation at a comfortable pace.
Speech and Language Impairments	<ul style="list-style-type: none">Difficulty with speech sounds, language development, or communication.	<ul style="list-style-type: none">Use visual aids and gestures to support verbal instructions.Encourage alternative forms of communication (e.g., sign language).Be patient and allow time for the child to express themselves.Provide opportunities for communication in a comfortable setting.
Sensory Processing Disorders	<ul style="list-style-type: none">Over or under-sensitivity to sensory stimuli	<ul style="list-style-type: none">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	<ul style="list-style-type: none">Challenges in acquiring and processing information.	<ul style="list-style-type: none">Use multiple modes 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 actively encourages the use of the **STEP** principles of differentiation to ensure that every child can access and engage with Physical Education, School Sport, and Physical Activity (PESSPA), regardless of their individual abilities or starting points. The **STEP** model—Space, Task, Equipment, and People—provides a structured yet flexible approach to adapting activities to meet the diverse needs of all learners.

These adaptations are not limited to pupils with Special Educational Needs and Disabilities (SEND); they are part of a wider inclusive strategy that benefits every pupil. Differentiation using the **STEP** framework allows coaches to tailor activities in response to a variety of factors, such as a pupil's confidence level, physical ability, learning style, social or emotional needs, or even their motivation and engagement on the day.

S - SPACE

Adjusting the size or layout of the area can make activities more accessible or challenging. A smaller space can support focus and control, while a larger space encourages movement, strategy, and stamina. Zoning areas can help differentiate tasks for varying ability levels.

T - TASK

Tasks can be simplified by breaking down instructions or made more complex by adding rules or constraints. Coaches may shift focus—e.g., from speed to accuracy, or individual skills to teamwork—to suit learners' needs and goals.

E - EQUIPMENT

Using different sizes, weights, or colours of equipment helps meet individual needs. For example, larger balls can support coordination, while varied equipment introduces challenge or aids inclusion (e.g., bright colours for visual needs).

P - PEOPLE

Group sizes and roles can be adapted to promote learning and inclusion. Coaches might use peer support, smaller teams, or leadership roles to build confidence, communication, and engagement for all pupils.

EDSTART PEDAGOGY

At **EDSTART SPORTS COACHING**, we believe that all pupils can get better at PE – that they can know more and do more. Our curriculum is designed with clear intent, underpinned by research-informed pedagogy, and shaped around our core principles: **MOVING EDSTART**, **PLAYING EDSTART**, **COMPETING EDSTART**, and **COMPLETE EDSTART**. These progressive statements ensure that learning is sequenced from the development of fundamental movement through to application in increasingly complex and competitive environments.

From a curriculum standpoint, we are committed to delivering a high-quality, inclusive and ambitious PE curriculum that provides all children with the knowledge, skills and confidence to enjoy and succeed in physical activity. Each unit and lesson are carefully planned to build on prior learning and ensure that all pupils are supported to make sustained progress across cognitive, physical, social and emotional domains.

The Success Criteria embedded in each lesson make learning visible. They guide pupils in understanding what success looks like, while allowing coaches to assess, scaffold and deepen understanding. Lessons are structured to ensure that children revisit key skills and concepts in varied contexts, helping to secure automaticity and transfer of learning over time.

Our curriculum doesn't just focus on isolated physical skills – it promotes **long-term physical literacy**. Children are taught how to take ownership of their improvement through goal setting, reflective practice and self-assessment. Units across all year groups incorporate opportunities to improve health-related fitness, resilience, teamwork, creativity and decision-making – all essential components of lifelong engagement in physical activity.

Coaches use their subject and pedagogical knowledge to deliver purposeful and progressive lessons, where differentiation ensures that every pupil is challenged appropriately. Tasks are adapted using the **STEP** framework (Space, Task, Equipment, People) – (see page 46) – to allow all children to access the curriculum and make measurable progress. Where necessary, this includes scaffolded support or additional challenge for high-ability learners.

Repetition and deliberate practice are fundamental. Rather than rushing through content, our curriculum values depth over breadth – ensuring that key movements and concepts are thoroughly understood, rehearsed and mastered. Coaches provide timely, specific and actionable feedback to help pupils close gaps and extend learning. Feedback is framed positively, building motivation and confidence in each child.

Ultimately, the **EDSTART** curriculum ensures that by the time children leave primary school, they are not only physically competent but also confident, motivated, and ready to engage in lifelong physical activity, equipped with the tools to succeed in PE and beyond.

ASSESSMENT CRITERIA

Assessment within the **EDSTART** Physical Education curriculum is carefully designed to support pupil progress and ensure alignment with the specific knowledge, skills, and understanding taught in each unit. It plays a central role in informing teaching, identifying misconceptions, and enabling all pupils to demonstrate their learning.

Our approach is formative and continuous, using assessment as a tool to guide learning rather than simply measure it. Success criteria are embedded within each lesson and shared with pupils, so they understand expectations and know how to improve.

Assessment is primarily focused on what pupils do physically, but we recognise that non-physical responses—such as discussion, reflection, or explanation—can also offer valuable insight into pupils' understanding.

Throughout the PE journey, assessment helps inform planning and next steps, ensuring pupils are ready to progress before being introduced to more complex concepts or skills. Competitions and game-based scenarios provide authentic opportunities to assess the application of tactics, decision-making, and teamwork in context.

Crucially, assessment in **EDSTART** Physical Education Curriculum is not standalone; it is embedded in the curriculum design. It is purposeful, inclusive, and used to ensure that teaching remains responsive to pupil needs while supporting the development of confident, competent and physically literate young people.

FORMATIVE ASSESSMENT

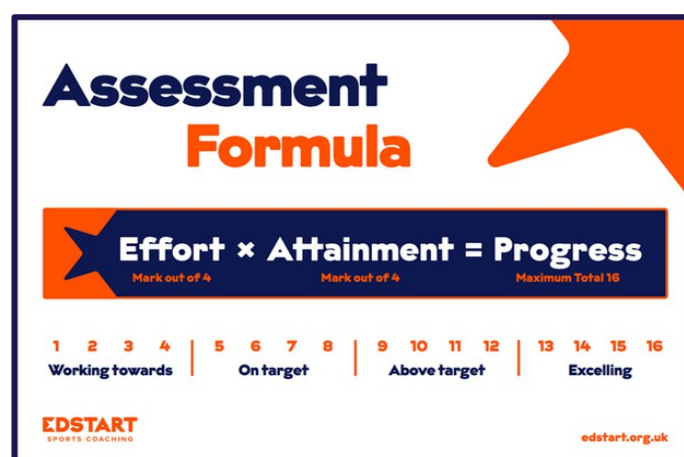
Whilst using the **EDSTART** Physical Education Curriculum teachers / coaches should regularly provide feedback during their lesson. Feedback is used to help students improve.

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 committed to supporting PE Subject Leaders in developing and delivering a high-quality, inclusive Physical Education offer that aligns with the expectations of the National Curriculum and supports wider whole-school priorities. We recognise the pressures placed on Subject Leaders to deliver a broad, balanced, and ambitious curriculum, and we are here to help ensure that external support adds genuine value rather than narrowing the scope of what children experience.

EDSTART offer a comprehensive and quality curriculum that is underpinned by clear long-term and medium-term plans. These demonstrate the breadth and depth of content covered, ensuring that Physical Education is not shaped solely by inter-school competitions or narrowed to popular sports, but instead represents a full, progressive, and inclusive learning journey.

We recognise that schools must monitor the implementation of any externally delivered curriculum with the same rigour they would apply internally. That's why **EDSTART** provides full transparency and support through our Quality Assurance Team, made up of qualified teachers and retired headteachers. This team rigorously reviews lesson content, delivery standards, and curriculum links to the National Curriculum, all of which are clearly outlined in our PESSPA Manual. This document acts as a key quality monitoring tool for schools and ensures consistency, progression, and compliance across all PE lessons.

As a Professional Learning Centre, **EDSTART** also provides extensive CPD support, including tailored Teacher Mentoring, inset training days, and practical workshops to enhance subject knowledge and pedagogical skills. We believe that classroom teachers and TAs should be active participants in PE lessons, and our approach encourages co-delivery and shared learning to ensure staff feel confident and equipped to support children's development both during and beyond **EDSTART** led sessions.

EDSTART SPORTS COACHING provides a fully bespoke service, shaped around the specific context and needs of each individual school. Whether through curriculum delivery, staff training, or whole-school strategy support, our aim is to partner with schools in raising the profile, quality, and impact of Physical Education.

EXTRA-CURRICULAR ACTIVITIES

Extra-curricular activities offer a wide range of benefits that support children's physical, social, and emotional development effectively. Taking part in clubs such as sports, dance, drama, or creative arts helps children discover new interests and build confidence outside the classroom. These activities promote teamwork, communication, and leadership skills as pupils work collaboratively towards shared goals. Physical activities contribute to improved health and well-being, while creative clubs can enhance imagination and self-expression. Extra-curricular participation also encourages commitment, resilience, and time management—valuable skills for both school and later life. For many children, these clubs provide a positive outlet for energy and emotions, supporting better behaviour and focus during lessons. They also create opportunities to build friendships, boosting social skills and a sense of belonging. At **EDSTART**, our inclusive after-school provision ensures that every child has access to enjoyable, enriching experiences that help them thrive both in and beyond the school environment.

PHYSICAL ACTIVITY

At **EDSTART**, we understand the importance of embedding physical activity into the school day to support the health, wellbeing, and academic development of all pupils. With growing concerns around sedentary lifestyles and their impact on children's physical and mental health, it is more crucial than ever for schools to help pupils meet the Chief Medical Officer's recommendation of at least 60 minutes of moderate-to-vigorous physical activity per day. **EDSTART** offers a variety of creative and practical solutions that can be seamlessly integrated into the school routine to maximise physical activity opportunities and inspire children to stay active in an engaging and sustainable way.

EDSTART offers a range of innovative strategies to increase physical activity in schools. Lunchtimes can be transformed through structured sessions led by **EDSTART** coaches, including mini games and fun tournaments that engage all pupils, especially those less involved in after-school sport. Sports Leader Training empowers selected pupils to lead games during breaks, boosting activity levels while developing leadership, teamwork, and confidence.

Breakfast clubs provide another opportunity to embed movement into the day with wake-up routines or simple fitness activities, helping children arrive more focused and ready to learn. For a more structured approach, **EDSTART** delivers Fitness Units of Work that align with the national curriculum and combine inclusive, game-based learning with physical development.

To support wellbeing, **EDSTART** also supplies Yoga Cards to promote balance, relaxation, and mindfulness—ideal for classroom transitions or calming moments. These strategies work together to create a more active, engaged, and ready-to-learn school environment.

Partners

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